

**EFFECT OF ATTACHMENT STYLES ON EMOTIONAL
INTELLIGENCE AND LEADERSHIP STYLES**

A

Thesis submitted

In the partial fulfillment of the requirement for the degree of

**MASTER OF ARTS
IN
PSYCHOLOGY
(Clinical)**



Submitted by:
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UNDER THE SUPERVISION OF

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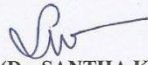
**THAPAR UNIVERSITY
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June, 2017**

CERTIFICATE

This is to certify that the thesis entitled “**Effect of attachment styles on emotional intelligence and leadership styles**” being submitted in partial fulfillment of requirements for the award of degree of **Master of Arts in Psychology**, submitted in the **School of Humanities and Social Sciences, Thapar University, Patiala** is a bonafide work carried out under the supervision of **Dr. Santha Kumari**, Professor & Head, School of Humanities and Social Sciences, Thapar University, Patiala and that no part of this project has been submitted for the award of any other degree.


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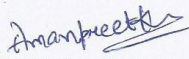
CANDIDATE'S DECLARATION

I hereby declare that the work presented in this thesis entitled, "**Effect of attachment styles on emotional intelligence and leadership styles**" in partial fulfillment of the requirement for the award of Degree of **Master of Arts in Psychology**, submitted in **the School of Humanities and Social Sciences, Thapar University, Patiala**, is an authentic record of my own work carried out under the supervision and guidance of **Dr. Santha Kumari**, Professor & Head, School of Humanities and Social Sciences, Thapar University, Patiala and refers other researcher's work which are duly listed in the reference section.

The matter embodied in this thesis has not formed the basis for the award of any other degree of this or any other university.

Date: 26th May, 2017

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This is to certify that the above declaration made by the student concerned is correct and true to the best of my knowledge.


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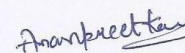

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ABSTRACT

The goal of this study was to investigate the linkage between attachment styles and emotional intelligence as well as leadership styles. Based on the previous research and theory for attachment styles and emotional intelligence, it was hypothesized that both close and depend attachment would be associated with high level of emotional intelligence and its sub-scales whereas anxiety attachment would be associated with low level of emotional intelligence and its sub-scales. For leadership styles, another hypothesis was formulated that close attachment individuals are likely to adopt democratic leadership style. Sixty three participants (42 males and 21 females) aged 18-24 years ($M=21.93$, $SD=2.53$) completed the Revised Adult Attachment Scale (RAAS), Trait emotional intelligence questionnaire – short form (TEIQue–SF) and Leadership Style Questionnaire. The results from correlation and linear regression shows that close attachment has positive impact on emotional intelligence whereas anxiety attachment has negative impact on emotional intelligence. However, no relationship was found between depend attachment and emotional intelligence. In addition to this, individuals scoring high on close attachment style are more likely to adapt the democratic style of leadership whereas individuals scoring high on depend attachment style are less likely to adopt laissez-faire style of leadership.

Keywords: Attachment styles, Emotional intelligence, Leadership styles

Chapter 1

INTRODUCTION

The present study aimed to analyze the association between attachment styles and emotional intelligence in adults. Another goal was to investigate the link between attachment styles and leadership styles. Attachment is an intimate and affectionate relationship between two people (Ainsworth, Blehar, Waters, & Wall, 1978). These special relationships are believed to be the basis from which emotional self-regulation evolves (Carlson & Sroufe, 1995). The capability to use, perceive, convey, comprehend, and handle emotions in oneself and others is termed as emotional intelligence (Mayer & Salovey, 1997). Leadership is a process of social influence where the leader seeks willing assistance of group members in an attempt to attain organization goals (Omolayo, 2007).

The relation between three dimensions of attachment i.e. close, depend, anxiety and the emotional intelligence was the main focus of the current research. The sub scales of the emotional intelligence i.e. self-control, emotionality, sociability, well-being were also taken into the account. Along with this, the present study explored the impact of attachment styles on leadership style of an individual. The three leadership styles i.e. democratic, authoritarian and laissez-faire were considered for the evaluation of the link between attachment styles and leadership styles.

1.1 Attachment Styles

John Bowlby was the first to work on the attachment theory who described attachment as the child's tie to his mother (Bowlby, 1958). It was proposed in the theory that for the survival purpose, the infants attach naturally to a responsive and sensitive caregiver while socially interacting with him/her. The kind of behaviors shown by attachment figures include socially interacting with the infants and readily responding to approaches and signals (Bowlby, 1969). Even in the conditions where circumstances are far less than ideal, attachments are easily formed by humans, and they are generally thought to be robust (Bowlby, 1958). A system including

cognitions, memories, thoughts, expectations, beliefs, behaviors and emotions about oneself and others is developed gradually as a result of initially experiences with caregivers.

Adult attachment theory assumes that all the individual have a system called attachment behavioral system which activates during the times of stress or threat (Bowlby, 1982). Every individual has a different way of coping with stress and these different ways are assumed to be related to the history of handling distress with caregivers and attachment figures in childhood and adolescence (Bowlby, 1973; Ainsworth *et al.*, 1978). The individuals formulate generalized images about whether others will act as helpful and generous in times of need and whether they are worthy of help and support from the experiences with important others.

A technique called strange situation was designed by Mary Ainsworth in order to examine theory given by Bowlby (Ainsworth *et al.*, 1978). The experiment included a room in which various toys were placed and then an infant of 12 months and his mother were asked to play and relate with the toys. An adult stranger enters the room after a period of time and the mother exits immediately. The infant is observed during this separation period for the span of the expressed discomfort and his capacity to readjust to the adult stranger while the caregiver was not there. The infants responded in various ways upon the mothers return as stated in Bowlby's attachment behavioral system. The different response patterns are categorized by Ainsworth into three attachment styles which are referred as secure, anxious/ambivalent, and avoidant (Hazan & Shaver, 1994).

Upon reunion with the caregiver, secure infants were easily comforted and started playing with the toys again. Such kind of response upon reunion is thought to be an outcome of experiences with the caregiver who is consistent, sensitive and responsive to them (Main, 1990). On the other hand, infants with anxious/ambivalent attachment were highly distressed by separation anxiety and did not restart playing. It was difficult for the caregiver to comfort them as they showed behaviors such as hostility, anxiety and anger toward the caregiver. Such kind of response upon reunion is thought to be an outcome of experiences with the caregiver who is inconsistent, insensitive and unresponsive to them (Main, 1990). Lastly, the avoidant infants showed little distress and appeared unaffected by their caregivers' absence. However, the eye contact and

physical intimacy was avoided by the child which is due to consistent non-availability and low responding sensitivity of the caregiver (Main, 1990). Later on, another attachment style called as disorganised/disorientated was added by Main and Solomon (1990) added. It is characterized by clumsy behavior and irregularities among other insecure attachment styles (Main & Solomon, 1990). The older age groups are difficult to assess using strange situation. The strange situation technique works well only for 12 to 18 months old children (Schaffer, 2007).

