



NEAR EAST UNIVERSITY  
GRADUATE SCHOOL OF SOCIAL SCIENCES  
GENERAL PSYCHOLOGY PROGRAM

**THE RELATIONSHIP BETWEEN EMOTIONAL  
INTELLIGENCE, ATTACHMENT STYLE, AND SELF-  
ESTEEM IN ONLY-CHILD FAMILIES AND TWO-CHILDREN  
FAMILIES**

NOORA RAHMANI

MASTER'S THESIS

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2020

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MASTER THESIS

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NICOSIA  
2020

## ACCEPTANCE/APPROVAL

We as the jury members certify the “The relationship between Emotional intelligence, attachment style, and self-esteem in Only-child families and Two-children families ” prepared by the Noora Rahmani defended on 04/ 06 /2020 Has been found satisfactory for the award of degree of Master

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## DECLARATION

I'm Noora Rahmani, hereby declare that this dissertation entitled "The Relationship Between Emotional Intelligence, Attachment Styles, and Self-esteem in Only-child Families and Two-children Families" has been prepared myself under the guidance and supervision of "Assist. Prof. Dr. Ezgi Ulu" in partial fulfillment of The Near East University, Graduate School of Social Sciences regulations and does not to the best of my knowledge breach any Law of Copyrights and fully cited and referenced for all that material's that are not original to this work.

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## ACKNOWLEDGEMENTS

During this study, many things happened, the important one was COVID 19 which changed everything, it took me away from the only supporter who was always by my side, my husband. But he was in my support from time to time. Tears just can explain the sadness, So thank you, my dearest Ali.

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## **ABSTRACT**

### **THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE, ATTACHMENT STYLES, AND SELF-ESTEEM IN ONLY- CHILD FAMILIES AND TWO- CHILDREN FAMILIES**

Emotional intelligence, attachment style, and self-esteem are important variables in social interaction which can affect the social relationship. Also having one child is an important issue in which parents are worried about it which is the adolescent's single families have weaknesses in social relationships and interaction? In this study, the aim is to investigate the relationship between emotional intelligence, attachment style, and self-esteem in single-child and two-children adolescents. 65 single-child and 163 two-children adolescents. The result of this study showed that there is a significant relationship between emotional intelligence and self-esteem. Also, there were no significant differences between single-child and two-children in emotional intelligence, attachment style, and self-esteem. parents, therapists, and adolescent counselors should be aware of the importance of emotional intelligence and self-esteem and they should be careful about the single-child and their abilities.

**Keywords:** Emotional intelligence, Attachment style, Self-esteem, single-child

## ÖZ

### **SADECE ÇOCUK AILELERDE VE İKİ ÇOCUK AILELERDE DUYGUSAL ZEKA, BAĞLANMA STİLLERİ VE BENLİK SAYGISI ARASINDAKİ İLİŞKİ**

Duygusal zeka, bağlanma tarzı ve benlik saygısı, sosyal etkileşimde sosyal ilişkileri etkileyebilecek önemli değişkenlerdir. Ayrıca, çocuk sahibi olmak ebeveynlerin endişe duyduğu önemli bir konudur, yani bekar ailelerin ergenlerinin sosyal ilişkileri ve etkileşimi zayıftır. Bu çalışmanın amacı, bir çocuk ile 65 bekar çocuk ve 163 iki çocuk ergen olan iki çocuklu ailelerde duygusal zeka, bağlanma tarzı ve benlik saygısı arasındaki ilişkiyi araştırmaktır. Bu çalışmanın sonucu duygusal zeka ve benlik saygısı arasında anlamlı bir ilişki olduğunu göstermiştir. Ayrıca duygusal zeka, bağlanma tarzı ve benlik saygısı açısından bir çocuk ile iki çocuk arasında anlamlı bir fark yoktu. Ebeveynler, terapistler ve ergenler danışmanı duygusal zeka ve benlik saygısının önemini bilmeli ve bekar çocuklara ve yeteneklerine dikkat etmelidir.

**Anahtar Kelimeler:** Duygusal zeka, Bağlanma tarzı, Benlik saygısı, bekar çocuk

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## ABBREVIATION

**EI** : Emotional intelligence

## CHAPTER 1

### INTRODUCTION

In several articles, the results show that attachment, emotional intelligence, and self-esteem affect social interaction. Attachment style in a secure type has a positive effect on the social relationship and it talks if adolescence has a secure attachment with mother (first caregiver) they have a better relationship in social with peers or others (Buist, Deković, Meeus & van Aken, 2004). Another variable is emotional intelligence, adolescents which their emotional intelligence is at a high level, they have a good relationship and social interaction in society (Poulou, 2014). The last one is self-esteem which talks about self-respect and the result of most research shows that adolescents with a high level of self-esteem have a better relationship with peers and other people and they have a good interaction in social (Rosenberg, Schooler & Schoenbach, 1989).

According to the above contents about the attachment Gander, George, Pokorny & Buchheim (2017) said that attachment is the important relationship between child and parents, especially between child and mother in terms of their cognitive-developmental, social, and emotional that it affects well-being. In the study about the attachment, the result shows which children with childhood attachment that it was secure attachment have a positive interaction in relationships in their early adolescence and show reduced problematic behavior (Laible & Thompson, 2000).

Emotional intelligence is the other variable that Salovey & Pizarro (2003) believe that it is the ability to perceive understand emotions, thoughts, and manage emotions, Emotional intelligence is an important social skill. Also, Sun, Liu & Yu (2019) with emotional intelligence, the person can utilize affect-

laden information and reason about the emotions to guide one's thinking as well as actions.

The last variable is self-esteem which Tatarodi and Swann (1995) believed that there are two dimensions and described them as a cognitive dimension of global self-esteem, the first one is self-competence and the other one is self-liking. Self-competence is the overall positive or negative orientation toward oneself as a source of efficacy and power and the other one is self-liking is one of the variables which can evaluative experience of oneself as a good or bad person in society (Bosson & Swann, 1999).

In the words of Erikson (1959) adolescence "is only after a reasonable sense of identity has been established that real intimacy with the other sex is possible". Also, for adolescence list, Deković, Meeus & van Aken (2004) defined that adolescence is such an important time of life, during which the individuals learn how to become autonomous and independent from family and siblings and also, start to confront the task of developing their identity. It is hard for them because they do that while they are involved in close relationships with parents, siblings, and peers.

The concept of only-child in most of the families in which they have a special situation and they can't have more than one child is an important issue because most of them think only-child is bad or it has harm for the child to be alone (Falbo, 1977).

### **1.1. Statement of the problem**

On these days having one-child can be an issue that most of the families think about they don't know actually whether it is good or bad. The important problem is most of the families decide to have one child but they are worried about the consequences of this decision and they don't know whether that is harmful to their child's future or not? Cameron, Erkal, Gangadharan & Meng (2013) believe that having one-child can be a problem for that child and even society and the one-child have weaknesses more than the two children or more families. In some studies, by Sun, Liu & Yu (2019) they mentioned that emotional intelligence has a relationship with social skills and interactions.

Another one about attachment mentioned that attachment can affect social relationships and interaction (Eikenæs, Pedersen & Wilberg, 2016). And also, Luo & Lin (2018) mentioned that self-esteem affects social behavior and interaction.

This study tries to use an attachment, emotional intelligence, and self-esteem variables because these three variables are important in social interaction and relationship in social interaction. So because of that, the researcher chooses them for two types of families, and also the researcher wants to know is there any relationship between attachment, emotional intelligence, and self-esteem?

### **1.2. Aim of the study**

This research aim is to find out whether there are any differences in emotional intelligence, attachment, and self-esteem, between the only children families and two children families aged 13 to 17 years old in Tehran (Iran)? The researcher wants to understand, are there any differences for single-child and two-children families in attachment, emotional intelligence, and self-esteem or not. So the following research questions will guide the study:

1. Is there a relationship between one-child and two-children on attachment, emotional intelligence, and self-esteem of the participants?
2. Is there a relationship between gender and emotional intelligence, attachment style, and self-esteem levels of the participants?
3. Is there a relationship between age and emotional intelligence, attachment style, and self-esteem levels of the participants?
4. Is there any relationship between attachment, emotional intelligence, and self-esteem of the participants?

### **1.3. Significance of the study**

For most of the families with single-child, because of their lifestyle or government policy decision, it is hard to decide about have one child or not? And they are worried about the damage that one-child can have encountered in the future (Hesketh & Xing, 2005).

Hesketh & Zhu (1997) mentioned that families in some country like China believe that having one-child is not good because there is some psychological problem such as little emperor syndrome which shows suffered by only children who are the pride and joy of adoring parents and grandparents, behavioral problems that the name is spoiled generation abound.

So, there is a lack of evidence which proves this issue that the single-child has these behavioral problems which are related to one-child issue or other issues can be involved or compares the one-child behavior with two children and, we can see also because of the culture of the lifestyle in the past that families have more than one children. Now having one-child is a strange thing and most people think it is not good to have one-child or they are afraid about their child's future.

The outcomes of this study would help to the parents, teachers, and children counselor. The results of this study would significantly be associated with the current literature on the relationship between self-esteem, attachment, and emotional intelligence between single and two children adolescence. This study will help the family to understand the differences between attachment, emotional intelligence, and self-esteem in their adolescence. Also, another outcome of this study could be about the differences between single-child and two-children, which can help parents that is there a huge difference or not? And after that, they can decide about having one-child or better.

