



EXPLORING THE ALLIANCE BETWEEN ATTACHMENT STYLE AND EXPRESSION OF EMOTION IN RELATIONSHIP

Anoupama.M1, Krishna Rama.M2

1Undergraduate, Department of Psychology, PSGR Krishnammal College for Women.

2Undergraduate, Department of Psychology, PSGR Krishnammal College for Women.

Abstract: This study explores the impact of ambivalent, avoidant and secure attachment styles in relationships through negative expressivity, positive expressivity and impulsive strength of emotion. Through exploring different attachment styles in relation with expressing emotions helps us in understanding relationships and can establish a foundation of trust. This study promises new insights into how people manage their emotions and their relationship outcomes. Attachment styles are often assumed of as stable personality dimensions and an outsized body of research supports that idea (Kirkpatrick and Hazan, 1994, Simpson et al., 2007 and Waters et al., 2000). Emotional expressiveness recognizes individual differences in the extent to which people outwardly display their emotions, and it differs in important ways from other modes of affective response. To find alliance of attachment style and expressing emotion we are using measure of attachment style by Naseem Ahmad Azmat Jahan, Nasheed Imtiaz in (2016) and Berkeley expressivity questionnaire by Gross, J.J., & John, O.P. (1997). The data was collected from 200 young adults in the field of psychology. The results show that there is a positive correlation between ambivalent attachment style and expressivity emotion and secure attachment style and expressivity emotion. There is a negative correlation between avoidant attachment styles and expressivity emotion. Identifying how attachment styles influence emotional expression could contribute to the refinement of training programs for future psychologists, potentially improving the quality of mental health services.

Keywords: Relationship, Impulsive expressivity, Negative expressivity, Positive expressivity, Attachment styles.

I. INTRODUCTION

Attachment styles can be described as the way in which we relate to others. An attachment style includes the basis of our self-concept, how willing we are to trust others (or trust issues), and the strategies we use to manage our emotions. The confluence of all of these factors drives how we feel and behave in relationships with others. (Levy et al., 2011).

The factors influencing the attachment can be possibility of attachment in which kids raised in orphanages or without a primary caregiver may not be able to build the trust necessary to establish an attachment and good caregiving where the children learn to trust the people who are in charge of their care when caregivers react promptly and consistently, which is a crucial building block for attachment. This is a crucial element.

The baby probably formed a successful, secure connection if your primary caregiver was able to respond to your screams, recognized your changing physical and emotional requirements, and made you feel safe and comfortable. That typically translates into being optimistic, self-assured, and trusting as an adult, as well as having the capacity to handle disagreement, react to closeness, and ride the ups and downs of love relationships in a healthy way.

However, you are more likely to have had a failed or insecure attachment if you had confused, frightening, or inconsistent emotional communication during infancy, or if your caregiver was unable to consistently comfort you or meet your needs. Insecurely attached babies frequently develop into people who struggle to comprehend their own emotions and the feelings of others.

STAGES OF ATTACHMENT

Attachment refers to the emotional bond formed between an infant and their primary caregiver, typically a parent. The concept, initially developed by psychologist John Bowlby, encompasses several stages that highlight the evolving nature of this crucial relationship. Understanding these stages provides insight into the dynamics of early social and emotional development. Rudolph Schaffer and Peggy Emerson has analyze the relationship and derived 4 stages of attachment

Pre attachment stage

Infants do not exhibit any unique attachment to a caregiver throughout the first three months of life. The baby's pleasurable reactions prompt the caregiver to stay near, and the infant's signals such as crying and fussing naturally draw the caregiver's attention.

Indiscriminate attachment

Infants start to indicate preferences for primary and secondary caregivers between the ages of 6 weeks and 7 months. Young children learn to trust that their caregiver will take care of them. Infants begin to discriminate between people they know and people they don't, even if they still take care from others. As a result, they respond more favorably to the primary caregiver.

