# Childhood Attachment and Adult Romantic Relationship Satisfaction

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## Abstract

Early relational experiences are theorized to shape adult romantic outcomes through internal working models of attachment. This study examined levels of perceived childhood attachment—operationalized as trust, communication, and alienation in relation to parents/guardians and peers—and adult romantic relationship satisfaction among residents of San Jose del Monte, Bulacan, Philippines. Using a quantitative, cross-sectional, descriptive-comparative design, data were collected from 160 participants through purposive sampling. Standardized instruments included the Inventory of Parent and Peer Attachment (IPPA) and the Relationship Assessment Scale (RAS). Results indicated a generally favorable attachment profile, with higher trust and lower alienation, alongside comparatively constrained communication with parents/guardians. Adult romantic relationship satisfaction was moderate overall, with strong endorsement of caring for partners but more mixed evaluations across other satisfaction indicators. Childhood attachment and adult romantic satisfaction were moderately and positively associated (r = .453, p < .001). Group comparisons suggested that childhood attachment varied modestly across age groups, whereas adult satisfaction varied by relationship status and relationship duration but not by sex/gender or age. The findings underscore the relevance of early attachment processes as a relational foundation while highlighting the role of current relationship context. Recommendations include strengthening family communication, peer support systems, and context-sensitive relationship education programs.

**Keywords:** *parent and peer attachment; Inventory of Parent and Peer Attachment (IPPA); Relationship Assessment Scale (RAS); trust; communication; alienation; romantic relationship satisfaction; young adults; Philippines*

## 1. Introduction

Early relational experiences with caregivers and significant others are widely regarded as formative influences on later emotional regulation, trust, and interpersonal functioning. Attachment theory proposes that children develop internal working models—cognitive–emotional representations of self and others—shaped by the availability, responsiveness, and consistency of caregiving. These internal working models guide expectations regarding closeness, support, and conflict, and may persist as relational templates into adulthood, including within romantic partnerships (Bowlby, 1969/1982; Ainsworth et al., 1978). In this view, attachment is not only a childhood phenomenon but a developmental system whose expressions evolve as individuals encounter new relational contexts.

In adulthood, romantic relationships become a central arena in which attachment-related patterns may be observed. Research commonly suggests that secure attachment is associated with higher relational satisfaction, greater intimacy, and more constructive conflict behavior, whereas insecure patterns (e.g., anxious or avoidant tendencies) may be associated with heightened relational distress, difficulties in communication, and reduced satisfaction (Ouyang, 2025; Simpson & Rholes, 2016; Şen & Dağ, 2020). Empirical studies also emphasize that adverse childhood experiences and trauma can disrupt the development of perceived safety and trust, with potential downstream effects on later relational functioning and satisfaction (Quan, Zhang, & Chen, 2025). However, although the broad association between early attachment and later relational outcomes is frequently asserted, the mechanisms and expressions of this association remain context-sensitive, shaped by developmental stage, family structure, and sociocultural norms.

A practical challenge for community-based relationship research is that attachment is often studied through categorical "attachment styles," which may not fully capture the nuanced dimensions through which early relational experiences are remembered and interpreted. In contrast, dimensional approaches conceptualize attachment

through measurable relational qualities—commonly including trust, communication, and alienation—that may be shaped by both parental/guardian relationships and peer relationships. This dimensional perspective is especially relevant when the research goal is descriptive and comparative: to profile early attachment experiences as recalled by adults and to assess how these experiences relate to perceived satisfaction in adult romantic relationships.

In the Philippine setting, the study of attachment and adult relationship outcomes also invites careful attention to sociocultural context. Much of the attachment literature has been developed in Western, individualistic contexts, and concerns have been raised about limited generalizability to collectivist societies (Waqas et al., 2024). Philippine relational life is often characterized by strong family interconnectedness, hierarchical respect, and community-embedded caregiving roles that may extend beyond biological parents. Local caregiving practices may involve grandparents, siblings, and other "significant others," potentially shaping how individuals narrate early closeness, conflict, openness, and emotional safety. In addition, collectivist norms may influence the ways individuals express needs and evaluate satisfaction in romantic relationships, which may not be fully explained by attachment categories alone. These contextual considerations justify empirical work that examines attachment-related dimensions and romantic relationship satisfaction within a specific community setting.

Another relevant developmental consideration is age. Individuals across age groups may differ in how they interpret early experiences and how they evaluate romantic relationship satisfaction. Emotional maturity, relationship duration, accumulated relational experiences, and changing life priorities may influence self-reports of both attachment-related memories and current relationship evaluations. Although attachment theory recognizes continuity over time, it also allows for change as individuals form new bonds and reinterpret earlier relationships. Accordingly, examining age-group differences can provide a practical lens for understanding how early attachment dimensions and romantic relationship satisfaction vary across adulthood within the same locality.

Within this framing, the present study investigates early attachment experiences and adult romantic relationship satisfaction among adult residents of San Jose del Monte, Bulacan, using a quantitative cross-sectional approach. Childhood attachment is examined through the dimensions of trust, communication, and alienation as reflected in relationships with parents/guardians and peers, while adult romantic relationship satisfaction is assessed as a self-reported evaluation of one's romantic relationship experience. The study further examines whether these constructs differ significantly across age groups. By doing so, the research contributes localized evidence to an area of inquiry often dominated by non-local samples and categorical attachment classifications, and it provides a descriptive basis for family-, school-, and community-level interventions oriented toward healthier relational development across the life course.

This study aimed to examine the relationship between perceived childhood attachment and adult romantic relationship satisfaction among young adult residents of San Jose del Monte, Bulacan. Specifically, it sought to: (1) determine the level of perceived childhood attachment in relation to parents/guardians and peers in terms of trust, communication, and alienation; (2) determine the level of adult romantic relationship satisfaction; (3) test whether childhood attachment and adult romantic relationship satisfaction differ across sex/gender, age group, relationship status, and relationship duration; (4) examine the correlation between childhood attachment and adult romantic relationship satisfaction; and (5) identify implications of the findings for relationship education and psychosocial support programs.

This study aimed to examine the relationship between childhood attachment and adult romantic relationship satisfaction among young adults. Specifically, it sought to: (1) describe respondents' childhood attachment in terms of trust, communication, and alienation toward parents/guardians; (2) describe adult romantic relationship satisfaction across key satisfaction indicators; (3) test the association between childhood attachment and adult romantic relationship satisfaction; and (4) determine whether childhood attachment and adult romantic relationship satisfaction differ across respondent characteristics, particularly age group, gender, relationship status, and relationship duration.

## 2. Review of Related Literature

### 2.1 Attachment Theory and the Measurement of Parent and Peer Attachment

Attachment theory proposes that early caregiving experiences shape internal working models that guide expectations about closeness, reliability, and emotional safety in relationships. Foundational work describes how consistent caregiver responsiveness supports secure attachment, whereas inconsistency, unavailability, or emotionally unsafe environments may contribute to insecure strategies in managing closeness and distress (Ainsworth et al., 1978). Contemporary literature continues to treat attachment as developmentally significant, emphasizing that attachment-related tendencies are often activated within later intimate relationships, particularly under stress and conflict (Simpson & Rholes, 2016; Stapley et al., 2021).