#### **1.4. Limitations and delimitations**

About the limitations of this research, there are some which one of them is about the number of participants whose 228 adolescences might be not large enough to generalize. Also collecting data from adolescence and their cooperation can be another issue. Another limitation is, this study conducted only on Iranian adolescence and the researcher can't generalize it to other cultures.

### **1.5. Definition**

Attachment: The emotional bond between the primary caregiver and infant or toddler which is vital for the child's normal behavioral and social development (Ainsworth, 1978).

Emotional intelligence: Skill in understanding your and others' feelings and sympathy with them (Salovey & Mayer, 1990).

Adolescence: A certain time of developmental which started from 12 to 18 it can be called maturity too (Muuss, 1988).

Self-esteem: A favorable impression of oneself; self-respect or realistic respect for (Fox, 2000).



## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter will talk about the literature related to attachment, emotional intelligence, and self-esteem. The first part contains reviews of literature related to attachment, the second one is about the emotional intelligence, the third one is about the self-esteem and the last one is about related article about these three variables.

#### **2.1. Theory of attachment**

Attachment is one of the important factors that affect the personal well-being, of the individual and his/her future relationships with parents, partner, friends and other people, in most of the study the result shows which there is a relationship between future relationships and insecure attachment with parents (Gander, George, Pokorny & Buchheim, 2017). Ainsworth (1978) about attachment mentioned the pattern of anxious attachment related to the pattern of parent's care in the first year of children. If there are some abuse or neglect it can be an effect on secure attachment during adulthood. Specifically, she has suggested that emotional unavailability, especially physical rejection, will inclination related to the pattern of anxious-avoidant attachment.

Another famous theorist is Bowlby's (1969) believe that attachment talks about how human beings are inherently motivated to seek comfort, support, and proximity from caregivers in times of need. The experience shows that the relationships expectation the emotions, and behavior that shape the ongoing experience about having care from the first people in their life. The three concepts that he mentioned are: 1. why separation is the cause of anxiety? 2. The similarity of mourning between adult and childhood, 3. Defensive processes that affect the activation of attachment behavior. By reviewing these

items, in the theory of attachment started. Sroufe (1986) describes that separation and anxiety mean, every child has this process of development and he/she has this experience after they became 8 months. Also, they can't think like that if they can't see the mom or the caregivers it doesn't mean that they don't exist! So in this stage of development, they don't feel comfortable with strangers, and each time they want their mom or their parents. In this situation, the child has separation anxiety, if the child until 2 years old sees parents and has a good relationship with them the attachment is secure and good. But if the child doesn't have that kind of relationship and attention with his/her parents the attachment is insecure. Also, the defensive process talks about how children act and have interaction in different situations.

But about the insecure attachment Hayre, Goulter & Moretti (2019) mentioned that the result is about substance use in adolescence and some studies show the increased risk of substance use is dependent on the relationship of the parent with children. The quality of the attachment between them, in which the recent study found that maltreatment was indirectly used through poor relationship quality and insecure attachment with parents but not directly assessment to adolescent substance use (Bretherton, 1985).

### **2.1.1. Types of attachment**

In types of attachment in Bowlby's (1969, 1973 as cited in Lawford, Doyle & Markiewicz, 2018) theory there are four styles which the researcher explains them one by one;

- Secure attachment: Is about the children who have the safe and secure attachment in the first years of their life, they can accept the separation comfortable. In this situation, these children have a good relationship with their parents because the parents have more time for them to play with them and they respond to the children as soon as they can, and especially these parents are more responsive to their children.
- Insecure attachment: children in this category sadly are very anxious because of the insecure attachment which their parents didn't respond to these children's needs. As these children grow up, the

teachers most of the time describe them as sticky and over-dependent.

- Avoidant attachment: children with avoidant attachment are avoid their parents when the parents have a period of absence. These children show no priority between a parent and a stranger.
- Disorganized Attachment: these children Adumbration a deficit of clear attachment behavior. Their action to the parents or caregivers is mostly a mix of behaviors, including resistance or avoidance, and they have bold behavior and sometimes specious either confused or gazing in the presence of caregiver or parent.

### **2.1.2. Attachment in adolescents**

Doyle, Lawford & Markiewicz (2009) in a study about attachment style with mother, father, best friend, and romantic partner pending adolescence 16 and 19 years old, found that the insecure attachment relationship with father and mother affect their relationship with best friend and romantic partner. Another thing was adolescence has a more secure attachment to mother than father and attachment insecurity with a best friend was associated with insecurity with a father. Other research done by Nilsson, Holmqvist & Jonson (2011) showed self-reported insecure attachment style had a stronger relationship with dissociative symptoms than self-reported traumas. For another aspect of insecure attachment, Pace, Cacioppo & Schimmenti (2012) had studied and they found that insecure attachment with fathers had an effect on binge eating symptoms on adolescence and when the level of insecure attachment is high the level of binge eating symptoms is high too. In a late study by Xiang & Liu (2018), the result showed that insecure attachment had an effect on anxiety, and adolescence with a high level of insecure attachment had more anxiety and a low level of wellbeing.

Another researcher Pascuzzo, Cyr & Moss (2013) had an 8-year longitudinal association between emotion regulation strategies, adolescent attachment, and an adult romantic attachment. The result indicated that greater insecurity to peers and parents in adolescence predicted a more anxious romantic attachment. Synchronous, anxious adult attachment style was the association

with more emotion-oriented strategies, whereas an avoidant attachment style which it was related to less support-seeking. The same year the Kokkinos (2013) had a research that the result showed Insecurely attached children reported more involvement in victimization and bullying, higher levels of rejection, and lower levels of emotional warmth. Also Balluerka, Gorostiaga, Alonso-Arbiol & Aritzeta (2016) had researched insecure attachment and the result shows an overall decrease in well-being and teenage grows older, increasingly linked to a higher peer attachment.

On another hand, the role of secure attachment is important as insecure attachment. In a study by Allen, McElhaney, Land, Kuperminc, Moore, O'Beirne–Kelly & Kilmer (2003) showed that secure attachment especially with mother in childhood, helped adolescences to have a better relationship with parents, especially with mother. The main Idea is adolescence with a high level of secure attachment can make a better relationship even with their partner or peers. Also, Dykas, Woodhouse, Cassidy & Waters (2006) had studied and the result showed that adolescence with secure attachment with father and mother have a more secure relationship with their partner and the level of their anxiety was low. Eight years later, Shoshani, Nakash, Zubida & Harper (2014) studied this issue and they found that secure attachment affects self-esteem, relationship, and peer support. It means adolescents with a high level of secure attachment have a better relationship and high level of self-esteem and they have more peer support. And in late research by Virat & Dubreil (2020) about secure attachment, the result showed that adolescence with a high level of secure attachment that their parent takes more time for them during their childhood, are more sensitive and have more self-esteem.

As we mentioned in the last paragraph about the secure attachment, another effect of attachment is about the peers and the relationship with them. One of the studies about the peer and attachment done by Liu (2006) and the result showed that adolescence with a higher level of secure attachment with a parent has more peer support and fewer negative expectations. Also, in the late study by Zhang, Yang, Wang & Liu (2020) about the peer support and attachment, the result showed that adolescence with a high level of secure

attachment was more supportive and the relationship of a peer was better than the other adolescence without the secure attachment.

In a view of secure attachment Cunha, Martinho, Xavier & Espirito-Santo (2014) had a study and the result shows adolescents secretive with a secure attachment style showed significantly more early memories of safeness and warmth than those adolescents with insecure attachment (ambivalent or avoidance). Two years later Cook, Heinze, Miller & Zimmerman (2016) found the stable-secure group experienced the lowest levels of depression symptoms during adolescence until adulthood. The other one is the stable-insecure group has the highest level of depression symptoms. Also, another outcome was the insecure attachment to a friend in adolescence that may contribute to poor affect regulation, poor relationship development, the development of maladaptive coping strategies which all of them can increase the depression in the individual. But Silva & Figueiredo-Braga (2019) in a study of the role of empathy, attachment style, and burnout in pharmacy students showed students with empathy and secure attachment have academic satisfaction that other students don't have empathy and secure attachment.

In related anxiety and avoidance of the insecure attachment style, the Kerpelman, Pittman, Cadely, Tuggle, Harrell-Levy & Adler-Baeder (2012) had studied and it shows there is a relationship between attachment (avoidance and anxiety) and identity during the adolescence. Teenager's strategies for engaging in identity exploration significantly associated with avoidance and anxiety (attachment style) about romantic relationships. Also, Grant Marsney, Grotevant & Sayer (2015) studied insecure attachment and the result was less avoidant attachment style was predicted by stronger closeness to both adoptive parents (Aps) during adolescence. Adolescents with less anxiety in close relationships during the time showed more insecure closeness to Aps, and higher closeness over time to AP was related to less avoidance and anxiety in a close relationship. Another researcher Hayre, Goulter & Moretti (2019) Caucasian in the study called attachment, substance, and maltreatment, use in adolescence, the result shows that teenagers have experience predominately in their childhood. This issue has associated with

attachment avoidance and attachment anxiety and even it can have a relationship with their substance use.

