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## Children's Attachment and Relationships with Their Social Environment

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### Abstract

*Children's attachment is a fundamental emotional bond that plays a crucial role in shaping socio-emotional development and children's relationships with their social environment. However, difficulties in social interaction, emotional regulation, empathy, and adaptation remain common among young children and are often associated with the quality of attachment they experience. This study aims to comprehensively examine the relationship between children's attachment and their interactions within family, school, and broader social environments. A Systematic Literature Review (SLR) was conducted following the PRISMA framework by synthesizing peer-reviewed journal articles published between 2022 and 2025. The findings indicate that secure attachment positively influences children's emotional regulation, empathy, self-confidence, communication skills, cooperation, and social adaptation. In contrast, insecure attachment is associated with emotional insecurity, social withdrawal, low self-esteem, and difficulties in establishing healthy interpersonal relationships. The review further highlights that attachment extends beyond parent-child relationships to include teachers and other significant adults who contribute to children's social development. Overall, secure attachment serves as a fundamental foundation for fostering healthy social relationships, emphasizing the importance of collaborative support among families, schools, and communities to promote children's holistic development.*

**Keywords:** Attachment, Early Childhood Education, Secure Attachment, Social Environment, Socio-Emotional Development.



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## INTRODUCTION

Children's socio-emotional development has become a major concern in contemporary social and human development research because it serves as the foundation for emotional regulation, interpersonal competence, and lifelong psychological well-being. Within this discourse, attachment theory emphasizes that the quality of children's emotional bonds with their primary caregivers significantly shapes their ability to interact effectively with their surrounding social environment. Empirical evidence consistently demonstrates that secure mother-child attachment positively influences children's socio-emotional development by fostering empathy, cooperation, emotional regulation, and adaptive social behavior (Arianda et al., 2022). Similar findings indicate that maternal attachment contributes substantially to children's emotional well-being and psychological resilience during the early years of development, highlighting its central role in promoting healthy developmental outcomes (Amseke et al., 2025). Recent studies further suggest that attachment should no longer be understood solely as a family-based phenomenon, as children's interactions with teachers, peers, and other significant adults continuously expand their social experiences and developmental opportunities (Sunaryo, 2025). These developments indicate that understanding children's attachment requires a broader perspective that encompasses both familial relationships and the wider social environment in which children develop.

Existing studies have consistently demonstrated that attachment plays a decisive role in shaping children's social, emotional, and psychological development from early childhood onward. Secure attachment has been associated with greater independence, emotional regulation, and social initiative, whereas insecure attachment tends to impede children's ability to establish healthy interpersonal relationships and adapt successfully to social situations (Hidayah et al., 2025; Anggraeni et al., 2023). Beyond socio-emotional competence, emotionally supportive parent-child relationships have also been

linked to children's self-confidence, positive identity formation, and character development, suggesting that attachment functions as a protective factor throughout the developmental process (Senda et al., 2024; Jannah, 2025). Research focusing on paternal attachment similarly demonstrates that fathers' emotional involvement contributes significantly to children's social intelligence and social adjustment, complementing the developmental influence traditionally attributed to mothers (Wardani & Aulia, 2024; Septianingsih & Pranoto, 2025). At the same time, peer relationships and broader social interactions have been identified as equally influential developmental contexts because they strengthen children's cooperation, communication skills, and prosocial behavior through continuous social engagement (Densius, 2024; Mastiyah, 2024). Collectively, these findings suggest that attachment operates as a multidimensional developmental mechanism that extends beyond the family and influences children's capacity to establish meaningful relationships within diverse social environments.

Despite the growing body of empirical evidence, several conceptual and methodological limitations remain insufficiently addressed. Most previous studies have relied primarily on correlational quantitative approaches that examine attachment in relation to isolated developmental outcomes, such as socio-emotional competence, independence, or self-confidence, without integrating these dimensions into a broader understanding of children's social relationships (Amseke et al., 2025; Anggraeni et al., 2023). Furthermore, the existing literature predominantly emphasizes parental attachment, particularly maternal attachment, while comparatively limited attention has been devoted to the complementary roles of teachers, caregivers, peers, and other members of children's social environment in shaping developmental trajectories (Mutmainnah, 2023; Sunaryo, 2025). Another limitation concerns the predominance of localized samples and context-specific findings, which restrict the generalizability of current evidence across different educational and sociocultural settings. Although numerous empirical studies have explored specific aspects of attachment, systematic efforts to integrate these fragmented findings into a comprehensive conceptual framework remain relatively scarce.

