Adult Attachment and Emotional Intelligence

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Abstract: This study aims to identify the relationship between adult attachment and emotional intelligence among trainee counsellors in Universiti Malaysia Sarawak. This research is the study of correlational design. The sample consisted of 50 respondents consist of trainee counsellors from third year of Counselling. The study involves two main variables of Adult Attachment and Emotional Intelligence. In this study, the questionnaire used is Experience in Close Relationship (ECR) developed by Brennan and Shaver, (1998) and Emotional Intelligence Self-Assessment developed by Paul Mohapel. Statistical Package for the Social Sciences (SPSS) analysis showed a significant relationship between Attachment Avoidant and Emotional Awareness with Pearson correlation value of -0.538 indicates strong negative correlations. This finding showed that people with attachment avoidant would have low emotional awareness made them not aware of other people feeling and emotional condition, as they tend to avoid from facing any issue. This research would benefit the field of counselling in the future.

Index Terms: Keywords: Attachment Avoidance; Attachment Anxiety; Adult Attachment; Emotional Intelligence.

I. INTRODUCTION

It is important to discover our attachment dimensions so that we are able to understand and improve ourselves and the way we interact and react towards other people in our circle. Besides, emotional intelligence is also important because it links to our success and achievement in our life as it managing our emotions and utilize our strength (Casper, 2003). This research will be focusing on the relationship between attachment and emotional intelligence among under-graduate students in counselling at Universiti Malaysia Sarawak (UNIMAS). The research aimed to study the relationship between adult attachments and emotional intelligence among third year counselling students at Universiti Malaysia Sarawak (UNIMAS).

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Several studies has been conducted in the past that related to the current study. For example, a study conducted on 2013 at Tabriz Azad University on attachment and emotional intelligence among undergraduate students (Samadi, Kasaei, & Pour, 2013) which found that those with secure attachment styles are positively related to the intrapersonal intelligence, interpersonal intelligence, adaptability, and stress management as well as general mood emotional intelligence. The inventory that has been used in accessing emotional intelligence and attachment styles in delinquent adolescents trait is the Meta-Mood Scale (Salovey et al., 1995), and the Revised Attachment Scale (Collins, 1996) was used in assessing the attachment styles of the participants (Samadi, Kasaei, & Pour, 2013). Besides, a study conducted by Ali Akbar Haddadi Koohsar & Bagher Ghobary Bonab (2011) among high school administrators in Tabriz City in Iran. The result showed that adolescents with anxious attachment were lower in emotional intelligence than individuals with secure attachment style. Another study conducted by Alifah Binti Saling (2012) that reported emotional intelligence and learning style among UTHM students' academic performance showed that emotional disturbance is continuously affecting student's behaviour, attitude, ability and their psychology condition. Most of the previous study had different domain in term of emotional intelligence as they were using different questionnaire to measure or assess emotional intelligence. There is less known research in Malaysia that mainly focusing on the relationship between attachment and emotional intelligence using Experience in Close Relationship (ECR) and Quick Emotional Intelligence assessment. Less known research has been conducted particularly in Malaysia that involved trainee counsellor as the participants on attachment and emotional intelligence field. Therefore, the research that is going to be conducted would be a pioneer for the respective kind of study and the first to be conducted in UNIMAS. Not only that, the study would be the first one in UNIMAS that would be focusing on attachment and emotional intelligence among counselling practitioner.

his research is aim to identify significant findings that would become a fundamental study. It is important to get to know that the counsellors who are going to work in the field of counselling are equipped with good emotional intelligence as it would be crucial for them to be clear with their emotional issue before they become a good counsellor. The output of the study would be a fundamental finding that would promote people awareness on the importance of attachment and emotional intelligence. Knowing our attachment dimension as well

as our emotional intelligence would help us to develop a working plan to face and cope with our surrounding. This would ensure the harmony in our circle of life. The finding of the study would not be applicable to the other crowd or population. This is because the study is conducted among students from the third year students from Bachelor of Science (Counselling) at UNIMAS only. Therefore the findings of this research cannot be generalised to other populations.

II. LITERATURE REVIEW

A. Attachment Theory

According to Bowlby (1982), early care giving experiences are internalized as working models that not only serves 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 defined as an intimate and affectionate relationship between two people (Ainsworth, Blehar, Waters, & Wall, 1978), cited (Erdal et. al., 2009). Attachment style that has proposed by Mary Ainsworth and Bowlby shows that there are four types of attachment including secure, fearful, occupied and dismissing attachment. 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. According to Bowlby (1982), early care giving experiences 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. Ones said to be secure attachment if they have a good relationship with their caregiver where the caregiver attempt to them regularly. Primarily, infant and mother were 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).