For empirical purposes, childhood attachment is frequently operationalized using dimensional approaches that capture how relational security is perceived in concrete relational behaviors and feelings. A widely used framework is the Inventory of Parent and Peer Attachment (IPPA), which assesses attachment through trust, communication, and alienation in relation to parents/caregivers and peers (Armsden & Greenberg, 1987). This dimensional approach is particularly appropriate for community-based research because it supports descriptive profiling (e.g., levels of trust and openness) while remaining theoretically consistent with attachment constructs (Armsden & Greenberg, 1987; Ainsworth et al., 1978).

Recent studies reinforce that attachment is not merely a theoretical label but is empirically associated with measurable relational orientations and behaviors across developmental stages. Research examining attachment-related processes in contemporary populations continues to frame attachment as relevant to emotional expression, relational regulation, and interpersonal functioning (Alang et al., 2025; Tohme et al., 2024). In addition, evidence examining childhood bonding patterns suggests that early relational experiences can be linked to adult interpersonal behavior and relational outcomes, supporting the present study's emphasis on childhood attachment as a meaningful developmental predictor domain (Waqas et al., 2024).

Beyond traditional attachment scales, behavioral frameworks like the Knowledge–Attitudes–Practices (KAP) model have been applied in community health research to map how awareness shapes preventive behaviors (Temporada et al., 2025). This offers a parallel to attachment measurement, where relational knowledge (trust), attitudes (communication), and practices (alienation/approach) collectively inform relational outcomes.

## 2.2 Adverse Childhood Experiences, Parenting Context, and Attachment-Related Vulnerabilities

A substantial portion of contemporary research highlights that adverse childhood experiences can shape later attachment-related functioning. Trauma exposure and early relational adversity have been associated with psychological distress and vulnerabilities in later close relationships, including outcomes relevant to relationship quality and satisfaction (Quan et al., 2025). Locally anchored scholarship also recognizes childhood maltreatment and dysfunctional parenting patterns as developmentally consequential and associated with later relational and psychological risk pathways (Cleto, 2021).

At the population level, global reports continue to document that large numbers of children experience harsh discipline and violence, conditions that can undermine perceived emotional safety within the home and complicate socio-emotional development (UNICEF, 2024). In response, child-development guidance emphasizes strengthening caregiving environments and caregiver capacity as a foundational strategy for supporting healthy development (World Health Organization, 2020). UNICEF similarly underscores the importance of supporting caregivers themselves, recognizing that caregiving quality is shaped by stress, resources, and psychosocial support systems (UNICEF, 2025). These public-health and developmental perspectives provide a broader ecological rationale for studying attachment: attachment-related outcomes are embedded in caregiving realities rather than purely individual traits.

Recent studies of high-stress populations, such as medical students, show that chronic distress and burnout are linked to both lifestyle factors and relational support (Agang-Ang et al., 2025). This underscores the ecological perspective that attachment disruptions may intersect with stress-regulation capacities in adulthood. Studies of professionals in caregiving roles also highlight that generational shifts and role overload can exacerbate relational stress (Bermido et al., 2025), suggesting that early attachment experiences may interact with adult caregiving demands to influence relational satisfaction.

Other studies also reflect ongoing interest in how early family dynamics and parental roles relate to later attachment outcomes. Work examining maternal versus paternal associations with partner attachment highlights that caregiver influences may not be uniform and that parental relational roles can be differentially linked to adult attachment outcomes (Papińska & Van De Rijdt, 2025). Such findings align with the study's choice to examine childhood

attachment in a structured manner and reinforce the need to consider caregiver context, parental role dynamics, and early relational environments when interpreting adult relationship outcomes (Quan et al., 2025; Papińska & Van De Rijdt, 2025).

### 2.3 Adult Attachment Processes and Romantic Relationship Satisfaction

Adult romantic relationships are a key context in which attachment dynamics become observable because they involve emotional vulnerability, commitment, and ongoing negotiation of intimacy and autonomy. Adult attachment scholarship emphasizes that attachment-related tendencies influence how individuals interpret partner behavior, regulate emotions during conflict, and seek or avoid support under stress—processes that directly shape relationship functioning (Simpson & Rholes, 2016; Şen & Dağ, 2020). In this view, relationship satisfaction can be understood not only as a present evaluation of relationship quality but also as a construct shaped by attachment-linked interaction patterns.

Empirical studies referenced in the manuscript consistently position attachment as relevant to relationship satisfaction. Research on attachment style and romantic relationship dynamics emphasizes that insecure attachment tendencies are often linked to lower satisfaction and relational difficulty, while secure orientations are generally associated with healthier functioning (Ouyang, 2025; Simpson & Rholes, 2016; Şen & Dağ, 2020). Studies specifically connecting childhood trauma and later romantic relationship satisfaction strengthen the developmental argument: early adverse experiences may shape later relational insecurity and satisfaction outcomes in adult partnerships (Quan et al., 2025; Bock, 2025).

A crucial feature of the present manuscript is its attention to relational mechanisms that plausibly connect attachment to satisfaction. For example, emotional expressivity is discussed in the literature as an attachment-relevant process: differences in emotional expression may reflect underlying attachment orientations and may influence how intimacy and reassurance operate in relationships (Alang et al., 2025). Similarly, research examining family satisfaction and adult attachment indicates that attachment is embedded within wider relational systems and can co-occur with broader familial relational outcomes (Basister et al., 2024). These perspectives support the study's logic that attachment-related patterns—formed in early relational contexts—can have meaningful associations with adult romantic relationship satisfaction.

In measurement terms, romantic relationship satisfaction is commonly treated as an evaluative construct captured through validated tools. The Relationship Assessment Scale (RAS) is a widely used generic measure for assessing perceived relationship satisfaction and quality (Hendrick, 1988). This measurement foundation supports the study's operationalization of satisfaction while allowing the analysis to be aligned with attachment-oriented interpretations of close relationships (Hendrick, 1988; Simpson & Rholes, 2016).

### 2.4 Protective Factors and Positive Relationship Processes

Recent work on positive childhood experiences suggests that supportive relational environments may promote resilience and healthier adult functioning, offering a counterpoint to strictly adversity-focused explanations (Cunha et al., 2024; Dearth-Wesley et al., 2025). Related evidence that examines childhood parental connection and later perceived outcomes similarly supports the notion that early relational strengths can contribute to more adaptive development and potentially healthier adult relational functioning (Dearth-Wesley et al., 2025).

Positive processes are likewise evident in the adult relationship satisfaction literature. Work examining relationship satisfaction alongside positive interaction patterns provides a basis for considering satisfaction not simply as an outcome but as a reflection of everyday relational behaviors and exchanges that sustain relational quality (Vasquez et al., 2023). Within attachment frameworks, such positive relational processes can plausibly interact with attachment tendencies—because attachment influences how individuals communicate needs, express emotions, and interpret partner responsiveness (Simpson & Rholes, 2016; Şen & Dağ, 2020). Accordingly, integrating positive interaction and positive childhood experiences strengthens the explanatory balance of the review and avoids over-pathologizing insecure attachment or adverse histories.

Just as health workforce resilience depends on systemic support and competency alignment (Atento et al., 2025a), relational resilience in adulthood may be bolstered by external support networks—a concept consistent with the protective role of secure attachment and positive childhood experiences.

Finally, Philippine-focused discussion emphasizes the presence and role of "significant others" beyond parents/guardians in youth development and caregiving ecologies (Lasco & Mendoza, 2025). This supports the study's inclusion of peer attachment and contextualizes attachment development within broader relational systems. In addition, studies examining adolescent memories of well-being and related developmental experiences provide an adjacent basis for considering how positive recollections and developmental contexts may be associated with later relational outcomes (Yilmaz & Serin, 2024).

