The Relationship between Attachment Lifestyle with Depression, Hopefulness and Emotional Intelligence

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Abstract - The purpose of the present study is to investigate the relationship between attachment lifestyles with depression and hopefulness and Emotional Intelligence of the students. The participants in this study included all the male and female students of different fields in Islamic Azad University of Ghorveh in 2012-2013. The sample consisted of 100 individuals and a simple random sampling method was used. The measuring instruments used were the adult attachment scale, Beck Depression Inventory, and Schneider hopefulness Test. The Ann-Bar questionnaire consisted of 90 questions about emotional intelligence. The Pearson correlation coefficient and multivariate analysis of variance were used to analyze the data. The results indicated significant negative relationships between students’ secure attachment styles and depression, and there is a significant positive relationship between students’ attachment style and hopefulness and Emotional Intelligence. The results also indicated a positive significant relationship between insecure (avoidant) attachment style and insecure (anxious-ambivalent) with students’ depression. The results further indicated a significant negative relationship between the two kinds of attachment styles and hopefulness and Emotional Intelligence.

Keywords - Attachment Styles, Depression, Hopefulness, Emotional Intelligence

1. Introduction

Attachment styles are intrapersonal sources that can adjust stress and inability levels in adverse conditions, and can cause negative effects of stress to look pale. According to various studies, attachment style is an important predictor in mental health (Linley & Joseph, 2004).

In evolutionary psychology, the emotional relationship between infant and mother is called attachment. Attachment begins in infancy and it remains stable over time (Bowlby, 1969). Bowlby discovered the process of forming and breaking emotional ties. He particularly discussed exciting attachment between infants and their first caregivers and their exciting distress at the time of their separation (Bowlby, 1969, 1973, 1980). Attachment theory sees humans as a social creature that has the capacity to communicate with other humans. Bowlby believes that attachment in child-parent relationships can be transmitted to adult romance relationships, and can affect cognition, emotion, and behavior in life. Any damage to attachment relationship can lead to subsequent damage and risks. Accordingly security can be described as the core of an attachment system in relationships. A secure relationship is established with someone to whom we are attached (Bowlby, 1982). The way someone is attached to his or her mother can affect the way he or she is attached to others during his or her life span (Lugo & Hersh, 1979). What determines attachment feelings in adults is that it is based on feelings of safety, feelings of being needed, feeling the power of generosity, and the lack of them leads to loneliness and anxiety (Feeney & Noller, 1991). Hazan and Shaver (1987) found adult attachment based on Bowlby attachment theory. They have described adult attachment in forms as:

A. Internal representations or patterns that direct interpersonal behavior and information processing.

B. Specific strategies and practices that people use for their own security. Generally, based on the results on infancy attachment styles (Inzoreth et al, 1978), Hazan & Shaver (1987) offered adult attachment styles in three classes:

1. Secure: Secure individuals are comfortable in establishing intimate relationships. They tend to depend on others for support and they are sure that others like them. Attachment figures describe themselves as warm people. They have a positive image of themselves and have positive expectations of others.

2. Anxious-ambivalent: These individuals have an intense desire to establish close relationships, but they also worry about being rejected. They consider their acceptance on the part of others as a prerequisite to feel good. These people have a negative feeling themselves and they have negative feelings towards others.

3. Avoidant: From these individuals’ points of view the
worthwhile matter is self-reliance. While it is likely to be rejected by others, they maintain a positive image of themselves through denial. Avoiding individuals have negative expectations of and negative attitudes toward others.

Psychodynamic theories focus on the emotions and reaction to new situations based on what has already happened in life and background and individuals’ relationships with others. Among personal relationships that one has the most attachment to during his or her infancy the relationship with the mother is usually more emphasized, so it is one of the historical backgrounds of depressive disorder. In early childhood relationships, the initial lack is expelled from the consciousness realm because it causes stress. The rejected privation continues to make influence. When it is stimulated with an important process, it represents itself as real depression (Rickman, 2008, translated by Firuz Bakht, 2008). Beck defined clinical (one-polar) depression as a kind of disorder that includes changes in five areas: emotional, motivational, behavioral, cognitive, and physical. Depression is a state that indicates sadness, tension, and impatience. In the diagnosis area, it encompasses a wide variety of mood disorders with multiple branches. The basic and core features of depression is the lack of tendency toward daily enjoyable activities such as association, fun, exercise, food, and sexual desire. The inability to gain pleasure has an impact and dynamic state and its intensity depends on the number of symptoms and degree of influence (Kaplan & Sadocks, 2007).