1.1.1 Adult attachment styles

Bowlby's original attachment theory was centered on the bond between infant and caregiver and it is not surprising that most of the research following from it initially examined attachments in infants and children. Later on, Bowlby identified that attachment processes are involved in relationships throughout the life span (Bowlby, 1979).

There are two dimension which are used to derive four adult attachment styles including anxiety and avoidance (Griffin & Bartholomew, 1994). Anxiety dimension measures the extent to which a person fears of rejection or abandonment by their significant others. Individuals high in anxiety worry about their partner not being responsive or abandoning them, desire excessive closeness, and often view themselves as unworthy of love. The second dimension, known as avoidance, is used to measures the extent to which interdependence and intimacy with others is restricted by a person. Individuals high in avoidance are reluctant to rely on others, usually feel uncomfortable with closeness and prefer to maintain emotional distance and self-reliance.

Individuals scoring low on anxiety as well as avoidance are secure individuals. They think that their significant others will be available in the time of need and perceive themselves as worthy of love and affection; they feel valued by others and believe that attachment figures are usually caring, reliable, and responsive. They feel comfortable in forming intimate and close relationships and relying on others when needed. Individuals scoring high on anxiety but low on avoidance are preoccupied individuals. They want to be intimate and close to others but are often suspicious about availability and responsiveness of others. They highly rely on others' validation for a sense of personal well-being but are extremely fearful of abandonment and rejection. The

individuals scoring high on anxiety as well as avoidance are fearful–avoidant individuals. Their feelings about themselves and others are generally negative (Bartholomew & Shaver,1998); have high rejection expectations along with an intense sense of distrust in others. They avoid close and intimate relationships as they usually feel discomfort by being in such relationships. Lastly, individuals scoring high on avoidance but low on anxiety are dismissing–avoidant individuals. They show positive feelings about the self like feeling confident and thinking of themselves as not being vulnerable to negative feelings. They think of attachment figures as generally untrustworthy and unreliable, therefore, they don’t show positive feelings about others. These individuals usually deny the need for attachment by breaking away from others and refraining emotionality expressions.

Fig 1. Adult Attachment Model (Bartholomew & Horowitz, 1991)

		MODEL OF SELF (ANXIETY)	
		Positive (Low)	Negative (High)
MODEL OF OTHER (AVOIDANCE)	Positive (Low)	<p>SECURE</p> <p>High self-worth, believes that others are responsive, comfortable with autonomy and in forming close relationships with others.</p>	<p>PREOCCUPIED</p> <p>A sense of self-worth that is dependent on gaining the approval and acceptance of others.</p>
	Negative (High)	<p>DISMISSING</p> <p>Overt positive self-view, denies feelings of subjective distress and dismisses the importance of close relationships.</p>	<p>FEARFUL</p> <p>Negative self-view, lack of trust in others, subsequent apprehension about close relationships and high levels of distress.</p>

Adult attachment styles are generally assumed to remain stable throughout life, however they can change (Bowlby, 1988). Although, adult attachment styles are considered to be robust but certain crucial events might alter the attachment style. Bowlby in his later work stated that early interactions with caregivers determine the attachment but the validity of early attachment orientations can be challenged by later significant interactions (Bowlby, 1988). An individual's attachment security can be vulnerable to crucial negative events whereas positive events can result in enhance internalized security and personal growth (Bowlby, 1988). The traumatic and stressful events like parental divorce, death of a loved one, abusive relationship and parent's poor mental health can change the attachment style to insecure attachment (Davila *et al.*, 1997). The change in attachment style is temporary as it is believed that once the stressful or traumatic event is over, the original attachment style of the person is resumed (Fraley & Brumbaugh, 2004)

1.2 Emotional intelligence

Communicating and interacting with the environment is an essential part of day to day life. There are many components which influence the nature of this association and correspondence. These components can be begun either from individual attributes or outer elements. Previous experiences, expectations, interests, attitudes, and personal characteristics affect the quality of interpersonal relationships. Apart from these, emotional intelligence is a major factor which influences the relationship between people. Emotional intelligence is defined by the following three models:

- (a) Ability model: John Mayer and Peter Salovey purposed this model which measures maximal performance (Mayer, Salovey, & Caruso, 2000). It aims at how emotional information is being processed and used by an individual in the social environment.
- (b) Trait model: It was proposed by Konstantin Vasily Petrides and measures typical performance (Petrides & Furnham, 2001) through self report. It focuses on behavioral dispositions and self-perceived abilities.

- (c) Mixed model: This model is a mixture of both ability and trait model and was put forth by Daniel Goleman (1998). According to this model, emotional intelligence is defined as an array of skills and characteristics that drive leadership performance.

Emotional intelligence is a broad term and it has been defined by various psychologists. Salovey and Mayer (1990) were among the first to define it in their paper named “Emotional intelligence”. In this paper, they gave the definition of EI as a form of social intelligence that involves the ability to monitor the emotions and feelings of oneself and others, to distinguish between them and to be able to act and think according to this information. Emotional intelligence as defined by Mayer and Salovey (1997) is the capability to use, perceive, convey, comprehend, and handle emotions in oneself and others. According to Mayer and Salovey (1997), there are four interrelated abilities in emotional intelligence including understanding emotions; perceiving emotions; to aid thinking by using emotions; and regulating emotions of oneself and others. Social interaction require these abilities because emotions fulfill social and communicative functions, communicate the intensions and thoughts of others, and coordinate social encounters (Keltner & Haidt, 2001).

In 1997, Daniel Goleman put forth the definition of emotional intelligence as the capacity to recognize the feelings of one’s own others, to motivate ourselves, and to handle well the emotions oneself and in our relationships. He recognized five factors which are related to EI including motivation, self regulation, self-awareness, social skills, and empathy. In addition to that, EI is defined by Bar-On (1997) as “an array of non-cognitive capabilities, competencies, and skills which affect one's ability to succeed in coping with environmental demands and pressures” (Bar-On, 2000, p. 365). Petrides and Furnham (2000) defined EI as expressing and regulating emotions, and utilizing the emotional information to think and act.