1) Avoidant Attachment

Avoidant attachment could be either dismissing or fearful. Dismissing attachment would be positive self and negative to other (Bartholomew & Horowitz, 1991). They tend to withdraw from encounter any issue as long as they are fine. They less care about other feeling. Fearful attachment develops one individual believe to be both highly anxious and avoidance. They would be negative to self and other where they tend to avoid being in relationship and when they involve in one them would be anxious.

2) Anxious Attachment

Anxious attachment could be either preoccupied or fearful. Preoccupied attachment would be negative to self where they tend to make conclusion. They often overthinking and make them worried a lot. The positive things are that they would make job done earlier since they are worried not being able to complete it on time.

3) Secure Attachment

Secure attachment said to be the most stable attachment where they would have low in both anxiety and avoidance. People that fall in this category would be involve in relationship and most of the time would face the issue. Secure attachment developed when they have a good attachment to their caregivers.

B. Emotional Intelligence

Emotional intelligence refers to appraisal and expression of emotions, regulation of emotions, and utilization of emotional information in thinking and acting (Petrides & Furnham, 2000). Hence, individuals can be identified as "emotionally intelligent" if they can manage their emotions to achieve their goals at work, education and daily life (Yeşilyaprak, 2001).

Recent studies show that individuals with a combination of intellectual and emotional intelligence tend to be more successful in the field of selected jobs (Dulewiez & Higgs 2000; Goleman 1995; Rosete 2004; Sjoberg 2001). However, apart from intellectual intelligence, aspects of emotional intelligence are also linked to success and achievement in leadership. Research by some researchers has proven the importance of the leadership's ability to manage emotions in launching organizational control (Caruso et.al.1999; Cherniss & Goleman 2001; George 2000; Stone et al. 2005; Zee 2005). Emotional control is important as a human being especially for the respondent of this study which later would enter the field and face client from time to time. If a counsellor has their emotional state in control therefore they could become a good counsellor and not cause harm to their client. This study hopes to give insight to the field that emotional intelligence truly crucial. 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).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.

C. Adult Attachment and Emotional Intelligence

Based on the previous study conducted on 2013 at Tabriz Azad University on attachment and emotional intelligence among undergraduate students. Results showed that there is a significant positive correlation between the secure attachment style and all subscales of emotional intelligence abilities. Results also showed that attachment styles significantly explain emotional intelligence and secure attachment style predict sub-dimensions of emotional intelligence like (Samadi, Kasaei, & Pour, 2013). Another study conducted by a group of researcher from Department of Psychology, Ferdowsi University of Mashhad, Mashhad, IR Iran on attachment styles and emotional intelligence with marital satisfaction. They found that secure attachment style has positive significant relationship with marital satisfaction also avoidant attachment style and ambivalent attachment style have negative significant relationship with marital satisfaction (Kamel Abbasi,

Tabatabaei, Sharbaf, and Karshki, 2016).

On the other hand, attachment styles can significantly predict marital satisfaction. Therefore, emotional intelligence and its components have positive significant relationship with marital satisfaction; thus, emotional intelligence and intrapersonal, adaptability and general mood components can significantly predict marital satisfaction. But, interpersonal and stress management components cannot significantly predict marital satisfaction. The research was conducted in 2016. A study conducted by Bagher Ghobari Bonab and Ali Akbar Haddadi Koohsar in 2011 revealed that emotional intelligence of adolescents can be predicted from the magnitude of their attachment styles. Moreover, data revealed that adolescents with anxious attachment were lower in emotional intelligence than individuals with a secure attachment style. Another study conducted by Alifah Binti Saling on 2012 studying about emotional intelligence and learning style with UTHM students' academic performance shows emotional disturbance that is continuously affect student's behavior, attitude, ability and their psychology condition. The study examines Universiti Tun Hussein Onn Malaysia (UTHM) student's learning styles and emotional intelligence level (Alifah, 2012).

III. METHODOLOGY

A. Research Design

This research adopted a correlational research design. It is a quantitative method that suitable to determine the relationship between two or more group of variable (Waters, n. d.). This research looking into the relationship between adult attachment and emotional intelligence.

B. Participants

Participants consist of all 50-trainee counsellor at UNIMAS. The participants would representing the whole population. Table I presents the descriptive statistics for demographic variables.

Table I: Descriptive Statistics for Demographic Variables Attachment Style

Demographic Variables	Secure	Preocc upied	Dismi ssing	Fearful	Total
Gender:					
Male	2	5	4	0	11
Female	13	10	13	3	39
Total	15	15	17	3	50
Status:					
Single	7	12	17	3	39
In Relationship	7	3	0	0	10
Married	1	0	0	0	1
Total	15	15	17	3	50
Age:					
22	8	8	9	1	26
23	6	3	5	1	15
24	0	4	2	0	6
25	1	0	1	1	3
Total	15	15	17	3	50

Origin					
Sabah/Sarawak	9	7	8	2	26
Peninsular	6	8	9	1	24
Total	15	15	17	3	50
Past Education:					
Matriculation	2	2	2	0	6
Foundation	4	7	4	1	16
STPM	6	3	9	1	19
Diploma	3	3	2	1	9
Total	15	15	17	3	50

Table II presents the desctiptive statistic for age.