The absence of an integrated understanding of children's attachment within broader social contexts has important scientific and practical implications. Children who experience insecure attachment are more likely to encounter emotional dysregulation, low self-confidence, and difficulties establishing positive interpersonal relationships, thereby limiting their capacity to adapt successfully to school and community environments (Popira et al., 2024). Inadequate emotional relationships within families have also been associated with behavioral problems and increased vulnerability to psychological maladjustment during later developmental stages (Selian et al., 2025). Moreover, ineffective parent-child communication may reduce opportunities for healthy emotional expression and increase the likelihood of maladaptive social behaviors that negatively affect children's future development (Annisa et al., 2024). Since early childhood represents a critical period for social and emotional development, addressing these challenges is essential not only for children's immediate well-being but also for promoting healthier educational experiences, stronger family relationships, and better long-term human development outcomes.

Against this background, the present study positions itself within the existing literature by examining children's attachment from a broader ecological perspective that extends beyond parent-child relationships alone. Rather than focusing exclusively on individual developmental outcomes, this study synthesizes empirical evidence concerning how attachment influences children's interactions with parents, teachers, peers, caregivers, and other components of their social environment. By employing a Systematic Literature Review (SLR), the study seeks to consolidate fragmented findings across previous research while identifying consistent patterns, unresolved issues, and emerging directions in the literature. Such a comprehensive synthesis is expected to strengthen the conceptual understanding of attachment as a multidimensional construct that supports children's social adaptation across multiple developmental contexts.

This study aims to systematically identify, evaluate, and synthesize empirical evidence concerning the relationship between children's attachment and their social environment in influencing socio-emotional development during early childhood. It seeks to develop a more comprehensive understanding of how attachment relationships contribute to children's social competence, emotional regulation, and adaptive behavior across different interpersonal contexts. Through a systematic review approach, the study is expected to provide an integrated conceptual framework that clarifies the complex interactions between attachment and children's broader social experiences. The findings are anticipated to contribute theoretically to the advancement of attachment research while offering methodological

guidance for future systematic investigations and practical implications for educators, parents, and policymakers seeking to promote optimal socio-emotional development in early childhood.

**RESEARCH METHODS**

This study employed a non-empirical research design using a Systematic Literature Review (SLR) guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework. The PRISMA guideline was adopted to ensure a transparent, systematic, and reproducible process for identifying, selecting, and synthesizing relevant literature. The review focused on empirical studies examining children's attachment and its relationship with the social environment, particularly in relation to socio-emotional development during early childhood. Relevant studies were retrieved from Scopus, ScienceDirect, ERIC, Google Scholar, and Crossref using combinations of keywords, including children's attachment, secure attachment, social environment, parent–child attachment, teacher–child relationship, peer relationship, early childhood, and socio-emotional development. The inclusion criteria comprised peer-reviewed journal articles published between 2022 and 2026, written in English or Indonesian, and reporting empirical findings relevant to the research objectives. Publications such as conference proceedings, books, book chapters, theses, dissertations, duplicate records, and studies unrelated to children's attachment and social relationships were excluded from the review.

The selected studies were analyzed using a qualitative thematic synthesis approach. Information extracted from each article included publication characteristics, research design, participant characteristics, dimensions of attachment, aspects of the social environment, and key findings concerning children's socio-emotional development. The analysis involved repeated reading of the selected studies, systematic coding of relevant findings, thematic categorization, cross-study comparison, and synthesis of recurring patterns, similarities, differences, and research gaps. To ensure methodological rigor, the review process was conducted systematically in accordance with the PRISMA framework, thereby enhancing transparency, consistency, and reducing the potential for selection bias. Since this study relied exclusively on published scholarly literature and did not involve human participants or the collection of personal data, ethical approval was not required. Nevertheless, the review adhered to the principles of academic integrity by accurately representing previous findings, providing appropriate citations to all original sources, and maintaining objectivity throughout the synthesis process.