Petrides, Pita, and Kokkinaki (2007) depicted the four factors of Trait EI as follow:

- a) **Self-control:** It indicates regulating your emotions, managing stress and impulsivity. Individuals scoring high on self-control are good at both controlling their wishes, and urges as well as regulating stress and external pressures. They do not try to repress and

never express in an overly expressive manner. However, those scoring low on self-control face difficulties in managing stress and are susceptible to impulsive behavior.

- b) **Emotionality:** It indicates expressing and perceiving emotions, showing empathy, and having enriched relationships. Individuals scoring high on emotionality are in touch with their own and other people's feelings. They can perceive, express emotions and use these qualities to develop and sustain close relationships with important others. Individuals scoring low on emotionality find it difficult to recognize their internal emotional states and to express their feelings to others, which may lead to less rewarding personal relationships.

- c) **Sociability:** It indicates being socially aware, assertive and being able to influence others. Social awareness is defined as being aware of others' feelings, needs, and concerns. It emphasizes social relationships and social influence. The focus is on the individual as an agent in social contexts, rather than on personal relationships with family and close friends. Individuals scoring high on sociability are better at social interaction. They are good listeners and can communicate clearly and confidently with people from diverse backgrounds. Individuals scoring low on sociability are unable to affect others' emotions and are less likely to be good negotiators and networkers. They are unsure about what to do or say in social situations and, as a result, they often appear shy and reserved.

- d) **Well-being:** It indicates optimism, self-esteem beliefs and trait happiness. Individuals scoring high on well-being have a generalized sense of well-being, extending from past achievements to future expectations. On the whole, they feel positive, happy, and fulfilled whereas individuals scoring low on well-being tend to have low self-regard and are disappointed about their life.

1.3 Leadership styles

Leadership can be characterized as a skill to influence others in such a way so that they can perform maximum in order to achieve any aim, goal or target (Cohen, 1990). A leader is an individual who influence others to perform so that the specified target can be accomplished. He seeks voluntary participation of his team members in an attempt to attain organization objectives. Leadership style is the capacity to meet the organizational goals by bringing people together to work for achievement of that goal. (Stogdill, 1948). Each leadership style has a unique impact of the organization performance. Effective leadership requires managing and guiding the team in such a way to increase motivation and effort among the team members to be more creative and efficient. Leaders have different beliefs, values, attitudes and use various methods and techniques to complete the work. Various factors which influence leadership style include leaders' life experiences, personal background, learning and role models.

Psychologist Kurt Lewin (1939) along with his co-workers was one of the first to distinguish between three major styles of leadership including autocratic, democratic, laissez-faire.

Autocratic Leadership: In authoritarian leadership or autocratic leadership, the leaders make most or all of the decisions and does not consult the team members before making a decision. Autocratic leaders instruct their subordinates about what to do, how to do and when it must be completed. They impose their decision on the sub-ordinates and expect obedience from them. They usually ignore the suggestions made by team members. This leadership style might work well in a situation where quick decision-making is an important factor and where there is not enough time to consult with the team members. Another reason that this leadership style works well is when employees lack motivation to take risks or do not possess the skills. This style of leadership has negative impact on creativity and motivation, particularly if ideas of team members are not taken into account.

Democratic Leadership: In democratic leadership or participative leadership, leaders consult the group members and discuss the ideas with them before making a final decision. At the end the final decision is taken by the leader, the team members are just given an opportunity to

provide their viewpoint and opinions. Its major advantage is that team members think of themselves as responsible, valuable and feel that their opinions matter which further promote a higher level of motivation. Its major disadvantage is that decisions might take longer to implement as more people are involved and this can be a major issue when quick decision making is required.

Laissez-faire Leadership: In laissez-faire leadership, the complete decision-making control is given to the team members and leader does not involve much in decision making process. He does not inspect or get in the way of sub-ordinates and leaves it up to them to handle their own. This kind of leadership style assures autonomy to the employees which will make them think of themselves as crucial as they are making their own decisions and are supervisory of their work. But this style has a disadvantage of risking the productivity if it is implemented on members who require guidance and direction. In this style of leadership, the leader is usually thought of as a lazy person who does not bother to lead properly.

Chapter 2

LITERATURE REVIEW

2.1 Attachment styles and emotional intelligence

Previous research has reported attachment styles can be used to predict emotional intelligence in adolescents. Marylene *et al.* (2008) reported that there is an interlink between attachment styles and sub-components of emotional intelligence. Also, they all components of emotional intelligence can be reliably predicted from a secure attachment. Hamarta, Deniz and Saltali (2009) found that secure attachment style and emotional intelligence are positively correlated. They reported that emotional intelligence components given by Goleman including self-esteem, self-awareness, self-consciousness, and self-actualization were found to be more in securely attached individuals as compared to fearful, dismissing, and preoccupied attached individuals. A research on adolescents by Collin (1996); Zimmermann, *et al.* (2001) stated that securely attached adolescents are more adaptive.

Kafetsios (2002) found that by keeping the age and gender of participant constant, it is possible to reliably predict emotional intelligence from the attachment styles. In another study, Kafetsios (2004) analyzed the relation between attachment styles and emotional intelligence and found that secure attachment style is correlated with all the subscale of emotional intelligence. Carlson and Sroufe (1995) discovered that a child with secure attachment readily accepts, deals directly and openly with negative emotions. Individuals having a secure attachment were emotionally intelligent as compared to avoidant and anxious individuals. Higher levels of social skills are possessed by securely attached individuals possess (Hamarta, Deniz & Saltali, 2009) and social skills are an important factor of emotional intelligence.

Individuals having secure attachment style are good at coping with negative emotions during social interaction, are good at regulating their emotions and have more positive emotions while interacting with significant others in comparison to individuals with insecure attachment style (Kobak & Sceery, 1988). Nanu (2015) reported in his study that no correlation was found between attachment avoidant and emotional intelligence, well-being. However, a negative

correlation was found between anxious attachment and emotional intelligence, well-being. Karimi, Kimyayi and Mahdavian (2012) found a negative relation of anxious attachment style with that of self motivation, self-control, and empathy. Ritter (2013) reported that avoidant attachment style and emotional intelligence are not related significantly.

In a study conducted by Hamarta, Deniz, and Saltali (2009), reported that secure attachment is correlated with managing, perceiving, and understanding emotions. These parameters are abilities of emotional intelligence. They also reported that securely attached individuals are good in coping with emotional difficulties, have higher self-awareness and self-confidence, better intrapersonal skills, in comparison to individuals with insecure attachment styles. A study by Kim (2005) reported that individuals with secure attachment style were good at coping with stressful situations, and had greater self worth than insecure individuals.