Table II: Descriptive Statistic for Age

	N	Minimum	Maximum	Mean	Std. Deviation
Age	50	22	25	1.7	0.9
Valid V(Listwise)	50				

C. Research Instruments

1) Experience in Close Relationship (ECR)

Experience in Close Relationship (ECR) which would measure the domain of attachment dimension either anxious or avoidant attachment. ECR consist of 36 items where the participant need to answer all the items and then researcher would calculate the score obtain to identify which are they belong to either it is anxious attachment or avoidant attachment. It has 7-point Likert scale (1=strongly disagree to 7=strongly agree). There are 10 items that are reversely scored which are 3, 5, 19, 22, 25, 27, 29, 31, 33, and 35. The odd number question use to measure attachment anxiety. Attachment avoidance is measure uses even number questions. The internal consistencies for ECR were .92 (anxiety) and .93 (avoidance) (Wei, Russell, Mallinckrodt and Vogel, 2007).

2) Quick Emotional Intelligence Assessment

The Quick Emotional Intelligence assessment inventory would be measuring the emotional intelligence domain. There are 4 domains involve in the assessment including emotional management, emotional awareness, social awareness and relationship management. There are 40 items in the assessment. Those whom got the high marks would expect to have a good emotional intelligence. All the item uses 5-point Likert scale (0= Never to 4=always).

3) Reliability and Validity of the Instruments
Pilot Study

Both instruments were back translated by two expert panels, who are Madam Aina Razlin Mohammad Roose and Mr Mohamad Azhari Bin Abu Bakar. They have reviewed the translated questionnaires. The validity was confirmed by concurrent validity. Then the final version questionnaires was then piloted and administered to 40 HRD students. Both instruments have shown to have high level of consistency and validity.

Table III: Reliability for Pilot Study (ECR)

Scale	Experience in Close Relationship (ECR)	
	Anxiety	Avoidant
Cronbach's Alpha	0.88	0.63

Table IV: Reliability for Pilot Study (EI)

Scale	Emotional Intelligence assessment			
	Emotional Awareness	Emotional Management	Social Emotional Awareness	Relationship Management
Cronbach's Alpha	0.681	0.82	0.61	0.86

IV. FINDINGS AND DISCUSSIONS

A. Descriptive Statistics of All Variables

Table V presents the descriptive statistics of all variable in the questionnaires.

Table V: Descriptive Statistics

Variables	N	Mean	Std. Deviation
ECR Avoidant	50	67.1	15.5
ECR Anxiety	50	68.8	19.7
Emotional Awareness	50	26.9	4.8
Emotional Management	50	26.9	4.7
Social Emotional Awareness	50	29.6	5.1
Relationship Management	50	28.9	5.9

B. Hypotheses Testing

Table VI: Avoidant Attachment and Emotional Awareness

Pearson Correlation, r	-0.538**
Significant Value, p	0.000
N	50

**Correlation is significant at 0.01 level (2 tailed)

Hypothesis 1 stated that there is a significant relationship between avoidant attachment and emotional awareness among third year counselling students. Correlation method was used to determine this hypothesis. The result showed that there is a significant relationship between avoidant attachment and emotional awareness (p=0.000, r=-0.538). Therefore, hypothesis 1 is accepted. This satisfies the research conducted by Hamarta et. at (2009) reported that individual who hold a close attachment style, were higher in emotional intelligence in compare to others, and individuals who had an anxious attachment style, were lower in emotional intelligence. The results of the current study were consistent with some other investigation (Hamarta et al., 2009). Therefore, there are significant relationship between avoidant attachment and emotional awareness variables. Hence, when one have avoidant attachment then he/she would have low emotional awareness.

These category of people tend to be withdrawal and less aware of other people emotion as they are being avoiding any source encounter or arguments. They would act as the way

they prefer it to be without conforming other people expectation.

Table VII: Avoidant Attachment and Emotional Management

Pearson Correlation, r	-0.323*
Significant Value, p	0.022
N	50

Hypothesis 2 stated that there is a significant relationship between avoidant attachment and emotional management among third year counselling students. Correlation method was used to determine this hypothesis. The result showed that there is a significant relationship between avoidant attachment and emotional management (p=0.022, r=-0.323). Therefore, hypothesis is accepted. Hence, this proved that one with avoidant attachment would have good emotional management since they would be lack of understanding made them only think about their own self. This argument satisfied the result obtain by Schutt and Mallouff (2002) reported that individuals with low level of emotional quotient (EQ) have the following characteristics: lack of self-awareness, lack of understanding of constructive feedbacks, lack of sensitivity to others' feelings and such individuals use others to satisfy their emotional needs. Such individuals feel they are judged by others, they feel they are not appreciated by other people, and they feel they are abused by others. If a counsellor have this kind of emotional intelligence it would be hard for them to be a good listener made it harder for them to help the client.