Discriminate Attachment

By the time they are 7 to 11 months old, babies have developed a strong attachment to and preference for a single person. They will exhibit worry around strangers (stranger anxiety) and protest when they are taken from the primary attachment figure (separation anxiety).

Multiple Attachments

Children start to build strong emotional attachments with caregivers other than their primary attachment figure after they are about nine months old. This frequently involves grandparents, elder siblings, and a second parent.

THEORIES OF ATTACHMENT STYLES

Various theories elucidate different attachment styles, shaping our comprehension of how individuals relate to others. John Bowlby's attachment theory lays the foundation, proposing secure, anxious-avoidant, anxious-resistant, and disorganized attachment styles. Mary Ainsworth expanded on this with her "Strange Situation" experiment, further delineating secure, insecure-avoidant, and insecure-resistant patterns. Additionally, later researchers like Mary Main incorporated the disorganized-insecure attachment style. These theories collectively offer frameworks for comprehending diverse emotional bonds formed in early relationships. These theories provide crucial insights into the dynamics of human connections and their profound impact on individuals' well-being and relationships.

Secure attachment

In secure attachment the kids exhibit some distress when their caregiver leaves but can quickly gather themselves when the caregiver returns. Youngsters that have a stable attachment style feel reassured and trusted by their caretakers, who they know will come back. Securely attached adults have been "linked to a high need for achievement and a low fear of failure (Elliot & Reis, 2003). Adults who identify as securely attached usually have

strong levels of self-efficacy and will not think twice about removing someone who is negatively affecting them from difficult situations. This composed reaction reflects the emotionally controlled reaction of a securely bonded adult to dangers, which has been demonstrated in several studies under a variety of conditions. An individual's early bond with their caregiver(s), their genes, and their love experiences all contribute to adult safe attachment.

Anxious-preoccupied attachment

Adults with anxiety-related problems become unduly reliant on their partners in an attempt to obtain high levels of closeness, approval, and attentiveness. They frequently show higher degrees of emotional expressiveness, concern, and impulsivity in their relationships, and they also tend to be less trustworthy and think less highly of themselves than their partners. Adults' anxiousness keeps them from building a strong enough defense exclusion. It is also plausible that those who have been clinging eagerly to their attachment figure or figures have not been able to build up their defenses against separation anxiety to the fullest extent possible. These people will then overreact when they anticipate or really experience a separation from their attachment figure due to their lack of preparedness. An individual's intense and/or unstable connection, which keeps them worried or distracted, is the source of their anxiety.

Dismissive-avoidant attachment

Dismissive-avoidant adults desire a high level of independence, often appearing to avoid attachment altogether (Pettigrew, Thomas F, 2016). Adults have little desire to establish intimate bonds with others or to stay emotionally connected to those around them. They have a strong sense of self-worth and a high degree of mistrust towards others; instead, they would rather focus on developing their own ego talents. They make excessive investments in their skills or achievements in an attempt to cultivate high levels of self-esteem. Rather than seeking and receiving approval from others, these adults choose to hold onto their positive self-perceptions, which are based on their own accomplishments and abilities. When these individuals see a connection to be getting too intimate, they may either outright reject it or downplay its significance, and they will also avoid it by being inactive.

Fearful-avoidant attachment

Adults who are fearful-avoidant feel conflicted about intimate connections; they both want and find emotional intimacy uncomfortable. The contradiction between the desire to build social ties and the fear of doing so is problematic since it can lead to mental instability. As a result of their mental instability, individuals start to doubt the relationships they do have and think they are unworthy. In addition, persons who are fearful-avoidant also tend to be less optimistic about life than anxious-preoccupied and dismissive avoidant groups. Fearful-avoidant adults, like dismissive-avoidant adults, typically repress their emotions and seek less connection.

EMOTIONS

Emotions are described as "complex programs" including coordinated modifications to autonomic physiology, expressive behavior, and subjective experience (Ekman and Friesen, 1969). They emphasized how these elements interact to define and comprehend different emotional states. Emotions are deliberate mental reactions (like fear or rage), which are subjectively perceived as intense feelings that are normally focused toward a particular object and are frequently accompanied by behavioral and physiological changes in the body.