Taken together, this theme-based perspective positions adult romantic relationship satisfaction as a product of (a) attachment-related vulnerabilities shaped by early adversity (Quan et al., 2025; Cleto, 2021), (b) attachment-linked interaction processes such as emotional expression and responsiveness (Alang et al., 2025; Simpson & Rholes, 2016), and (c) protective relational experiences and positive interaction patterns that can support resilience and relationship quality (Cunha et al., 2024; Dearth-Wesley et al., 2025; Vasquez et al., 2023).

### 2.5 Synthesis of Literature

Across the literature, a consistent developmental argument emerges: early relational environments shape attachment-related expectations and coping strategies that later become salient in adult intimate relationships. Foundational attachment work explains how early caregiving responsiveness and emotional safety contribute to secure relational expectations, while instability or emotional unavailability can foster insecurity-related strategies that influence closeness and regulation under stress (Ainsworth et al., 1978). Contemporary adult attachment scholarship maintains that these orientations are not merely static labels but are activated within romantic contexts, especially during conflict and threat, and are expressed through concrete interaction processes such as help-seeking, responsiveness, and emotional regulation (Simpson & Rholes, 2016; Stapley et al., 2021).

Within this broad frame, the literature supports operationalizing childhood attachment through measurable relational dimensions rather than relying solely on categorical typologies. The Inventory of Parent and Peer Attachment provides a structured approach to capturing attachment through trust, communication, and alienation across parent/caregiver and peer contexts (Armsden & Greenberg, 1987). This aligns with the view that attachment-related orientations are experienced through relational safety (trust), openness (communication), and perceived emotional distance or disconnection (alienation). Because peer bonds become increasingly salient in adolescence and beyond, assessing both parent/caregiver and peer attachment strengthens developmental plausibility and supports a more comprehensive view of early relational formation (Armsden & Greenberg, 1987; Lasco & Mendoza, 2025).

The literature also shows that attachment development is shaped by both risk and protective pathways. Evidence highlights that adverse childhood experiences and trauma are associated with psychological vulnerability and relational insecurity that can carry forward into adult relationships (Quan et al., 2025; Cleto, 2021). Population-level reports on harsh discipline and child exposure to violence provide a macro-level rationale for examining early relational safety as a developmental condition with potential long-term relational implications (UNICEF, 2024). At the same time, global guidance emphasizes strengthening caregiving quality and caregiver support as protective foundations for child development (World Health Organization, 2020; UNICEF, 2025). These perspectives collectively support treating attachment as embedded within caregiving ecology and socio-emotional development rather than solely individual disposition.

Integrative frameworks such as Narrative Health Analytics (Atento et al., 2025b) also remind researchers that relational phenomena like attachment are best understood through empathetic, context-sensitive interpretation—aligning with the call for nuanced, developmentally informed approaches to adult relationship satisfaction.

On the adult outcomes side, romantic relationship satisfaction is commonly conceptualized as a subjective evaluation of relationship quality, supported by validated measurement approaches such as the Relationship Assessment Scale (Hendrick, 1988). Empirical work consistently positions attachment-related tendencies as meaningfully associated with relationship satisfaction and functioning, with insecure attachment linked to lower satisfaction and relational difficulties (Şen & Dağ, 2020; Ouyang, 2025; Bock, 2025). Mechanistically, adult attachment research suggests that satisfaction is shaped by how partners communicate needs, respond to stress, interpret partner behavior, and regulate emotions—processes congruent with the trust, communication, and alienation dimensions used to operationalize attachment-related experiences (Simpson & Rholes, 2016; Stapley et al., 2021). Related work indicates that emotional expressivity is an attachment-relevant process that can shape relational closeness and perceived relationship quality, supporting plausible attachment-to-satisfaction pathways through

interpersonal affect and disclosure (Alang et al., 2025).

Finally, contemporary literature extends the developmental picture by emphasizing that early supportive experiences can foster resilience and contribute to healthier adult functioning. Studies on positive childhood experiences support the idea that childhood relational strengths can function as protective conditions, counterbalancing risk exposures and shaping adult relational outcomes (Cunha et al., 2024; Dearth-Wesley et al., 2025). Similarly, research that considers family satisfaction alongside adult attachment reinforces the view that attachment-related patterns are embedded within broader relational systems rather than limited to romantic contexts alone (Basister et al., 2024). In synthesis, the literature converges on a coherent rationale for the present study: childhood attachment—captured through trust, communication, and alienation in parent/caregiver and peer contexts—provides a theoretically grounded developmental foundation for examining adult romantic relationship satisfaction as a salient relational outcome (Ainsworth et al., 1978; Armsden & Greenberg, 1987; Simpson & Rholes, 2016; Şen & Dağ, 2020; Hendrick, 1988).

### 2.6 Gaps in Literature

Despite broad consensus that attachment is relevant to adult romantic functioning, several gaps remain that justify the present study's focus and design.

First, there is a need for more integrative empirical framing that explicitly bridges childhood attachment dimensions (parent/caregiver and peer) to adult romantic relationship satisfaction within the same community-based adult sample. Much of the literature on attachment and satisfaction emphasizes adult attachment orientations and relational processes (Simpson & Rholes, 2016; Stapley et al., 2021; Şen & Dağ, 2020), while dimensional childhood attachment frameworks are often applied in adolescent or developmental contexts (Armsden & Greenberg, 1987). Fewer studies, particularly in local contexts, are structured around a direct developmental linkage that profiles childhood attachment in both parent/caregiver and peer domains and then examines adult romantic relationship satisfaction as the outcome construct (Hendrick, 1988; Ouyang, 2025). This gap supports the relevance of the present study's combined model.

Second, there is a contextual gap regarding Philippine-based evidence that examines attachment and relationship satisfaction using validated constructs while acknowledging local caregiving ecologies. Global attachment studies and many relationship-satisfaction investigations are commonly conducted in non-local settings. Yet Philippine-focused work highlights that caregiving roles and significant relational influences may extend beyond parents/guardians and include broader "significant others" and social ecology influences (Lasco & Mendoza, 2025). This suggests the importance of localized inquiry that examines attachment within a relational ecology consistent with local realities. The present study addresses this gap by focusing on adult respondents from San Jose del Monte, Bulacan while measuring attachment through parent/caregiver and peer dimensions (Armsden & Greenberg, 1987; Lasco & Mendoza, 2025).

Third, the literature is often risk-dominant and would benefit from more balanced framing that acknowledges protective pathways and positive relational processes alongside adversity pathways. While trauma and adverse childhood experiences are credibly linked to relational vulnerability and psychological distress (Quan et al., 2025; Cleto, 2021), contemporary work also emphasizes positive childhood experiences and supportive relational contexts as protective factors that can contribute to healthier adult functioning (Cunha et al., 2024; Dearth-Wesley et al., 2025). Similarly, positive relationship processes and satisfaction-related dynamics appear in recent work on relationship quality (Vasquez et al., 2023). A more balanced empirical approach—one that profiles both attachment vulnerabilities (e.g., alienation) and attachment resources (e.g., trust and communication)—supports more nuanced interpretation and avoids over-pathologizing insecure attachment patterns.