In Nairobi, the Wambua, Obondo, Bifulco & Kumar (2018) studied the role of attachment relationship in adolescents' The result of this study shows adolescents from the low SES school had higher vulnerable attachment scores than those from the middle SES school. Also, the outcome showed moderate to strong positive correlations between emotional, attachment insecurity, and behavioral problems with participants. who had higher emotional symptoms, conduct problem score, hyperactivity, and total difficulty scores, experiencing significantly higher levels of attachment insecurity than those with lower scores. The other research three years later by D'Urso & Pace (2019) showed that besides the insecure-dismissing attachment positively predicted homophobic bullying in adolescence. Also, it showed a modulator effect of peer support in the relationship between insecure discharge attachment and homophobic bullying, such that at higher levels of insecure discharge attachment, homophobic bullying will be higher when peer support (trust on peers) was low and it can be lower when social support from peers be in the higher level.

In another side of the attachment, the Jones, Fraley, Ehrlich, Stern, Lejuez, Shaver & Cassidy (2018) had researched about the stability of attachment style in a teenager: an experimental test of alternative developmental processes, it was a 5-year longitudinal study which the result showed that parental separation or divorce, family conflict, minority status, and male sex might undermine the archetype like the stability of the adolescent attachment. And in adolescence, the stability of attachment was lower than adulthood.

#### **2.1.2.1. Attachment and personality disorder**

Sinha & Sharan (2007) studied the personality disorder and attachment, in this study the result showed that attachment style affected personality disorder. It means adolescence with a higher level of insecure attachment had a higher level of personality disorder. About the effect of attachment and personality disorder, Eikenæs, Pedersen & Wilberg (2016) had studied and they found that avoidant personality disorder (AvPD) had a higher level of attachment anxiety

than social phobia (SP) group. It shows that people with a high level of attachment anxiety had more AvPD. Also, Nazzaro, Boldrini, Tanzilli, Muzi, Giovanardi & Lingardi (2017) had studied about the attachment and personality the result of their study showed that there is a relationship between attachment (secure/insecure) and personality. The attachment affects personality, the insecure attachment has an indirect effect on personality and personality disorder. In the same year Chiesa, Cirasola, Williams, Nassisi & Fonagy (2017) studied attachment and personality disorder and the results show that Psychiatric distress (PD) affected by attachment and it has a relationship with a personality disorder. In other words, they find that PD and personality disorder effected by attachment style especially the insecure attachment.

## **2.2. Intelligence**

In the case of intelligence, Dweck (2000) believes intelligence is the success that it is a fixed, innate trait that remains relatively stable during a lifetime. Also, on the other side intelligence is malleable and can be developed, it means intelligence during the lifetime should be a kind of flexible thing that a person can be (Dweck & Leggett, 1988).

One of the important theories of intelligence comes from Sternberg (2001) that defined intelligence as an ability and social skill that suits the environment. Intelligent people are those who somehow acquire the abilities that lead to their suitable into existing environments. In a type of intelligence, Furnham & Petrides (2004) defined some type of intelligence such as logical-mathematical intelligence, linguistic intelligence, visual-spatial intelligence, bodily-kinesthetic intelligence, intrapersonal intelligence and the last one is interpersonal intelligence that emotional intelligence related to the two last intelligence which it talks about the understanding yourself, what you feel, what you want and sensing people's feelings and motives.

### **2.2.1. Emotional intelligence concept**

Emotional intelligence (EI) is an important social skill, that individual can reason about the emotions and utilize affect-laden information to guide one's

thinking as well as actions, and the lack of emotional intelligence was a predisposing risk of a factor for the development of a variety of addiction, and also, emotional intelligence is the ability to perceive understand emotions and manage emotions, and thoughts. (Sun, Liu & Yu, 2019).

Salovey and Mayer (1990, as cited in Calero, Barreyro & Injoque-Ricle, 2018) mentioned that emotional intelligence has different aspect such as; clarity of feelings and mood repair, and attention to feelings, clarity of feelings explain how people think they can understand their feelings and mood repair talk about the subject's belief that individual can modify his/her negative moods. And the last one can describe the individual differences in the way people deal with emotions, attention to feelings mean how people consider their emotions,

During the adolescence, the emotional intelligence and regulation have been associated with "eco-centrism that it has been associated with pro-social actions and ethical buying behavior, also the result shows that some concept has a relationship with emotional intelligence such as; making decisions and problem-solving (Robinson, Downey, Ford, Lomas & Stough, 2019).

### **2.2.2. Types of emotional intelligence**

The most famous classification of emotional intelligence defined by Mayer, Salovey & Caruso (2004) which describe the emotional intelligence in four groups:

- Perceiving emotion: it is the most basic area related to the nonverbal perception and expression of emotion, that facial explanation like happiness, anger, fear, and sadness, were universally recognizable in human beings.
- Using emotions to facilitate thought: in this area using emotions can help people to facilitate their thought. The cognitive psychologists mentioned that emotions prioritize thinking and it means when people respond to emotionally, it is something that grabs their attention and facilitates their thoughts.
- Understanding emotions: emotions convey the information, it means when a person feels angry she\he wants to attack or harm others or



him\herself about fear, hope, and ... too. So each emotion supplies its pattern of possible messages, but it is important to know for each feeling he\she should do what kind of action.

- Managing emotions: the last one is about how people can manage and control their emotions in different situations. It means they can remain some emotional signals as long as they are not too painful or block out those that are overwhelming.

### **2.2.3. Emotional intelligence in adolescents**

In a study of emotional intelligence, Martins, Ramalho & Morin (2010) studied and the result shows globally support previous findings and results, when measured as a trait, EI was more strongly related with health than when it was measured as an ability. The same result in research about well-being and health by Prado Gascó, Villanueva & Górriz Plumed (2018) shows that the first thing in this study is the relationship between trait emotional intelligence ingredients and well-being indicators in adolescents. Another thing is about the emotional related positively to life satisfaction and negatively to perceived stress and somatic complaints. Also, in the same year Cejudo, Rodrigo-Ruiz, López-Delgado & Losada (2018) had a study about emotional intelligence and the results show that emotional intelligence has a positive relationship with subjective well-being, it means if there is the low level of emotional intelligence the level of anxiety and stress is high. Another view of emotional intelligence effect is about life satisfaction that has an important role in well-being and health that Schoeps, Montoya-Castilla & Raufelder (2019) studied about it and the results show that emotional intelligence has a positive relationship with life satisfaction and especially in girls the level of emotional intelligence is higher than boys.

Interaction in society by EI is very important and Cherniss (2010) mentioned that emotional intelligence positively related to performance, however, certain emotional and social competence (ESCs) are likely to be stronger prophesier of performance than emotional intelligence in many situations. The important part of EI effective on social status and social skills done by Andrei, Mancini, Mazzoni, Russo & Baldaro (2015) studied social status and its link with

scholastic achievement, personality dimensions, and trait emotional intelligence. The result shows that gender can moderate the association of personality traits and trait emotional intelligence with actual social status for early adolescents. And also, Salavera, Usán & Jarie (2017) tried to find out about emotional intelligence and social skills and the result shows how the self-efficacy perceived by students diverse according to their social skills and emotional intelligence. Another study by Murphy (2017) in the same year showed, that emotional intelligence and social skills have a relationship. The outcomes showed if emotional intelligence is at a high level, social skills are at a high level too. In a different study about emotional intelligence and social skills by Nikooyeh, Zarani & Fathabadi (2017) showed the same result that, adolescents with a high level of emotional intelligence have a high level of social skills.

There are some outcomes of the low level of EI one of them is about loneliness, Wols, Scholte & Qualter (2015) found that loneliness has been connected cross-sectionally to emotional intelligence deficits and there are links between understanding and managing emotions, feeling, and loneliness. Another one is depression that Castilho, Carvalho, Marques & Pinto-Gouveia (2017) found that shame traumatic memories are associated with more depressive symptoms with a low level of emotional intelligence. Also, Kircaburun, Griffiths & Billieux (2019) had studied depression and emotional intelligence and the results showed the relationship between emotional intelligence and depression which means a low level of EI showed a high level of depression in adolescents.

In the other aspect of emotional intelligence affect in a low level of emotional intelligence Peres, Corcos, Robin & Pham-Scottez (2018) mentioned that there is a positive relationship between low level of emotional intelligence and high level of anorexia in an anorexia group. There is a huge difference between the two groups which shows the level of emotional intelligence is high in the control group and it is low in the anorexia group. The other research by Rey, Mérida-López, Sánchez-Álvarez & Extremera (2019) shows the effect of the protective role of emotional intelligence in cases of suicide risk and there is a relationship between emotional intelligence and suicide risk which is a high

level of emotional intelligence the level of suicide risk becoming increased. Also, another one related to the outcomes of a low level of EI is alcohol use that Calero, Barreyro, Formoso & Injoque-Ricle (2019) found that in adolescences who use alcohol attention to feelings was lower, so alcohol consumption could function as a way of coping with the emotions that are not being attended to. Another study by Sahu, Thakur & Agrawal (2017) showed that there is a significant effect of emotional intelligence on career maturity of adolescents, it means emotional intelligence if be in a high level the result shows that maturity is in a high level.