According to Mikulincer and Shaver (2007), both anxiety and avoidance attachment are described by a failure to seek closeness to relieve distress. As, self esteem is an essential part of emotional intelligence, previous research assist connection between secure attachment and self-esteem (Collins & Read, 1990; Brennan & Morris, 1997; Luke, Maio & Carnelley, 2004). As reported by Bartholomew and Horowitz (1991), there is a relation between the formation process of self-esteem and the way attachment styles are believed to develop and change.

Consistent with various studies, Hejazi and Kia (2015) reported avoidant attachment style and emotional intelligence are not related. They conducted a study on couples and their findings reveal that attachment style and emotional intelligence are inter-linked in non-divorced as well as divorced couple. They argued that emotional intelligence and its components are negatively affected by ambivalent attachment style.

2.2 Attachment styles and leadership styles

Popper and Amit (2009) suggested that the different kind of leadership styles might be a result of various attachment orientations. Leaders with secure attachment style are charismatic, have intellectual stimulation and individual consideration towards their followers, whereas leaders

with anxious attachment style are engrossed in relationships (Popper, Mayseless, & Castelnovo, 2000). Omolayo (2007) reported in his study that employees of autocratic leaders experience lesser job-related tension than democratic leaders' employees. Also, employees of democratic leaders experience higher sense of community than autocratic leaders' employees. The study also revealed that lower job-related tension is experienced by female employees than male employees under autocratic leadership.

Doverspike, Hollis, Justice and Polomsky (1997) examined the effect of attachment orientations on leadership styles. Meaningful interpersonal relationships are a source of satisfaction for securely attached individuals, whereas performing successfully on a task provides satisfaction to avoidant individuals. In addition to that, relational leadership style which involve maintaining and developing good relationships is positively related to secure attachment style (Doverspike et al., 1997) whereas, task-oriented leadership involving rewards and recognitions is related to avoidant attachment style. In military, avoidant leaders show deficits in both task-focused and emotion-focused situations. They do not consider the emotional needs of group members whereas leaders scoring high on anxiety dimension intrude the working of soldiers in task focused situations, but assist their functioning in situations where emotion focus is required (Mikulincer & Shaver, 2007). They also reported that action toward others individual perception is affected by attachment orientations.

The leaders who are not active and are reluctant to provide support to subordinates are laissez faire leaders (Deluga & Perry, 1991). They usually try to avoid decision making process (Bass, 1981; Bradford & Lippitt, 1945) and leave it to others. Furthermore, laissez-faire leaders give a considerable amount of freedom to their sub-ordinates with minimal, if any direction (Deluga, 1990, Robbins, 2007). In addition, laissez-faire leaders avoid providing feedback even when they sometimes provide important material to subordinates to help in the decision making process (Chaudhry & Javed, 2012). Laissez-faire leadership usually lead to negative consequences for both organizations and individuals (Einarsen, Aasland, & Skogstad, 2007; Kelloway, Mullen, & Francis, 2006).

Popper, Mayseless, and Castelnovo (2000) reported that secure attachment style is positively correlated with every aspect of transformational leadership whereas, a negative correlation was found between the aspects of transformational leadership and insecure attachment styles including ambivalent, dismissing, fearful. In addition, Mikulincer and Florian (1995) found that when subjects were asked to provide leadership nominations after providing four months of basic training to young recruits in military, higher ratings were given to both secure and avoidant subjects in comparison to ambivalent subjects.

Ross and Offerman (1990) stated that transformational leaders are found to be more comforting in comparison to other leaders, and are less controlling, critical, and aggressive. They also reported similar result in their study that transformational leaders have less critical and more comforting relationships with their parents, and have high confidence and feminine scores.

Popper (2002) reported that avoidant leaders possess different relational qualities than secure and anxious due to the way they view themselves and others. Both anxious and secure individuals have positive perceptions of others, however secure individuals view themselves positively and anxious individuals view themselves negatively, whereas, avoidant individuals have negative perceptions of others but positive perceptions of themselves (Popper, Mayseless, & Castelnovo, 2000). In addition, secure leaders show empathy, emotional involvement in others (Popper, 2002), whereas avoidant individuals show less altruistic behavior and compassion (Mikulincer & Shaver, 2007).

Chapter 3

MOTIVATION FOR THE STUDY

The present study aimed to add to the field of emotional intelligence and leadership. First, it act as an addition to the research analyzing the link between attachment styles and emotional intelligence. Previous investigations has explored various aspects of attachment styles in terms of secure, avoidant and anxious attachment style. This study has focused to link the close, depend and anxiety attachment dimensions of the attachment styles to the emotional intelligence.

Second, the concept of emotional intelligence is vast. Many authors have defined it in various ways and these definitions are not related well. It comprises of a number of factors, some of which are extensively researched in order to determine their relation with the attachment styles. These extensively researched factors include self-awareness, self-regulation, and motivation which were provided by Goleman (1995); assertiveness, self-regard, self actualization, and independence as given by Bar-On (1997). This study mainly focuses on the relatively neglected four different factors of emotional intelligence including emotionality, self control, well being and sociability which are obtained from the trait emotional intelligence questionnaire – short form (TEIQue–SF).

Third, there are various ways in which leadership styles have been categorized. There has been profound research on transformational and transactional leadership styles. This study focused on authoritarian, democratic and laissez-faire styles of leadership. In this study, the participants were graduate and post graduate students, therefore, this study can be helpful in predicting the leadership style on the basis of attachment styles. Attachment style is formulated during early childhood and typically remain stable throughout the life until there is some major critical negative event which might shift the attachment style. Therefore being able to predict leadership style from the attachment style can provide reliable outcome. Finally, this study represents an initial attempt in finding the relationship of close, depend and anxiety attachment with the leadership styles.

Although previous research show that there is an interconnection between attachment style and emotional intelligence, most of the studies have been carried out in America and Europe. The culture of India differs from that of America and Europe, therefore this study is an attempt to investigate the relation between these constructs in India.

3.1 Objectives

The objectives of the current research were as follow:

- To examine the relationship between different attachment styles and emotional intelligence.
- To study the relationship between attachment styles and the sub-components of emotional intelligence.
- To study the relationship between attachment styles and leadership styles.

3.2 Hypotheses

Based on the first objective, three hypotheses were formulated:

H₁: The ‘close’ attachment style correlates positively with emotional intelligence.