Fourth, although adult attachment is frequently linked to relationship satisfaction, the literature suggests the need to clarify specific interpersonal mechanisms that plausibly carry attachment into satisfaction judgments. Adult attachment scholarship emphasizes stress regulation and relational coping processes (Simpson & Rholes, 2016), and recent empirical work points to emotional expressivity as one interpersonal dimension relevant to attachment and relational outcomes (Alang et al., 2025). However, studies vary in the mechanisms emphasized, and there remains practical value in research that uses

concrete, interpretable dimensions—trust, communication, and alienation—to anchor interpretation of how attachment-relevant perceptions correspond to satisfaction outcomes (Armsden & Greenberg, 1987; Hendrick, 1988). The present study contributes by using these dimensions as empirical anchors for describing attachment profiles alongside satisfaction levels in the same sample.

Fifth, there is a measurement and reporting gap in applied community studies where validated tools are sometimes not coherently aligned with the structure of results reporting. The IPPA provides structured parent and peer dimensions (Armsden & Greenberg, 1987), and the RAS provides a standard measure of satisfaction (Hendrick, 1988), yet many manuscripts do not explicitly articulate how these constructs map into the results structure and the comparative tests employed. By directly structuring the objectives and results around the dimensional indicators (trust, communication, alienation) and satisfaction, the present study strengthens construct-to-analysis alignment and provides clearer interpretability for community-based implications.

In sum, these gaps support the present study's relevance: it provides localized evidence and a coherent construct linkage between childhood attachment dimensions (parent/caregiver and peer) and adult romantic relationship satisfaction, framed within both adversity and protective pathways and operationalized through validated measurement constructs (Ainsworth et al., 1978; Armsden & Greenberg, 1987; Hendrick, 1988; Quan et al., 2025; Cunha et al., 2024; Dearth-Wesley et al., 2025; Simpson & Rholes, 2016; Lasco & Mendoza, 2025).

## 3. Methodology

### 3.1 Research Design

The study employed a quantitative, descriptive-correlational design to (a) describe childhood attachment and adult romantic relationship satisfaction and (b) examine the association between these constructs. In addition, the study tested whether childhood attachment and adult romantic relationship satisfaction differ across selected respondent characteristics (age group, gender, relationship status, and relationship duration).

### 3.2 Participants and Sampling

A total of 160 young adults residing in San Jose del Monte, Bulacan participated in the study. Participants were recruited through purposive, non-probability sampling appropriate for survey-based data collection among accessible community-based populations. Inclusion criteria required informed consent, residence in the study locale, and at least one prior romantic relationship experience to permit interpretation of the relationship satisfaction measure (current or most recent relationship). Demographic variables recorded included age group and sex/gender. Relationship-related variables included relationship status and relationship duration.

### 3.3 Instrumentation

Perceived childhood attachment was measured using the Inventory of Parent and Peer Attachment (IPPA) (Armsden & Greenberg, 1987), which operationalizes attachment-related perceptions in relation to parents/guardians and peers through three dimensions: trust, communication, and alienation. Adult romantic relationship satisfaction was measured using the Relationship Assessment Scale (RAS) (Hendrick, 1988), which assesses global satisfaction and evaluative aspects of romantic relationships. Both instruments used Likert-type response formats. For interpretation of mean scores, the following verbal anchors were applied: 4.21–5.00 (Very High), 3.41–4.20 (High), 2.61–3.40 (Moderate), 1.81–2.60 (Low), and 1.00–1.80 (Very Low). Composite indices were computed as mean scores to summarize overall levels of the constructs.

To maintain response applicability, respondents who were not currently in a romantic relationship answered the RAS with reference to their most recent romantic relationship.

### 3.4 Data Gathering Procedure and Ethical Considerations

Data were collected through a structured survey. Participation was voluntary and based on informed consent. Respondents were assured of anonymity/confidentiality, and data were used solely for academic purposes.

### 3.5 Treatment of Data and Statistical Analysis

Descriptive statistics (means and standard deviations) were used to summarize childhood attachment and adult romantic relationship satisfaction. The association between childhood attachment and adult romantic relationship satisfaction was tested using Pearson's correlation based on complete paired observations. Group differences across age group, gender, relationship status, and relationship duration were tested using the Kruskal–Wallis H test. When omnibus results were significant, Dwass–Steel–Critchlow–Fligner (DSCF) post-hoc comparisons were used to identify which groups differed. Effect size was summarized using epsilon-squared ($\varepsilon^2$).

# 4. Results and Discussion

## 4.1 Level of Childhood Attachment

### Trust

For the Trust dimension of childhood attachment among residents of San Jose del Monte, Bulacan (n = 160), the overall result indicates a High level of trust (M = 3.64, SD = 1.25). Item-level results further suggest that perceived trust is generally stronger in the peer/friend domain than in the parent/guardian domain.

Among the indicators, the highest-rated statement was "My friends accept me for who I am" which obtained a Very High rating (M = 4.22, SD = 1.04). This was followed by "My friends respect how I feel" (M = 4.19, SD = 0.97; High) and "I think my friends are truly good friends" (M = 4.14, SD = 1.03; High). In the parent/guardian set of indicators, the strongest item was "My parents/guardians accept me for who I am" (M = 4.12, SD = 1.16; High), suggesting generally positive perceived acceptance from parents/guardians.

In contrast, the lowest-rated indicator was "My parents/guardians are interested in my point of view when we discuss something" (M = 3.48, SD = 1.26; High), which—despite remaining within the High descriptive range—reflects the comparatively weaker aspect of perceived trust and engagement in parent/guardian interactions. The remaining items were also rated High, including "I put my trust in my parents/guardians" (M = 3.79, SD = 1.30), "My parents/guardians acknowledge and respect my feelings" (M = 3.64, SD = 1.25), and "I believe I can rely on my friends" (M = 3.62, SD = 1.25).

Overall, the trust-related findings indicate that respondents generally perceive high levels of acceptance and emotional respect, with peer acceptance and respect emerging as the most salient trust indicators, while parent/guardian engagement in discussion appears to be the relatively weaker component within the trust dimension.

### Communication

For the Communication dimension, the findings show a clear split between communication with parents/guardians and communication with friends/peers. Overall, respondents reported limited openness with parents/guardians, while reporting high communication and emotional sharing with friends.

Communication with parents/guardians was comparatively weak. The lowest-rated indicator was "I discuss my issues and problems with my parents or guardian" (M = 2.48, SD = 1.29; Low). This was followed by "When I need to express myself, I can turn to my parents or guardians" (M = 2.60, SD = 1.41; Low). A related item further reinforces the same pattern: respondents tended to agree with the statement "My parents/guardian has their own issues, so I don't share my problems with her" (M = 3.49, SD = 1.43; High), suggesting that many respondents intentionally withhold personal concerns from parents/guardians. The item "When I feel angry about something, my parents make an effort to be supportive" obtained a Moderate rating (M = 2.73, SD = 1.43), indicating that parental support during emotional moments is perceived as present but not consistently strong.

In contrast, peer-related indicators demonstrated consistently stronger communication. The highest-rated indicator in this set was "My friends listen when I talk" (M = 4.08, SD = 0.99; High). Other peer items were likewise rated High, including "My friends help me understand myself better" (M = 3.77, SD = 1.20), "I can share my problems with my friends" (M = 3.76, SD = 1.22), and "My friends can tell when something is bothering me" (M = 3.71, SD = 1.19).

Taken together, the communication results indicate that respondents are more inclined to express themselves, disclose concerns, and feel understood within peer relationships, while communication with parents/guardians is characterized by lower disclosure and reduced reliance, with a notable tendency to refrain from sharing problems due to perceived parental burdens.

### Alienation

For the Alienation dimension, the results generally indicate low levels of perceived alienation across both parent/guardian and peer contexts, with only a few indicators reaching the Moderate range.