In a comparison of only-child with multiple children, Falbo & Polit (1986) had studied, so the result shows that single children perform better than other families of multiple children not only in terms of emotional intelligence and success but also in personality and parent-child relationships. Also, Gugliandolo, Costa, Cuzzocrea, Larcan & Petrides (2015) mentioned that while several sources ratings of trait EI generally isotropy, they are differentially predictive of external criteria, there is a strong correspondence between father and mother ratings and it shows the relationship with parents affect EL. Also, Argyriou, Bakoyannis & Tantaros (2016) studied the effect of parent relationship and it shows that it provides insight in the field of emotional intelligence antecedents and underlines the potential significance of primary prevention programs with parents develop emotional intelligence at a young age. Another effective concept is about a videogame that Cejudo, López-Delgado & Losada (2019) studied about it and the result shows that some videogame can improve emotional intelligence in adolescence.

Downey, Mountstephen, Lloyd, Hansen & Stough (2008) had a study about emotional intelligence and scholastic achievement and the result showed that academic success related to higher levels of total emotional intelligence. Another research by Roy, Sinha & Suman (2013) showed the result of this concept that a high level of academic achievement had a relationship with emotional intelligence. It means students with a high level of academic achievement had a high level of emotional intelligence. Also, in other research by Billings, Downey, Lomas, Lloyd & Stough (2014) the result showed that emotional intelligence and academic achievement had a relationship. It means

that adolescents with a high level of academic achievement had a high level of emotional intelligence.

### **2.3. Theory of self-esteem**

Lane (1991) mentioned that self-esteem has two psychological processes; the first one is evaluation, which emphasizes the role of cognitive and the second one is affected, which prioritizes the role of feelings as they depend to self-esteem.

Smelser (1989) believes that self-esteem means specify some parts of self in descriptive terms of; power, agency, and confidence. Also, it means people asking themselves what kind of person I am? Another thing is the affective element, a degree of negativeness or positiveness attached to those facets identified so the psychologists call this high of low self-esteem, it is an evaluative element with imputation of some level of worthiness according to some ideally held standard (Mruk, 2013).

Tafarodi and Swann (1995 as cited in Mruk, 2013) believed that there are two dimensions and described them as a cognitive dimension of global self-esteem, the first one is self-competence and the other one is self-liking. Self-competence is the overall positive or negative orientation toward oneself as a source of power and efficacy. The other one, self-liking is an evaluative experience of oneself as a bad or good person in society (Mruk, 2013).

#### **2.3.1. Types of self-esteem**

Generally, self-esteem has three different types, inflated self-esteem, high self-esteem, and low self-esteem that Friedlander, Shupak & Cribbie (2007) described them:

- Inflated self-esteem: these people think they are better than other people and this self-esteem is negative because it holds them back from healthy relationships and establishing merciful.
- High self-esteem: people with high self-esteem accept and value themselves, and this is a positive type of self-esteem as it manages to make the person satisfied with their lives and because of that they don't think they are better than others.

- Low self-esteem: people with low self-esteem don't value themselves and they don't trust in their abilities. Fear of failure is something that torments them most of the time and holds them back.

### **2.3.2. Self-esteem in adolescents**

Polit & Falbo (1987) had studied only children and the result shows that the only children are better than other groups in personal adjustment and achievement motivation and self-esteem. Also, these findings provide that only children can have better personality achievement motivation and self-esteem, during the process of their developmental. Another research by Eke, Kwan, Ip (2009) studied only children, and the result shows that only children had a high level of satisfaction in academic performance, achievement, and self-esteem. The most interesting outcome is the only children had less participation in violent behavior such as; self-injury, fighting, and suicide. But the achievement is one of the important subjects related to the self-esteem, Wagnsson, Lindwall & Gustafsson (2014) had studied about it and the result shows there is a relationship between self-esteem and achievement, it means adolescence with a high level of self-esteem had more achievement in organized sport. Also, Saha & Tamanna (2018) studied about it and the result shows that mothers with depression affect adolescent's self-esteem and their academic achievement and the other result is adolescents with a low level of self-esteem have a low level of academic achievement it means self-esteem has a direct effect on academic achievement.

About the relationship between depression and self-esteem Resurrección, Salguero & Ruiz-Aranda (2014) found the negative relationship between internalizing problems and depression and anxiety with self-esteem. But Clinciu (2017) found that there is a relationship between depression and self-esteem in adolescence if the adolescence has a high level of depression the self-esteem is in a low level but self-esteem is more related to depression and less to anxiety. Also, Rueger & George (2017) find an effect of self-esteem on depression during early adolescence. In more research by Masselink, Van Roekel, Hankin, Keijsers, Lodder & Oldehinkel (2018) the result shows that a

low level of self-esteem can negatively affect depressive symptoms over time within adolescence.

Another research by Moksnes & Reidunsdatter (2019) shows that there is a negative relationship between self-esteem, depression and anxiety, a low level of self-esteem in adolescents could be the cause of depression and anxiety in high level and it shows that level of self-esteem is higher in boys instead of girls.

The other thing about the self-esteem effect mentioned by Morsünbül (2015), which he said that adolescence with a low level of self-esteem and self-control have more aggressive, and especially low self-control affects aggression. Daňšová, Bouša, Lacinová, Macek, Cígler & Tomášková (2019) studied subjective health complaints in fifteen-year-old Czech adolescents: the role of interparental conflict, self-esteem, and gender, the sample size was about 1602 adolescents of Czech age range was 15 years old, this study was a longitudinal from pregnancy and childhood until 15 years old, the result shows that self-esteem plays a protective role for the teenager's subjective health symptoms, especially in boys. Also, Gurung, Sampath, Soohinda & Dutta (2019) mentioned that self-esteem was the most important factor that impacted adolescent goals and protected against anxiety and depression during life events.

In some articles, the researcher finds some point that shows how self-esteem could be at different levels. Green, Missotten, Tone & Luyckx (2018) studied and they said that adolescence who receive more empathy had less depression and more self-esteem and in that way, empathy may be a protective factor which affects self-esteem and depression. Also, Alfieri, Tagliabue, Marta, Aresi, Lanz & Pozzi (2018) mentioned that the mother's emotional support and gratitude completely mediate the relation between maternal emotional support and self-esteem. In other hands in a relationship of self-esteem and family, there is some research, Liu, Fei, Sun, Wei, Luo & Lin (2018) said, that parental rearing behaviors have an effect on social trust and self-esteem of the adolescent and it means adolescents with a high level of self-esteem had parental rearing behavior. Also, Sorkhabi & Middaugh

(2019) had researched and the result shows that ethnicity was a control variable in parenting styles and it was negatively and significantly associated with self-esteem with Asian American adolescents reporting lower self-esteem than European American. Another study by Rosenthal, Hooley, Montoya, Van der Linden & Steshenko (2019) mentioned that there is a positive relationship between parent self-esteem and their adolescents, it mentioned parents with a normal level of self-esteem had adolescents with same pattern self-esteem.

In an earlier study about self-esteem and social skills, by Lázaro, Moreno, Calvo, Vila, Andrés-Perpiñá & Castro-Fornieles (2011) the result showed that social skills and relationship have a relationship with self-esteem. The important outcomes showed that adolescents with a low level of social skills have a low level of self-esteem. Mota & Matos (2013) studied self-esteem and social skills. The result showed that adolescents with a high level of self-esteem have a better and higher level of social skills, relationships with peers, and their partner. Also, Xin & Liu (2019) had studied adolescent self-esteem and social adaption in China, the result shows that self-esteem can be affected by social adaption and it (self-esteem) can be mediated by peer trust and perceived social support. Danneel, Colpin, Goossens, Engels, Leeuwen, Noortgate & Verschueren (2019) the results show that only the negative experience of peer rejection plays an important role in emotional school engagement and self-esteem of adolescents. In the same year, the study by Bala, Sangwan & Rani (2019) showed that self-esteem and social esteem can affect each other. The result of this study showed that one of the important items for social skills is self-esteem. Adolescents with a high level of self-esteem have a high level of social skills and a better relationship with their peers.

Also about the school as a social concept, Lee, Cheon, Wei & Chung (2018) had studied in Korea, the result shows the effect of ethnic regard on school adjustment through self-esteem was importantly significant. In a different aspect of social effect and its relationship with self-esteem, Godfrey, Santos & Burson (2019) studied in the USA about it and the result showed that marginalization penetration the development of low-income and the system-justification was related to a higher level of self-esteem. These results provide

novel evidence that system vindicates beliefs undermine the well-being of marginalized youth.

Feelings are another aspect that related to self-esteem, Çolpan, Eray, Eren & Vural (2018) studied the understanding of emotional and behavioral problems, expressed emotion, and self-esteem in fat adolescents a case-control study. The result shows that adolescents with obese showed a significant perceived expressed emotion, on the other hand, the result showed there was a strong and meaningful relationship between expressed emotion and self-esteem. Stress can be another one which, Versluis, Verkuil & Brosschot (2018) studied about it and the result shows that self-esteem moderates the relationship between stress and (cardiovascular) health, so self-esteem has an effect on stress which the stress can because cardiovascular.

Mwakanyamale & Yizhen (2019) studied psychological maltreatment and it had a relationship with psychological stress and self-esteem among adolescents in Tanzania: community-based cross-sectional research, the sample was about 1000 students of secondary school age range 13-21 years old, the finding shows that there was a strong and significant positive relationship between psychological maltreatment and self-esteem.