THEORIES OF EMOTIONS

In the early days of psychology, it was assumed that feeling a particular emotion led first to a physical reaction and then to a behavioral one. According to James Lange theory of emotion a stimulus leads to bodily arousal first, which is then interpreted as emotion. In the Cannon-Bard theory of emotion, a stimulus leads to activity in the brain, which then sends signals to arouse the body and interpret the emotion at the same time. In the facial feedback theory of emotion, a stimulus such as this snarling dog causes arousal and a facial expression. The facial expression then provides feedback to the brain about the emotion. The brain then interprets the emotion and may also intensify it. Schachter and Singer's cognitive arousal theory is similar to the James-Lange theory, but added the element of cognitive labeling of the arousal. In this theory, a stimulus leads to both bodily arousal and the labeling of that arousal (based on the surrounding context), which leads to the experience and labeling of the emotional reaction. In Lazarus's cognitive-mediational theory of emotion, a stimulus causes an immediate appraisal tag. "The dog is

snarling and not behind a fence, so this is dangerous"). The cognitive appraisal results in an emotional response, which is then followed by the appropriate bodily response.(Quinton, S. (2015))

EMOTIONAL EXPRESSIVITY

Emotional expressivity is the tendency to express one's emotional reactions in observable behaviour. (e.g., King & Emmons, 1990; Gross & John, 1995, 1997; Gross, John & Richards, 2000). Emotional expressivity is essential for promoting understanding, developing interpersonal relationships, and facilitating successful communication. People can express their needs, wants, and experiences through it, which fosters a supportive social atmosphere and increases empathy. Emotional expressivity also contributes significantly to literature, the arts, and other creative forms of communication, enhancing human culture and promoting emotional catharsis. There are three types of expressivity: Negative Expressivity which implies the extent to which negative emotions are expressed through negative behaviors. (Gross & John, 1997). Whereas deep acting is the strategy of displaying the required emotions by altering one's own emotions (Motaghi-Pishe, M.H. & Harianto., 2011). A person who expresses his negative feelings openly in the workplace would not be able to align his true emotions with the expected emotions thus finding it difficult to indulge in deep acting. Positive expressivity includes expressing amusement by laughing rather than expressing sadness and among the extraversion constructs it is more inclined towards positive valance (Gross et al., 1997). These people find it easy to express a positive attitude within the workplace. If they adopt a deep acting regulatory strategy, they will find that they are more successful in aligning their inner feelings with the required emotions because positive expressivity is to express openness, agreeableness and extraversion (Gross et al., 1997). The impulse strength corresponds to the different emotional responses and their strength within different individuals. This facet is known as the impulse strength (Gross et al., 1997) as we know that no two individuals are alike similarly their responses to a same situation differs. Some express a moderate response while others react very strongly (Gross et al., 1995). It mostly involves the expressing of negative emotions which are quite difficult to control (Gross et al., 1995)

ROLE OF PSYCHOLOGY

Understanding attachment styles enhances insight into how people form and maintain relationships. This knowledge is valuable for psychology students when they are working with diverse populations and dealing with various interpersonal challenges. Emotions are central to effective communication and building empathy. Psychology students who comprehend emotional expression can enhance their ability to connect with and understand others by interacting with others. Emotional expressivity in psychologists is crucial because it helps them connect with clients on a deeper level, showing empathy and understanding. It enables them to convey warmth, validation, and support, fostering a more trusting therapeutic relationship. This expression also aids in modeling healthy emotional regulation for their clients. Emotional expressivity in psychologists is vital as it builds rapport, enhances communication, models healthy emotional regulation, facilitates insight, and promotes cultural sensitivity, fostering a more effective and supportive therapeutic environment. (Nelson-Jones, R. (2015)). Development Psychology unravels how early experiences mold emotional expression and attachment styles, laying the groundwork for understanding adult behavior. Therapeutic Navigation Psychologists employ therapeutic approaches to address emotional challenges and attachment issues, offering pathways to enhance mental well-being. Social Learning Dynamics: Psychological theories, particularly social learning, elucidate how individuals acquire emotional patterns and attachment behaviors through social interactions, shaping interpersonal connections. Mental Health Nexus: Psychology establishes the intricate link between emotional expression, attachment styles, and mental health outcomes, informing preventative and therapeutic approaches. Parenting Strategies: Psychological research guides effective parenting strategies, crucial for nurturing a child's emotional development and fostering secure attachments, vital for lifelong well-being.