Among the parent/guardian-related items, the highest mean was observed for "My parent/guardian doesn't comprehend what I've been going through recently" (M = 2.82, SD = 1.39; Moderate), followed by "My parent/guardian has unrealistic expectations of me" (M = 2.71, SD = 1.37; Moderate). These results suggest that the most salient alienation-related perceptions are linked to feeling misunderstood and perceiving expectations as unrealistic. The remaining parent/guardian indicators were rated Low, including "I don't

receive much attention from my parent/guardian" (M = 2.48, SD = 1.33) and "I wish my parent/guardian were different" (M = 2.36, SD = 1.43).

For the peer-related items, all indicators were rated Low, reflecting relatively limited feelings of alienation from friends. The lowest-rated indicator was "Sometimes I wish I had other friends instead" (M = 1.91, SD = 1.25; Low), followed by "I feel left out even when I'm with my friends" (M = 2.30, SD = 1.24; Low) and "My friends don't really understand what I'm going through right now" (M = 2.34, SD = 1.31; Low). Relatedly, "I often feel more upset than my friends realize" also remained within the Low range (M = 2.45, SD = 1.28). Overall, the peer results indicate that respondents generally do not strongly endorse alienation-related statements in their friendships.

*Composite Mean for Childhood Attachment*

Overall, respondents reported a moderate level of childhood attachment (Composite M = 3.06), characterized by high trust (M = 3.64) alongside moderate levels of communication (M = 2.82) and alienation (M = 2.72).

### 4.2 Level of Adult Romantic Relationship Satisfaction among the Respondents

The results on adult romantic relationship satisfaction among residents of San Jose del Monte, Bulacan (n = 160) indicate an overall Moderate level of satisfaction (Composite M = 3.28, SD = 1.28). Item-level findings show that while respondents generally report moderate evaluations of relationship quality and fulfillment, there is a notable strength in affective commitment toward the partner.

Among the indicators, the highest-rated item was "How deeply do you care for your partner?" which obtained a High descriptive equivalent (M = 4.02, SD = 1.44). This suggests that respondents report strong emotional investment and attachment to their partners despite only moderate assessments in other satisfaction dimensions. This pattern is consistent with the idea that affectionate and supportive relational dynamics are linked with relationship satisfaction and perceived relationship quality (Vasquez et al., 2023).

Most other items fell within the Moderate range. Respondents rated "How satisfied are you with your relationship overall?" as Moderate (M = 3.30, SD = 1.58), and likewise rated "How would you rate the quality of your relationship compared to most other relationships?" as Moderate (M = 3.18, SD = 1.53). Perceived fulfillment of needs also remained Moderate ("How frequently does your partner fulfill your needs?" M = 3.01, SD = 1.46). Similarly, perceived alignment with initial expectations was Moderate ("How much has your relationship met the expectations you had at the beginning?" M = 3.09, SD = 1.42). Frequency of problems was also rated Moderate ("How often do problems come up in your relationship?" M = 2.92, SD = 1.38), indicating that relationship challenges occur but are not rated at an extreme level.

In contrast, the lowest-rated indicator was "How often do you regret being in a relationship?" which obtained a Low rating (M = 2.33, SD = 1.45). Interpreted in context, this suggests that respondents generally do not strongly endorse regret about being in a relationship, even though their overall satisfaction remains at a moderate level.

Overall, the findings indicate that respondents demonstrate moderate romantic relationship satisfaction, characterized by strong caring or emotional commitment toward partners, moderate perceptions of fulfillment and relationship quality, and generally low endorsement of regret regarding being in a romantic relationship.

### 4.3 Comparison of Childhood Attachment and Adult Romantic Relationship Satisfaction

*Across Gender*

Due to non-normality, group differences were examined using the Kruskal–Wallis test. Childhood attachment scores did not differ significantly across sex/gender categories (p > .05). Consistent with this, Dwass–Steel–Critchlow–Fligner (DSCF) post-hoc pairwise comparisons indicated no statistically significant differences between any gender pairs. Given the very small subgroup counts for non-binary and "prefer not to say," the findings are interpreted primarily as an absence of evidence for systematic gender-based variation in this sample.

Similarly, adult romantic relationship satisfaction did not differ significantly across sex/gender categories (p > .05), and DSCF post-hoc comparisons indicated no statistically significant differences across any gender pairs.

Overall, the non-parametric comparisons suggest that gender-based group differences were not evident for either childhood attachment or adult romantic relationship satisfaction in this sample.

*Across Age Groups*

Differences across age groups (18–19 years old, 20–21 years old, and 22 and above) were tested using the Kruskal–Wallis non-parametric one-way ANOVA due to normality.

For childhood attachment, the Kruskal–Wallis test indicated a statistically significant difference across age groups (H = 8.41, p = .038, $\varepsilon^2$ = .03). Follow-up Dwass–Steel–Critchlow–Fligner (DSCF) pairwise comparisons showed that the 18–19 years old group differed significantly from the 22 and above group (W = 4.60, p = .019). No statistically significant differences were observed between 18–19 years old vs. 20–21 years old (p > .05) and between 20–21 years old vs. 22 and above (p > .05).

For adult romantic relationship satisfaction, results indicated no statistically significant difference across age groups (H = 4.17, p = .124, $\varepsilon^2$ = .02). Post-hoc DSCF comparisons likewise showed no significant differences for any age-pair comparisons (all p > .05).

Overall, the results suggest that childhood attachment varies modestly by age group, with the difference concentrated between 18–19 years old and 22 and above, whereas adult romantic relationship satisfaction appears comparable across age groups in this sample.

### Across Relationship Status

Differences across relationship status were examined using the Kruskal–Wallis non-parametric one-way ANOVA. For analysis, respondents who reported being separated or widowed were merged with the "single" category due to very small subgroup counts, to ensure comparability of group sizes. The resulting groups were Single (including separated and widowed), In a relationship, and Situationship.

For childhood attachment, the Kruskal–Wallis test indicated no statistically significant differences across relationship status groups (p > .05). DSCF post-hoc comparisons likewise showed no significant differences between any pair of groups (all p > .05).

In contrast, adult romantic relationship satisfaction differed significantly across relationship status groups (H = 6.16, p = .046, $\varepsilon^2$ = .04). Post-hoc DSCF pairwise comparisons indicated that respondents In a relationship reported significantly higher satisfaction than those categorized as Single (W = 3.13, p = .030), while comparisons involving the Situationship group were not statistically significant (p > .05).

Overall, the results suggest that relationship status is not associated with differences in childhood attachment, but it is associated with meaningful differences in adult romantic relationship satisfaction, with the clearest difference observed between those categorized as Single (including separated and widowed) and those In a relationship.

### Across Relationship Duration

Differences by relationship duration were examined using the Kruskal–Wallis non-parametric one-way ANOVA because of normality issues. Duration categories included: not currently in a romantic relationship, less than 6 months, 6 months to 1 year, 1–2 years, 3–4 years, and 5 years or more.

For childhood attachment, the Kruskal–Wallis test indicated no statistically significant differences across relationship-duration groups (p > .05), and DSCF post-hoc comparisons showed no significant pairwise differences among duration categories (all p > .05).

In contrast, adult romantic relationship satisfaction differed significantly across relationship-duration groups (H = 11.46, p = .009, $\varepsilon^2$ = .07). Post-hoc DSCF comparisons indicated that respondents who were not currently in a romantic relationship reported significantly lower satisfaction than selected longer-duration groups, including the 1–2 years group (W = 4.66, p = .015) and the 5 years or more group (W = 4.28, p = .038).