When certain persons are faced with an obstacle, they will experience a kind of depression where feelings of abandonment, defect, and memories of damaging separations will be retrieved again. Depression due to abandonment can be observed in adolescence and their background shows the lack of appropriate attention in marital care (Mansor & Dadsetan, 2008). According to Crook et al. (1981), the attitudes of depressed people towards themselves can be attributed to a poor relationship with parents in infancy. This relationship includes rejection by parents, punishment by parents, negative evaluation on the part of parents, deprivation of parental affection, and creating feelings of guilt and anxiety in children by parents (Alavi & Afroz, 2001). Hope gives a person the ability to create ways toward ideal objects and to stimulate motivation to make use of these ways. Hope is powerful when it includes valued objects. In spite of challenging obstacles that are resolvable, hope is possible to be achieved in the long term. When hope is achieved, it becomes an asset (Nejad, 1997).

Schneider (1991) introduced the hope theory, a combined theory based on an object that was the expanded form of the traditional one-dimensional model. For the first time, this theory makes it possible to measure the hope variable in a reliable way. The theory posits that hope is not a passive sense that only happens in the dark times of life, but it is a cognitive process by which individuals seek their goals (Khah, 2010). Hopeful adults have a distinct psychological profile (Schneider et al., 2000). In their lives, they experience set-backs as others, but they have developed the belief that they can be adapted to challenges and cope with adversity. They adapt a continuous positive inner dialogue which includes sentences such as “I can do it,” “I will never give up,” and so forth. They experience negative emotions with low intensity when faced with obstacles in achieving their worthwhile goals. This may happen when individuals are faced with a problem, and they will create alternative routes to achieve their goals or they will flexibly choose more accessible goals. People with less hope, when faced with unresolvable obstacles, will let their emotions follow a fairly predictable sequence of hope to anger, anger to despair, and despair to apathy. People with a high level of hope, when they are faced with problems in adolescence, tend to divide major issues into small, clear, and manageable issues (Snyder & Lopes, 2007). It is assumed that hopefulness is necessary in all aspects of life. Hope means to have better feelings for the future. Hope by its penetrating force can stimulate one’s activity to acquire new experiences, and it can create new forces (Darroid, 2010). Hope is considered one of the human resources in dealing with problems and even incurable disease (Doussard-Roosevelt et al, 2003). Also, hope can be described as a healing, multi-dimensional, dynamic and powerful factor that plays an important role in privation adaptability (Harper, 2004). The emotional intelligence is a topic that attempts to explain and interprets a person’s excitement, feeling, and capability status (Hassan zadeh, 2007). Emotional intelligence has been defined as an ability to understand and comprehend the emotions for assessing thoughts and manners and to put them in a way that makes emotion and intelligent growth and elevation (Goleman, 1995). The concept of emotional intelligence gives a new depth to a person’s intelligence. This intelligence is a tactical competency (personal performance), while the recognition intelligence is a strategic capability (long term capability).

The emotional intelligence makes it possible to predict the achievement because it demonstrates how a person applies knowledge successfully. It is a form of social intelligence which is a suitable predictor in special areas such as job and educational performances. In other words, it has an ability to control feelings and excitements by oneself and others (Bar-on, 1997). In 2004, emotional intelligence has been defined in more details. Emotional intelligence points to the ability for one to recognize and differentiate feelings, excitements and meanings and concepts, the relations between them, the ability to reason about them, and to solve problems by them. Emotional intelligence also includes the ability to receive emotions and coordinate them to understand the information related to them; it also manages them (Mayer & Salovey, 1997). Another definition of emotional intelligence is that it is a series of unrecognizable abilities, powers, and skills that have an effect on the ability to encounter wills, necessities, and environmental pressures successfully (Bar-on, 2000). Intelligence Quotient (IQ) in its best form causes only 20 percent of life successes and the remaining 80 percent depends on another factor. Human fate in most cases depends on the skills that link to the emotional intelligence to provide person adaptability with the environment and is a better predictor of success in the university, workplace, and home than the analytic intelligence (Mayer & Salovey, 1997).