II. NEED OF THE STUDY

In the present era, interpersonal relationships play a vital role in emotional and psychological well-being. The way individuals form attachments and express emotions greatly influences the quality of their relationships. Attachment theory emphasizes that early relational experiences shape one's emotional expression and interaction patterns in adulthood. Insecure attachment styles are often linked with emotional suppression, fear of intimacy, and

communication difficulties, while secure attachment fosters openness, trust, and effective emotional regulation in relationships. However, limited empirical studies have explored the direct relationship between attachment style and emotional expressivity among young adults, particularly within the Indian context. As young adulthood is a developmental stage marked by identity formation and exploration of emotional bonds, understanding this association can provide insights into promoting healthy emotional communication and relational satisfaction. Hence, this study aims to explore the alliance between attachment style and expression of emotion in relationships among young adults.

III. METHODOLOGY

3.1 Aim

The aim of the study is to explore the alliance between the Attachment Style and Expression of Emotion in Relationship.

3.2 Objective

The objective of the study is to explore the alliance between the Attachment Style and Expression of Emotion in Relationship.

3.3 Hypothesis

H0: There is no significant relationship between the attachment style and expression of emotion in a relationship.

Ha: There is a significant relationship between the attachment style and expression of emotion in a relationship.

3.4 Research design

Quantitative - Correlational studies

3.5 Sampling method

The data were collected using a convenient sampling method.

3.5.1 Sample

The samples are young adults who are related to the field of psychology.

3.5.2 Sample size

The data is collected from young adults of age groups 18-30 with mean age 23 and the total sample size is 200.

3.6 Inclusion and Exclusion criteria

Inclusion criteria: Young Adults in the field of psychology.

Exclusion criteria: Those who are not related to the field of psychology. Those who have mental disturbances.

3.7 Procedure

The present study is a correlational study which explores the alliance between the Attachment styles and expression of emotion in relationship. The data was collected from young adults who are related to the field of psychology. The data was collected through a convenience sampling method using google forms. This research focuses on the different attachment styles and different expressivity of emotions and the participants were sent google forms within these aspects and the responses received from the participants are used for analyzing the data.

3.8 Statistical analysis

Collected responses were coded as data and analyzed using SPSS (Statistical package for social sciences) with correlational statistics. Spearman's Rank Order Correlation is a statistical method developed by Charles Spearman to assess the strength and direction of a monotonic relationship between two variables. Unlike Pearson's correlation, Spearman's method is applicable to both linear and nonlinear associations. Understanding Spearman's rank order correlation provides valuable insights into the degree of association between variables, making it a versatile tool in various fields of research and data analysis.

IV. RESULTS AND DISCUSSION

TABLE 1

Division of samples in accordance with attachment styles.