Apell, Marttunen, Fröjd & Kaltiala (2019) studied experiences of sexual abuse are related to the high self-esteem and social anxiety among adolescent girls, the sample was about 1292 adolescents age range 15-16 years old, the result shows in girls' social anxiety and higher self-esteem was positively related to the experiencing subjection to sexual abuse in different models.

## **2.4. Related research**

### **2.4.1. Attachment and self-esteem**

Menon, Moyes & Bradley (2018) had studied about interactive influences of narcissism and self-esteem on insecure attachment in early adolescence. The result shows that narcissism predicts preoccupied attachment at low levels of self-esteem, and the other shows the low level of self-esteem relation with insecure attachment early adulthood. Also, Keizer, Helmerhorst & van Rijn-van Gelderen (2019) studied the understanding of the quality of the father-



adolescent and mother-adolescent attachment relationship and adolescents' self-esteem. The result shows there is a significant relationship between parent attachment and adolescent's self-esteem. In this study, the researchers found out that parent has a very important role in their adolescent self-esteem, whatever the parent had a good relationship with their adolescent it showed that the good attachment has a positive relationship with a high level of self-esteem. Another research by Pan, Yang, Liu, Chan, Liu & Zhang (2019) showed that paternal attachment moderating effect of self-esteem and self-esteem mediated the association between behaviors problem and peer victimization. In the same year, another study by DeMarco & Newheiser (2019) mentioned that in the first study there is an indirect relationship between self-esteem and attachment. But in study 2 the result shows there is a significant relationship between self-esteem and attachment which shows if the self-esteem in a group is low the insecure attachment is at a high level and it shows attachment and self-esteem had a direct relationship.

In another aspect of the effect of parents on attachment and self-esteem, Yu, Deutsch, Futch Ehrlich, Arbeit, Johnson & Melton (2019) found that perceived social support from no parental adults something intercedes the relationship between self-esteem and adolescent attachment.

#### **2.4.2. Attachment and emotional intelligence**

Naguiat (2018) mentioned that there is a significant relationship between emotional intelligence and avoidance attachment in terms of taking responsibility. As well as Mohammadi, Hematiahaoei & Kiani (2018) said that there is a significant relationship between attachment style with emotional intelligence in girls with hearing loss. The study tries to understand what is the level of attachment and the relationship with emotional intelligence. The result showed that the girls with hearing loss had a high level of attachment and a low level of emotional intelligence. Eke Zysberg, Kelmer & Mattar (2019) result shows emotional intelligence at first was not correlate with satisfaction, but when attachment style was introduced into the model, the emotional intelligence showed a positive relationship with satisfaction, in this way we can

understand that attachment and emotional intelligence had a relationship with each other.

#### **2.4.3. Emotional intelligence and self-esteem**

Khan, Ilyas & Fatima (2015) mentioned that emotional intelligence was significantly correlated with state self-esteem, which means students with a high level of emotional intelligence had a high level of self-esteem too. Also, Frant (2016) had studied and the result shows there is a significant relationship between self-esteem and emotional intelligence and if self-esteem is at a high level the emotional intelligence be at a high level too. As well as the Dust, Rode, Arthaud-Day, Howes & Ramaswami (2018) studied about managing emotional intelligence and self-esteem, the findings show that facilitation-based emotional intelligence is related to higher self-esteem.

## **CHAPTER 3**

### **METHODOLOGY**

This chapter will talk about the design of the study, population and sampling, materials, data collection, and data analysis.

#### **3.1. Design**

The current study used a survey study, quantitative it is an investigation which is systematic for phenomena by gathering measurable data and performing mathematical, statistical, or computational techniques and the result is will be shown in numerical (Consolvo & Walker, 2003). Also, the researcher used the correlational design which in this method the researcher looking at the relationships between two or more variables (Curtis, Comiskey & Dempsey, 2016).

#### **3.2. Population and the Sample**

The population is adolescents of single-child and two-children families of Iran (Tehran) which 288 adolescents (65 single-child and 163 two-children adolescents) attended in filling the questionnaire voluntarily. The researcher chooses the participant's convenience that it means this method is non-probability sampling which the researcher chooses the sample from a group of people (Consolvo & Walker, 2003), from 4 private high schools in Tehran (Iran) names: Mehr Asa, Omid Iran, Sam Farzanegi, and Sadra. The first reason that researchers choose these schools are because these schools have a high population and the second one is because these 4 schools get permission to the researcher to the questionnaire with students.

**Table 1.***Socio-demographic information about the sample*

Socio-economic		N	Percent (Relative frequency)
Adolescents Gender	Girl	111	48.7%
	Boy	117	51.3%
Group of adolescents	Single-child	65	28.5%
	Two-children	163	71.5%
Age of adolescents	13	35	15.4%
	14	55	24.1%
	15	36	15.8%
	16	36	15.8%
	17	66	28.9%

### 3.3. Materials

In this study, First, the researcher developed the socio-demographic form questionnaire, then uses the Inventory of Parent and Peer Attachment (IPPA) for attachment, the Trait Emotional Intelligence Questionnaire (TEIQue) for emotional intelligence and, the self-esteem inventory (TSI) for self-esteem and the last one is socio-demographic which here describes it one by one:

**Socio-Demographic Form** is the questionnaire was developed by the researcher that aimed at collecting information of respondents such as gender, single-child, or two-children and age.

**Inventory of Parent and Peer Attachment (IPPA)** is measurements developed by Armsden & Greenberg (1987) that comprise three forms for mother, father, and peer, each part has 25 items which the aim is to find out the score of attachment for parents and peers. In each form, the item format was a five-point Likert scale: 1) almost always/ always true 2) often true 3) sometimes true 4) rarely true 5) almost never true/ never true. Armsden & Greenberg (1987) comprise three forms for mother, father, and peer, to

measure the level of attachment which each part has 25 items. In each form, the item format was a five-point Likert scale: 1) almost always/ always true 2) often true 3) sometimes true 4) rarely true 5) almost never true/ never true. For attachment, if adolescents get a score between 75-150 it means attachment to the parents and peers is low, while if the score is between 150-225 attachment to the parents and peers is in middle and if the score is higher than 225 it means attachment to the parents and peers is high (Pace, San Martini & Zavattini, 2011).

Validity and reliability of the questionnaire Reliability of the three-week test-retest reliability were 0.93 for parents and 0.86 for peers. Internal consistency reliability for mother attachment was 0.87 and 0.89 for father attachment and peer attachment 0.92, respectively. The reliability of this questionnaire was calculated using Cronbach's alpha and split test, ranging from 73% to 94%. Also, the validity of the questionnaire in a re-test method within a three-week interval on a sample of 27 subjects aged 20-18 years was reported to be 86% (Khojasteh, Mombeini, & Aslani, 2013).

**Inventory of Trait Emotional Intelligence Questionnaire (TEIQue)** is the measurements developed by Petrides (2009) which use to conceptualizes emotional intelligence as a personality trait, located at the lower level of personality hierarchies. In this test there are 30 item participant should choose the answer from the seven-point Likert scale, for strongly disagree with a sentence, choose a number close to 1, for strongly agree with sentence choose a number close to 7, and for not too sure about agreeing or disagree, choose a number close to 4. For emotional intelligence, if the participant gets a score between 33-66 means the emotional intelligence is in a low score. If it is between 66-100 it shows that emotional intelligence is in the middle and if the score is higher than 100 it means the emotional intelligence is at the highest level (Petrides, 2009).

Validity and reliability of the questionnaire: The study was on 13- to 15-year-olds students and the overall reliability was 0.84 and for its subscales namely emotion assessment and emotion regulation (0.55), emotion regulation (0.66), and emotion regulation (0.76) (Narimani, Mahmoudi & Malekshahifar, 2009).

**Inventory of The self-esteem inventory (TSI)** developed by Coopersmith (1987) it is the measurements of self-esteem which measure the level of believing in self and self-respect, the questioner has 58 questions which the participant should choose one of the two answers for each question (like me or unlike me) it means if the statement describes how you usually feel, choose like me and if the statement does not describe how you usually feel choose unlike me, there are no right or wrong answers. For self-esteem, the criterion of good self-esteem is getting a higher score than 25.4, and adolescents with lower than 25.4 scores have low self-esteem (Francis, 1997).

Validity and reliability of the questionnaire Reliability of a tool is its degree of consistency in measuring everything it measures, to what extent the same measure of results is obtained under the same conditions when the Cronbach's alpha coefficient of self-esteem is 0.88 (Tamanaifar, Sedighi Arfai & Salami Mohammad Abadi, 2011).

### **3.4. Data collection procedure**

The process of collecting data is started after the ethic committee permission, then the researcher chooses random students from 4 high schools, first, the researcher meets the parents of them in the schools and give them a summary of the study and the aim of the study and then give them the informed consents. After that, the researcher gets permission from parents, and meets the students in the class in free time and first, explains to them the summary of the study and the aim of the study. Also, the researcher gives the informed consents and then describe one by one the three questionnaire that what students should do for the answer to the questions after that the researcher gives the question papers to them and give 25 minutes to students to fill them first fill the attachment measurement and after that the emotional intelligence and the last one was self-esteem. The total time for collecting data takes two and a half months and the researcher starts collecting data from the first of February.