Table VIII: Avoidant Attachment and Social Emotional Awareness

Pearson Correlation, r	-0.220
Significant Value, p	0.125
N	50

Hypothesis 3 stated that there is significant relationship between avoidant attachment and social emotional awareness among third year counselling students. Correlation method was used to determine this hypothesis. The result showed that there is no significant relationship between avoidant attachment and social emotional awareness (p=0.125, r=-0.220). Hence, hypothesis rejected. Hence, this proved that one with avoidant attachment are not necessarily have low social emotional awareness. This finding not found from the previous research but the result satisfy the previous research findings which mentioned by Hamarta et. al (2009) reported that individuals, who hold a close attachment style, were higher in emotional intelligence in compare to others, and individuals who had an anxious attachment style, were lower in emotional intelligence. People with avoidant attachment that has low social emotional awareness indicate that they are lack of understanding towards other people and they are unable to form a good social relationship. This will eventually decreasing their social contact with other people. When a counsellor have poor social emotional awareness they would not aware of their client emotional changes thus

would resulting they unable to help the client optimally.

Table IX: Avoidant Attachment and Relationship Management

Pearson Correlation, r	-0.216
Significant Value, p	0.131
N	50

Hypothesis 4 stated that there is significant relationship between avoidant attachment and relationship management among third year counselling students. However, the relationship are not significant. Correlation method was used to determine this hypothesis. The result showed that there is relationship between avoidant attachment and relationship management (p=0.131, r=-0.216). Hence, hypothesis rejected. Hence, this proved that one with avoidant attachment have low relationship management. The findings satisfy the previous research findings which mentioned by Hamarta et. al (2009) reported that individuals, who hold a close attachment style, were higher in emotional intelligence in compare to others, and individuals who had an anxious attachment style, were lower in emotional intelligence. Hence, researcher could conclude that people with avoidant attachment would be less competent in managing their relationship with other people. They might be hard to maintain a relationship and make it last longer. When a counsellor have weak relationship management, they would tend to withdraw from the session and counter transferences might occur in the session.

Table X: Anxious Attachment and Emotional Awareness

Pearson Correlation, r	0.332*
Significant Value, p	0.19
N	50

Hypothesis 5 stated that there is a significant relationship between anxious attachment and emotional awareness among third year counselling students. Correlation method was used to determine this hypothesis. The result showed that there is a significant relationship between anxious attachment and emotional awareness (p=0.19, r=0.332). Hypothesis is accepted. This satisfies the research made by Hamarta et. al (2009) reported that individuals, who hold a close attachment style, were higher in emotional intelligence in compare to others, and individuals who had an anxious attachment style, were lower in emotional intelligence. The results of the current study were consistent with some other investigation (Hamarta et al., 2009). Hence, when one have anxious attachment then he/she would have good emotional awareness. They tend to using force in their relationship. They would be too sensitive towards other people reaction as they take note little things that happen. Unlike avoidant person whom always run away from problem, anxious person always into the problem that might end up having high emotional awareness.

Table XI: Anxious Attachment and Emotional Management

Pearson Correlation, r	-0.122
Significant Value, p	0.401
N	50

Hypothesis 6 stated that there is a positive significant relationship between anxious attachment and emotional management among third year counselling students. Correlation method was used to determine this hypothesis. The result showed that there is no significant relationship between anxious attachment and emotional management (p=0.401, r=-0.122). Hypothesis rejected. This findings is inconsistent with the research made by Hamarta et. al (2009) reported that individuals, who hold a close attachment style, were higher in emotional intelligence in compare to others, and individuals who had an anxious attachment style, were lower in emotional intelligence. One that have anxious attachment expected to have poor emotional management due to their urge towards their partner. They keep on pushing and worrying over things that they encounter. They are unable to manage their emotional condition very well.

Table XII: Anxious Attachment and Social emotional awareness

Pearson Correlation, r	-0.005*
Significant Value, p	0.970
N	50

Hypothesis 7 stated that there is a significant relationship between anxious attachment and social emotional awareness among third year counselling students. Correlation method was used to determine this hypothesis. The result showed that there is no significant relationship between anxious attachment and social emotional awareness (p=0.970, r=-0.005). Hypothesis rejected. Previous research does not mention on this aspect specifically. However, researcher could say that one with anxious attachment most probably good social emotional awareness whereby they are aware of other people emotion. Whereby, they always take note on what other people talk and think about them. They tend to be over generalise even small change that been given by other people towards themselves.

