

Attachment Styles as a Predictor of Emotional Intelligence

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Abstract

The purpose of this study is to examine if attachment styles predict emotional intelligence (intrapersonal, interpersonal, adaptability, stress management, and general mood). Participants of the study consisted of 463 (272 females, 191 males) undergraduate students selected randomly from different faculties of Selcuk University. Regression and correlation analyses were used for data analysis. Results indicate that there is a significant positive correlation between the secure attachment style and all subscales of emotional intelligence abilities. Results also indicate that attachment styles significantly explain emotional intelligence and secure attachment style predict all sub-dimensions of emotional intelligence.

Key Words

Attachment, Attachment Styles, Emotional Intelligence, Undergraduate Students.

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Individuals are always in an interaction and communication with their environment. There may be many factors affecting the quality of this interaction and communication. These factors can be originated either from personal characteristics or other external factors. Individuals' past experiences, personal characteristics, interests, attitudes, and expectations can influence their interpersonal relationships. Besides all, another factor worthy of mentioning relationships among people is emotional intelligence.

The term emotional intelligence has expanded in many different fields in recent years. The American Dialect Society selected it among the most useful new words or phrases of the late 1990s. Research on emotional intelligence has flourished recently both in the basic and applied psychological domains (Çeçen, 2002), with approaches in the latter touting it as a panacea for modern business and education (Matthews, 2003). Having an important role for satisfaction in daily relationships of the individuals, emotional intelligence can be defined as appraisal and expression of emotions, regulation of emotions, and utilization of emotional information in thinking and acting (Petrides & Furnham, 2000). Another definition of emotional intelligence comprises the ability to manage the emotions and to utilize their strength (Casper, 2003). That is, individuals try to obtain positive results utilizing their emotions to regulate their behavior (Çeçen & İnanç, 2005; Weisinger, 1998). Every human being has emotions but it is not enough to possess them. Emotional intelligence contributes to our appreciation and assessment of our and others' emotions, reflection of emotions' knowledge and energy to our daily life and work. Hence, individuals can be identified as "emotionally intelligent" provided that they can utilize their emotions to achieve their goals at work, in education, or daily life (Yeşilyaprak, 2001).

In the conceptualization of the construct, Goleman (2000) proposed five dimensions of emotional intelligence. First three dimensions are related to self-management and the last two are about the management of interpersonal relationships. The five dimensions of emotional intelligence with twenty-five competencies were later reduced to four dimensions with nineteen competencies by him and his colleagues (Boyatzis, Goleman, & Rhee, 2000). These dimensions have been identified by Boyatzis et al. (2000) as self-awareness, self-management, social awareness, empathy, and social skills. *Self-awareness* consists of knowing one's internal states, preferences, resources, and intuitions. This dimen-

sion contains the competencies of emotional self-awareness, accurate self-assessment, and self-confidence. *Self-management* involves the management of one's internal states, impulses, and resources to facilitate reaching goals. *Social Awareness* refers to being aware of others' feelings, needs, and concerns. *Empathy* is the basic skill in interpersonal relationships (Goleman, 2000; Dökmen, 1998). *Social Skills* involves adeptness at inducing desirable responses in others. This dimension contains the competencies of leadership, communication, influence, change catalyst, conflict management, building bonds, teamwork and collaboration, and developing others (Shapiro, 2002).

Emotional intelligence is related to many values such as the quality of interpersonal relationships, success in work life, and life satisfaction (Palmer, Donaldson, & Stough, 2002). Bar-On (2006) proposes an approach of emotional-social intelligence rather than investigating it as separate constructs of emotional intelligence and social intelligence as a result his researches in later years. Therefore, Bar-On (2006) uses "emotional-social intelligence" instead of emotional intelligence. Emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills, and facilitators that determine how effectively we understand and express ourselves, understand others, communicate with them, and cope with daily demands. The emotional and social competencies, skills, and facilitators referred in this conceptualization include five key components as follows: (i) intrapersonal intelligence, (ii) interpersonal intelligence, (iii) adaptability, (iv) stress management, and (v) general mood emotional intelligence sub-dimensions.