### 3.5. Data analysis procedures

For this study, the researcher uses SPSS for analyzing the data. The regression and correlation analysis for the relationship between attachment and emotional intelligence, and self-esteem. The researcher also uses the t-test to evaluate the mean and variance of two groups of students (the only-child and two-children) and gender (girl and boy) and compare them and find what is the relationships between these variables and group of adolescents. Because of multivariate analysis for age (13-17), the researcher uses ANOVA.

**Table 2.**

*Data properties*

Variable	N	Minimum	Maximum	Mean	Std	Skewness Statistic	Std. Error	Kurtosis Statistic	Std. Error
Self-esteem	228	15.00	46.00	30.6974	7.33651	.181	.161	-.810	.321
Emotional Intelligence	228	67.00	155.00	111.991	20.078	.001	.161	-.767	.321
Attachment	228	175.00	327.00	243.557	25.474	.126	.161	.147	.321

**Table 3.**

*Participants self-esteem scores distribution*

Variable	N	Mean	SD	Minimum	Maximum
Self-esteem	228	30.69	7.33	15.00	46.00

In table 3 the result which is evaluated by descriptive analysis shows that the mean of self-esteem is 30.69 for 228 adolescents and it is higher than 25.4. So it means the mean in the level of self-esteem is high.

**Table 4.***Participants Emotional intelligence scores distribution*

<b>Variable</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
Emotional Intelligence	228	111.99	20.07	67.00	155.00

The mean of emotional intelligence which is evaluated by Descriptive analysis in 228 adolescents is 111.99 and it is higher than 100 so it means the mean in the level of emotional intelligence is high. The level of emotional intelligence showed that the minimum of emotional intelligence is 67.00 and the maximum is 155.00.

**Table 5.***Participants Attachment scores distribution*

<b>Variable</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
Attachment	228	243.55	25.47	175.00	327.00

For attachment, which is evaluated by Descriptive analysis the mean is 243.55 for 228 adolescents and it is higher than 225. So it means the mean in the level of attachment to the parents and peers is high. The level of attachment showed that the minimum of attachment is 175.00 and the maximum is 327.00.



## CHAPTER 4

### RESULT

In this chapter, the researcher talks about the result and consequences of the relationship between attachment, emotional intelligence, and self-esteem and the differences in these three variables for single and two children, gender, and age.

As can be seen, attachment, self-esteem, and emotional intelligence in two groups of girls and boys have different scores.

**Table 6.**

*Comparison of self-esteem in gender*

Variable	Sex	N	Mean	SD	T	p
Self-esteem	Girl	111	32.63	6.93	4.02	<b>.000*</b>
	Boy	117	28.85	7.25		

\* $p \leq 0.01$

The first variable is self-esteem that the result in table 6 shows the mean in girls ( $32.63 \pm 6.93$ ) is higher than boys ( $28.85 \pm 7.25$ ). A comparison of self-esteem in the gender of the adolescents using t-test method revealed that there were statistically significant differences between self-esteem score and gender of adolescents ( $t = 4.02$ ,  $p \leq 0.01$ ).

**Table 7.***Comparison of emotional intelligence according to gender*

Variable	Sex	N	Mean	Std. Deviation	T	p
Emotional Intelligence	Girl	111	121.11	15.62	7.49	<b>.000*</b>
	Boy	117	103.33	20.04		

\*p≤0.01

The second variable is emotional intelligence and the mean in girls ( $121.11 \pm 15.62$ ) is higher than boys ( $103.33 \pm 20.04$ ). And the comparison of emotional intelligence in the gender that using the t-test method shows that there were statistically significant differences between emotional intelligence score and gender of adolescents ( $t = 7.49$ ,  $p \leq 0.01$ ).

**Table 8.***Comparison of attachment in gender*

Variable	Sex	N	Mean	Std. Deviation	T	p
Attachment	Girl	111	245.25	22.67	.984	.326
	Boy	117	241.94	27.87		

And the last one is an attachment and the result shows that girls have a higher score ( $245.25 \pm 22.67$ ) than boys ( $241.94 \pm 27.87$ ). The comparison of attachment in the gender by t-test method shows that there were no statistically significant differences between attachment score and gender of adolescents ( $t = 0.984$ ,  $p > 0.05$ ).

In the comparison of self-esteem, emotional intelligence, and attachment in two groups of single-child and two-children the tables 8, 9, and 10 show the result which will be described:

**Table 9.**

*Comparison of self-esteem in two groups of single-child and two-children*

Variable	Group Of children	N	Mean	Std. Deviation	T	p
Self-esteem	single-child	65	31.66	7.04	1.255	.211
	Two-children	163	30.31	7.43		

As it can be seen about the comparison of self-esteem two groups of adolescents, the single-child ( $31.66 \pm 7.04$ ) and two-children ( $30.31 \pm 7.43$ ) the result shows that there were no statistically significant differences in self-esteem between single-child and two-children in adolescents ( $t = 1.255$ ,  $p > 0.05$ ).

**Table 10.**

*Comparison of emotional intelligence in two groups of single-child and two-children*

Variable	Group Of children	N	Mean	Std. Deviation	T	p
Emotional Intelligence	single-child	65	113.15	22.5	.551	.582
	Two-children	163	111.52	19.07		

In the comparison of emotional intelligence in two groups of adolescents, the single-child ( $113.15 \pm 22.5$ ) and two-children ( $111.52 \pm 19.07$ ) the result shows

that there were no statistically significant differences in emotional intelligence between single-child and two children ( $t = .551$ ,  $p > 0.05$ ).

**Table 11.**

*Comparison of attachment in two groups of single-child and two-children*

Variable	Group	N	Mean	Std. Deviation	T	p
<b>Of children</b>						
Attachment	single-child	65	244.56	26.08	.378	.706
	Two-children	163	243.15	25.29		

The comparison of attachment in two groups of adolescents, the single-child ( $244.56 \pm 26.08$ ) and two-children ( $243.15 \pm 25.29$ ) the result shows that there were no statistically significant differences in attachment between single-child and two-children ( $t = .378$ ,  $p > 0.05$ ).

**Table 12.**

*Comparison of Self-esteem in the age*

	Sum of squrs	df	Mean square	F	p
Between groups	300.958	4	75.240	1.408	.323
Within groups	11917.160	223	53.440		
Total	12218.118	227			

As can be seen in table 12 the comparison of self-esteem using the ANOVA method reveal that there were no statistically significant differences between groups of ages ( $f = 1.408$ ,  $p > .323$ ).

**Table 13.***Comparison of Emotional intelligence in the age*

	Sum of squers	df	Mean square	F	p
Between groups	730.869	4	182.717	.449	.773
Within groups	90779.114	223	407.081		
Total	91509.982	227			

As can be seen in table 13 the comparison of emotional intelligence using the ANOVA method reveal that there were no statistically significant differences between groups of ages ( $f = .449$ ,  $p > .773$ ).

**Table 14.***Comparison of Attachment in age*

	Sum of squers	df	Mean square	F	p
Between groups	7791.757	4	1947.939	3.113	.016*
Within groups	139522.502	223	625.661		
Total	147314.259	227			

\* $p \leq 0.05$ 

As can be seen in table 14 the comparison of attachment using the ANOVA method reveal that there were statistically significant differences between groups of ages ( $f = 3.113$ ,  $p \leq .016$ ). Because the  $p$  is significant, to find the exact result in a group of ages with using Post hoc test in the Tukey test method and the result shows that there was a significant difference between age thirteen (252.028) and sixteen (235.055). So it means the mean of

attachment in adolescents with thirteen age is higher than adolescents with sixteen years old. The more information is in the below table in table 15.

**Table 15.**

*Descriptive for the age*

Age	N	Mean	Sd
13	35	252.02	18.83
14	55	247.30	26.67
15	36	246.86	25.16
16	36	235.05	22.96
17	66	238.77	27.28

**Table 16.**

*The correlation between Self-Esteem, Emotional Intelligence, and Attachment*

		Emotional intelligence	Self-esteem	Attachment
Emotional intelligence	r		.665**	.122
	p		.000	.067
	N		228	228
Self-esteem	r			.154*
	p			.020
	N			228
Attachment	r			
	p			
	N			

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

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

Based on Pearson's coefficient, there was a statistically significant relationship between self-esteem and emotional intelligence ( $p \leq 0.01$ ). Also, there was a statistically significant relationship between self-esteem and attachment ( $p \leq 0.05$ ). But there was no statistically significant relationship between emotional intelligence and attachment ( $p > 0.05$ ). According to the linear regression model, attachment and self-esteem can be used as predictive (independent) variables. To predict Emotional intelligence as dependent by two other variables, by regression analysis and enter method. Only self-esteem is appropriate for prediction, which is consistent with the correlation coefficient reported above.

**Table 17.**

*Regression analysis summary for Self-esteem, Emotional intelligence, and Attachment*

Variable	B	$\beta$	t	p
Constant	52.575		5.260	.000*
Attachment	.016	.020	.397	.692
Self-esteem	1.810	.662	13.127	.000*

a. Dependent variable: Emotional intelligence

\* $p \leq 0.05$

Table 17 as it can be seen shows that there is a statistically significant relationship between emotional intelligence and self-esteem, in which 44% of the variables of the dependent variables are expressed from the regression model. 44% of the changes in emotional intelligence can be explained by self-esteem.