Table XIII: Anxious Attachment and Relationship Management

Pearson Correlation, r	0.154
Significant Value, p	0.186
N	50

Hypothesis 8 stated that there is a significant relationship between anxious attachment and social emotional awareness among third year counselling students. Correlation method was used to determine this hypothesis. The result showed that there is a significant relationship between anxious attachment and emotional awareness (p=0.970, r=-0.005). Hypothesis accepted. The findings satisfy the previous research findings which mentioned by Hamarta et. al (2009) that individuals, who hold a close attachment style, were higher in emotional intelligence in compare to others, and individuals who had an anxious attachment style, were lower in emotional intelligence. This evidence strengthen by Schutt and Mallouff that individuals with

low level of emotional quotient (EQ) have the following characteristics: lack of self-awareness, lack of understanding of constructive feedbacks, lack of sensitivity to others' feelings and such individuals use others to satisfy their emotional needs. Such individuals feel they are judged by others, they feel they are not appreciated by other people, and they feel they are abused by others. This makes them worry a lot and they tend to be suspicious towards their partner. They always feel insecure about their partner. Thus, make them hard to manage their relationship.

As conclusion, people with avoidant attachment tend to be less aware of other people emotion and usually they choose to avoid any encounter. On the other hand, people with anxious attachment seem to be extra aware of other people expectation, they tend to force and control their partner made it difficult for them to manage their emotion and relationship. If a counsellor have this kind of emotional intelligence it is important that they are aware of it. So that they would not impose their value into their client and harming both themselves and client.

V. CONCLUSIONS

The main objectives of this research are to study the relationship between attachment and emotional intelligence among counselling students. This research was carried out to 50 respondents among third year counselling students in Universiti Malaysia Sarawak. This quantitative research has been carried out using questionnaire as instrument to collect the data. The questionnaires were distributed among them. The data was analysed by using SPSS (Statistical Package for Social Science) and the test were descriptive statistic and Pearson Correlation. This satisfies the research made on 2011 conducted by Bagher Ghobari Bonab and Ali Akbar Haddadi Koohsar found that adolescents with anxious attachment were lower in emotional intelligence than individuals with a secure attachment style. Another study conducted by Alifah Binti Saling on 2012 studying about emotional intelligence and learning style with UTHM students' academic performance shows emotional disturbance that is continuously affect student's behavior, attitude, ability and their psychology condition.

This research was conducted among third year counselling students from UNIMAS where the result and finding from this research cannot be generalised to other counselling students that studied in another places. During conducting this research, there were some problem that may become the limitation of the research such as limited time, lack of cooperation from some of the respondents, and participants of research changed in the middle of conducting the research. The time is limited for the researcher to conduct the research as this research is bind to the academic schedule which require researcher to complete everything within given time. Researcher find it hard to allocate a correct time to collect the data at the first place. Initially, the participant were Master students from Counselling Department but then due to the time constraint researcher need to change the participants in order to get immediate result and at the same time completed the research.

The next researcher could conduct similar study in another place in the future. The researcher could compare the finding from this research with the finding from the future research from different participant in another setting. Other than that, in the future the researcher could conduct the research in a longer period of time. This is because the time to distribute and collect the questionnaire might require longer time if there is no formal meeting with the targeted participants. This research also could be conduct in qualitative research method in the future where the data would be more specific and precise that could help the researcher to get better findings. A good counsellor should understand their own attachment and emotional intelligence in order for them to serve the best in their respective profession. If they do not understand the element it would be hard for them to conduct a proper session with their client and at the same time being honest and congruent to themselves. Counsellor also would be aware of other people attachment style and able to prevent them from judging their client. They would be able to figure out accurate intervention to help client from any attachment style and emotional behaviour.

This study would benefits both the field of counselling and the society. By correlating between attachment and emotional intelligence we would be able to know each counsellor fall into which category. Then, we would develop the counsellors according to their category. They would engage their client congruently regardless of their attachment and emotional dimensions. As for the society, this research will increase the awareness of the public about the important of knowing and understanding their attachment and emotional intelligence. We will find that a secure attachment person would eventually have a good conduct of emotional intelligence.

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APPENDICES

Borang Selidik ini adalah untuk kegunaan Projek Tahun Akhir Pelajar Kaunseling Tahun 3 di bawah seliaan Dr Fatahyah Yahya. Sebarang maklumat tidak akan didedahkan kepada mana-mana pihak. Kerahsiaan dari segi nilai dan apa-apa angka hanya akan diketahui oleh Pengkaji dan penyelia sahaja. Terima kasih di atas penglibatan anda sebagai salah seorang daripada responden untuk projek tahun akhir ini.