The close dimension measures how much a person feels at ease by being close and intimate to others. The close dimension correlated highly with the secure attachment style. Securely attached individuals have no difficulties in becoming emotionally close to other people (Bartholomew & Horowitz, 1991). In a study conducted by Sable (2007) it was found that psychological and physical well-being of individuals with secure attachment style was high in comparison to individuals with other attachment styles. As well-being is an essential component of emotional intelligence, it was presumed that the individuals with close attachment would be positively correlated with the emotional intelligence.

H₂: The ‘depend’ attachment style correlates positively with emotional intelligence.

The depend dimension determine the degree to which an individual feels comfortable in depending on others. The previous research indicates that secure individuals score high on depend dimension. Secure individuals feel admired by others, are comfortable with closeness and

autonomy, and think of others as reliable (Bartholomew, 1990). Therefore, it was predicted that individuals scoring high on dependent attachment would be positively correlated with the emotional intelligence.

H3: The ‘anxiety’ attachment style correlates negatively with emotional intelligence.

The degree to which a person fears of being abandoned or unloved is measured by the anxiety dimension. Kafetsios and Yeadou (2003) found that the emotional intelligence of securely attached individuals is higher than anxious and avoidant individuals. In another study, Fraley & Shaver (1997) found that negative emotions are given extra attention by anxious individuals. Therefore, it was assumed that individuals with anxiety attachment would be negatively correlated with the emotional intelligence.

To meet the second objective, two hypotheses were formulated:

H4: The ‘close’ attachment style correlates positively with the sub-factors of emotional intelligence.

In a study conducted by Nanu (2015), a positive correlation of secure attachment style with well-being was found. The close attachment dimension is used to devise secure attachment style. The components of emotional intelligence given by Goleman including self-awareness, self-consciousness, self-esteem, and self-actualization were found to be more in securely attached individuals as compared to fearful, dismissing, and preoccupied attached individuals (Hamarta, Deniz & Saltali, 2009). Therefore, it was predicted that individuals with close attachment style would be positively correlated with the sub-factors of emotional intelligence.

H5: The ‘anxiety’ attachment style correlates negatively with the sub-factors of emotional intelligence.

Nanu (2015) found in his study a negative correlation between anxious attachment and emotional intelligence as well as well-being. Recently, Hibbard (2015) found that attachment anxiety is negatively correlated to self-control. As well-being and self-control are important factors of emotional intelligence, so it was assumed that individuals with anxiety attachment style would be negatively correlated to the sub-factors of the emotional intelligence.

To meet the third objective, the following hypothesis was formulated:

H₆: Individuals scoring high on ‘close’ attachment style will be positively related to democratic leadership style.

Omolayo (2007) reported in his study that employees of autocratic leaders experience lesser job-related tension than democratic leaders’ employees. It was also reported that more simplistic implicit leadership models are being possessed by anxious individuals than secure and anxious individuals because individuals with anxiety attachment are reluctant to new information (Green-Hennessy & Reis, 1998). Therefore, it was assumed that close attachment style will be positively correlated to democratic leadership style.

Chapter 4

METHOD

4.1 Sample

A total of 63 subjects of the age range 21-24 participated in the study out of which 42 were males and 21 were females. The mean age was 21.93 with standard deviation of 2.53. The participants in the study were students of Thapar University, Patiala who voluntarily took part in the study after signing a consent form stating the confidentiality of the experiment. Each subject further provided background information like name, age and gender.

4.2 Design

The independent variable of the current study is attachment styles and the dependent variables are emotional intelligence and leadership styles. The statistical analysis used in the study was descriptive statistics, correlation and linear regression. Convenience sampling technique was used.

4.2 Tools Used

a) Revised Adult Attachment Scale

The Revised Adult Attachment Scale was formulated by Collins in 1996 was used to assess the three attachment dimensions (Close, Depend, and Anxiety). It consists of 18 items on which participants are asked to choose the degree to which each statement depict their feelings and behaviors in romantic relationships in general. A Likert scale of 5-point is used which varies from 1 (Not at all characteristic of me) to 5 (Very characteristic of me).

The close dimension measures how much a person feels at ease by being close and intimate to others. The depend dimension measures the degree to which a person feels comfortable in depending on others. The degree to which a person fears of being abandon or unloved is measured by anxiety dimension.

Items 2, 3, 8, 9, 15, 16, 17 and 18 are reverse scored first. The score for close dimension is obtained by computing the average of items 1, 7, 9, 13, 15 and 17. In order to obtain the score for depend dimension, an average of items 3, 6, 8, 14, 16 and 18 is computed. Finally, the anxiety dimension score is the average of items 2, 4, 5, 10, 11 and 12.

b) Trait emotional intelligence questionnaire – short form (TEIQue–SF)

Trait emotional intelligence questionnaire – short form (TEIQue–SF) is developed by Petrides and Furnham in 2003. It includes 30 items which provides the score for global trait emotional intelligence. Its full form consists of 15 facets which are used to obtain the 4 factors of short form of TEIQue. A 7-point Likert scale is used which varies from 1 (Completely Disagree) to 7 (Completely Agree). The result for global trait EI is computed by first reverse scoring 15 items and then adding the scores of all the items.

The four sub-scales of TEIQue-SF are self-control, which indicates regulating your emotions, managing stress and impulsivity. Emotionality indicates expressing and perceiving emotions, showing empathy, and having enriched relationships. Sociability include having sound listening skills and the ability to confidently make social relations with people of different backgrounds. Well-being indicates optimism, self-esteem beliefs and trait happiness.

Items 3, 18, 14, and 29 are not related to any subscale and are used only for the computation of global trait EI score (Petrides, 2009). Items 5, 9, 12, 20, 24 and 27 are averaged to compute the score of well-being sub-scale. The score for self-control is obtained by computing the average of the items 4, 7, 15, 19, 22 and 30. In order to obtain the score for emotionality sub-scale, eight items i.e. 1, 2, 8, 13, 16, 17, 23 and 28 are averaged. Similarly, the score for sociability is computed by calculating the average of items 6, 10, 11, 21, 25 and 26.

c) Leadership Style Questionnaire

The Leadership Style Questionnaire consists of 18 items devised to help individuals figure out their preferable leadership style. The three categories including Authoritative, Democratic and

Laissez-faire leadership style are found out by the cumulative score of the participant. The participants are asked to rate the degree to which they agree or disagree with each statement with the help of a 5-point Likert scale, varying from 1 (Strongly Disagree) to 5 (Strongly Agree).

