The Role of Attachment and Well-Being on Adult Relationships

Honors Thesis

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Abstract

This study looked at the relationship between the attachment theory, familial systems, gender, culture, conflict resolution skills and well-being. All participants recruited in the study were 18 years or older from the social media platforms Instagram and Snapchat, along with SONA, Salem State University's Psychology Department Research Participation System. Data were collected from 63 participants who completed a survey including self-reported information about well-being, conflict resolution skills, and relationship satisfaction. Consistent with some of the hypotheses in the study, participants who identified as Hispanic were higher in collaborating conflict resolution style than participants from other racial/ethnic groups, and secure attachment was positively correlated with self-acceptance. Contrary to our hypotheses, there were no significant differences in conflict resolution styles between men and women, gender was also not related to anxious or avoidant attachment. Individuals who come from married households scored higher on avoidant attachment than those from unmarried households. There was no significant relationship between collaborating, accommodating, and compromising conflict resolution styles and secure attachment. Other findings indicated that the competing conflict resolution style was negatively related to well-being, and fearful attachment was strongly negatively correlated with personal growth, relationship well-being, and self-acceptance.

Keywords: attachment theory, familial systems, gender, conflict resolution, well-being

The Role of Attachment and Well-Being on Adult Relationships

One of the most important aspects of life are relationships. The earliest relationships that form are the bonds formed with parent(s) and/or caregiver(s). Everyone forms various different types of relationships at various points in their lives. Most people do not realize the behavioral patterns that they repeatedly exhibit depend on their prior experiences. From the earliest relationships we form, we can develop either a relationship security or insecurity. "Close relationships provide the life experiences from which internal working models are primarily constructed" (Griffith, 2004, p.163). The parental relationships are the foundation for a child's attachment style according to Bowlby's Attachment Theory.

Attachment Theory

Bowlby (1973) proposed that young children create models from their relationship with their parents to serve as guidelines for future close relationships in adulthood. It is crucial for parents to be able to meet the emotional needs of the child and be reliable in order for the children to later be able to self-regulate their emotions in adulthood (Schreiber et al., 2021). Bowlby developed three subscales for the attachment theory: secure, anxious-preoccupied, and dismissive avoidant. Mary Ainsworth developed these scales from Bowlby's research through analyzing young children's behaviors after being separated and then reunited with their parents. Secure attachments are formed when provided by experiencing sensitive and responsive caregivers in early childhood (Griffith, 2004). Anxious attachment style is formed from inconsistent caregiving (Ainsworth, Blehar, Waters, & Wall, 1978). Avoidant attachment style is formed from a lack of a caregiver response . Securely attached children exhibit the most

autonomy, most effective communication skills, and are easily comforted by their parent after being separated. Anxiously attached children usually present protesting or objective behaviors when reunited with a caregiver. Avoidantly attached children exhibit detachment behaviors when reunited with a parent (Bowlby, 1973).

The attachment style that people develop in early childhood has a direct effect on what behaviors will be exhibited in future romantic relationships. Securely attached people were able to trust and feel closer to their partners and feel more positive emotions in their relationships. Anxiously attached individuals, on the other hand, experience more insecurity about their partner's commitment and want to form a closer bond with their significant other. Avoidantly attached individuals want more distance emotionally from their partner (Fraley & Davis, 1997; Keelan, Dion, & Dion, 1994; Simpson, 1990). Later, psychologists developed a fourth attachment style, fearful attachment, in which the individual feels uncomfortable being close to others, wants emotionally close relationships, but is unable to trust others completely (Griffith, 2004).

Unlike Bowlby's study which focused on attachment to parents in early childhood development, Nosko (2011) developed a longitudinal study focused upon differing parenting styles (authoritative, authoritarian, and permissive) during adolescence. The study predicted that teens who had a secure attachment style with their parents would be more likely to find and/or believe in true love and work towards relationship building methods now and in young adulthood. The study concluded that secure attachment style developed in childhood was related to greater relationship satisfaction in adolescence and early adulthood. In contrast, those with insecure attachments were more likely to believe in independence and breakups later in their lives (Nosko, 2011).