PART A / BAHAGIAN A

Gender/ *Jantina:*
- Male / *Lelaki* ☐
- Female / *Perempuan* ☐

Age/*Umur:*
- 19-21 ☐
- 22-24 ☐
- 25-27 ☐
- 28-30 ☐

Race/*Bangsa:*
- Malay/*Melayu* ☐
- Indian /*India* ☐
- Chinese/*Cina* ☐
- Others/*Lain-lain* ☐

Origin/*Asal*:
- Peninsular Malaysia/*Semenanjung Malaysia* ☐
- Sabah Sarawak / *Sabah Sarawak* ☐

Past Education/ *Pendidikan lepas*:
- Foundation/*Asasi* ☐
- Matriculation /*Matrikulasi* ☐
- STPM/*STPM* ☐
- Diploma/*Diploma* ☐

Adult Attachment and Emotional Intelligence

Relationship Status/ *Status perhubungan*:

Single/Bujang: ☐

Unmarried couple/Pasangan belum berkahwin ☐

Married/Berkahwin: ☐

BAHAGIAN B/PART B

Experience in Close Relationship (ECR; Brennan & Shaver, 1998)

The following statements concern how you feel in **romantic relationships**. We are interested in how you generally experience relationships, not just in what is happening in a current relationship. Respond to each statement by indicating how much you agree or disagree with it. Write the number in the space provided, using the following rating scale:

1	2	3	4	5	6	7
Disagree Strongly			Neutral/Mixed			Agree Strongly

Bil.	Items	1	2	3	4	5	6	7
1.	I prefer not to show a partner how I feel deep down *Saya lebih suka untuk tidak menunjukkan kepada **pasangan** perasaan jauh di sudut hati saya*							
2.	I worry about being abandoned *Saya bimbang jika ditinggalkan*							
3.	I am very comfortable being close to romantic partners *Saya sangat selesa berhubung rapat dengan **pasangan romantis (kekasih)** saya*							
4.	I worry a lot about my relationships *Saya sangat bimbang dengan perhubungan saya*							
5.	Just when my partner starts to get close to me I find myself pulling away *Sebaik sahaja **pasangan** saya mula mendekati saya, saya dapati saya menjauhkan diri*							
6.	I worry that romantic partners won't care about me as much as I care about them *Saya bimbang jika **pasangan romantis** saya tidak mengambil berat tentang saya sebagaimana saya mengambil berat tentang mereka*							
7.	I get uncomfortable when a romantic partner wants to be very close *Saya dapati saya tidak berasa selesa apabila **pasangan romantis (kekasih)** saya hendak mendekati saya*							
	Items	1	2	3	4	5	6	7
8.	I worry a fair amount about losing my partner *Saya bimbang juga jika saya kehilangan **pasangan** saya*							
9.	I don't feel comfortable opening up to romantic partners *Saya tidak selesa untuk berterus terang dengan **pasangan romantis (kekasih)** saya*							
10.	I often wish that my partner's feelings for me were as strong as my feelings for him/her *Saya selalu berharap bahawa perasaan **pasangan** saya terhadap saya sekuat perasaan saya terhadap beliau*							
11.	I want to get close to my partner, but I keep pulling back *Saya hendak mendekati **pasangan** saya tetapi saya yang selalu menarik diri*							

12.	I often want to merge completely with romantic partners, and this sometimes scares them away *Saya selalu hendak bergabung (bersatu) sepenuhnya dengan **pasangan romantis (kekasih)**, dan ini kadang-kala menakutkan mereka*							
13.	I am nervous when partners get too close to me *Saya gementar apabila **pasangan** saya terlalu rapat dengan saya*							
14.	I worry about being alone *Saya bimbang jika saya bersendirian*							
15.	I feel comfortable sharing my private thoughts and feelings with my partner *Saya berasa selesa berkongsi pendapat dan perasaan peribadi dengan **pasangan** saya*							
16.	My desire to be very close sometimes scares people away *Keinginan saya untuk mempunyai hubungan yang rapat menakutkan orang (hingga mereka menjauhkan diri)*							
17.	I try to avoid getting too close to my partner *Saya cuba mengelakkan diri dari berhubung rapat dengan **pasangan** saya*							
18.	I need a lot of reassurance that I am loved by my partner *Saya memerlukan banyak kepastian yang saya dicintai oleh **pasangan** saya*							
19.	I find it relatively easy to get close to my partner *Saya dapati ianya agak mudah untuk berhubung rapat dengan pasangan saya*							
20.	Sometimes I feel that I force my partners to show more feeling, more commitment *Kadang-kala saya merasakan bahawa saya memaksa **pasangan** saya menunjukkan perasaan dan tanggunjawab yang lebih*							
	Items	**1**	**2**	**3**	**4**	**5**	**6**	**7**
21.	I find it difficult to allow myself to depend on romantic partners *Saya dapati ianya sukar untuk membenarkan diri saya hanya bergantung kepada **pasangan romantis (kekasih)** saya*							
22.	I do not often worry about being abandoned *Saya tidak sangat bimbang tentang (kemungkinan) ditinggalkan*							
23.	I prefer not to be too close to romantic partners *Saya lebih suka untuk tidak begitu rapat dengan **pasangan romantis (kekasih)** saya*							
24.	If I can't get my partner to show interest in me, I get upset or angry *Jika saya tidak dapat membuatkan **pasangan** saya menunjukkan minat kepada saya (apa yang saya lakukan), saya berasa bengang dan marah*							
25.	I tell my partner just about everything *Saya memberitahu **pasangan** saya hampir setiap perkara*							
26.	I find that my partner(s) don't want to get as close as I would like *Saya dapati **pasangan** saya tidak mahu mempunyai hubungan saya rapat seperti yang saya mahukan*							
27.	I usually discuss my problems and concerns with my partner *Saya selalunya berbincang masalah dan kegusaran saya dengan **pasangan** saya*							
28.	When I'm not involved in a relationship, I feel somewhat anxious and insecure *Apabila saya tidak terlibat di dalam sebarang hubungan, saya berasa risau dan tidak selamat*							
29.	I feel comfortable depending on romantic partners *Saya (hanya) berasa selesa bergantung kepada (keselesaan) **pasangan romantik** saya*							
30.	I get frustrated when my partner is not around as much as I would like *Saya berasa kecewa apabila **pasangan** saya tidak berada sebanyak mana yang saya mahukan*							