In authoritarian leadership, leaders make most or all of the decisions and does not consult the team members before making a decision. Autocratic leaders instruct their subordinates about what to do, how to do and when it must be completed. They are likely to ignore suggestions made by sub-ordinates. In democratic leadership, the leader regard individuals as completely equipped for doing their own work. They make a decent attempt to treat everybody reasonably, and to not to be above others while working with sub-ordinates. In laissez-faire leadership, the complete decision-making control is given to the team members and leader does not involve much in decision making process. He does not inspect or get in the way of sub-ordinates and leaves it up to them to handle their own.

Items 1, 4, 7, 10, 13, and 16 are added to compute the score for authoritarian leadership. Similarly, the cumulative score of items 2, 5, 8, 11, 14, and 17 is used to obtain democratic leadership style. Lastly, items 3, 6, 9, 12, 15, and 18 are added to compute the score for laissez-faire leadership.

Chapter 5

RESULTS

The analysis of data was done using SPSS version 22.0. In order to find the association between attachment style and the sub factors of emotional intelligence, correlation was computed. In addition to that, regression was computed to examine the interconnection between attachment style and emotional intelligence as well as leadership style.

Table 1: Mean and standard deviation of attachment styles

	Close	Depend	Anxiety
Mean	3.232	2.780	2.780
Standard Deviation	0.644	0.629	0.937

Table 2: Mean and standard deviation of emotional intelligence

	Global EI	Emotionality	Self control	Well being	Sociability
Mean	139.04	4.789	4.293	4.986	4.333
Standard Deviation	25.33	1.009	1.081	1.109	0.951

Table 3: Mean and standard deviation of leadership styles

	Authoritarian	Democratic	Laissez-faire
Mean	20.428	23.507	18.523
Standard Deviation	3.256	3.864	3.609

Table 4: Correlation between attachment style and emotional intelligence

	<i>Close</i>	<i>Depend</i>	<i>Anxiety</i>	<i>EQ</i>	<i>Emotionality</i>	<i>Self control</i>	<i>Well being</i>
Close	1						
Depend	0.2692	1					
Anxiety	-0.0504	-0.4873	1				
EQ total	0.315**	0.2188	-0.332**	1			
Emotionality	0.411***	0.2241	-0.349**	0.7528	1		
Self control	0.1105	0.0409	-0.315**	0.6861	0.5409	1	
Well being	0.1873	0.0135	-0.262*	0.6293	0.3846	0.4273	1
Sociability	0.327**	0.231	-0.312**	0.7401	0.7034	0.4534	0.4846

*P < 0.05

**P < 0.01

***P < 0.001

Table 4 shows that there is a significant positive relationship between close attachment style and emotional intelligence ($r(61)=0.315$, $p<0.01$). Also, there is a significant positive relationship between close attachment style and emotionality ($r(61)=0.411$, $p<0.001$). There is a significant positive relationship between close attachment style and sociability ($r(61)=0.327$, $p<0.01$). There is a significant negative relationship between anxiety attachment style and emotional intelligence ($r(61)=0.332$, $p<0.01$). There is a significant negative relationship between anxiety attachment style and emotionality ($r(61)=0.349$, $p<0.01$). There is a significant negative relationship between anxiety attachment style and self control ($r(61)=0.315$, $p<0.01$). There is a significant negative relationship between anxiety attachment style and sociability ($r(61)=0.312$, $p<0.01$). There is a significant negative relationship between anxiety attachment style and well being ($r(61)=0.262$, $p<0.05$).

Table 5: Correlation between attachment style and leadership styles

	<i>Close</i>	<i>Depend</i>	<i>Anxiety</i>	<i>Authoritarian</i>	<i>Democratic</i>	<i>Laissez-faire</i>
<i>Close</i>	1					
<i>Depend</i>	0.269	1				
<i>Anxiety</i>	-0.0504	-0.4873	1			
<i>Authoritarian</i>	0.0426	-0.1303	0.048	1		
<i>Democratic</i>	0.2691*	-0.1367	0.1247	0.4746	1	
<i>Laissez-faire</i>	-0.0729	-0.283*	0.1465	0.1589	0.4917	1

*P < 0.05

Table 5 shows that there is a significant positive relationship between close attachment style and democratic leadership style ($r(61)=0.269$, $p<0.05$). Also, there is a significant negative relationship between depend attachment style and laissez-faire leadership style ($r(61)=0.283$, $p<0.05$).

Table 6 shows that there is a significant positive relationship ($p<0.05$) between close attachment style and emotional intelligence. The model predicts that for 1 unit increase in close attachment, the emotional intelligence will increase by 12 units, holding depend and anxiety attachment fixed. As given in table 7, a variation of 16 % in dependent variable (emotional intelligence) can be explained by the independent variable (attachment styles).

Table 6: Regression analysis of attachment styles and emotional intelligence

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	127.575	24.064		5.301	.000
Close	11.980	4.774	.305	2.509	.015
Depend	-.933	5.587	-.023	-.167	.868
Anxiety	-8.870	3.620	-.328	-2.450	.017

Dependent Variable: Emotional Intelligence

Table 7: R square value for regression analysis of attachment styles and emotional intelligence

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.447 ^a	.200	.159	23.2258

Predictors: (Constant), Anxiety, Close, Depend

As it can be seen in Table 6, there is a significant negative relationship ($p < 0.05$) between anxiety attachment style and emotional intelligence. The model predicts that for 1 unit increase in anxiety attachment, the emotional intelligence will decrease by 9 units, holding close and depend attachment fixed. Thus, hypotheses H_1 and H_3 are confirmed. However, it does not show any significant relationship between depend attachment style and emotional intelligence. This, hypothesis H_2 is rejected.

Table 8 shows that there is a significant positive relationship between close attachment style and democratic leadership style. This result is in accordance with hypothesis H_6 . Thus, hypothesis H_6

is confirmed. The model predicts that for 1 unit increase in close attachment, the democratic leadership style will increase by 2 units, holding depend and anxiety attachment fixed. As seen in table 9, a variation of 8 % in dependent variable (democratic leadership style) can be explained by the independent variable (attachment styles).

Table 8: Regression analysis of attachment styles and democratic leadership style

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	20.191	3.848		5.247	.000
Close	1.956	.763	.326	2.562	.013
Depend	-1.253	.893	-.204	-1.403	.166
Anxiety	.172	.579	.042	.297	.768

Dependent Variable: Democratic leadership style

Table 9: R square value for regression analysis of attachment styles and democratic leadership style

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.348 ^a	.121	.076	3.7139

Predictors: (Constant), Anxiety, Close, Depend

Table 10 shows that there is a significant negative relationship between depend attachment style and laissez-faire leadership style. The model predicts that for 1 unit increase in depend attachment, the laissez-faire leadership style will decrease by 2 units, holding secure and anxiety

attachment fixed. As seen in table 11, a variation of 6.5 % in dependent variable (laissez-faire leadership style) can be explained by the independent variable (depend attachment style).