Family/Marital Relations

Children's relationships with their parents is not the only factor that can predict future behaviors in relationships. A child's parental marital relationship can also influence other relationships within the familial system (Cowan, 1996). If there is a dispute/multiple disputes within the relationship, it "spills over" into other relationships in the system and affects children negatively (Conger, Conger, Elder, Lorenz, Simmons, & Whitbeck, 1992; C. P. Cowan, Cowan, Heming, & Miller, 1991; Cummings & Davies, 1994; Engfer, 1988). Research has explored that a parent's own insecurity in attachment (dismissing, preoccupied, or unresolved) is a negative predictor for the child's developing attachment (Cowan, 1996). Specifically, marital interactions and parenting style relate to children's internalized and externalized behaviors used to navigate challenging situations. The link between generational intrapersonal relationships in families serves as an important indicator for children's socioemotional influence. Other links between the family system variables and the children's adaptation include personality characteristics, gender, age, and temperament. Nurturance, specifically from mothers, was a strong predictor in later interpersonal cognition, emotion, and social functioning (Malik et al., 2021).

Conger's (1992) study proposed that marital conflicts during adolescent development would cause parents to have less time and energy for parenting. Therefore, conflict was negatively correlated to competent parenting strategies. This study analyzed both the economic and parental impacts on adolescent boys. The study concluded that economic pressure was positively correlated to maternal depression, which was also positively related to marital conflict. Father's depression levels were also positively

correlated with marital conflict, and thus, less competent parenting. A family's history of mental illnesses pose a risk for individuals to experience insecure attachment behaviors (Malik et al., 2021).

Conflict Resolution Skills

Conflict resolution skills are needed for any relationship to continue. According to Chen, 2003, "Effective conflict resolution involves the ability to take into account others' points of view" (p. 204). Competent conflict resolution involves a social orientation in order to balance one's own interests with the interests and well-being of others when deciding on the most appropriate strategy to use (Putallaz & Sheppard, 1992; Selman, 1980). Some of the positive strategies used can be reasoning, asking for explanations and justifications, offering different solutions, willingness to compromise, apologizing, and sharing. Egocentric conflict resolution behaviors can include passive ignoring, physical force, or lack of awareness/willingness to consider others' points of view (Chen et al., 2001). Chen's (2003) literature review concluded that children do not normally lead with violence during conflicts. When children are unable to resolve their own conflicts, adults need to help children so that they do not resort to violence. Learning conflict resolution skills is essential to forming bonds and relationships with peers.

Well-Being

Ryan (2001) refers to well-being as the "optimal psychological functioning and experience. It is the focus not only of everyday interpersonal inquiries (e.g. "How are you?") but also of intense scientific scrutiny" (p. 142). Cowen (1991), on the other hand, referred to wellness as the positive aspects of functioning promoted by string attachment

relationships, acquiring age-appropriate brain activity, coping skills, and a positive environment. The concept of well-being is both a complex and controversial topic.

Keyes' (2002) study highlighted the importance of subjective well-being (SWB) and psychological well-being (PWB). SWB involves global evaluations of life and PWB assesses the challenges of everyday life. In this particular study, SWB was measured by one item of global life satisfaction including both positive and negative affect. PWB was measured in six different subscales: self-acceptance, environmental mastery, positive relations with others, personal growth, purpose in life, and autonomy. Both SWB and PWB are dependent upon sociodemographic and personality variables. Personality traits (conscientiousness, agreeableness, neuroticism, openness to experience, and extraversion) also have a strong influence on SWB and PWB. Those who perceived their lives as better were more apt to report a positive affect.

Schreiber, Pilkonis, and Hallquist's (2021) study highlighted the importance of physiological coregulation. In childhood especially, coregulation is even more important than the self-regulation of emotions. The study analyzed parental, work, and romantic relationships throughout one's lifespan. The study found that increases in attachment avoidance had a tendency to exhibit contrarian coregulation and partners that exhibited dependent coregulation were a predictor of increased state anxiety. These results were found through studying partners' conflict resolution behaviors on various topics.

Differences in Gender/Culture

Another predictor for how individuals will behave later in life is gender. Women have been shown more likely to internalize any negative emotions they might have linked to their attachment with their primary caregiver (Cowan, 1996). Female adolescents, in

particular, experience symptoms such as anxiety, depression, somatic complaints, and suicidal ideation (Rönnlund, 2006). Male adolescents experience more externalizing behaviors. Insecure attachment styles can also have other adverse risks for all individuals such as substance use, aggression, and delinquent behavior.