Intrapersonal EQ comprises self-regard, emotional self-awareness, assertiveness, independence, and self-actualization. Individuals with intrapersonal emotional intelligence are aware of their emotions can easily express their thoughts and emotions, possess the ability to control themselves. *Interpersonal emotional intelligence* comprises empathy, social responsibility, and interpersonal relationship. Individuals with interpersonal emotional intelligence can understand how others feel, communicate and get along well with them. *Adaptability emotional intelligence* comprises reality-testing, flexibility, and problem-solving. *Stress Management emotional intelligence* comprises stress tolerance and impulse control. These people are generally cold blooded. *General Mood emotional intelligence* comprises optimism and happiness (Acar, 2001; Bar-On, 2006; Stein, & Book, 2003). Bar-On (2006) identifies this model as be-

ing emotionally and socially intelligent, understanding and expressing oneself effectively, understanding others and establishing good relationships with them, successfully coping with daily demands, challenges and pressures. In fact, the ability to manage emotions is strongly associated with daily social behavior (Lopes, Salovey, & Straus, 2003). There are a lot of factors influencing self-awareness, self-expression, effective communication with others, and being optimistic. Family, friends, and school may play an important role in developing these abilities for humans, as social creatures. Early childhood experiences have powerful effects on emotional intelligence abilities. Besides, emotional intelligence is something that can be improved and should not be ignored (Bar-On, 2006; Titrek, 2007; Yeşilyaprak, 2001).

A person's identity takes its shape from relationships with environment starting from the beginning years of life. Bowlby (1973, 1982) was the first to suggest a model of bond between mother and child and functions within this model. This bond helps the child who needs care to survive. Primarily, infant and mother are thought to have developed a coordinated relationship in which the infant's signals of distress or fear are noted by mother, who in turn, offers comfort and protection, as well as "a secure base", whereby from which the infant can explore the environment (Cooper, Shaver, & Colins, 1998). According to Bowlby (1982), early care giving experiences are internalized as working models that not only serve as a prototype for future relationships with others but also provide unwritten rules for how one experiences, expresses, and copes with distressing emotions. Thus, attachment has been defined as an intimate and affectionate relationship between two people (Ainsworth, Blehar, Waters, & Wall, 1978).

Attachment is an emotional bond according to Bowlby (1982). This bond comprises comfort, safety, and support. Bowlby (1982) defines attachment as a child being "strongly disposed to seek proximity to and contact with a specific figure and to do so in certain situations, notably when he is frightened, tired or ill." According to Bowlby, attachment behavior has its own dynamics and is distinct from both feeding and sexual behavior and of at least an equal significance in human life. Thus, during the course of an healthy development, attachment behavior leads to the development of affectional bonds between child and parent (Goodwin, 2003).

According to the attachment theory, people develop mental models which are related to their relationships with other individuals during infancy, childhood, and adulthood. According to Bowlby (1982), these mental models are the ones which unify and organize the individual's experiences and beliefs and also comprise other people's personal characteristics. Recent studies on adult attachment focused on four-dimension attachment styles proposed by Bartholomew (1990; Bartholomew, & Horowitz, 1991). This model identifies four attachment styles in relationships based on positive and negative perceptions of self and others. Bartholomew's two-dimensional model (self and others) remains one of the most important theoretical advances in adult attachment. Bartholomew proposed four attachment styles: (i) Secure, which reflects generally positive feelings about the self and others; (ii) Dismissing, that is, the individual shows positive feelings about the self, but not about others; (iii) Preoccupied, where there is anxiety about the self and a valuing of others, and (iv) Fearful, in which there are negative feelings about the self and others (Bartholomew & Shaver, 1998). Bartholomew's attachment styles are similar to those described by other adult attachment researchers, although the terms that are used are different (Griffin, & Bartholomew, 1994; Hazan, & Shaver, 1987; Simpson, 1990). Although secure attachment styles are described consistently across studies, preoccupied attachment styles are also called "anxious-ambivalent", and dismissing styles as "avoidant" (Hazan, & Shaver, 1987; Simpson, 1990).

Attachment theory is an emotional-regulation model as well (Feeney, 1995; Kobak, & Sceery, 1988). From this point of view, Kobak and Sceery (1988) state that "internal working models of attachment could be understood as the entire rules that orient an individual's emotional reactions to stressful situations." Internal working models are entire characteristics strategies in which emotions are regulated and behaviors are oriented. When examined in terms of attachment styles, there are research findings that secure persons can better cope with negative emotions in social interactions when compared with insecure persons (Kobak, & Sceery, 1988), possess more positive emotions within the interactions (Simpson, 1990), and possess positive emotional-regulation skills (Cooper et al., 1998). Furthermore, in the researches examining the relationships between attachment styles and emotional intelligence (Görünmez, 2006; Kafetsios, 2004; Kim, 2005; Peck, 2003; Zimmer-

man, 1999) secure attachment style has been found to be associated with perception, facilitation, understanding and management of emotions. In light of these explanations, the aim of this study is to examine if there is a significant relationship between attachment styles (secure, fearful, dismissing, and preoccupied) and emotional intelligence abilities and if attachment styles significantly predict the emotional intelligence abilities (interpersonal, adaptability, stress management, and general mood).