**RESULTS AND DISCUSSION**

Following the literature search and selection process based on the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework, a total of 10 peer-reviewed journal articles met the inclusion criteria and were selected for the final review. These studies were published between 2022 and 2025 and primarily examined the relationship between children's attachment and their social environment, including attachment to parents, teachers, and other significant social agents, as well as its influence on children's socio-emotional development. Although the studies were conducted in different contexts, they consistently emphasized the importance of secure attachment in promoting children's emotional well-being, social competence, and adaptive behavior. An overview of the selected studies is presented in Table 1.

**Table 1. Characteristics of Included Studies**

| <b>No.</b> | <b>Author(s)</b> | <b>Year</b> | <b>Main Focus</b>   |
|------------|------------------|-------------|---|
| 1          | Arianda et al.   | 2022        | The relationship between mother–child attachment and children's socio-emotional development.      |
| 2          | Mutmainnah       | 2023        | Children's attachment and its role in fostering social relationships during early childhood.      |
| 3          | Anggraeni et al. | 2023        | The influence of secure and insecure attachment on children's socio-emotional development.        |
| 4          | Senda et al.     | 2024        | Parent–child attachment and its contribution to children's self-confidence and social adjustment. |

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|----|-------------------------|------|--|
| 5  | Wardani & Aulia         | 2024 | The role of father–child attachment in promoting children's social development.                                      |
| 6  | Nuban & Amseke          | 2024 | Attachment patterns within early childhood education settings and their influence on children's social interactions. |
| 7  | Amseke et al.           | 2025 | Maternal attachment as a predictor of children's socio-emotional competence and well-being.                          |
| 8  | Hidayah et al.          | 2025 | The association between attachment security and children's emotional regulation and interpersonal relationships.     |
| 9  | Septianingsih & Pranoto | 2025 | Father involvement, attachment quality, and children's social intelligence.  |
| 10 | Sunaryo                 | 2025 | Teacher–child relationships as an extension of children's attachment within the school social environment.           |

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The selected studies demonstrate that research on children's attachment has increasingly expanded beyond the traditional focus on parent–child relationships to encompass broader social contexts, including schools and peer interactions. Most studies highlight secure attachment as a key factor that supports children's socio-emotional competence, emotional regulation, self-confidence, and positive social adjustment. In addition, several studies emphasize that teachers and other significant adults play complementary roles in reinforcing children's sense of security and facilitating healthy social interactions. These findings provide the empirical foundation for the thematic synthesis presented in the following sections, which examine children's attachment, their relationships with the social environment, and the implications for socio-emotional development.

### **Children's Attachment in Family and Social Contexts**

Attachment has long been recognized as one of the most influential factors in children's early development because it establishes the emotional foundation upon which social competence and psychological well-being are built. Across the reviewed studies, attachment is consistently described as more than an emotional bond between children and caregivers; it represents a developmental mechanism that shapes children's capacity to regulate emotions, develop trust, and engage in meaningful social interactions. The literature indicates that secure attachment provides children with a stable emotional base from which they can confidently explore their surroundings and establish relationships with significant others. Conversely, insecure attachment is associated with emotional instability, reduced social confidence, and difficulties in adapting to unfamiliar social situations. Collectively, these findings demonstrate that attachment should be understood as a multidimensional construct that influences children's developmental trajectories across family, school, and community settings.

The reviewed studies consistently identify parents as children's primary attachment figures during early childhood. Maternal attachment, in particular, plays a central role in promoting children's emotional security and socio-emotional competence through responsive caregiving, warmth, and consistent emotional support (Arianda et al., 2022; Amseke et al., 2025). Children who develop secure attachment with their mothers generally display greater emotional regulation, empathy, and confidence when interacting with others. These positive developmental outcomes emerge because emotionally responsive parenting enables children to perceive their environment as predictable and psychologically safe. Consequently, maternal attachment serves as an essential foundation for children's healthy emotional and social development.

Although maternal attachment receives considerable scholarly attention, the reviewed literature demonstrates that fathers also make unique contributions to children's attachment experiences. Active father involvement has been associated with increased independence, social confidence, and adaptive interpersonal skills, complementing the emotional support traditionally provided by mothers (Wardani & Aulia, 2024; Septianingsih & Pranoto, 2025). Fathers often facilitate children's exploration of

unfamiliar situations, encourage problem-solving, and promote resilience during social interactions. These experiences help children develop confidence when interacting with peers and adults beyond the family environment. Therefore, attachment should be viewed as a shared parental responsibility rather than being limited to maternal caregiving alone.