Styles	No.of. Persons	Percent
Ambivalent	90	45%
Avoidant	84	42%
Secure	26	13%

This present study consists of young adults from the field of psychology who have filled the form from the age of 17 to 30 of age with an average age of 23. In the sample, people who belong to the age 17 are 11(5.4%), 18 are 59(29.2%), 19 are 71 (35.2%), 20 are 32 (15.8%), 21 are 11 (5.4%), 22 are 7 (3.5%), 23 are 4 (2%) , 25 are 2 (1%), 27 are 1 (0.5%) , 28 are 2 (1%), 30 are 2 (1%). By analyzing the responses, the samples are equally distributed in rural and urban areas of residence. There were 165 (82.2%) of female responses and 34 (17.3%) of male responses and 1 (.5%) of responses preferred not to disclose their gender. On analyzing the birth order 64 samples (32%) were second born, 15 samples (7.5%) were last born, 24 samples (12%) were single born and 97 responses (48.5%) were first born. Analyzing the responses there were 188 (94%) of UG students and 12 (6%) of PG students. The distribution of participants in the study shows that more people have Ambivalent and Avoidant attachment styles than have a Secure attachment style. In Ambivalent attachment style, there are 90 people, which is 45%. This means almost half of the participants tend to feel anxious in relationships. They often seek reassurance but also feel unsure or conflicted about intimacy. The high number of ambivalent individuals suggests that many people may experience emotional instability or sensitivity in their relationships. In the Avoidant attachment style, there are 84 people, accounting for 42%. People with this attachment style usually keep their distance emotionally and avoid relying on others. They might also struggle with close relationships. This indicates that a significant portion of individuals may value independence over emotional closeness, which could point to issues with trust or comfort in intimate connections. Lastly, the Secure attachment style includes only 26 people, which is 13%. These individuals tend to have healthy, balanced relationships based on trust and emotional openness. Although this is the ideal attachment style, it is represented by a smaller percentage of the sample. This suggests that fewer people experience stable, secure relationships.

TABLE 2

Division of samples in accordance with emotion expressivity

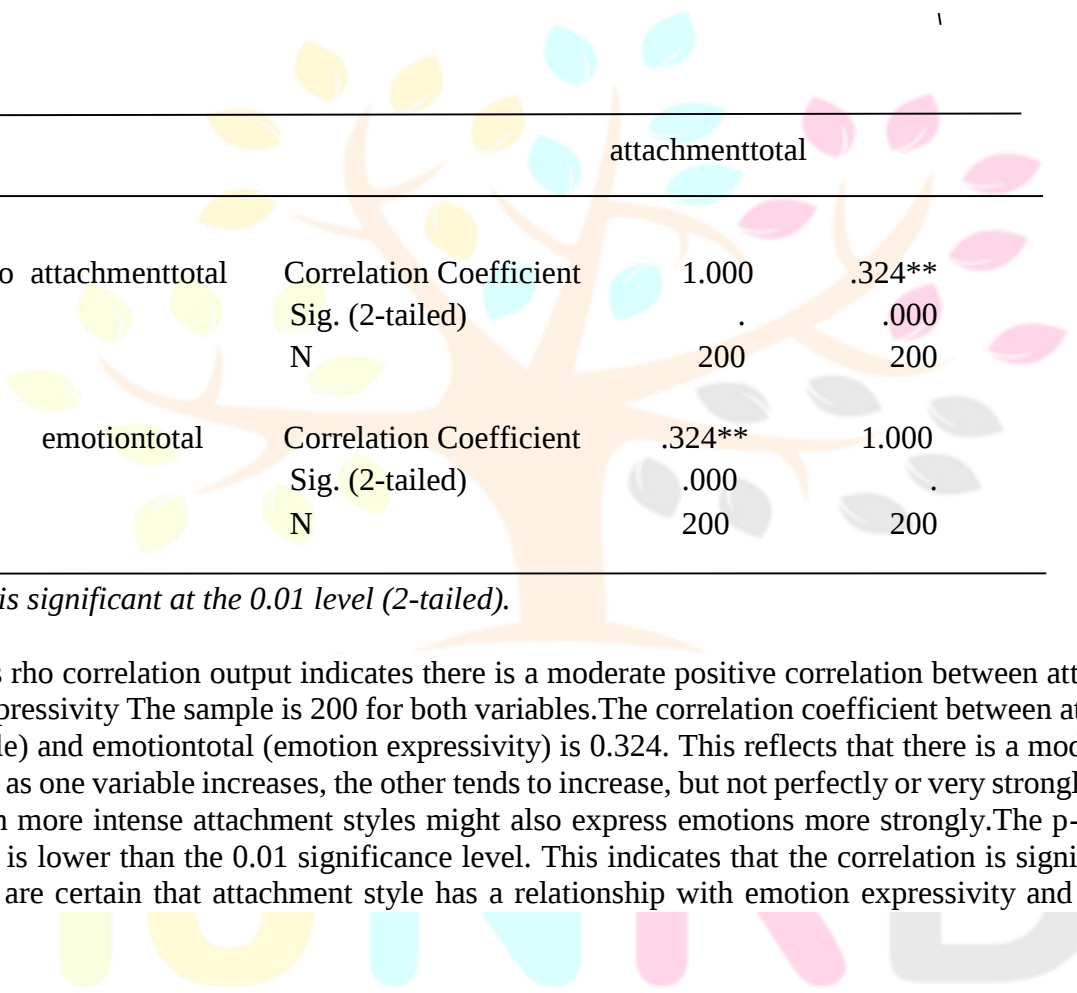
Emotion expressivity	No of Persons	Percent
Positive expressivity	4	2%
Negative Expressivity	44	22%
impulse strength	152	76%