Method

Participants

The participants were 463 (mean age=18.23, SD=0.79) undergraduate students selected randomly from faculties of Education, Vocational Education, and Technical Education at Selcuk University. Of the total, 272 were females (58.7%) and 191 were males (41.3%).

Instruments

The Relationships Scales Questionnaire (RSQ): The RSQ developed by Griffin and Bartholomew (1994) and adapted to Turkish by Sümer and Güngör (1999) was used to determine the attachment styles of students. This inventory is a 17-item Likert-type scale and measures four different attachment styles (secure, dismissing, fearful, and preoccupied). The reliability coefficients of the scale were calculated by the test-retest method and varied between .54 and .78. The parallel form validity of this scale was tested with the Relationship Questionnaire (Bartholomew, & Horowitz, 1991) and the correlation coefficients varied between .49 and .61. Also, test-retest reliability within Turkish adaptation studies ranged between .54-.78 (Sümer, & Güngör, 1999).

The Bar-On Emotional Quotient Inventory (EQ-I): The EQ-I developed by Bar-On (1997 cited in Bar-On, 2006) adapted to Turkish by Acar (2001) was used for emotional intelligence measurement. The original EQ-i form is a 133-item self-report inventory. Items are declarative statements phrased in the first-person singular. Respondents are asked to indicate the degree to which the statement accurately describes them on a 5-point scale (1=not true of me, 5=true of me). Items are summed to yield a total score, which reflects overall emotional intelligence; scores on 5 higher-order composite dimensions. The EQ-i scores are related to general psychosocial adjustment (Dawda, & Hart, 2000).

The Turkish form of the EQ-I is an 88-item measure that provides an overall score of EI based on five composite scales. Cronbach Alpha coefficients were .92 for overall score, and .83 for intrapersonal intelligence, .77 for interpersonal intelligence, .65 for adaptability, .73 for stress management, and .75 for general mood (Acar, 2001).

Procedure

The Pearson Product Moment Correlation analysis was used for measuring the correlation between attachment styles and emotional intelligence abilities. Regression analysis was used for measuring the predictive level of attachment styles on emotional intelligence abilities. SPSS version 13.00 was used in the analysis of data.

Results

Descriptive statistics of the Bar-On's Emotional Quotient Inventory and the Relationships Scales Questionnaire Sub-scales, correlation analysis between the attachment styles and emotional intelligence abilities, and regression analysis to examine the predictive level of attachment styles on emotional intelligence abilities are given below.

Table 1.

Means, Standard Deviations of the Bar-On's EQ-I and the RSQ Sub-scales

| | | N | \bar{x} | Ss |
|-------------------------------|----------------------------|-----|-----------|-------|
| Emotional Intelligence | Intrapersonal intelligence | 463 | 99.75 | 11.51 |
| | Interpersonal intelligence | 463 | 68.65 | 7.37 |
| | Adaptability | 463 | 53.26 | 7.05 |
| | Stress Management | 463 | 41.20 | 7.22 |
| | General Mood | 463 | 45.53 | 6.16 |
| Attachment Styles | Secure | 463 | 4.16 | 1.03 |
| | Dismissing | 463 | 4.25 | 1.08 |
| | Fearful | 463 | 4.16 | 1.27 |
| | Preoccupied | 463 | 3.92 | 1.09 |

The scores obtained from all sub-scales of the Bar-On's Emotional Quotient Inventory indicate a positive situation. Higher scores obtained from sub-scales of the the Relationships Scales Questionnaire represent higher level of secure, fearful, dismissing, and preoccupied attachment.

Results of Relationship between Attachment Styles and Emotional Intelligence

Table 2.