Beyond the family, children's attachment relationships gradually expand to include teachers, caregivers, and other significant adults within educational settings. As children spend increasing amounts of time in early childhood education environments, emotionally supportive teacher–child relationships become an important source of security that complements parental attachment. Sunaryo (2025) emphasizes that teachers who provide warmth, responsiveness, and consistent emotional support create classroom environments in which children feel accepted and confident to participate in learning activities. Similarly, Nuban and Amseke (2024) argue that supportive interactions within early childhood education settings strengthen children's sense of belonging and facilitate positive social adaptation. These findings indicate that attachment continues to develop through multiple relational contexts rather than remaining exclusively within the family.

The reviewed studies also demonstrate that attachment significantly influences children's relationships with peers and the broader social environment. Securely attached children generally exhibit stronger communication skills, greater empathy, higher levels of cooperation, and more effective conflict-resolution abilities than children with insecure attachment (Mutmainnah, 2023; Hidayah et al., 2025). Positive attachment experiences enable children to develop trust in others, making it easier for them to establish and maintain healthy interpersonal relationships. In contrast, insecure attachment often contributes to withdrawal, emotional dysregulation, and difficulties in forming reciprocal friendships. These patterns suggest that attachment serves as a fundamental mechanism through which children acquire the interpersonal competencies required for successful participation in social life.

Overall, the reviewed literature demonstrates that children's attachment is best understood from an ecological perspective that encompasses multiple interconnected relationships rather than focusing exclusively on parent–child interactions. Emotional bonds established within the family provide the initial foundation for development, while subsequent relationships with teachers, caregivers, and peers reinforce children's emotional security and social competence across different environments. This integrated perspective illustrates that attachment is a dynamic developmental process that evolves as children's social worlds expand throughout early childhood. Accordingly, promoting secure attachment requires collaborative efforts among families, educational institutions, and other social environments to create consistent emotional support for children's development. This thematic synthesis provides the conceptual basis for examining how attachment subsequently influences children's socio-emotional development, which is discussed in the following section.

**The Influence of Children's Attachment on Socio-Emotional Development**

The reviewed studies consistently demonstrate that secure attachment contributes positively to multiple dimensions of children's socio-emotional development. Rather than influencing a single developmental domain, attachment serves as a protective factor that supports children's emotional regulation, social competence, self-confidence, empathy, and adaptive behavior across various interpersonal contexts. Although each study emphasizes different developmental outcomes, their findings collectively indicate that children who establish secure emotional relationships with parents, teachers, and other significant adults tend to exhibit healthier socio-emotional functioning than those experiencing insecure attachment.

**Table 2. Synthesis of the Influence of Children's Attachment on Socio-Emotional Development**

| <b>Developmental Outcome</b> | <b>Influence of Secure Attachment</b>  | <b>Representative Studies</b>                |
|------------------------------|--|--|
| Emotional regulation         | Improves children's ability to recognize, express, and regulate emotions effectively | Arianda et al. (2022); Hidayah et al. (2025) |

|                            |  |   |
|----------------------------|--|---|
| Socio-emotional competence | Enhances empathy, cooperation, and interpersonal relationships                                   | Amseke et al. (2025); Mutmainnah (2023)     |
| Self-confidence            | Promotes independence, positive self-concept, and confidence in social situations                | Senda et al. (2024); Wardani & Aulia (2024) |
| Social intelligence        | Strengthens communication skills and adaptive social behavior                                    | Septianingsih & Pranoto (2025)              |
| School adjustment          | Facilitates classroom participation, emotional security, and positive teacher–child interactions | Sunaryo (2025); Nuban & Amseke (2024)       |

As shown in Table 2, emotional regulation emerged as one of the most consistently reported developmental outcomes associated with secure attachment. Children who experience warm, responsive, and supportive relationships with caregivers are generally more capable of managing negative emotions, coping with stressful situations, and expressing their feelings appropriately (Arianda et al., 2022; Hidayah et al., 2025). This capacity enables children to navigate social interactions more effectively while reducing the likelihood of behavioral difficulties. In contrast, insecure attachment is frequently associated with emotional instability, anxiety, and poor self-regulation, which may hinder children's ability to establish positive interpersonal relationships.