Some concepts, such as well-being, have been said to be culturally based (Ryan, 2001). A study conducted by Suh et al. (1998) looked at the relations between emotions and social norms to life satisfaction in 61 different nations. Findings included emotions being a stronger predictor of life satisfaction in individualist cultures, whereas norms and emotions equally were predictors in collectivist cultures. Another study by Oishi et al. (1999) focused on Maslow's (1971) Hierarchy of Needs. Data found that poorer nations related wealth with more life satisfaction, whereas wealthier countries equated home life with greater satisfaction. Satisfaction of freedom was found to be more predictive of Subjective Well-Being (SWB) in individualistic cultures versus collectivist ones.

The Present Study

Considering the increasing research in attachment psychology, we attempted to determine whether gender, culture, familial background, conflict resolution style, and well-being are related with attachment style. We developed 6 hypotheses for this study:

Hypotheses

Hypothesis 1: Women will be more likely to score higher for the collaborating, accommodating & compromising conflict resolution styles and men will score higher for avoiding and competing.

Hypothesis 2: Women will be more likely to have an anxious preoccupied attachment style and men a dismissive avoidant attachment style.

Hypothesis 3: Culture will impact conflict resolution style based upon societal norms.

Hypothesis 4: Those from nuclear families will mostly have secure attachment styles.

Hypothesis 5: Secure attachment will have greater well-being than other attachment styles (autonomy, personal growth, relations with others, & self-acceptance).

Hypothesis 6: Those with a secure attachment style will score highest on collaborating, accommodating, and compromising conflict resolution styles.

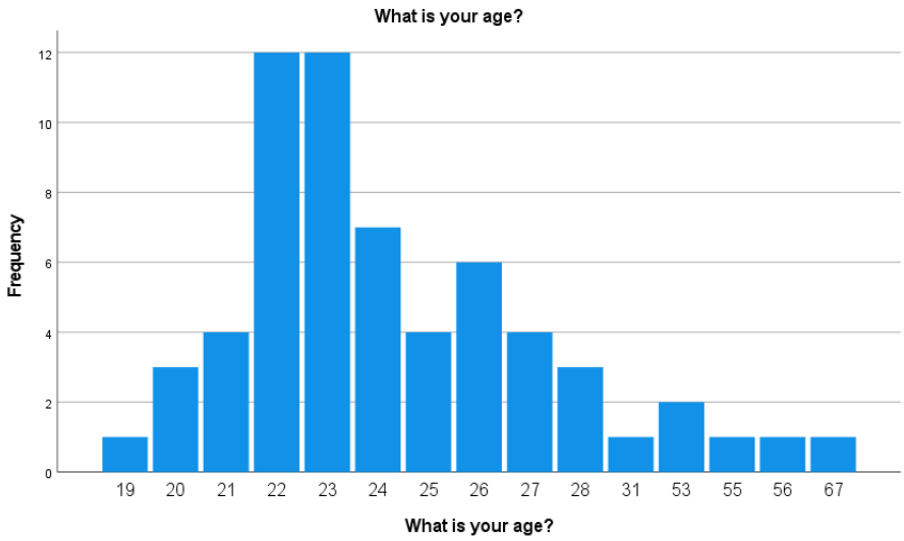
Methods

Participants

For this project, we had planned to recruit 100 participants. Our goal was not met, but we were able to survey 63 people about the Role of Attachment and Well-Being on Adult Relationships. All those that participated were at least 18 years of age or older (age range: 19-67, M = 26.35). Out of the 63 participants, 46 were males and 17 were females. There were 52 white participants, 8 Hispanic/Latino participants, and 5 Black/African American participants. Out of the 63 participants, 35 had parents who were married and 28 who were unmarried. The survey created was used through the application SurveyMonkey, which allowed for anonymous data collection. Links to the survey were posted through Instagram, Snapchat, and SONA (Salem State University's Psychology Department portal).

Graph 1

Ages of Participants



Materials

The survey was composed of 72 multiple-choice and open response questions about conflict resolution skills, relationship satisfaction, and well-being.

Well-Being. Participants completed 18 questions about overall well-being (Ryff & Keyes, 1995). A Likert scale was used for participant' responses: (1) strongly agree to (7) strongly disagree. The 5 subscales included: autonomy (e.g:, "I have , environmental mastery, personal growth, relations with others, purpose in life, and self-acceptance.), environmental mastery (e.g., "In general, I feel in charge of the situation in which I live."), personal growth (e.g., "I think it's important to have new experiences that challenge how you think about yourself and the world."), relations with others (e.g., " People would describe me as a giving person, willing to share my time with others."), purpose in life (e.g., "Some people wander aimlessly through life, but I am not one of

them."), and self-acceptance (e.g., "When I look at my life, I am pleased with how things turned out.").