Correlation Between Attachment Styles and Emotional Intelligence

| | | Intrapersonal Intelligence | Interpersonal Intelligence | Adaptability | Stress Management | General Mood |
|-------------|----------|-------------------------------|-------------------------------|--------------|----------------------|-----------------|
| Secure | <i>r</i> | .33** | .32** | .20** | .21** | .24** |
| Dismissing | <i>r</i> | -.01 | -.13** | .07 | .02 | .01 |
| Fearful | <i>r</i> | -.19** | -.10* | -.12** | -.21** | -.17** |
| Preoccupied | <i>r</i> | -.04 | .10* | -.14** | -.08 | -.03 |

*N=463, * $p < .05$, ** $p < .01$*

Table 2 shows that the secure attachment styles are positively related to the intrapersonal intelligence, interpersonal intelligence, adaptability, stress management and general mood emotional intelligence ($p < .01$). The dismissing attachment styles are negatively related to interpersonal intelligence emotional intelligence ($p < .01$). The fearful attachment styles are negatively related to intrapersonal intelligence, interpersonal intelligence, adaptability, stress management and general mood emotional intelligence ($p < .01$). The preoccupied attachment styles are positively related to the interpersonal emotional intelligence ($p < .05$), but negatively related to adaptability emotional intelligence ($p < .01$).

Results of Predictive Level of Attachment Styles on Emotional Intelligence

Table 3.

Results of Regression Analyses Predicting Scores of Attachment Styles on Intrapersonal Emotional Intelligence

| Attachment Styles | <i>R</i> | <i>R</i> ² | <i>F</i> | β | <i>t</i> |
|-------------------|----------|-----------------------|----------|---------|----------|
| Fearful | | | | -.06 | -1.16 |
| Dismissing | 0.35 | .12 | 15.45* | .04 | .834 |
| Secure | | | | .32 | 6.54* |
| Preoccupied | | | | -.07 | -1.40 |

* $p < .05$

Results given in Table 3 show that fearful, dismissing, secure, and preoccupied attachment styles combined have a significant effect on intrapersonal emotional intelligence and accounted for 11.9% of the intrapersonal emotional intelligence variance ($R = 0.34$, $R^2 = 0.11$, $F_{(4-463)} = 14.63$, $p < .01$). As a whole, this model significantly predicts the intrapersonal emotional intelligence. Among the specific RSQ scales, secure attachment style ($\beta = .32$) was the only predictor of intrapersonal emotional intelligence ($p < .05$).

Table 4.

Results of Regression Analyses Predicting Scores of Attachment Styles on Interpersonal Emotional Intelligence

| Attachment Styles | R | R ² | F | β | t |
|-------------------|------|----------------|--------|---------|--------|
| Fearful | 0.34 | .11 | 14.63* | .06 | 1.11 |
| Dismissing | | | | -.10 | -2.000 |
| Secure | | | | .33 | 6.60* |
| Preoccupied | | | | .03 | .54 |

* $p < .05$

Results given in Table 4 show that attachment styles have a significant effect on interpersonal emotional intelligence and account for 11.3% of the interpersonal emotional intelligence variance ($R = 0.34$, $R^2 = 0.11$, $F_{(4-463)} = 14.63$, $p < .01$). As a whole, this model significantly predicts the interpersonal emotional intelligence. Among the specific RSQ scales, the secure ($\beta = .33$) and dismissing attachment styles ($\beta = -.10$) are the predictors of the intrapersonal emotional intelligence ($p < .05$).

Table 5.

Results of Regression Analyses Predicting Scores of Attachment Styles on Adaptability Emotional Intelligence

| Attachment Styles | R | R ² | F | β | t |
|-------------------|------|----------------|-------|---------|--------|
| Fearful | 0.27 | .07 | 9.04* | -.04 | -.75 |
| Dismissing | | | | .086 | 1.76 |
| Secure | | | | .22 | 4.27* |
| Preoccupied | | | | -.14 | -2.98* |

* $p < .05$

Results given in Table 5 show that the fearful, dismissing, secure, and preoccupied attachment styles combined have a significant effect on

adaptability emotional intelligence ($R = 0.27$, $R^2 = 0.07$, $F_{(4-463)} = 9.04$, $p < .01$). The attachment styles account for 7.3% of the adaptability emotional intelligence variance. As a whole, this model significantly predicts the adaptability emotional intelligence. Among the specific RSQ scales, the secure ($\beta = .22$) and preoccupied attachment styles ($\beta = -.14$) are the predictors of the adaptability emotional intelligence ($p < .05$).

Table 6.