1.1. Literature review

Snyder (2006) concluded that there is a significant correlation between high hopefulness and positive emotions with low
levels of hopefulness and negative emotions. Low level of hopefulness predicts depression symptoms which are independent of diagnosis symptoms and other coping skills. What determines adult attachment is that it is based on feelings of safety, feelings of being needed, power of generosity, and the lack of them causes the feelings of loneliness and anxiety (Feeny & Noller, 1991). In explaining the relationship between attachment style and mental health, Cassidy and Shaver (2008) point out that creating a feeling of safety in an individual is the outcome of a secure attachment process and creating the feeling of fear in a person is the consequence of unsafe attachment. Roberts et al. (1996) writes that the psychological consequence of unsafe attachment in a stressful condition is anxiety and depression and in this condition the psychological consequence of safe attachment style is mental peace. People with safe attachment have a high level of confidence and satisfaction and a low level of conflict. While people with ambivalent attachments are described with the lack of balance in the emotional area and more conflicts, people with avoidant attachment are described with low satisfaction and intimacy (Collins et al., 2002). Safford (2002) showed that it is more likely that people with safe attachment experience anxiety and depression. The results of Lali and Abedi(2008) study showed that types of parental mistreatment in infancy relate to depression, emotional abuse (23%), physical abuse (27%), and sexual abuse (32%), which can explain adults’ depression who went to counseling centers in Isfahan. The results of Taheri et al. (2012) titled relationships between attachment style and hopefulness in mothers with mental retardation sons showed that there is a positive significant correlation between safe attachment style and hopefulness. There is a negative but significant correlation between unsafe (ambivalent and avoidant) and hopefulness. The results of the studies by Ramezani et al. (2007), Lopez et al. (2001), Wei et al. (2003), and Feldman and Snyder (2005) showed that there is a positive significant correlation between safe attachment style and hopefulness and a negative significant correlation between unsafe attachment styles (ambivalent and avoidant).

The present study has investigated the relationship between attachment styles with depression and hopefulness and Emotional Intelligence in Islamic Azad University of Ghorveh for the school year 2012-2013. Based on the achievements, some suggestions have been provided for parents, student assistants, and university officials in order for them to be aware of the relationship between attachment styles and depression and hopefulness and Emotional Intelligence to arrange and shape behavior in an intelligibly form to help to minimize the problems in higher education, direct students and members of society toward a healthier and more developed life, and to develop talents and train a skillful workforce.

2. Methodology

In this research, the relationship between attachment styles and depression and hopefulness have been investigated based on adult attachment questionnaire of Hazan and Shaver, the Beck depression questionnaire, the Snyder hope questionnaire and the Bar-Ann emotional intelligence questionnaire.

Adult attachment questionnaire (AAQ): this scale was created in 1987 using Hazan & Shaver attachment test material and was normalized in the case of Tehran University students. This questionnaire consists of two parts. In the first part, three attachment styles safe, unsafe, ambivalent distinguished are based on 21 questions on a Likert scale of five degrees (none=1, low=2, average=3, great=4, very great=5). Cronbach’s alpha coefficient of questions relating to each scale safe, unsafe, and ambivalent studied by Besharat were α = .74 and α = .72, respectively for a sample of 240 students. The second part involves a subject that determines its attachment style by selecting one option from the three options that describe three kinds of attachment. Correlation coefficients between subjects’ scores on the two parts of the questionnaire were \( r = .85, p < .01 \) and \( r = .87, p < .01 \) for female and male subjects, respectively (Besharat et al, 2006).

Beck depression questionnaire (BDI-II): The revised depression form of BDI-II is a self-reporting 21-point questionnaire that is designed for evaluating depression. Each question has four options and the score of statements varies between 0 to 3. Participants have to mark an option that is consistent with their current status. The overall score is from 0 to 63. The questionnaire designers consider the score 10 and above as mild depression, and they also consider the score 20 and above as average depression. Beck et al. investigated the revised form and pointed out that this device shows the presence and severity of depressive symptoms in patients, normal populations, adolescents, and adults. Internal consistency of the device was reported 0/73 to 0/92 with average of 0/86 and the coefficient alpha was reported 0/86 for patients and 0/8 for non-patients. In a study of 125 students at Tehran University and Allameh Tabatabai University to investigate final validation BDI-II, the results of the study indicated the average total number of 7/96 and standard deviation 7/96 and Cronbach’s alpha 0/78 and retest reliability of 0/73 after a two-week interval (Hasani, 2008).