31.	I don't mind asking romantic partners for comfort, advice, or help *Saya tidak kisah meminta **pasangan romantis (kekasih)** saya untuk berasa selesa, (mendapat) nasihat, atau pertolongan*							
32.	I get frustrated if romantic partners are not available when I need them *Saya berasa kecewa jika **pasangan romantis (kekasih)** saya tidak bersedia apabila saya memerlukan mereka*							
	Items	1	2	3	4	5	6	7
33.	It helps to turn to my romantic partner in times of need *Ianya membantu untuk mendapatkan bantuan **pasangan romatis (kekasih)** saya pada saat-saat memerlukan*							
34.	When romantic partners disapprove of me, I feel really bad about myself *Apabila **pasangan romantis (kekasih)** menolak (menidakkan) saya, saya rasa sangat muram mengenai diri saya*							
35.	I turn to my partner for many things, including comfort and reassurance *Saya berkongsi dengan **pasangan** saya untuk beberapa perkara termasuklah keselesaan dan kepastian*							
36.	I resent it when my partner spends time away from me *Saya benci apabila **pasangan** saya menghabiskan masa jauh daripada saya*							

* GANTIKAN perkataan 'pasangan/pasangan romantis (kekasih)' dengan samada ibubapa atau kawan rapat, bagi melihat gaya attachment dan dimensi attachment agar kita lebih memahami karakter yang kita miliki yang mungkin berupa punca di dalam setiap isu yang kita hadapai di dalam hidup kita.

PART C/BAHAGIAN C

Penilaian Kecerdasan Emosi/ Emotional Intelligence Assessment

Kecerdasan emosi adalah keupayaan anda untuk menyedari, memahami dan menguruskan emosi anda. Kenapa EQ penting? Memandangkan kejayaan dalam hidup bergantung kepada EQ. Ambil ujian untuk mempelajari tentang kekuatan EQ anda.*(Emotional Intelligence is your ability to be aware of, understand and manage your emotions. Why is EQ important? While intelligence is, success in life depends more on EQ. Take the assessment below to learn your EQ strength!)*

Skala/ *Scale*:	0 (Tidak Pernah/*Never*)	1 (Jarang Sekali/*Rarely*)	2 (Kadang-kadang/*Sometimes*)	3 (Selalunya/*Often*)	4 (Sentiasa/*Always*)
Kekerapan	**Tidak Pernah**	**Jarang: 1-3 kali**	**kadang-kadang: 4-6 kali**	**Selalunya: 7-9 kali**	**Sentiasa: lebih dari 10 kali**

Kesedaran Emosi (Emotional Awareness)– Jumlah: _____

0	1	2	3	4	
0	1	2	3	4	Saya jelas dengan perasaan saya dalam mana-mana keadaan. *My feelings are clear to me at any given moment.*
0	1	2	3	4	Emosi memainkan peranan penting dalam hidup saya. *Emotions play an important part in my life*
0	1	2	3	4	Mood saya mempengaruhi orang di sekeliling saya. *My moods impact the people around me*
0	1	2	3	4	Saya mudah untuk menyatakan perasaan saya. *I find it easy to put words to my feelings*
0	1	2	3	4	Mood saya mudah dipengaruhi oleh peristiwa luaran. *My moods are easily affected by external events*
0	1	2	3	4	Saya mudah menyedari bila saya mula berasa marah. *I can easily sense when I'm going to be angry*