The breakdown of participants according to expressivity of emotions indicates a clear pattern in which most respondents are categorized into Impulse Strength and Negative Expressivity, with a limited number expressing Positive Expressivity. Positive Expressivity, which includes only 4 individuals (2%). This indicates the majority of participants do not willingly show positive emotions such as happiness or excitement. The few numbers of individuals in this

category may imply that positive emotional expression is less frequent in the sample, or that individuals are less at ease with expressing positive emotions. Negative Expressivity, 44 individuals (22%). Individuals with this category express negative feelings, e.g., anger, sadness, or frustration, more freely. The proportionally higher number of participants in this category implies that much of the sample could be more at ease expressing or coping with negative emotions. Impulse Strength, 152 participants (76%). This category implies that the majority of individuals in the sample have strong emotional responses, perhaps outwardly expressing their feelings strongly or without strong restraint. The prevalence of this group indicates that most people tend to feel emotions very intensely or respond impulsively to emotional circumstances.

TABLE 3

Correlation between Attachment styles and Emotion expressivity



		attachmenttotal	
emotiontotal			
Spearman's rho	attachmenttotal	Correlation Coefficient	1.000
		Sig. (2-tailed)	.324**
		N	.000
			200
	emotiontotal	Correlation Coefficient	.324**
		Sig. (2-tailed)	1.000
		N	.000
			200

** Correlation is significant at the 0.01 level (2-tailed).

The Spearman's rho correlation output indicates there is a moderate positive correlation between attachment style and emotion expressivity. The sample is 200 for both variables. The correlation coefficient between attachmenttotal (attachment style) and emotiontotal (emotion expressivity) is 0.324. This reflects that there is a moderate positive correlation, i.e., as one variable increases, the other tends to increase, but not perfectly or very strongly. Put simply, individuals with more intense attachment styles might also express emotions more strongly. The p-value (Sig. 2-tailed) of 0.000 is lower than the 0.01 significance level. This indicates that the correlation is significant and not by chance. We are certain that attachment style has a relationship with emotion expressivity and this is not an accident.

Research Through Innovation

TABLE 4*Correlation between Ambivalent attachment style and Emotion expressivity*

			ambivalent	positive
negative	impulse			
Spearman's rho .303** .000 200	ambivalent	Correlation Coefficient	1.000	.239**
		Sig. (2-tailed)	.	.001
		N	200	200
.324** .000 200	positive	Correlation Coefficient	.239**	1.000
		Sig. (2-tailed)	.001	.
		N	200	200
1.000 .343** .000 200	negative	Correlation Coefficient	.291**	.324**
		Sig. (2-tailed)	.000	.000
		N	200	200
.343** .000 200	impulse	Correlation Coefficient	.303**	.610**
		Sig. (2-tailed)	.000	.000
		N	200	200

**.Correlation

is significant at the 0.01 level (2-tailed).