Table 10: Regression analysis of depend attachment style and laissez-faire leadership style

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	23.036	2.005		11.488	.000
Depend	-1.623	.704	-.283	-2.306	.025

Dependent Variable: Laissezfaire

Table 11: R square value for regression analysis of depend attachment style and laissez-faire leadership style

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.283 ^a	.080	.065	3.4899

Predictors: (Constant), Depend

Chapter 6

DISCUSSION

The present study indicate that overall attachment style is related to emotional intelligence of an individual. Individuals with close attachment style show high emotional intelligence whereas individuals with anxiety attachment style show low emotional intelligence. Individuals having close attachment style have high emotionality and sociability. As per the findings, it can be said that individuals with close attachment style are aware of the feeling of others as well as their own. They are good at expressing and perceiving emotions which help them develop warm relations with others. They are also good at social interaction like influencing others, are assertive and have social awareness. Their listening and communicating skills help them to convey their message clearly.

A positive correlation was found between close attachment style and emotional intelligence which is consistent with the previous research findings (Kafetsios, 2004; Kim, 2005; Zimmermann, 1999). The outcome of the present study is also comparable to the research findings of Bartholomew and Horowitz (1991) who found that securely attached individuals have no difficulties in becoming emotionally close to other people. It is also in line with the study conducted by Sable (2007) who reported that psychological and physical well-being of individuals with secure attachment style was high in comparison to individuals with other attachment styles.

In the present study, it was found that individuals having anxiety attachment style are negatively correlated with all the dimensions of emotional intelligence i.e. emotionality, sociability, self control and well being. These findings are in accordance with the result reported by Nanu (2015) that anxious attachment and well-being are negatively correlated. The results are similar to a study conducted by Hibbard (2015) in which a negative correlation was found between self-control and anxiety attachment. However, in the present study no interconnection between depend attachment style and emotional intelligence was found.

In addition to this, a positive relationship between democratic leadership style and close attachment style observed in the present study. This shows that individuals scoring high on close attachment are more likely to adapt the democratic style of leadership. They are more likely to regard individuals as completely equipped for doing their own work; to make a decent attempt to treat everybody reasonably, and to not to be above others while working with sub-ordinates. This finding is in accordance to the previous finding by Omolayo (2007) that employees of autocratic leaders experience lesser job- related tension than democratic leaders' employees.

Also it was found that anxiety attachment is negatively correlated with overall emotional intelligence and all the sub-factors of emotional intelligence which include self control, emotionality, well being and sociability. This finding is consistent with the finding of Kafetsios, Yeadou (2003) that emotional intelligence is higher in securely attached individuals in comparison to avoidant and anxious individuals. The previous research show that leaders with secure attachment style are charismatic, have intellectual stimulation and individual consideration towards their followers, whereas leaders with anxious attachment style are engrossed in relationships (Popper, Mayseless, & Castelnuovo, 2000).

As far the relation between attachment styles and leadership styles is concerned, a negative correlation was found between depend attachment style and laissez-faire leadership style. This indicates that individuals scoring high on depend attachment style are less likely to adopt laissez-faire style of leadership. Their probability for depending on the sub-ordinates for the entire decision making process is low. It will be very unlikely of them to not to inspect or get in the way of sub-ordinates and leaves it up to them to handle their own.

Chapter 7

CONCLUSION

The main purpose of the study was to explore the association between attachment styles and emotional intelligence as well as to predict the leadership style of the individuals from their attachment styles. The link between the attachment styles and the sub-scales of emotional intelligence was also taken into account. The result obtained from the present study shows that close attachment individuals are probable to have high emotional intelligence whereas individuals with anxiety attachment are likely to have low emotional intelligence. It was also found that anxiety attachment correlates negatively with all the sub-scales of emotional intelligence and close attachment is positively correlated to emotionality and sociability. However, no interconnection between depend attachment and emotional intelligence was found. The present study found that close attachment individuals are more likely to adopt democratic style of leadership whereas individuals with depend anxiety are less likely to adopt laissez-faire style of leadership. The present study is an effort to analyze the relationship between these constructs in the Indian context as the previous studies were conducted on American and European population.

7.1 Implications

This study can act as a basis for further investigations on the population of India in terms of the effect of attachment styles on emotional intelligence and leadership styles. The three attachment styles i.e. close, depend and anxiety which were used in the current research can be further analyzed to obtain the four attachment styles initially given by Hazen and Shaver, and further developed Bartholomew (1990) and Bartholomew and Horowitz (1991). On a wider scale, this research can provide useful insights for assigning the kind of leader to a particular project or a team. Leader acts as a center of the team which holds the team together and provide direction to the team, therefore it is necessary to choose the appropriate leader for the given situation. Also, it is to be kept in mind that different tasks require different kind of leadership and thus every leader can prosper if it is chosen for the right task. As attachment styles usually stay stable throughout the life and develop in the initial years of life, understanding the relationship between attachment

styles and leadership styles would be of great help, therefore, early detection of leadership style can help the individuals to overcome their shortcomings and to enhance their strengths.

7.2 Limitations and Future scope

In the present study, the sample size was limited and only the students of Thapar University were considered, which put restriction on the generalization of results. Increasing the sample size will be helpful to obtain enough data for the four attachment styles given by Hazen and Shaver, further developed by Bartholomew (1990) and Bartholomew and Horowitz (1991) and this will be useful for obtaining reliable results. The generalization of the results obtained is limited to Thapar University, therefore this can act as a motivation to study different population. The number of females were lesser in the present study, therefore, gender difference was not taken into account. Further studies can be conducted to see if there is any gender difference while predicting emotional intelligence and leadership styles from attachment styles. The addition of experience as the age increases might act as a major factor for improving the emotional intelligence. Further studies can also explore age differences in emotional intelligence in relation to attachment styles.

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APPENDIX

CONSENT FORM

I am the student of MA Psychology of School of Humanities & Social Sciences of Thapar University, doing a research project on Leadership Styles of people in relation to some personality styles. I need your co-operation for the conduct of this study by way of filling up this questionnaire.

I assure you that the information given by you would be used only for academic purposes and will be kept strictly confidential. If you wish to have the feedback about your performance I will provide you.