## **CHAPTER 5**

### **DISCUSSION**

The present study primarily aimed to investigate the relationship between self-esteem, emotional intelligence, and attachment. Also, the researcher tries to examine how the adolescent's demographic characteristics such as gender, single-child, or two-children and age were associated with influencing self-esteem, emotional intelligence, and attachment.

In one study by Gander, George, Pokorny & Buchheim (2017) the result showed that there is a significant relationship between insecure attachment with parents and future relationships. And also Pascuzzo, Cyr & Moss (2013) with an 8-year longitudinal study, find out that adolescents with insecure attachment with parents and peers have a more anxious romantic attachment with their partner. The other study by Allen, McElhaney, Land, Kuperminc, Moore, O'Beirne–Kelly & Kilmer (2003) showed that adolescents with a high level of secure attachment can help them to have a better relationship with their partner or friends.

In this study, about the relationship between self-esteem and attachment. The outcomes showed there is a statistically significant relationship between attachment and self-esteem. Also in a study by Shoshani, Nakash, Zubida & Harper (2014) mentioned that secure attachment affects self-esteem, social relationship, and peer support. So in the recent study, the most important note is adolescents with secure attachments had higher self-esteem and it is the same as the result of the article which was done by Shoshani, Nakash, Zubida & Harper (2014).



The other variable that the researcher chooses is self-esteem and in one study by Menon, Moyes & Bradley (2018) the result showed that there is a relationship between self-esteem and insecure attachment in narcissism. Also, the other study by Saha & Tamanna (2018) mentioned that adolescents with a low level of self-esteem have a low level of academic achievement. And self-esteem has a relationship with depression, in one study by Clinciu (2017) showed that adolescents with a low level of self-esteem have a high level of depression. Also, Moksnes & Reidunsdatter (2019) find out that there is a negative relationship between self-esteem, depression, and anxiety and the result showed that the level of self-esteem in boys is higher than girls. In some research, the result showed there is a significant relationship between self-esteem and emotional intelligence, in one study by Khan, Ilyas & Fatima (2015) the result has confirmed that there was a significant correlated between self-esteem and emotional intelligence that it means adolescents with the high level of self-esteem had a high level of emotional intelligence.

Obviously about the relationship between self-esteem and emotional intelligence in this study the result showed that there is a statistically significant relationship between self-esteem and emotional intelligence in adolescents. In research by Khan, Ilyas & Fatima (2015), which the result showed that there is a significant relationship between self-esteem and emotional intelligence. So in a recent study, the researcher also confirms that adolescents with a high level of self-esteem have a high level of emotional intelligence.

The third and last variable is emotional intelligence by Prado Gascó, Villanueva & Górriz Plumed (2018), the result showed that emotional intelligence was an important variable that affects well-being. Also, another study by Cejudo, Rodrigo-Ruiz, López-Delgado & Losada (2018) confirmed that adolescents with a low level of emotional intelligence have less subjectively well-being, it means if there is a low level of emotional intelligence the level of anxiety and stress is high.

In the study of emotional intelligence and attachment, relationship there is a controversial result in the literature. In one study by Naguiat (2018) mentioned that there is a significant relationship between emotional intelligence and

avoidance attachment in terms of taking responsibility. But In another study by Eke Zysberg, Kelmer & Mattar (2019), the result shows emotional intelligence at first was not correlate with satisfaction, but when attachment style was introduced into the model, emotional intelligence showed a positive relationship with satisfaction. It means that emotional intelligence and attachment don't have a direct relationship and don't affect each other directly. So in a recent study by the researcher, the result was near to the study by Eke Zysberg, Kelmer & Mattar (2019). So it means there was no relationship between emotional intelligence and attachment.

The subject of single-child is an important issue these days which some countries such as China, the study by (Hesketh & Xing, 2005) showed that having single-child is not good because of psychological problems like behavioral problems which society can have encountered in the future. Also, in another study by Cameron, Erkal, Gangadharan & Meng (2013) the result showed that having a single-child can be a problem for that child and the society and they have weaknesses more than the two-children or multiple children.

In the concept of single-child in this study, the researcher finds that there are no statistically significant differences between single-child and two children. And this result can confirm the result of the study by Eke, Kwan, Ip (2009), which the result showed that only children were more successful in academic performance, achievement, and self-esteem, and also the only children had fewer behavioral problems like; suicide, self-injury, and fighting. So contrary to popular belief in the ability of single-child which can be lower than two-children or multiple children, the result of this study showed that adolescents that they are only-children have no significant differences with adolescents of two-children families. And even the mean of self-esteem and emotional intelligence in adolescents of only- children's families is higher than two-children.

In the subject of gender in one study by Andrei, Mancini, Mazzoni, Russo & Baldaro (2015) about emotional intelligence, the result showed that emotional intelligence is higher in girls instead of boys. Also, another study by Daňšová, Bouša, Lacinová, Macek, Cígler & Tomášková (2019) about self-esteem

showed that there is a significant difference between girls and boys, the result showed that self-esteem is higher in girls which it is lower in boys.

In this study Also the result is the same as the result of previous researches. In the concept of self-esteem, the mean of girls is higher than boys, and there were statistically significant differences between girls and boys. Also in emotional intelligence, there are statistically significant differences between boys and girls, and it means the level of emotional intelligence in girls is higher than boys which confirms the result the study by Daňsová, Bouša, Lacinová, Macek, Cígler & Tomášková (2019).

In the study of age in one study by Daňsová, Bouša, Lacinová, Macek, Cígler & Tomášková (2019) the result showed that there was no significant relationship between age and self-concept. In the study of age and attachment, Kokkinos (2013), studied and the result showed that the mean of attachment in younger adolescents is higher than the older. In another study by Grant-Marsney, Grotevant & Sayer (2015), the result showed that there were no statistically significant in attachment and age. Also in one research by Pascuzzo & Moss (2013), the result showed the same outcome as the previous study in which there was no statistically significant relationship between age and attachment in adolescents.

In this study, the result shows that there are statistically significant differences in the mean of attachment and ages which the outcomes show that younger adolescents (age 13) have a higher score in the mean of attachment than older adolescents (age 16) so it is as same as the result which done before by Kokkinos (2013).

## **CHAPTER 6**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.1. Conclusion**

The study related to self-esteem, emotional intelligence, and attachment in adolescents of single-child and two-children families in the city of Iran, Tehran. The result of the analysis for the data shows the following findings:

In this study, the result shows that there was a statistically significant relationship between self-esteem and emotional intelligence, and self-esteem and attachment. But there was no statistically significant relationship between emotional intelligence and attachment. In differences of gender (girl and boy), there was a statistically significant in self-esteem and emotional intelligence between girls and boys but not in an attachment. In a comparison of two groups of adolescents (single-child and two-children), there were no statistically significant differences. Also in age, there were statistically significant differences in attachment between 13 and 16.

#### **6.2. Recommendations**

The study recommended the following:

- For parentings, parents should have attention to self-esteem because improving the self-esteem in children and especially adolescents can affect their social interactions and lifestyle.
- Emotional intelligence can be the next important concept that can be important for well-being and adolescent's achievement which parents need to be more aware of it.

- The views of parents, families, teachers, and society should be changed about only children and their abilities. It is important to know that only children can be like two-children and multiple children and even better. It means that the ability of the only child and things like self-esteem, emotional intelligence can be near the same as the two-children or multiple children.
- In follower of the result in this study for single-child and two-children families, teachers, and psychologists should understand that there are no significant differences between single-child and two-children. So it should be considered by teachers, families, and teachers in the educational program and abilities of single-child.

#### **6.2.1. Recommendation for further research**

- The study should be expanded to other cities in Iran for generalizing in a different culture.
- The study should be replicated with a large sample in which the researcher can generalize the result.
- The study should be replicated with a large sample of single-child because it can't be generalized and it should be done in different cultures and countries to see is the result can be the same or not.

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## Appendix 1

### Inventory of Parent and Peer Attachment (IPPA):

This questionnaire asks about your relationships with important people in your life; your mother, your father, and your close friends. Please read the directions to each part carefully.

#### Part I

Some of the following statements ask about your feelings about your mother or the person who has acted as your mother. If you have more than one person acting like your mother (e.g. a natural mother and a step-mother) answer the questions for the one you feel has most influenced, you.

Please read each statement and circle the ONE number that tells how true the statement is for you now.

	Questions:	Almost Never or Never True	Not Very Often True	Sometimes True	Often True	Almost Always or Always True
1	My mother respects my feeling.	1	2	3	4	5
2	I feel my mother does a good job as my mother.	1	2	3	4	5
3	I wish I had a different mother.	1	2	3	4	5

## Part II

This part asks about your feelings about your father, or the man who has acted as your father. If you have more than one person acting like your father (e.g. natural and step-father) answer the question for the one you feel has most influenced, you.

	Questions:	Almost Never or Never True	Not Very Often True	Sometimes True	Often True	Almost Always or Always True
1	My father respects my feeling.	1	2	3	4	5
2	I feel my father does a good job as my father.	1	2	3	4	5
3	I wish I had a different father.	1	2	3	4	5

## Part III

This part asks about your feelings about your relationships with your close friends.