No other pairwise comparisons reached statistical significance (all p > .05), suggesting that the observed differences were concentrated in contrasts involving the "not currently in a romantic relationship" category.

Overall, the findings indicate that relationship duration is not associated with differences in childhood attachment, but it is associated with differences in adult romantic relationship satisfaction, particularly when comparing respondents not currently in a romantic relationship with those in longer-duration relationships.

### 4.4 Correlation between Childhood Attachment and Adult Romantic Relationship Satisfaction

To examine the association between childhood attachment and adult romantic relationship satisfaction, a Pearson product–moment correlation was computed between the two composite scores. The analysis yielded a moderate, positive, and statistically significant relationship, r(153) = .453, p

< .001 (n = 155 paired cases). This indicates that respondents who reported higher levels of childhood attachment also tended to report higher levels of romantic relationship satisfaction.

The magnitude of the coefficient suggests that the association is meaningful but not deterministic. In other words, childhood attachment appears to function as an important relational foundation that is associated with adult relationship satisfaction, yet it does not fully explain relationship outcomes on its own. This pattern is consistent with the idea that early experiences of trust, communication, and emotional connection may support later interpersonal competence and confidence in close relationships, which can translate into more positive evaluations of romantic partnerships.

At the same time, the moderate size of the correlation implies that adult romantic satisfaction is also shaped by other factors beyond childhood attachment—such as current relationship dynamics, partner behavior, communication patterns, and situational stressors—so that individuals with less favorable childhood attachment experiences may still report satisfactory romantic relationships, and some individuals with favorable childhood attachment experiences may still experience relational difficulties.

Because the study uses a cross-sectional design, the result should be interpreted as an association rather than evidence of causation. The correlation supports the study's proposition that childhood attachment and adult romantic satisfaction move together in the expected direction, while also indicating that other factors (e.g., current relationship dynamics, partner behavior, and situational stressors) plausibly contribute to adult satisfaction.

### 4.5 Discussion of Findings

The findings provide a coherent picture of how recalled childhood attachment experiences relate to adult romantic relationship satisfaction among adult residents of San Jose del Monte, Bulacan. Overall, childhood attachment was generally favorable, with high trust, low alienation, and a communication pattern that was notably stronger in the peer domain than in the parent/guardian domain (Armsden & Greenberg, 1987). Adult romantic relationship satisfaction, in contrast, was moderate at the composite level, with the strongest endorsement directed toward affective investment (deep caring) rather than uniformly high evaluations across all satisfaction indicators (Hendrick, 1988). Importantly, the relationship between childhood attachment and adult romantic satisfaction was moderate and positive (r = .453, p < .001), supporting the proposition that early relational foundations are associated with later relationship

evaluations, while also implying that adult satisfaction is shaped by additional contemporary relationship and contextual factors (Simpson & Rholes, 2016; Şen & Dağ, 2020; Ouyang, 2025).

*Childhood attachment profile: strengths in trust and low alienation, but constrained parent communication*

The childhood attachment results indicate a broadly favorable attachment profile. Trust-related responses were largely in the high range, and alienation indicators were generally low, particularly in the peer domain. Within the IPPA framework, high trust and low alienation suggest perceived relational safety and lower endorsement of emotional distance or rejection in formative relationships (Armsden & Greenberg, 1987). These patterns are consistent with attachment theory's expectation that reliable relational experiences support more secure internal working models that can guide later interpersonal behavior (Ainsworth et al., 1978; Simpson & Rholes, 2016).

However, the communication dimension revealed a nuanced pattern: respondents reported comparatively low disclosure and reliance on parents/guardians for discussing problems and expressing themselves, while reporting high communicative openness with friends. This divergence indicates that "attachment positivity" may coexist with limits in parent-oriented disclosure. From an attachment-process perspective, such a pattern can be interpreted as the separation between perceived acceptance/trust and practical emotional disclosure within the family context. That is, parental relationships may still be perceived as trustworthy or generally supportive while not functioning as the primary channel for everyday emotional processing or problem-sharing. This pattern is compatible with the view that attachment is expressed through relational strategies shaped by perceived safety, role expectations, and contextual constraints, not only by affection or closeness (Simpson & Rholes, 2016; Stapley et al., 2021).

The low parent/guardian communication items also align with broader ecological perspectives that recognize caregiving and relational socialization as embedded within family realities, including caregiver burdens and emotional capacity (UNICEF, 2025; World Health Organization, 2020). Additionally, Philippine-focused discussions of youth development emphasize that significant relational bonds can extend beyond parents/guardians and operate within wider social ecology, supporting the plausibility of peers becoming a dominant emotional reference group in certain developmental contexts (Lasco & Mendoza, 2025). Importantly, these interpretations should be

treated as context-consistent explanations rather than direct causal claims, since the study design is cross-sectional and based on self-reported perceptions.

*Adult romantic relationship satisfaction: moderate overall, with strong caring but uneven satisfaction indicators*

Adult romantic relationship satisfaction was moderate overall, but item-level results showed a clear strength: respondents reported high depth of caring for partners. This suggests that emotional investment may be strong even when other satisfaction markers—such as perceived fulfillment of needs, global satisfaction evaluation, or problem frequency—remain moderate (Hendrick, 1988). Relationship satisfaction is evaluative and multidimensional; individuals may care deeply for a partner while simultaneously experiencing unmet expectations, recurring issues, or mixed assessments of quality relative to other relationships (Hendrick, 1988). The results thus indicate an affectively engaged pattern of relationships, but not uniformly high satisfaction across evaluative domains.

This pattern is consistent with contemporary relationship research emphasizing the role of relational communication and affectionate processes in shaping perceived quality. In particular, findings on affection and relationship satisfaction support the idea that caring and affectionate exchanges can contribute positively to satisfaction judgments even when other challenges remain present (Vasquez et al., 2023). Moreover, attachment-based interpretations suggest that satisfaction is partly shaped by emotion regulation and coping under stress—processes that become salient during conflict and uncertainty and can keep satisfaction in the moderate range despite strong affective bonds (Simpson & Rholes, 2016; Şen & Dağ, 2020). Related evidence on emotional expressivity also supports the view that expression and responsiveness may operate as relational mechanisms tied to attachment tendencies and satisfaction (Alang et al., 2025).

*Group differences: what varies and what appears stable across categories*

The non-parametric comparisons clarify which parts of the findings appear relatively stable across demographic and relationship-related categories and which are context-sensitive. Across several comparisons, the evidence indicates that childhood attachment is generally stable across most present-day relationship descriptors, whereas adult romantic relationship satisfaction varies more consistently as a function of current romantic context.

Sex/gender categories. Differences across gender categories were not statistically significant for either childhood attachment or adult romantic relationship satisfaction. Substantively, this indicates that the measured attachment-related perceptions toward parents/guardians and the evaluative experience of romantic satisfaction do not show systematic gender-patterning in this sample. This finding should also be interpreted with caution because small subgroup sizes—particularly for non-binary and "prefer not to say" categories—can reduce statistical power and inflate the risk of unstable subgroup estimates. The most defensible interpretation, therefore, is that the study does not provide evidence of meaningful gender-based differentiation in the two core constructs.