Results of Regression Analyses Predicting Scores of Attachment Styles on Stress Management Emotional Intelligence

| Attachment Styles | R | R ² | F | β | t |
|-------------------|------|----------------|-------|------|-------|
| Fearful | | | | -.15 | -2.87 |
| Dismissing | 0.27 | .07 | 9.03* | .08 | 1.64 |
| Secure | | | | .17 | 3.32* |
| Preoccupied | | | | -.07 | -1.34 |

* $p < .05$

Results given in Table 6 indicate that the attachment styles have a significant effect on stress management emotional intelligence ($R = 0.27$, $R^2 = 0.07$, $F_{(4-463)} = 9.03$, $p < .01$) and account for 7.3% of the stress management emotional intelligence variance. As a whole, this model significantly predicts the stress management emotional intelligence. Among the specific RSQ scales, the fearful ($\beta = -.153$) and secure attachment styles ($\beta = .167$) are the predictors of stress management emotional intelligence ($p < .05$).

Table 7.

Results of Regression Analyses Predicting Scores of Attachment Styles on General Mood Emotional Intelligence

| Attachment Styles | R | R ² | F | β | t |
|-------------------|------|----------------|-------|------|-------|
| Fearful | | | | -.09 | -1.77 |
| Dismissing | 0.26 | .06 | 8.47* | .07 | 1.34 |
| Secure | | | | .22 | 4.26* |
| Preoccupied | | | | -.04 | -.74 |

* $p < .05$

Results given in Table 7 indicate that the attachment styles have a significant effect on general mood emotional intelligence ($R = 0.26$, $R^2 =$

0.06, $F_{(4-463)} = 8.47, p < .01$) and account for 6% of the general mood emotional intelligence variance. As a whole, this model significantly predicts the general mood emotional intelligence. Among the specific RSQ scales, the secure attachment style ($\beta = -.22$) is the only predictor of the general mood emotional intelligence ($p < .05$).

Discussion

According to the research findings, overall attachment style scores significantly predict emotional intelligence scores. Consistent with previous investigations on relationships between attachment styles and emotional intelligence (Görünmez, 2006; Kafetsios, 2004; Kim, 2005; Peck, 2003; Zimmermann, 1999), this study found positive correlations between the secure attachment style and emotional intelligence. Research results also indicate that secure attachment styles predict intrapersonal emotional intelligence. According to this result, it may be stated that people with secure attachment styles have more positive characteristics comprising intrapersonal skills such as self-consciousness, self-esteem, self-awareness, and self-actualization than those with fearful, dismissing, and preoccupied attachment styles. Individuals with intrapersonal skills have more self-confidence in coping with problems (Türküm, 2002), independent and self-confident (Acar, 2001; Goleman, 2000; Stein, & Book, 2003), are aware of their emotions (Goleman, 2000), and more self-actualized (Bar-On, 2006). Many studies report that individuals with secure attachment style have higher level of self-esteem than those with fearful, dismissing, and preoccupied attachment styles support the result of present research (Bartholomew, & Horowitz, 1991; Brennan, & Bosson, 1998; Brennan, & Morris, 1997; Sümer, & Güngör, 1999). In light of these findings, we can conclude that individuals with secure attachment styles have better intrapersonal skills as well. Self-confidence of individuals leads to self-determination and their better coping with the problems. Therefore, the importance of developing a secure attachment from early childhood period has been verified again.

As a whole, attachment styles significantly predict the interpersonal emotional intelligence. Among the specific RSQ scales, secure and dismissing attachment styles are the predictors of the intrapersonal emotional intelligence. The interpersonal emotional intelligence was positively correlated with the secure attachment, but negatively corre-

lated with the dismissing attachment style. Individuals with dismissing attachment style have positive self-concepts and negative concepts towards others. They tend to appreciate themselves as worthy and have negative attitudes towards others. They are reluctant for close relationships and tend to deny their need or demand for social relationship (Bartholomew, & Horowitz, 1991; Hamarta, 2004). Hence, these kinds of people are not expected to have effective and close relationships with others and to have interpersonal skills.

Most research on attachment report that attachments during childhood have a deep impact on the development of social efficiency and quality of peer interactions (Mallinckrodt, 2000). According to the attachment theory, caregiver's positive responses lead to positive internal working models and develop a secure attachment style (Bretherton, 1985; Bowlby, 1982). This process helps individuals with secure attachment develop a better interpersonal relationship. Interpersonal skills are related to social skills. Individuals with higher levels of social skills establish more effective interactions with others and demonstrate empathetic attitudes. Lopes and friends (2003) reported that individuals with higher levels of emotional intelligence are more likely to have positive relations with others as well as perceived parental support, and less likely to report negative interactions with close friends. Positive point of view from interpersonal relationships helps individuals with secure attachment style demonstrate positive social skills. Consistent with the previous research (i.e., Anders, & Tucker, 2000; Deniz, Hamarta, & Ari, 2005; DiTommaso, Branen-McNulty, Ross, & Burgess, 2002), it was found that people with secure attachment style have higher levels of social skills in the present study.