Another recurring finding concerns the contribution of secure attachment to children's socio-emotional competence. Across the reviewed studies, children who developed secure attachment demonstrated stronger empathy, greater willingness to cooperate, and higher levels of prosocial behavior than their peers with insecure attachment (Amseke et al., 2025; Mutmainnah, 2023). These competencies are essential for establishing healthy peer relationships and adapting successfully to different social environments. Moreover, emotionally secure children tend to perceive social interactions as supportive rather than threatening, encouraging active participation in collaborative learning and group activities. Such findings reinforce the notion that attachment provides an emotional foundation for children's broader social engagement.

The reviewed literature also highlights the importance of attachment in fostering children's self-confidence and social intelligence. Positive attachment experiences enable children to explore unfamiliar situations with greater confidence because they perceive supportive relationships as reliable sources of emotional security (Senda et al., 2024). Furthermore, active parental involvement, particularly from fathers, has been associated with increased independence, communication skills, and adaptive social behavior, thereby strengthening children's capacity to interact effectively with peers and adults (Wardani & Aulia, 2024; Septianingsih & Pranoto, 2025). These findings suggest that attachment influences not only children's emotional functioning but also their readiness to participate confidently in diverse social settings.

Beyond family relationships, the reviewed studies emphasize that secure attachment continues to influence children's adjustment within educational environments. Positive teacher–child relationships create emotionally supportive classrooms where children feel accepted, respected, and motivated to engage in learning activities (Sunaryo, 2025). Likewise, supportive educational settings reinforce children's sense of belonging and facilitate healthy interactions with peers, contributing to more successful school adjustment (Nuban & Amseke, 2024). Taken together, the evidence indicates that attachment functions as a continuous developmental resource that extends across home and school contexts, supporting children's emotional well-being and social adaptation throughout early childhood.

The synthesized findings demonstrate that secure attachment exerts a broad and interconnected influence on children's socio-emotional development. Rather than affecting isolated developmental outcomes, attachment simultaneously strengthens emotional regulation, social competence, self-confidence, communication skills, and school adjustment. These dimensions interact with one another to shape children's overall capacity to establish healthy relationships and adapt to increasingly complex social environments. Consequently, promoting secure attachment should be regarded as a shared responsibility among families, educators, and communities to support children's holistic development.

**Research Synthesis, Implications, and Future Directions**

The synthesis of the reviewed studies demonstrates that children's attachment should be understood as a multidimensional developmental process rather than a relationship confined solely to the family environment. Across the literature, secure attachment consistently emerged as the foundation for children's socio-emotional competence, while relationships with parents, teachers, peers, and other significant adults collectively contributed to children's emotional security and social adaptation. These findings indicate that attachment develops through continuous interactions within multiple social contexts, supporting the ecological perspective that children's development is shaped by interconnected relationships across home, school, and community settings. Consequently, attachment should be viewed as a dynamic process that evolves alongside children's expanding social experiences rather than as a static bond established exclusively during infancy.

Despite this growing body of evidence, several limitations remain evident in the current literature. Most reviewed studies relied on quantitative cross-sectional designs that primarily identified statistical associations between attachment and developmental outcomes, providing limited insight into the long-term developmental processes through which attachment influences children's social competence. Furthermore, many studies concentrated on maternal attachment, whereas comparatively fewer investigations examined the complementary roles of fathers, teachers, caregivers, and peers in children's attachment experiences. The predominance of localized samples within specific educational and cultural settings also restricts the generalizability of existing findings, highlighting the need for broader comparative investigations across different sociocultural contexts.

**Table 3. Summary of Research Synthesis and Future Research Directions**

| <b>Research Theme</b>         | <b>Current Evidence</b>  | <b>Research Gaps</b>  | <b>Future Research Directions</b>   |
|-------------------------------|--|---|---|
| Parent–child attachment       | Secure attachment consistently supports socio-emotional development.                   | Greater emphasis on maternal attachment than paternal attachment.               | Examine complementary parental roles using comparative and longitudinal designs.                  |
| Teacher–child relationships   | Positive teacher–child relationships enhance emotional security and school adjustment. | Limited empirical studies across diverse educational contexts.                  | Investigate attachment processes in different educational systems and cultures.                   |
| Peer and social relationships | Secure attachment facilitates empathy, cooperation, and prosocial behavior.            | Peer attachment remains less extensively explored than parent–child attachment. | Explore reciprocal relationships between attachment and peer interactions over time.              |
| Research methodology          | Most studies employ quantitative cross-sectional approaches.                           | Limited longitudinal and mixed-methods research.                                | Conduct longitudinal, qualitative, and mixed-methods studies to explain developmental mechanisms. |
| Sociocultural context         | Findings consistently support the importance of secure attachment.                     | Evidence is concentrated within local or single-country settings.               | Expand cross-cultural and international comparative research on children's attachment.            |