Relationship Satisfaction. Participants completed 32 items about overall relationship satisfaction in different close relationships (Griffin & Bartholomew, 1994). A Likert scale was used for participants' responses: (1) not like me at all to (5) very much like me. The 4 subscales within the survey included: secure (e.g., "I find it easy to get emotionally close with others.", "I am comfortable depending on other people."), anxious-preoccupied (e.g., "I want to be completely emotionally intimate with others.", "I worry that others don't value me as much as I value them."), dismissive avoidant (e.g., "It is very important for me to feel independent", "I am comfortable without close emotional relationships."), and fearful avoidant (e.g., "I find it difficult to depend on people.", "I find it difficult to trust others completely.").

Conflict Resolution Skills. Participants completed 15 questions about different ways to cope with conflict (Thomas & Kilmann, 1978). A Likert scale was used for participants' responses: (1) rarely to (4) always. There were five subscales assessing the different conflict resolution styles: collaborating (e.g.. "I explore issues with others to find solutions that meet everyone's needs."), competing (e.g., "I generally argue my case and insist on the merits of my point of view."), avoiding (e.g., "When I find myself in an argument, I usually say very little and try to leave as soon as possible."), accommodating (e.g., "I try to meet the expectations of others."), and compromising (e.g., "I try to negotiate and adopt a "give-and-take" approach to problem situations.").

Procedure

Participants were invited to participate in the study through the social media sites Instagram and Snapchat, along with SONA on Salem State University's webpage, which then directed them to SurveyMonkey where they were asked to read a disclosure statement and complete the corresponding questions. The disclosure statement included a brief synopsis about the questions participants would complete and a participation statement confirming that taking the survey is completely voluntary, participants could exit the survey at any time or choose not to answer any question. The anonymity and confidentiality of participants were also stated in the disclosure statement. Participants were told that the survey would take them approximately 10-15 minutes to complete, but was completely self-paced.

Results

For this study, we used correlation and t-tests to compare two different groups. When analyzing our data, we attempted to do linear regression models, however, our sample size was too small.

Table 1

Descriptive Statistics for Conflict Resolution Styles Between Not White NonHispanic Participants & White Non Hispanic Participants

		WhiteNonHisp	
		Not White And/or Hispanic	White NonHispanic
Personal Growth	Mean	18.08	16.80
	Std. Deviation	4.03	3.38
Relations With Others	Mean	13.92	14.33

	Std. Deviation	3.94	3.83
Self-Acceptance	Mean	14.83	15.63
	Std. Deviation	5.17	4.10
Collaborating Conflict Style	Mean	10.50	7.91
	Std. Deviation	1.22	1.94
Competing Conflict Style	Mean	8.00	7.73
	Std. Deviation	2.19	2.28
Avoiding Conflict Style	Mean	7.33	7.09
	Std. Deviation	2.16	1.89
Accommodating Conflict Style	Mean	8.33	8.50
	Std. Deviation	1.97	1.55
Compromising Conflict Style	Mean	8.17	7.79
	Std. Deviation	2.56	1.76
Fearful Attachment	Mean	11.22	11.43
	Std. Deviation	4.21	3.39
Secure Attachment	Mean	16.78	15.89
	Std. Deviation	2.77	3.25
Avoidant Attachment	Mean	14.11	13.84
	Std. Deviation	3.18	2.71
Anxious Attachment	Mean	11.00	12.06
	Std.	4.00	2.75

Deviation

The descriptive statistics for collaborating style between white non-hispanic participants and participants who are not white and/or hispanic are shown in Table 1. White non-hispanic participants were lower in collaborating conflict style (M = 7.91 and S = 1.94) than participants who are not white and/or are hispanic (M = 10.50, S = 1.22), t (36) = 3.139, p = .003.