Thanking you for your cooperation and time.

I, _____ hereby give the consent to participate in this research.

Signature of the Participant

Gender _____

Age _____

Please read each of the following statements and rate the extent to which it describes your feelings about romantic relationships. Please think about all your relationships (past and present) and respond in terms of how you generally feel in these relationships. If you have never been involved in a romantic relationship, answer in terms of how you think you would feel.

1..... 2..... 3..... 4..... 5
Not at all **Very**
characteristic **characteristic**
of me **of me**

1.	I find it relatively easy to get close to people.	1	2	3	4	5
2.	I find it difficult to allow myself to depend on others.	1	2	3	4	5
3.	I often worry that romantic partners don't really love me.	1	2	3	4	5
4.	I find that others are reluctant to get as close as I would like.	1	2	3	4	5
5.	I am comfortable depending on others.	1	2	3	4	5
6.	I don't worry about people getting too close to me.	1	2	3	4	5
7.	I find that people are never there when you need them.	1	2	3	4	5
8.	I am somewhat uncomfortable being close to others.	1	2	3	4	5
9.	I often worry that romantic partners won't want to stay with me.	1	2	3	4	5
10.	When I show my feelings for others, I'm afraid they will not feel the same about me.	1	2	3	4	5
11.	I often wonder whether romantic partners really care about me.	1	2	3	4	5
12.	I am comfortable developing close relationships with others.	1	2	3	4	5
13.	I am uncomfortable when anyone gets too emotionally close to me.	1	2	3	4	5
14.	I know that people will be there when I need them.	1	2	3	4	5
15.	I want to get close to people, but I worry about being hurt.	1	2	3	4	5
16.	I find it difficult to trust others completely.	1	2	3	4	5
17.	Romantic partners often want me to be emotionally closer than I feel comfortable being.	1	2	3	4	5
18.	I am not sure that I can always depend on people to be there when I need them.	1	2	3	4	5

Instructions: Suppose that you are the leader of a team.

- For each of the statements below, circle the number that indicates the degree to which you agree or disagree.
- Give your immediate impressions. There are no right or wrong answers.

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Employees need to be supervised closely, or they are not likely to do their work.	1	2	3	4	5
2. Employees want to be a part of the decision-making process.	1	2	3	4	5
3. In complex situations, leaders should let subordinates work problems out on their own.	1	2	3	4	5
4. It is fair to say that most employees in the general population are lazy.	1	2	3	4	5
5. Providing guidance without pressure is the key to being a good leader.	1	2	3	4	5
6. Leadership requires staying out of the way of subordinates as they do their work.	1	2	3	4	5
7. As a rule, employees must be given rewards or punishments in order to motivate them to achieve organizational objectives.	1	2	3	4	5
8. Most workers want frequent and supportive communication from their leaders.	1	2	3	4	5
9. As a rule, leaders should allow subordinates to appraise their own work.	1	2	3	4	5
10. Most employees feel insecure about their work and need direction.	1	2	3	4	5
11. Leaders need to help subordinates accept responsibility for completing their work.	1	2	3	4	5
12. Leaders should give subordinates complete freedom to solve problems on their own.	1	2	3	4	5
13. The leader is the chief judge of the achievements of the members of the group.	1	2	3	4	5
14. It is the leader's job to help subordinates find their "passion."	1	2	3	4	5
15. In most situations, workers prefer little input from the leader.	1	2	3	4	5

16. Effective leaders give orders and clarify procedures.	1	2	3	4	5
17. People are basically competent and if given a task will do a good job.	1	2	3	4	5
18. In general, it is best to leave subordinates alone.	1	2	3	4	5

Instructions: Please answer each statement below by putting a circle around the number that best reflects your degree of agreement or disagreement with that statement. Do not think too long about the exact meaning of the statements. Work quickly and try to answer as accurately as possible. There are no right or wrong answers. There are seven possible responses to each statement ranging from 'Completely Disagree' (number 1) to 'Completely Agree' (number 7).

1 2 3 4 5 6 7
Completely Disagree **Completely Agree**

1. Expressing my emotions with words is not a problem for me.	1	2	3	4	5	6	7
2. I often find it difficult to see things from another person's viewpoint.	1	2	3	4	5	6	7
3. On the whole, I'm a highly motivated person.	1	2	3	4	5	6	7
4. I usually find it difficult to regulate my emotions.	1	2	3	4	5	6	7
5. I generally don't find life enjoyable.	1	2	3	4	5	6	7
6. I can deal effectively with people.	1	2	3	4	5	6	7
7. I tend to change my mind frequently.	1	2	3	4	5	6	7
8. Many times, I can't figure out what emotion I'm feeling.	1	2	3	4	5	6	7
9. I feel that I have a number of good qualities.	1	2	3	4	5	6	7
10. I often find it difficult to stand up for my rights.	1	2	3	4	5	6	7
11. I'm usually able to influence the way other people feel.	1	2	3	4	5	6	7
12. On the whole, I have a gloomy perspective on most things.	1	2	3	4	5	6	7
13. Those close to me often complain that I don't treat them right.	1	2	3	4	5	6	7
14. I often find it difficult to adjust my life according to the circumstances.	1	2	3	4	5	6	7
15. On the whole, I'm able to deal with stress.	1	2	3	4	5	6	7
16. I often find it difficult to show my affection to those close to me.	1	2	3	4	5	6	7
17. I'm normally able to "get into someone's shoes" and experience their emotions.	1	2	3	4	5	6	7
18. I normally find it difficult to keep myself motivated.	1	2	3	4	5	6	7
19. I'm usually able to find ways to control my emotions when I want to.	1	2	3	4	5	6	7
20. On the whole, I'm pleased with my life.	1	2	3	4	5	6	7
21. I would describe myself as a good negotiator.	1	2	3	4	5	6	7
22. I tend to get involved in things I later wish I could get out of.	1	2	3	4	5	6	7
23. I often pause and think about my feelings.	1	2	3	4	5	6	7
24. I believe I'm full of personal strengths.	1	2	3	4	5	6	7
25. I tend to "back down" even if I know I'm right.	1	2	3	4	5	6	7
26. I don't seem to have any power at all over other people's feelings.	1	2	3	4	5	6	7
27. I generally believe that things will work out fine in my life.	1	2	3	4	5	6	7
28. I find it difficult to bond well even with those close to me.	1	2	3	4	5	6	7
29. Generally, I'm able to adapt to new environments.	1	2	3	4	5	6	7
30. Others admire me for being relaxed.	1	2	3	4	5	6	7