Hopefulness questionnaire which was designed by Snyder et al. (1991) for measuring hopefulness has 12 statements and is performed in a self-assessment format. From these statements, four statements are used for measuring factor thought, four statements are used for measuring strategic thought, and four statements are distractors. The questionnaire measures the two subscales: factor and strategy. Moderate validity and reliability of the instrument was reported 91%. Internal consistency of total test is 0/74 to 0/84 and test-retest reliability is 0/80 and during the periods more than 8 to 10 weeks, it is also higher than this value (Snyder & Lopez, 2007). Moreover, there are a lot of data about simultaneous reliability of hope questionnaire and the cases it can predict. For example, this questionnaire with regard to optimism is expected to achieve the goal and self-esteem correlated from \( r = .50 \) to \( r = .60 \) (Snyder, 2002). Correlation for this questionnaire with respect to Beck frustration questionnaire is equal to 0/51 and it is equal to 0/42 with respect to depression questionnaire that indicate the reliability and validity of the questionnaire (Kheir Khah, 2010).
Bar-Ann emotional intelligence questionnaire: In 1980, the Bar-Ann the emotional intelligence questionnaire was developed. It contained 133 questions which is the first super cultural questionnaire to evaluate the emotional intelligence. In 1997, this questionnaire had been reviewed and its questions reduced to 177. This review was conducted by an author on 3831 person from 6 different countries, and it was customized in North America. Responses were studied by factorial analysis and finally a general scale for (IQ) and 5 combinational scales and 15 minor scales were determined. In 2003, this test has been implemented in Iran among Tehran university students by Dehshiri (2006), and its questions were reduced to 90. In this research, Dehshiri applied the reevaluation method and Kronbakh Alphabet. The questionnaire’s answering sheets are regulated based on a scale of 5 degree in likert spectrum as follow (I agree completely, I agree, to some extent, I disagree, I’m disagree completely). For the final measurement, two methods were used. Revaluation sustainability or time stability coefficients were reported as 85% one month later and as 75% 4 month later, respectively. Test stability rate in odd-even method was 88% and in kronbakh alphabet was 93% (Hasanvand & khaledian, 2012).

Statistical community of the study includes all the female and male students of different disciplines at Islamic Azad University of Ghorve in 2012-2013. One hundred (100) individuals were selected using a simple random sampling method.

\[
n = \frac{2S^2Z^2}{D^2} = \frac{2(1/8)^2 \times (1/96)^2}{(0.5)^2} = 99/57 \cong 100
\]

Questionnaires were distributed between them and the results were collected. It should be noted that all questionnaires were completed. And according to the research topic (studying the relationship between attachment styles with depression and hopefulness and emotional intelligence) and with respect to its goal, the research is of the field kind since it investigates the relationship between variables. It is a correlation type.

3. Results

Table 1: Means, and standard deviations of depression, hopefulness and predictive variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Secure</td>
<td>23.70</td>
<td>8.24</td>
</tr>
<tr>
<td>2. Unsafe(Avoidant)</td>
<td>24.27</td>
<td>11.20</td>
</tr>
<tr>
<td>3. Unsafe(ambivalent-ambivalent)</td>
<td>21.45</td>
<td>9.17</td>
</tr>
<tr>
<td>4. Depression</td>
<td>19.11</td>
<td>7.33</td>
</tr>
<tr>
<td>5. hopefulness</td>
<td>21.23</td>
<td>8.94</td>
</tr>
<tr>
<td>6. emotional intelligence</td>
<td>321.22</td>
<td>15.75</td>
</tr>
</tbody>
</table>

Table 2: The Correlation Attachment Lifestyles with Depression and hopefulness and emotional intelligence