Age groups. Childhood attachment differed significantly across age categories (H = 8.41, p = .038), with a small effect size ($\varepsilon^2$ = 0.03). Post-hoc comparisons indicated that the difference was concentrated between the 18–19 group and the 22 and above group (W = 4.60, p = .019). Although the effect is small, the pattern suggests that older respondents may report modestly more consolidated or favorable attachment-related perceptions. One plausible interpretation is that with maturation and accumulated relational experiences, retrospective meaning-making about early relational environments becomes more stable or integrated. This explanation remains inferential and should be framed cautiously because the design cannot establish developmental causality.

In contrast, adult romantic relationship satisfaction did not significantly differ across age groups. This implies that satisfaction is less a function of age as a demographic marker and more contingent on immediate relationship dynamics. As an evaluative construct, romantic satisfaction tends to respond to current relational conditions—such as perceived support, conflict management, and overall relationship quality—rather than to age alone (Hendrick, 1988; Simpson & Rholes, 2016).

Relationship status. Childhood attachment did not differ across relationship status categories, suggesting that reported attachment-related perceptions are not meaningfully stratified by whether respondents are presently single or partnered. Adult romantic relationship satisfaction, however, differed significantly by relationship status (H = 6.16, p = .046), with a small effect size ($\varepsilon^2$ = 0.04). Post-hoc results indicated that the primary

difference was between respondents currently in a romantic relationship and those categorized as Single (W = 3.13, p = .030). This pattern is consistent with the conceptual expectation that satisfaction behaves as a relationship-outcome measure anchored in ongoing partnership experiences and evaluative judgments (Hendrick, 1988).

Relationship duration. A similar pattern appears for relationship duration. Childhood attachment did not significantly vary across relationship-duration categories, reinforcing the interpretation that the attachment construct, as measured, is comparatively stable across present relational circumstances. Adult romantic relationship satisfaction differed significantly by relationship duration (H = 11.46, p = .009), with a small-to-moderate effect size ($\varepsilon^2$ = 0.07). Post-hoc results showed that respondents in relationships lasting 1–2 years differed significantly from those not currently in a relationship (W = 4.66, p = .015), and those in relationships lasting 5 years and above also differed from those not currently in a relationship (W = 4.28, p = .038). Collectively, these findings reinforce that satisfaction is more meaningfully differentiated by relationship presence and relationship context than by demographic factors alone, and that duration does not necessarily produce a simple linear gradient of satisfaction. Satisfaction may fluctuate according to relationship quality and ongoing experiences rather than length per se (Hendrick, 1988; Simpson & Rholes, 2016).

*The attachment–satisfaction linkage: supportive evidence, but not determinism*

The correlational results provide evidence that childhood attachment and adult romantic relationship satisfaction are meaningfully associated in this sample. The analysis indicates a moderate, positive, and statistically significant relationship between the two composite measures, r(153) = .453, p < .001, suggesting that respondents who report more favorable attachment-related perceptions toward parents/guardians and peers also tend to report higher evaluations of romantic relationship satisfaction. Conceptually, this pattern is consistent with the view that early relational experiences can shape later interpersonal expectations and relational coping tendencies, which may in turn influence how individuals evaluate and sustain intimate partnerships.

At the same time, the findings do not support a deterministic interpretation in which childhood attachment alone explains romantic outcomes. First, the relationship is correlational and based on cross-sectional self-report data; therefore, the results cannot establish causal direction. Second, the group-comparison results show that adult romantic relationship satisfaction varies more clearly by current relationship context (relationship status and duration) than by demographic characteristics. This reinforces the interpretation that satisfaction functions primarily as an evaluative construct sensitive to present relational conditions, including ongoing interaction quality, perceived support, and current relational demands, rather than as a static outcome fixed by early attachment history. In practical terms, childhood attachment may operate as a background predisposition that shapes relational tendencies, but satisfaction appears to remain responsive to contemporary relationship circumstances and experiences (Hendrick, 1988; Simpson & Rholes, 2016).

Accordingly, the most defensible synthesis is that the study supports a developmentally informed—but context-sensitive—account of romantic satisfaction. Early attachment-related perceptions show a statistically meaningful association with satisfaction, yet relationship satisfaction is also differentiated by immediate relational conditions. This dual pattern suggests that interventions or guidance aimed at improving romantic outcomes should consider both (a) longer-term interpersonal orientations rooted in earlier relational environments and (b) present relationship processes that can be strengthened through communication, conflict management, and relational support practices (Hendrick, 1988; Simpson & Rholes, 2016).

### 4.6 Implications

The findings yield several implications for relational support, family and community programs, and applied guidance for individuals navigating romantic relationships. These implications are presented in a manner consistent with the study's cross-sectional and correlational design; thus, they are framed as practical inferences rather than causal claims.

*Implications for family communication and caregiver support*

A notable pattern in the childhood attachment results is the divergence between generally favorable attachment indicators (e.g., high trust and low alienation) and comparatively low communication with parents/guardians, particularly regarding disclosure of problems and personal concerns. This suggests that interventions aimed at strengthening youth and young adult well-being may benefit from addressing not only caregiving warmth or acceptance but also the practical communication climate within households. In particular, programs that help caregivers develop non-judgmental listening practices, emotion coaching skills, and psychologically safe spaces for disclosure may be relevant, especially when individuals perceive

caregivers as preoccupied, burdened, or unable to accommodate disclosure. This direction is consistent with guidance emphasizing the importance of supporting caregivers and strengthening caregiving environments as part of child development and psychosocial well-being (World Health Organization, 2020; UNICEF, 2025).

At the community level, the findings imply that local psychosocial or family-oriented initiatives may consider focusing on communication channels that reduce emotional distance without assuming the presence of severe alienation. Because alienation indicators were generally low, the need may be less about repairing overt relational rupture and more about increasing openness and accessibility in family communication. This approach also aligns with broader public-health concerns emphasizing the need to prevent harsh relational environments and promote safe, supportive family climates (UNICEF, 2024).

*Implications for peer-based support and youth development programming*

The consistently stronger communication patterns in the peer domain suggest that peers serve as primary emotional support channels for many respondents. This implies that peer-based structures—such as youth groups, peer counseling programs, and supervised peer support circles—may be meaningful platforms for psychosocial support and relational education. Philippine-focused discussions on youth development emphasize that significant relational influences can extend beyond parents/guardians and operate within broader social ecology, reinforcing the relevance of peer systems as developmental resources (Lasco & Mendoza, 2025). Strengthening positive peer communication may therefore function as a practical complement to family-based interventions, especially in contexts where parent–child disclosure is limited.

*Implications for relationship education and couple-oriented interventions*

Adult romantic relationship satisfaction was moderate overall, yet respondents reported high depth of caring for partners. This pattern implies that emotional investment may coexist with mixed evaluations in areas such as needs fulfillment, expectations, and conflict experiences. Practical relationship education programs may therefore focus on translating caring and commitment into more consistently satisfying relationship processes through skill-building in communication, expectation alignment, and conflict management

(Hendrick, 1988). Furthermore, findings on affection and relationship satisfaction support interventions that promote constructive emotional expression and responsive interaction as everyday relationship practices (Vasquez et al., 2023; Alang et al., 2025).

*Implications for developmental framing: early attachment as a foundation, present context as a driver*

The moderate positive correlation between childhood attachment and adult romantic satisfaction suggests that early relational experiences are meaningfully associated with later romantic outcomes, consistent with attachment perspectives that emphasize internal working models and stress-related relational processes (Ainsworth et al., 1978; Simpson & Rholes, 2016). However, the group comparisons indicate that adult satisfaction varies strongly with present relationship conditions (status and duration), while childhood attachment does not. This implies a practical framing: childhood attachment may function as a relational foundation, but current relational context and ongoing relationship processes appear to be more immediate drivers of satisfaction. This balance is consistent with adult attachment scholarship recognizing that attachment influences stress regulation and relationship processes without fully determining adult outcomes (Simpson & Rholes, 2016; Stapley et al., 2021).