Table 2

Descriptive Statistics for Mean Attachment Styles Between Men & Women

Attachment Style	What gender do you identify with?	Mean	Std. Deviation
Fearful	Male	11.35	3.733
	Female	11.50	2.939
Secure	Male	16.41	3.421
	Female	15.08	2.021
Avoidant	Male	13.62	2.697
	Female	14.67	2.964
Anxious	Male	11.82	3.177
	Female	12.00	2.449

Table 3

Descriptive Statistics for Mean Conflict Resolution Styles

Conflict Resolution Style	What gender do you identify with?	Mean	Std. Deviation
Collaborating	Male	8.63	1.75
	Female	7.13	2.80

Competing	Male	7.93	2.12
	Female	7.22	2.68
Avoiding	Male	7.13	1.94
	Female	7.11	1.90
Accommodating	Male	8.40	1.59
	Female	8.75	1.67
Compromising	Male	8.07	1.74
	Female	7.11	2.20

The descriptive statistics for Mean Attachment Styles for Men and Women are found on Table 2. Contrary to our hypothesis that women more likely to be anxious preoccupied and men more likely to be dismissive avoidant, women and men were not different in their level of anxious attachment $t(42) = -0.17$, n.s. and avoidant attachment $t(44) = -1.13$, n.s. The descriptive statistics for Mean Conflict Resolution Styles for Men and Women are placed on Table 3. Contrary to my hypothesis that women will be more likely to score higher for collaborating ($M = 7.13$, $S = 2.80$), $t(36) = 1.90$, $p = .066$, accommodating ($M = 8.75$, $S = 1.67$), $t(36) = -.55$, $p = .587$ & compromising ($M = 7.11$, $S = 2.21$), $t(37) = 1.36$, $p = .183$ conflict resolution styles and, men for avoiding ($M = 7.13$, $S = 1.94$) $t(37) = .03$, $p = .98$ and competing ($M = 7.93$, $S = 2.12$), $t(37) = .83$, $p = .411$ conflict resolution style, there was no significance between any of the conflict resolution styles and gender.

Table 3.
Pearson Correlation Table

	Personal Growth	Relations	Self-Acceptance	Collaborating	Competing	Avoiding	Accommodating	Compromising	Fearful	Secure	Avoidant
Relations	.300*										
SelfAcceptance	.354**	.451**									
Collaborating	.446**	0.121	0.128								
Competing	0.217	-.346*	0.115	0.308							
Avoiding	-.482**	-0.275	-0.235	-0.230	-.331*						
Accommodating	.401*	0.019	0.274	0.299	.321*	-0.193					
Compromising	.406*	-0.132	0.293	.533**	.355*	-0.127	.544**				
Fearful	-.389**	-.579**	-.454**	-.326*	0.218	.341*	-.353*	-.352*			
Secure	0.219	.435**	.364*	0.225	-0.106	-0.288	0.170	0.249	-.500**		
Avoidant	0.105	-0.056	0.083	-0.245	.443**	-0.070	0.069	-0.022	0.237	0.039	
Anxious	-.357*	-0.206	-.463**	-0.163	-0.038	0.195	-0.073	-0.139	.472**	-.312*	-0.240

The Pearson Correlation Table is found on Table 3. The data was consistent in that those with a secure attachment style will have greater well-being levels than those with other attachment styles, secure attachment was positively correlated with self-acceptance ($r = .364$, $p<.05$). Self-acceptance is strongly negatively correlated with fearful attachment ($r = -.454$, $p<.01$) and anxious attachment ($r = -.463$, $p<.01$). Contrary to my hypothesis, that those with secure attachment would score the highest on collaborating ($r = 0.225$), accommodating ($r = 0.17$), and compromising ($r = 0.249$), there was no significance between the variables. Within the study, it was found that conflict

avoidance was strongly negatively correlated with personal growth ($r = -.482$, $p<.01$) and negatively correlated with competing conflict style ($r = -.331$, $p<.05$). It was discovered that competing was negatively related to relations with others ($r = -.346$, $p<.05$). Fearful attachment style was strongly negatively correlated with personal growth ($r = -.389$, $p<.01$) and relations with others ($r = -.579$, $p<.01$). Fearful attachment was also negatively correlated with collaborating ($r = -.326$, $p<.05$), accommodating ($r = -.35$, $p<.05$), and compromising ($r = -.352$, $p<.05$) resolution styles. Fearful attachment was positively correlated with the avoiding conflict resolution style ($r = .341$, $p<.05$). Avoidant attachment was positively correlated with the competing conflict resolution style ($r = .443$, $p<.05$). Anxious attachment was negatively correlated with personal growth ($r = -.357$, $p<.05$).