<table>
<thead>
<tr>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Secure</td>
<td>1</td>
<td>-1.73</td>
<td>-213*</td>
<td>-304**</td>
<td>.274</td>
<td>.321*</td>
<td>0.001</td>
</tr>
<tr>
<td>2. Unsafe(Avoidant)</td>
<td>-1.73</td>
<td>1</td>
<td>564</td>
<td>.250</td>
<td>-2.09</td>
<td>-2.33</td>
<td>0.001</td>
</tr>
<tr>
<td>3. Unsafe(ambivalent-ambivalent)</td>
<td>-213*</td>
<td>.564**</td>
<td>1</td>
<td>.252</td>
<td>-2.14</td>
<td>-2.11</td>
<td>0.001</td>
</tr>
<tr>
<td>4. Depression</td>
<td>-304*</td>
<td>.25</td>
<td>.252</td>
<td>1</td>
<td>-3.11</td>
<td>-2.94</td>
<td>0.001</td>
</tr>
<tr>
<td>5. hopefulness</td>
<td>.274</td>
<td>-2.09</td>
<td>-2.14</td>
<td>-3.11</td>
<td>1</td>
<td>.277</td>
<td>0.001</td>
</tr>
<tr>
<td>6. emotional intelligence</td>
<td>.321*</td>
<td>-2.33</td>
<td>-2.11</td>
<td>-2.94</td>
<td>.277</td>
<td>1</td>
<td>0.001</td>
</tr>
</tbody>
</table>

Table 1 shows the statistical indicators including the means and standard deviations for secure, unsafe (avoidant) attachment, unsafe ambivalent-ambivalent, depression, hopefulness, and emotional intelligence. According to table 2, and emphasis on the correlation coefficient with respect to significance level, it can be inferred that there is a negative and significant relationship between safe attachment and depression and a positive significant relationship between students’ safe attachment with hopefulness and emotional intelligence. According to table 2 and with emphasis on correlation coefficient with respect to significance level, it can be proposed that there is a positive significant relationship between the scores of unsafe (avoidant) attachment and unsafe (ambivalent) attachment and depression. There is also a negative significant relationship between students’ scores of unsafe (avoidant) attachment and unsafe (ambivalent) attachment with hopefulness and emotional intelligence. In Table 2, the results indicate a negative correlation between safe attachment style with unsafe (avoidant) attachment style and unsafe (ambivalent) attachment. Also the results in table 2 show that there is a positive and significant relationship between unsafe (avoidant) attachment styles and unsafe (ambivalent) attachment. There is also a negative and significant relationship between
depression with hopefulness and emotional intelligence.

Table 3: Regression Analysis to predict Depression Based on Attachment Lifestyle

<table>
<thead>
<tr>
<th>Variables</th>
<th>B</th>
<th>β</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Secure</td>
<td>-.466</td>
<td>-.255</td>
<td>-2.628</td>
</tr>
<tr>
<td>2. Unsafe (Avoidant)</td>
<td>.283</td>
<td>.138</td>
<td>1.203</td>
</tr>
<tr>
<td>3. Unsafe (ambivalent-anxious-ambivalent)</td>
<td>.207</td>
<td>.120</td>
<td>1.033</td>
</tr>
</tbody>
</table>

(N=100) R^2 = 0.142, p < 0.05

According to table 3, the multivariable regression coefficient with simultaneous entry method and the obtained regression coefficient, it can be inferred that there is significant positive relationship between unsafe (avoidant) attachment and unsafe (anxious-ambivalent) attachment with depression in α=0.05 and there is also a negative significant relationship safe attachment and depression in level α=0.05. Thus, depression increases as unsafe (avoidant) attachment and unsafe (anxious-avoidant) attachment increases. When they decrease, depression also decreases. On the other hand, when safe attachment increases, depression will decrease and vice versa. Hence, the above regression equation is explained as follows: Depression in university students = 0.138 Unsafe (Avoidant) + 0.120 Unsafe (ambivalent -anxious-ambivalent) –0.255 Secure attachment.

Table 4: Regression Analysis to Predict hopefulness Based on Attachment Lifestyle

<table>
<thead>
<tr>
<th>Variables</th>
<th>B</th>
<th>β</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Secure</td>
<td>0.425</td>
<td>0.221</td>
<td>2.340</td>
</tr>
<tr>
<td>2. Unsafe (Avoidant)</td>
<td>-0.462</td>
<td>-0.244</td>
<td>2.540</td>
</tr>
<tr>
<td>3. Unsafe (ambivalent -anxious-ambivalent)</td>
<td>-0.502</td>
<td>-0.248</td>
<td>3.357</td>
</tr>
</tbody>
</table>