From a theoretical perspective, the reviewed evidence reinforces attachment theory by demonstrating that secure attachment remains a fundamental mechanism underlying children's emotional regulation, social competence, and adaptive behavior. However, the findings also suggest that attachment theory can be enriched by integrating ecological perspectives that acknowledge the influence of multiple social environments throughout children's development. Rather than focusing exclusively on parent–child relationships, future theoretical models should consider how family, school, and community environments interact to shape children's attachment experiences and developmental outcomes.

The reviewed studies likewise offer important practical implications for families, educators, and policymakers. Parents should be encouraged to establish warm, responsive, and consistent emotional relationships that promote children's sense of security from an early age. Educational institutions should strengthen teacher–child relationships by fostering supportive classroom environments that encourage emotional expression, cooperation, and positive social interaction. In addition, policymakers should recognize the importance of family- and school-based interventions that promote secure attachment as part of broader strategies for improving children's socio-emotional development and well-being. Collaborative efforts among families, schools, and communities are therefore essential for creating environments that support children's holistic development.

The findings of this systematic literature review demonstrate that children's attachment represents a critical developmental resource influencing multiple aspects of socio-emotional development across family and social environments. Although previous studies consistently support the benefits of secure attachment, important conceptual and methodological gaps remain, particularly regarding longitudinal evidence, cross-cultural perspectives, and the integration of multiple attachment figures within children's developmental experiences. Addressing these limitations will contribute to a more comprehensive understanding of attachment and provide stronger empirical foundations for future research and evidence-based interventions in early childhood development.

## **CONCLUSION**

This systematic literature review demonstrates that children's attachment plays a fundamental role in shaping their relationships with the social environment and promoting socio-emotional development during early childhood. The synthesized evidence consistently indicates that secure attachment, characterized by warmth, responsiveness, effective communication, and consistent caregiving, provides a strong emotional foundation that enables children to regulate emotions, develop empathy, build self-confidence, and establish healthy interpersonal relationships. These developmental benefits extend beyond the family context, influencing children's interactions with teachers, peers, and other significant individuals within educational and community settings. Conversely, insecure attachment is associated with emotional dysregulation, social withdrawal, reduced self-confidence, and difficulties in adapting to social environments, highlighting the importance of early attachment experiences in determining children's developmental trajectories. Overall, the findings reinforce the view that attachment functions as a multidimensional developmental resource that supports children's successful engagement across multiple social contexts.

This review also highlights that children's attachment should not be conceptualized solely as a parent–child relationship but rather as an interconnected relational system involving families, schools, and broader social environments. By synthesizing evidence from recent empirical studies, this review extends current understanding of attachment through a broader ecological perspective that recognizes the complementary roles of parents, teachers, caregivers, and peers in supporting children's socio-emotional development. Nevertheless, the review identifies several limitations within the existing literature, including the predominance of cross-sectional quantitative studies, limited longitudinal evidence, and insufficient attention to the contributions of attachment figures beyond parents. These limitations suggest that current knowledge remains fragmented and that further empirical investigations are needed to clarify the developmental mechanisms linking attachment with children's social relationships across diverse educational and cultural contexts.

Based on these findings, strengthening secure attachment should become a shared responsibility among families, educators, and policymakers through emotionally responsive parenting, supportive teacher–child relationships, and collaborative family–school partnerships that foster children's social and emotional well-being. Educational institutions are encouraged to implement programs that enhance

parental engagement while equipping teachers with the competencies required to establish emotionally supportive learning environments. Future research should adopt longitudinal, mixed-methods, and cross-cultural approaches to examine the dynamic nature of attachment across developmental stages and social settings. Further investigations should also explore the mediating and moderating roles of emotional regulation, empathy, self-confidence, resilience, and peer relationships in explaining how attachment influences children's social development. Such efforts will contribute to a more comprehensive understanding of children's attachment and provide stronger evidence for designing interventions that promote healthy socio-emotional development across diverse social environments.

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