The attachment styles predict the adaptability emotional intelligence as a whole. Among the specific RSQ scales, secure and preoccupied attachment styles are the predictors of the adaptability emotional intelligence. Adaptability is positively correlated with the secure attachment style, yet shows a negative correlation with the preoccupied attachment style. Adaptability is related to the reality-testing, flexibility, and problem-solving. Individuals having higher levels of adaptability emotional intelligence can determine the problems of work, family and private life and find effective solutions (Acar, 2001; Stein, & Book, 2003). Hence, the secure attachment affects these skills. Research results suggesting that adolescents with secure attachment styles are more adaptive (Co-

lin, 1996; Zimmermann, Maier, Winter, & Grossmann, 2001) support the present findings. Whereas people with secure attachment style are expected to understand and handle with their problems, it is difficult for people with preoccupied and fearful attachment styles to do so. Lopez et al. (1997) and Zimmerman et al. (2001) stated that individuals with insecure attachment styles have more difficulty in making reparative problem-solving efforts. This finding is also similar to the present research findings.

As a whole, the attachment styles significantly predict the stress management emotional intelligence. Among the specific RSQ scores, the fearful and secure attachment styles have been found as the predictors of the stress management emotional intelligence. Individuals with stress management abilities can cope with stress without any desperation, introversion, and without losing their control. These kinds of people generally feel peaceful, rarely lose their temper, and easily cope with oppression (Acar, 2001; Stein, & Book, 2003). They can take necessary precautions when solving their problems and have self-confidence in problem-solving (Türküm, 2002). Individuals demonstrate assertive, passive, and aggressive behavior towards stress. The assertive individuals confront with their problems and solve them. The passive and aggressive behavior, however, provides avoidance from problems and lead to an unhealthy psychology (Ersever, 1985). Secure individuals are expected to find appropriate solutions without desperation. The dismissing individuals are assumed to have developed a positive model of self but a negative model of others, leading them to prefer greater independence. They also tend to perceive themselves as worthy and have negative attitudes towards others (Bartholomew, & Horowitz, 1991; Hamarta, 2004). These characteristics of the dismissing individuals can be said to have effects on coping with problems. The securely attached persons have been found to appraise stressful events in benign terms and themselves as capable of effectively coping with these events (Collins, & Read, 1990). Moreover, they tend to rely on support-seeking coping strategies and to maintain adequate psychological well-being during stressful periods (Berant, Mikulincer, & Florian, 2003).

Rather than what happens in the environment, stress reaction arises according to what kind of a reaction the individual gives to that situation. The individuals aim to preserve their psychological and social integration against stress (Baltaş, & Baltaş, 2002). Coping with stress refers to

the cognitive and behavioral efforts of individuals. As regards to this definition, two important views emerged. One involves the evaluation of coping behavior with personal knowledge. Here, coping is a cognitive process. The other involves the appraisal of a stressful event emotionally, and the individual try to ease the threat of stress source (Folkman, & Lazarus, 1988; Özbay, & Şahin, 1997). In light of this information, it can be concluded that people with secure attachment style have higher motivations in coping with stressful events both cognitively and behaviorally.

As a whole, the attachment styles significantly predict the general mood emotional intelligence. Among the specific RSQ scores, secure attachment style was found to be the only predictor of the general mood emotional intelligence. The general mood dimension of emotional intelligence comprises optimism and happiness. Optimistic people can think positively even in negative situations (Acar, 2001; Stein, & Book, 2003). According to Collins and Read (1990), secure people usually perceive their relationship as satisfying, and have feelings of acceptance from others. Consistent with the present research findings, Sable (2007) states that people with secure attachment styles have higher levels of psychological and physical well-being than people with other attachment styles.

With the finding that the emotional intelligence develops depending on maturation (Kafetsios, 2004), further research on this subject would provide more profound information if they are designed in a longitudinal model. The education of caregivers becomes more important when thinking that attachment styles originate in the early childhood. Therefore, people with secure attachment styles would feel efficient regarding their emotional intelligence. Thus, they would establish healthy relationships with others and be satisfied with their life.

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