(N=100) R^2 = 0.194, p < 0.05

According to table 4 and multivariable regression coefficient with simultaneous entry method, it can be proposed that there is a negative significant relationship between unsafe (avoidant) attachment unsafe (anxious-ambivalent), and hopefulness in the level α=0.05 and there is also a positive significant relationship between safe attachment and hopefulness in the level α=0.05. Therefore, when unsafe (avoidant) attachment and unsafe (anxious-ambivalent) attachment increases, hopefulness decreases and when they decrease hopefulness increases. On the other hand, when secure attachment increases, hopefulness increases, and when it decreases, hopefulness decreases. Thus, the above regression equation is explained as follows: hopefulness in university students= 0.221 (Secure Attachment) – 0.248 Unsafe (anxious-ambivalent) – 0.244 Unsafe (avoidant) Cassidy & Shaver (2008), and Lali & Abedi (2008).

Table 5: Regression Analysis to predict emotional intelligence based on Attachment Lifestyle

<table>
<thead>
<tr>
<th>Variables</th>
<th>B</th>
<th>β</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Secure</td>
<td>0.491</td>
<td>0.268</td>
<td>2.816</td>
</tr>
<tr>
<td>2. Unsafe (Avoidant)</td>
<td>-0.346</td>
<td>-0.202</td>
<td>1.972</td>
</tr>
<tr>
<td>3. Unsafe (ambivalent -anxious-ambivalent)</td>
<td>-0.322</td>
<td>-0.188</td>
<td>1.941</td>
</tr>
</tbody>
</table>

(N=100) R^2 = 0.183, p < 0.05

According to table 5 and multivariable regression coefficient with simultaneous entry method, it can be proposed that there is a negative significant relationship between unsafe (avoidant) attachment unsafe (anxious-ambivalent), and emotional intelligence in the level α=0.05. There also is a positive significant relationship between safe attachment and emotional intelligence in the level α=0.05. When unsafe (avoidant) attachment and unsafe (anxious-ambivalent) increase emotional intelligence decreases and when they decrease emotional intelligence increases. On the other hand, when secure attachment increases emotional intelligence increases, and when it decreases, emotional intelligence decreases. Thus, the above regression equation is explained as follows: emotional intelligence in university students = 0.268 (Secure Attachment) 

4. Discussion

The results showed that there is a negative significant relationship between students’ safe attachment style and depression in level alpha=0.5. In one sense, when students’ safe attachment level increases, their depression decrease. This finding is consistent with Bowlby (1982), Roberts et al (1996), Collins et al (2002), Cassidy & Shaver (2008) and other research (Hasanvand, 2011). The results also indicate that there is a positive significant relationship between avoidant unsafe attachment style and anxious-ambivalent unsafe attachment style and depression among students. In other words, when avoidant unsafe attachment style and anxious-ambivalent unsafe attachment style increase, the depression level will also increase. This is consistent with Roberts et al (1996), Collins et al. (2002), Safford (2002).

The research background and previous experimental results indicate mental disorders differences in both groups with avoidant unsafe attachment style and anxious-ambivalent unsafe attachment style. For example, Besharat et al (2007) concluded that people with anxious-ambivalent unsafe attachment suffer more from dependent personality, histrionic,
obsessive-compulsive, taking action-aggressive disorders. However, those with unsecure avoidant attachment style suffer more from paranoid personality disorder. It can be concluded that confidence in themselves and others and realistic expectations of one’s self and others is considered one of the characteristics of secure attachment style. They lead to individuals’ adaptability reinforcement (Ranjbar-Nosheri, 2010) and this in turn will lead to spirit reinforcement. People with an insecure and ambivalent attachment style are not able to find a supporting social network in the new environment due to anxiety and insecurity in interpersonal relationships. So it is likely that they suffer from incompatibility and depression. It should be noted that emotional relations governing families and attachment styles play an important role in people’s socialization process and extroversion. Of course, we can refer to Freud's psychoanalytic theory that has paid special attention to the initial experience of a child with respect to his/her emotional relationship with his/her parents. The theory posits that some adult personality traits are the result of unresolved and unconscious conflicts in infancy period. For example, attachment that is one of the stabilized personal traits of oral stage, these people feel insecure in their personal relationships, and have fractured and high discrepant relationships which are dolorous. So they are feeling weak and ineffective and they are subject to depression (Rickman, 1999, Firuzbakht translation). There is no doubt that social skills and adaptability quality have a significant role in people’s lives. Studies show that before a child enters the second year of life that was securely attached, this child is more prepared to face new experiences and relationships. Since stressful life situations cannot be eliminated and basically life is not possible and ideal without stress and relaxation, most studies aim at improving people’s skills, abilities, and potentials against stress by improving relaxation. Accepting this point reveals the importance of attachment and its relationship with social skills and preventing isolation and loneliness and the lack of depression. If attachment quality is related to social skills, specifically depression, education practitioners have the responsibility to train mothers and inform them of this fact.