0	1	2	3	4	Saya bersedia memberitahu orang lain mengenai perasaan sebenar saya. *I readily tell others my true feelings*
0	1	2	3	4	Walaupun saya marah, saya peka mengenai apa yang berlaku pada diri saya. *Even when I'm upset, I'm aware of what's happening to me*
0	1	2	3	4	Saya mampu mengasingkan diri daripada pemikiran dan perasaan saya dan mengujinya. *I am able to stand apart from my thoughts and feelings and examine them*
0	1	2	3	4	Saya mendapati saya mudah untuk menceritakan tentang perasaan saya . *I find it easy to describe my feelings*

Pengurusan Emosi (Emotional Management) – Jumlah: _____

0	1	2	3	4	Saya bertanggungjawab terhadap reaksi saya. *I accept responsibility for my reactions*
0	1	2	3	4	Saya mudah membentuk matlamat dan tetap dengan matlamat tersebut. *I find it easy to make goals and stick with them*
0	1	2	3	4	Saya mempunyai emosi yang seimbang. *I am an emotionally balanced person*
0	1	2	3	4	Saya seorang yang sangat penyabar. *I am a very patient person*
0	1	2	3	4	Saya boleh menerima komen-komen tanpa menjadi marah. *I can accept critical comments from others without becoming angry*
0	1	2	3	4	Saya kekal tenang walaupun dalam keadaan tertekan. *I maintain my composure, even during stressful times*
0	1	2	3	4	Jika sesuatu perkara tidak berkaitan dengan saya, saya tidak membiarkan perkara itu mengganggu saya. *If an issue does not effect me directly, I don't let it bother me*
0	1	2	3	4	Saya boleh mengawal perasaan saya bila saya marah dengan seseorang. *I can restrain myself when I feel anger towards someone*
0	1	2	3	4	Saya boleh mengawal diri daripada berlebih-lebihan terhadap perkara yang boleh menjejaskan kesejahteraan diri saya. *I control urges to overindulge in things that could damage my well being*
0	1	2	3	4	Saya menyalurkan tenaga saya kepada perkara yang kreatif ataupun hobi. *I direct my energy into creative work or hobbies*

Kesedaran Emosi Sosial (Social Emotional Awareness) – Jumlah: _____

0	1	2	3	4	Saya mempertimbangkan kesan keputusan saya terhadap orang lain . *I consider the impact of my decisions on other people*
0	1	2	3	4	Saya boleh memberitahu dengan mudah jika orang di sekeliling saya mula marah. *I can tell easily tell if the people around me are becoming annoyed*
0	1	2	3	4	Saya dapat mengesan bila mood seseorang berubah. *When people's moods changes, I sense it*
0	1	2	3	4	Saya boleh memberikan sokongan bila menyampaikan berita buruk kepada orang lain. *I am able to be supportive when giving bad news to others*
0	1	2	3	4	Secara umumnya saya boleh memahami cara orang lain rasa. *I am generally able to understand the way other people feel*
0	1	2	3	4	Kawan-kawan saya boleh memberitahu saya tentang perkara-perkara intim tentang diri mereka sendiri. *My friends can tell me intimate things about themselves*
0	1	2	3	4	Adalah sesuatu yang berat bagi saya melihat orang lain menderita. *It is hard for me to see other people suffer*
0	1	2	3	4	Saya biasanya mengetahui bila untuk bercakap dan senyap. *I usually know when to speak and when to be silent*
0	1	2	3	4	Saya ambil kisah tentang apa yang berlaku kepada orang lain. *I care what happens to other people*

0	1	2	3	4	Saya faham bila perancangan orang berubah. *When people's plans change, I understand*

Pengurusan Hubungan (Relationship Management) – Jumlah: _____

0	1	2	3	4	Saya boleh menunjukkan kasih sayang. *I am able to show affection*
0	1	2	3	4	Saya berasa selamat dengan perhubungan saya. *My relationships are safe places for me*
0	1	2	3	4	Saya mendapati mudah untuk berkongsi perasaan saya yang mendalam dengan orang lain. *I find it easy to share my deep feelings with others*
0	1	2	3	4	Saya pandai memotivasikan orang lain. *I am good at motivating others*
0	1	2	3	4	Saya adalah seorang yang ceria. *I am a fairly cheerful person*
0	1	2	3	4	Saya mudah mencari kawan. *It is easy for me to make friends*
0	1	2	3	4	Orang memaklumkan bahawa saya sebagai seorang yang boleh bersosial dan menyeronokkan. *People tell me I am sociable and fun*
0	1	2	3	4	Saya suka menolong orang lain. *I like helping people*
0	1	2	3	4	Orang lain boleh bergantung dengan saya. *Others can depend on me*
0	1	2	3	4	Saya boleh membantu menenangkan seseorang jika mereka sangat kecewa. *I am able to talk someone down if they are very upset*