Please read each statement and circle the ONE number that tells how true the statement is for you now.

	Questions:	Almost Never or Never True	Not Very Often True	Sometimes True	Often True	Almost Always or Always True
1	I like to get my friend's point of view on things I'm concerned about.	1	2	3	4	5
2	My friends can tell when I'm upset about something.	1	2	3	4	5
3	When we discuss things, my friends care about my point of view	1	2	3	4	5

**Appendix 2****Self-esteem Coopersmith**

Answer the questions by choosing one of the “Like Me” or “Unlike Me”. First, read the sentences carefully and then choose one of the two options.

<b>Questions</b>	<b>Like Me</b>	<b>Unlike Me</b>
1. I spend a lot of time daydreaming		
2. I am pretty sure of myself		
3. I often wish I were someone else		

### Appendix 3

#### Emotional Intelligence Shatt

Each of the following statements relates to emotional reactions. After reading the statement, decide whether you agree or disagree with the statement and circle the appropriate number. There is no right or wrong. Please go with your first response.

1= Strongly disagree

2= Somewhat disagree

3= Neither agree or disagree

4= Somewhat agree

5= Strongly agree

1. I know when to speak about my personal problems to others	1	2	3	4	5
2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them	1	2	3	4	5
3. I expect that I will do well in most things that I try	1	2	3	4	5

## Appendix 4

### Participant informs consent:

Dear Participant,

This study is conducted to investigate " The Relationship between Emotional Intelligence, Self-Esteem, and Attachment Styles in Single-Child and Two-Child Families " as a thesis for a master's degree. If you agree to participate in this study, it involves filling out three questionnaires.

Please note that your participation in the study is voluntary, and at any time that you don't want to continue, you can stop answering the questionnaire and just let the researcher know it. Your personal information will keep completely confidential and your identity will not be revealed in any case to third parties. The data collected during this study will be used for academic research purposes only and may be presented at national/international academic meetings and/or publications. If you opt-out of the study, your data will be deleted from our database and will not be included in any further steps of the study. If you accept to participate in the study, please read and sign the consent form given below. In case you have any questions or concerns, please contact us using the information below.

Thank you for your participation.

I agree to take part in this study, which has been explained to me.

.....

Signature of participant and date

Noora Rahmani

email-address: [noora.rahmani@gmail.com](mailto:noora.rahmani@gmail.com)

WhatsApp and phone number: +98 912 9330693



## Appendix 5

### Parents inform consent:

Dear parents

This study is conducted to investigate " The Relationship between Emotional Intelligence, Self-Esteem, and Attachment Styles in Single-Child and Two-Child Families ", as a thesis for a master's degree. This research aims to understand whether there are any differences in emotional intelligence, attachment, and self-esteem, between the one-child family and two children families aged 13 to 17 years old in Tehran (Iran) or not? The researcher wants to find out, are there any differences for one-child families in attachment, emotional intelligence, and self-esteem in return of two children's families or not.

For this research, the researcher will give the three questionnaires to your child in which he/she has enough time to fill it, and these questionnaires directly related to the study as mentioned at first. The researcher needs your permission because the participant is under 18 and the researcher needs your permission, by your permission the researcher can start the research.

If you accept to give permission, please read and sign the consent form given below. In case you have any questions or concerns, please contact us using the information below.

I agree to permit this study, which has been explained to me.

Signature of parents and date

Noora Rahmani

Email-address: [noora.rahmani@gmail.com](mailto:noora.rahmani@gmail.com)

WhatsApp and phone number: +98 912 9330693

## Appendix 6



12 October 2019

General Psychology  
Near East University  
Nicosia Lefkoşa

Re: Agreement for Mrs.Noora Rahmani, Master of General Psychology

I hereby give permission to Mrs. Noora Rahmani for using of the Persian translation of "*Inventory of Parent and Peer Attachment*" (IPPA - mother, father & peer version - Armsden & Greenberg, 1987) in her Master Thesis in General Psychology at Near East University.


Hopefully, after doing her research, I will benefit the results of that research.

Sincerely,

*R. Zibaei*

Ramin Zibaei  
Department of Psychology  
Baha'i Institute for Higher Education (BIHE)  
Email: [ramin.zibaei@bihe.org](mailto:ramin.zibaei@bihe.org)  
Tel: +98-912-28 80 142

## Appendix 7



دانشگاه بیرجند  
دانشکده علوم تربیتی  
و روانشناسی

باسمه تعالی

سرکار خانم نورا رحمانی  
با سلام:

بدین وسیله موافقت خود را جهت استفاده از پرسشنامه عزت نفس کوپر اسمیت  
در پروژه پایان نامه، به جنابعالی اعلام می کنم. امید است در وقت مقتضی از نتایج  
پژوهش بهره مند گردم.

سپه آرزوی توفیق الهی  
دکتر هادی پور شافعی  
دانشیار دانشکده علوم تربیتی و روانشناسی  
دانشگاه بیرجند

[hpourshafei@birjand.ac.ir](mailto:hpourshafei@birjand.ac.ir)

بیرجند، ابتدای خ ۱۷  
شهرپور، دانشکده علوم  
تربیتی و روانشناسی

*In the Name of God*  
*University of Birjand*  
*School of Psychology & Educational Science*  
*Address: School of Psychology & Educational Science, at the beginning of 17 Shahrivar street, Birjand*

To: **Ms. NOORA RAHMANI**

Greetings;

Hereby I declare my consent regarding using Cooper Smith Self Esteem Inventory in your thesis project. I hope that I could enjoy results of your research on the determined date.

Signed by:

Dr. Hadi Pourshafei,  
Associate Professor of School of Psychology & Educational Science  
University of Birjand  
[hpourshafei@birjand.ac.ir](mailto:hpourshafei@birjand.ac.ir)

True translation certified.

Monday, October 14, 2019



Email: [Iramahd@yahoo.com](mailto:Iramahd@yahoo.com) Web Site: [www.daryanot.com](http://www.daryanot.com) [www.daroltarjomeh.net](http://www.daroltarjomeh.net)

تهران، فلکه دوم صادقیه، ضلع شمال غربی میدان، مجتمع تجاری صادقیه، زیر همکف، واحد ۱۹

تلفن: ۴۴۰۰۱۶۲۹-۴۴۰۶۱۴۱۱ تلفکس: ۴۴۰۶۱۴۱۲ موبایل: ۰۹۱۲۷۰۵۰۶۶۹

تماس ضروری: ۰۹۱۹۹۵۰۵۰۴۱-۰۹۱۹۹۵۰۵۰۴۲

## Appendix 8

بسمه تعالی

سرکار خانم نورا رحمانی

با سلام؛

بدین وسیله موافقت خود را جهت استفاده از پرسشنامه هوش هیجانی شات در پروژه پایان نامه جنابعالی اعلام می کنم.

موفق باشید

دکتر مهناز خسروجاوید

عضو هیئت علمی گروه روان شناسی دانشگاه گیلان

1398/7/13

mkhjauid.psyc@yahoo.com



*In the Name of God*

To: **Ms. NOORA RAHMANI**

Greetings;

Hereby I declare my consent regarding using Schutte emotional intelligence test in your thesis project.

Signed by:

Dr. Mahnaz Khosrojavid,

Faculty Member of Psychologists Department of University of Guilan

05/10/2019

[Mkhjavid.psyc@yahoo.com](mailto:Mkhjavid.psyc@yahoo.com)

True translation certified.

Monday, October 14, 2019



Email: [Iramahd@yahoo.com](mailto:Iramahd@yahoo.com) Web Site: [www.daryanot.com](http://www.daryanot.com) [www.daroltarjomeh.net](http://www.daroltarjomeh.net)

تهران، فلکه دوم صادقیه، ضلع شمال غربی میدان، مجتمع تجاری صادقیه، زیر همکف، واحد ۱۹

تلفن: ۴۴۰۰۱۶۲۹-۴۴۰۶۱۴۱۱ تلفکس: ۴۴۰۶۱۴۱۲ موبایل: ۰۹۱۲۷۰۵۰۶۶۹

تماس ضروری: ۰۹۱۹۹۵۰۵۰۴۱-۰۹۱۹۹۵۰۵۰۴۲

## **BIOGRAPHY**

Noora Rahmani was born in Zahedan in Iran in 1987. She studied the short major about preschool children and after 2.5 years she got her certificate and after that, she started her bachelor in general psychology in Bahai Institutet Higher Educations (BIHE) during her bachelor she started working with children with learning disability and after she finished her BA she works with children and adolescent life skills, critical thinking, creative activities and after that, she started her education in master degree in NEU in Cyprus and during her studied she worked with families, adolescents, and children as a counselor. She has a certificate of Montessori, children's and adolescents' life skills, and the law of children.

## PLAGIARISM REPORT

The Relationship Between Emotional Intelligence, Attachment Styles, and Self-esteem in Only- child Families and Two- children Families.

Noora Rahmani

noora

ORJİNALLIK RAPORU

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## ETHICS COMMITTEE APPROVAL



24.01.2020

### BİLİMSEL ARAŞTIRMALAR ETİK KURULU

Dear Noora Rahmani

Your application titled “**The Relationship between Emotional Intelligence, Self-esteem and Attachment styles in single-child and two-child families**” with the application number YDÜ/SB/2020/566 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