On analyzing table 4, it can be seen that individuals with ambivalent attachment styles show strong positive correlation with positive expressivity, negative expressivity and impulsive strength expressivity. Individuals with ambivalent attachment may express positive emotions, such as affection and warmth, their anxiety about being abandoned or unloved can lead to fluctuations in their emotional expression. The positive expressivity may serve as a coping mechanism to seek reassurance, but the underlying ambivalence can still create challenges in forming secure and stable connections.

TABLE 5*Correlation between Avoidant attachment style and Emotion expressivity*

avoidant			positive	negative	impulse
Spearman's rho .610** .156 200	positive	Correlation Coefficient	1.000	.324**	
		Sig. (2-tailed)	.	.000	.000
		N	200	200	
.343** .000 200	negative	Correlation Coefficient	.324**	1.000	
		Sig. (2-tailed)	.000	.	
		N	200	200	
1.000 .518 200	impulse	Correlation Coefficient	.610**	.343**	
		Sig. (2-tailed)	.000	.000	.
		N	200	200	
.046 .518 200	avoidant	Correlation Coefficient	-.101	-.149*	-
		Sig. (2-tailed)	.156	.035	
		N	200	200	

**.Correlation is significant at the 0.01 level (2-tailed).

*.Correlation is significant at the 0.05 level (2-tailed).

On analyzing table 5, it is found that people with avoidant attachment style have no relation with positive expressivity and impulse strength and is negatively correlated with negative expressivity of emotions. They often suppress or downplay their feelings, seeking independence and avoiding dependency on others. This emotional distancing serves as a defense mechanism to protect themselves from potential rejection or disappointment. Consequently, people with an avoidant attachment style may appear reserved, have difficulty opening up, and may struggle to connect emotionally in relationships.

TABLE 6*Correlation between Secure attachment style and Emotion expressivity*

			positive	negative	impulse
secure					
Spearman's rho .469** .000 200	positive	Correlation Coefficient	1.000	.324**	.610**
		Sig. (2-tailed)	.	.000	.000
		N		200	200
.298** .000 200	negative	Correlation Coefficient	.324**	1.000	.343**
		Sig. (2-tailed)	.000	.	.000
		N	200	200	200
	impulse	Correlation Coefficient	.610**	.343**	1.000

**.Correlation is significant at the 0.01 level (2-tailed).

On analyzing table 6, it can be seen that individuals with secure attachment styles show strong positive correlation with positive expressivity, negative expressivity and impulsive strength expressivity. Securely attached individuals feel comfortable with emotional intimacy, trust their partners, and are confident in seeking and providing support. This creates a foundation for open communication and a healthy emotional bond. As a result, they are more likely to express positive emotions such as affection, love, and joy, contributing to a mutually satisfying and stable relationship.

CONCLUSION

From the present study conducted among the people in the field of psychology it can be concluded that, Individuals with a secure attachment style often develop healthy emotional regulation skills, leading to a positive correlation with the expressivity of positive emotions. This secure base allows for open communication and a sense of safety in relationships, fostering an environment where positive emotions can be expressed and shared without fear of judgment or rejection. Individuals with an ambivalent attachment style tend to exhibit challenges in regulating emotions and may have difficulty expressing positive emotions consistently. Ambivalent attachment is characterized by anxiety about the reliability of caregivers, which can lead to heightened emotional reactivity and difficulty trusting others. This insecurity may hinder the positive expressivity of emotions, as individuals with ambivalent attachment might struggle with a fear of rejection or uncertainty in relationships. Individuals with avoidant attachment tend to downplay or suppress their emotions, creating a negative correlation with the expressivity of negative emotions. This pattern arises from their fear of vulnerability and dependence, leading them to avoid emotional openness and expression.

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