Table 4
Descriptive Statistics for Married & Unmarried Parents

		Are your parents currently married to each other?	
		Yes	No
Personal Growth	Mean	16.33	17.88
	Std. Deviation	3.46	3.50
Relations with Others	Mean	13.28	15.15
	Std. Deviation	4.06	3.40
Self-Acceptance	Mean	15.67	15.23
	Std. Deviation	4.36	4.36
Collaborating Conflict Style	Mean	8.00	8.80

	Std. Deviation	2.04	2.08
Competing Conflict Style	Mean	8.13	7.25
	Std. Deviation	2.30	2.11
Avoiding Conflict Style	Mean	7.30	6.88
	Std. Deviation	1.87	2.00
Accommodating Conflict Style	Mean	8.61	8.27
	Std. Deviation	1.44	1.83
Compromising Conflict Style	Mean	8.22	7.31
	Std. Deviation	2.09	1.40
Fearful Attachment	Mean	11.80	10.90
	Std. Deviation	3.11	3.96
Secure Attachment	Mean	16.32	15.76
	Std. Deviation	3.44	2.83
Avoidant Attachment	Mean	14.68	12.95
	Std. Deviation	2.61	2.73
Anxious Attachment	Mean	11.64	12.16
	Std. Deviation	2.78	3.29

The descriptive statistics for attachment style of participants whose families were married vs unmarried are found on table 4. Contrary to our hypothesis that those from nuclear families will mostly have secure attachment styles, data showed that those from

married families (M = 14.68 S = 2.61) are higher on avoidant attachment than unmarried (M = 12.95, S = 2.73), t(44) = 2.19, p = .034.

Discussion

Consistent with some of the hypotheses in the study, White non-hispanic participants scored lower in collaborating conflict resolution style than participants who were not White and/or Hispanic. Secure attachment was also positively correlated with self-acceptance. Contrary to our hypothesis, there was no significant difference in conflict resolution styles between men and women. Gender was also not correlated as significant for anxious or avoidant attachment. Participants who come from married households scored higher on avoidant attachment than those from unmarried households. There were no significant relationships between collaborating, accommodating, and compromising conflict resolution styles and secure attachment. Other findings from the Pearson Correlation Table indicated that the competing conflict resolution style was negatively related to well-being, and fearful attachment was strongly negatively correlated with personal growth, relationship well-being, and self-acceptance.

We created this study to examine how attachment style and well-being can have an influence upon relationship satisfaction. Some limitations in the study included not recruiting enough participants to conduct linear regression models. Additionally, there was not a diverse enough sample of participants to accurately test Hypothesis 3: Culture will have a large impact on conflict resolution style based upon societal norms. Most of the participants were white and did not identify as hispanic/latino. More research would have to be conducted to examine the impact that ethnicity and/or culture can have on both conflict resolution and attachment style. Additionally, it would be beneficial for another

survey to be conducted about the quality of participants' parents relationships. Although the survey did ask about age, we did not analyze the possible effects that age could have on well-being, attachment, and conflict resolution style. This study produced multiple surprising findings to further explore how attachment, familial systems, conflict resolution styles, and well-being are related. Future research would be beneficial in determining if age, marital status of parents, and culture could have an impact on attachment style or overall well-being.

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Appendix

1. What gender do you identify with?

a. Male

b. Female

c. Gender non-conforming

d. Prefer not to say

2. What is your age?

3. Are you Hispanic or Latino?

a. Yes

b. No

4. Which of the following best describes you:

a. Asian

b. Hawaiian or Pacific Islander

c. Black or African American

d. American Indian

e. White

f. Other: _____

5. How would you describe your ethnic identity?

6. Who is the person in your life that is most like a father to you?

a. Biological father

b. Adoptive father

c. Stepfather

d. Foster father

e. partner/friend of parent who lives in the household

f. Brother (including step/half/adopted)

g. Grandfather (including step/half/adopted)

h. Uncle (including step/half/adopted)

i. Other relative not listed above:

j. Other nonrelative not listed above:

k. None

7. Who is the person in your life who is most like a mother to you?

a. Biological mother

b. Adoptive mother

c. Step mother

d. Foster mother

e. partner/friend of parent who lives in the household

f. Sister (including step/half/adopted)

g. Grandmother (including step/half/adopted)

h. Aunt (including step.half.adopted)

i. Other relative not listed above:

j. Other nonrelative not listed above:

k. None

8. Are your parents married to each other?

a. Yes

b. No

9. If your parents are **not** currently married, please tell us why:

a. They were divorced

b. They are separated

c. My father has died

d. My mother has died

e. They were never married

f. I do not know the reason

Well-Being Using the scale: (1) strongly agree to (7) strongly disagree answer the questions:

Psychological wellbeing scale. SPARQtools. (n.d.). Retrieved December 23, 2022, from https://sparqtools.org/mobility-measure/psychological-wellbeing-scale/#18-item-version

1. I like most parts of my personality.
2. When I look at the story of my life, I am pleased with how things have turned out so far.
3. Some people walk aimlessly through life, but I am not one of them.
4. The demands of everyday life often get me down.
5. In many ways, I feel disappointed about my achievements in life.
6. Maintaining close relationships has been difficult and frustrating for me.
7. I live life one day at a time and don't really think about the future.
8. In general, I feel I am in charge of the situation in which I live.
9. I am good at managing the responsibilities of daily life.
10. I sometimes feel as if I've done all there is to do in life.
11. For me, life has been a continuous process of learning, changing, and growth.

12. I think it is important to have new experiences that challenge how I think about myself and the world.
13. People would describe me as a giving person, willing to share my time with others.
14. I gave up trying to make big improvements or changes in my life a long time ago.
15. I tend to be influenced by people with strong opinions.
16. I have not experienced many warm and trusting relationships with others.

RSQ Using the scale: (1) not like me at all to (5) very much like me answer the questions:

Relationship scales questionnaire (RSQ). PSYCHOLOGICAL SCALES. (2022, February 23).

Retrieved December 23, 2022, from https://scales.arabpsychology.com/s/relationship-scales-questionnaire-rsq

1. I have confidence in my own opinions, even if they are different from the way most people think.
2. I judge myself by what I think is important, not by the values of what others think is important.
3. I find it difficult to depend on people.
4. It is very important for me to feel independent.
5. I find it easy to get emotionally close to others.
6. I want to merge completely with another person.
7. I worry that I will be hurt if I allow myself to be close with others.
8. I am comfortable without close emotional relationships.
9. I am not sure that I can always depend on others to be there when I need them.

10. I want to be completely emotionally intimate with others.

11. I worry about being alone.

12. I am comfortable depending on other people.

13. I often worry that romantic partners don't really love me.

14. I find it difficult to trust others completely.

15. I worry about others getting too close to me.

16. I want emotionally close relationships.

17. I am comfortable having other people depend on me.

18. I worry that others don't value me as much as I value them.

19. People are never there when you need them.

20. My desire to merge completely sometimes scares people away.

21. It is very important to me to feel self-sufficient.

22. I am nervous when anyone gets too close to me.

23. I often worry that romantic partners won't want to stay with me.

24. I prefer not to have other people depend on me.

25. I worry about being abandoned.

26. I am somewhat uncomfortable being close to others.

27. I find that others are reluctant to get as close as I would like.

28. I prefer not to depend on others.

29. I know that others will be there when I need them.

30. I worry about having others not accept me.

31. Romantic partners often want me to be closer than I feel comfortable being.

32. I find it relatively easy to get close to others.

Conflict Management Questionnaire using the scale (1) rarely to (4) always

Academic advising collaborative. Eastern Carolina University. (n.d.). Retrieved December 22,

2022, from https://advising.ecu.edu/wp-content/pv-uploads/sites/315/2020/07/M8L4-Conflict-ManagementQuestionnaire.pdf

1. I explore issues with others to find solutions that meet everyone's needs.
2. I try to negotiate and adopt a "give-and-take" approach to problem situations.
3. I try to meet the expectations of others.
4. I generally argue my case and insist on the merits of my point of view.
5. When there is a disagreement, I gather as much information as I can to keep the lines of communication open.
6. When I find myself in an argument, I usually say very little and try to leave as soon as possible.
7. I try to see conflicts from both sides. What do I need? What does the other person need? What are the issues involved?
8. I prefer to compromise when solving problems and just move on.
9. I find conflicts challenging and exhilarating. I enjoy the battle of wits that usually follows.
10. Being at odds with other people makes me feel uncomfortable and anxious.
11. I try to accommodate the wishes of my friends and family.
12. I can figure out what needs to be done and I am usually right.
13. To break deadlocks, I would meet people halfway.
14. I may not get what I want, but it is a small price to pay for keeping the peace.

15. I avoid hard feelings by keeping my disagreements with others to myself.