The results also show that there is a significant positive relationship between the scores of secure attachment and hopefulness at level (alpha=0.05). When students’ level of secure attachment style increases, their hopefulness will also increase. This is consistent with the research results of other scholars (Taheri et al., 2012; Ramezani et al., 2007; Lopez et al., 2001; Vey et al., 2003; Feldman & Snyder, 2005). Also, the results show that there is a negative significant relationship between insecure (anxious-ambivalent) attachment and hopefulness at the level (alpha=0.05). In other words, when students’ anxious-ambivalent insecure attachment increase, their hopefulness decrease (Taheri et al., 2012; Ramezani et al., 2007; Lopez et al., 2001; Vey et al. 2003, & Felman &Snyder, 2005).

Thus, when the attachment style of an individual is a secure one, the recognition pattern opposite to affection is used to reduce negative emotions (the best way to review positive information) and the new situation leads to more student level of attachment styles and depression and hopefulness, it also can contribute to recognizing the effect of attachment styles on reducing depression and increasing hopefulness and direct students so that they are able to increase their perception capacity in order to reduce emotional disorders. As a result, it can also direct them toward wellness and a clear purpose. If the expected results being obtained can be a good guide to all clinicians, consultants, students’ affairs, parents, professors, and students, it can lead them towards development and disorder reduction. It is proposed that workshops and classes be held by respected academic authorities through academic consultants and psychologists to inform parents and families of the effect of attachment styles on depression and anxiety. They should also make continual effort to make parents aware of the problems relating to insecure ambivalent attachment style using new methods and reducing them through better planning and conducting professional and group counseling in an emotional-intellectual style. According to our research results, it is proposed that the relationship between attachment styles with other aspects of mental health, including anxiety, personality disorders, and frustration be investigated so that disorders relating to each group can be identified. Future research will need to employ compatibility (McLaughlin & Greenberger, 1998). Also, in these conditions, one is not alone and relies on others’ support and is able to represent his/her emotions. Based on the characteristics of people with secure attachment style, an individual can consider him/herself a person who deserves to receive love, kindness, and life. The image he/she perceives in others is a reliable one. Therefore, hopefulness will not turn to disappointment and frustration (Mikulincer & Pereg, 2004). On the other hand, people with insecure and anxious-ambivalent feel alone and think that they will not receive the support of others (McLaughlin & Greenberger, 1998). Because they consider themselves as a person who does not deserve to receive love and affection, they consider the world and bystanders as an insecure and painful place where individuals who do not welcome them with open arms may contribute to the reduction of their hopefulness (Mikulincer & Pereg, 2004).

The results also show that there is a significant positive relationship between the scores of secure attachment and emotional intelligence at level (alpha=0.05). When students’ level of secure attachment style increases, their emotional intelligence will also increase. Also, the results show that there is a negative significant relationship between insecure (anxious-ambivalent) attachment and emotional intelligence at the level (alpha=0.05). In other words, when students’ anxious-ambivalent insecure attachment increase, their emotional intelligence decreases.

There has not been any research done in this regard in Islamic Azad University, Ghorveh on individuals’ lack of access to IQ, the exact economic and cultural state, their effect on attachment style and depression, and hopefulness, the lack of knowledge about how much they enjoy an appropriate and principled education, and the lack of documentary access regarding students’ emotional problems. According to the Kurdish language and culture, this research can lead to future research in this regard. The research provides academicians and students an opportunity to pay more attention to urban students and it makes it possible to become familiar with
additional variables as basic predictor variables in such a way that the depression criterion variable can be explained and described from a different perspective. Last, it is proposed that future research examines similar issues in other universities in other areas. The results of this study should be interpreted with caution.

Acknowledgements

The researchers appreciate all officials of Islamic Azad University, Ghorveh branch, and all the students who participated in filling out the questionnaires.

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