*Implications for targeted support by relationship status and relationship duration*

Because adult romantic satisfaction differed significantly by relationship status and by whether respondents were currently in a relationship (and across some duration categories), relationship guidance and counseling initiatives may be strengthened by tailoring content based on relationship context. Individuals not currently in a relationship may benefit from support focused on relationship readiness, self-reflection, and relational skill-building before entering future partnerships. Those in early-stage relationships may benefit from structured guidance on expectation-setting, communication patterns, and healthy conflict negotiation to prevent dissatisfaction from emerging despite high caring or affection (Hendrick, 1988; Simpson & Rholes, 2016). Importantly, these implications should be framed as supportive program directions rather than prescriptions, given the descriptive and correlational scope of the study.

*Implications for future community-based measurement and program evaluation*

Finally, the study's use of validated frameworks for childhood attachment dimensions and relationship satisfaction provides a basis for community-level program monitoring and evaluation. The IPPA's trust, communication, and alienation dimensions provide interpretable indicators that can be used to track changes in relational perceptions over time (Armsden & Greenberg, 1987). Similarly, relationship satisfaction measures provide practical indicators of perceived relationship quality that can be used to evaluate relational education interventions or counseling outcomes in applied settings (Hendrick, 1988). Future initiatives may therefore benefit from integrating these measures into program evaluation designs to determine whether communication-oriented interventions produce measurable improvements in relational outcomes.

### 4.7 Limitations and Directions for Future Research

Several limitations should be considered when interpreting the findings. First, the cross-sectional design and reliance on self-report measures preclude causal inference and may be influenced by common-method variance. Second, the purposive, non-probability sampling approach and single-locale focus (San Jose del Monte, Bulacan) limit generalizability to other populations. Third, childhood attachment perceptions were assessed retrospectively and may reflect current meaning-making or recall bias rather than contemporaneous childhood conditions. Fourth, adult relationship satisfaction responses may not be fully comparable across respondents currently in relationships versus those responding about their most recent relationship. Finally, small subgroup sizes in some categories (e.g., non-binary and "prefer not to say") reduce statistical power for detecting differences. Future research may address these limitations through probability sampling, multi-site designs, longitudinal approaches, and designs that distinguish current from past relationships while incorporating additional covariates (e.g., relationship quality indicators, mental health, and socioeconomic context).

## 5. Conclusion and Recommendations

### 5.1 Conclusion

Based on the findings of the study among residents of San Jose del Monte, Bulacan (n = 160), several conclusions are drawn regarding childhood attachment and adult romantic relationship satisfaction.

First, the respondents' childhood attachment profile is generally favorable. Trust-related perceptions were high, alienation indicators were largely low, and the overall composite level of childhood attachment falls within the moderate descriptive range. However, the results also indicate a clear relational nuance: communication with parents/guardians was comparatively low, while communication with peers was consistently high. This suggests that respondents tend to rely more on peers than parents/guardians as their primary channel for self-expression and problem disclosure, even when parental relationships are still perceived as generally accepting and trustworthy.

Second, the respondents' adult romantic relationship satisfaction is moderate overall. While the composite rating indicates moderate satisfaction, the strongest endorsement was for deep caring toward one's partner, implying that emotional investment and affection are salient even when other evaluative indicators—such as perceived need fulfillment, expectation alignment, and problem occurrence—remain moderate.

Third, the group comparisons indicate that childhood attachment does not vary meaningfully by sex, and it does not vary by relationship status or relationship duration. A statistically significant difference in childhood attachment emerged across age groups, with the median childhood attachment score higher among those aged 22 and above compared with those aged 18–19 years, suggesting modest age-related variation in the evaluation or integration of childhood attachment experiences.

Fourth, adult romantic relationship satisfaction does not differ significantly by sex and does not differ across age groups. However, adult satisfaction does differ significantly by relationship status and by relationship duration, with respondents who are in a relationship reporting higher satisfaction compared with those categorized as single (including separated and widowed), and respondents who are not currently in a romantic relationship showing lower satisfaction compared with several duration-based groups. These patterns indicate that romantic satisfaction is more sensitive to current relational context than to demographic categories such as sex or age.

Finally, the correlation analysis indicates a moderate, positive, and statistically significant relationship between childhood attachment and adult romantic relationship satisfaction. This supports the conclusion that more favorable childhood attachment experiences are associated with more favorable adult romantic relationship evaluations. At the same time, the moderate magnitude of the relationship and the strong role of current relationship context in group differences

suggest that childhood attachment functions as a meaningful relational foundation, but it does not fully determine adult romantic satisfaction.

### 5.2 Recommendations and Proposed Program

In view of the findings and within the limits of the descriptive–correlational design, the following recommendations are offered for community stakeholders, families, relationship support services, and future research.

*For parents/guardians and family support initiatives*

Strengthen parent–child communication practices. Given the comparatively low communication scores with parents/guardians, family-oriented programs may focus on building non-judgmental listening, emotional responsiveness, and safe disclosure spaces within the home. This may include parent seminars or coaching modules on active listening, emotion coaching, and supportive responses during conflict or distress.

Normalize help-seeking and disclosure within families. Families may be encouraged to establish routine check-ins and open conversation structures that reduce the perception that parents/guardians are unavailable or burdened, thereby improving disclosure without requiring a crisis trigger.

*For schools, guidance offices, and community youth programs*

Develop structured peer-support and guidance programs. Since peers appear to be a primary channel for communication and emotional processing, schools and community centers may strengthen peer-counseling initiatives, supervised support circles, or mentorship programs that encourage healthy communication, emotional regulation, and constructive coping.

Integrate relationship literacy into student support services. Guidance programs may incorporate practical modules on boundaries, communication skills, and conflict management, particularly for late adolescents and young adults who are in early-stage relationships or navigating unstable relationship contexts.

*For relationship counseling and adult psychosocial services*

Tailor relationship support to relationship status and duration. Because adult romantic relationship satisfaction varies meaningfully by relationship status and relationship duration, counseling programs may be designed with differentiated tracks: (a) relationship-readiness and self-awareness for those not currently in relationships, and (b) communication and expectation-alignment support for those in early-stage relationships.

Leverage strengths in affective commitment. Since respondents report strong caring for partners despite moderate overall satisfaction, interventions may use this emotional investment as a starting point for strengthening relationship processes (e.g., needs communication, conflict resolution, and mutual support routines).

*For future researchers*

Include mechanisms that may explain the attachment–satisfaction link. Future studies may incorporate additional variables such as emotional expressivity, conflict management patterns, perceived partner responsiveness, and coping styles to clarify how childhood attachment translates into adult romantic satisfaction.

Use designs that strengthen developmental interpretation. To address the limits of cross-sectional and retrospective reporting, future research may consider longitudinal designs, multi-source reporting, or mixed-method approaches to deepen understanding of attachment trajectories and romantic outcomes.

Examine contextual factors in local caregiving ecology. Additional studies may explore how local family structures, caregiver roles, and significant-other supports shape attachment communication patterns, particularly the observed reliance on peers for disclosure.

*For the community and policy-oriented stakeholders*

Support caregiver well-being and parenting capacity. Community programs may consider integrating caregiver support—stress management,

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