

IMPACT OF ATTACHMENT STYLES ON  
SOCIAL INTERACTION ANXIETY AND  
ALTRUISTIC BEHAVIOR AMONG YOUNG  
ADULTS



by

Lubna-Un-Nisa  
BSP193017

Department Of Psychology  
Faculty of Management and Social Sciences  
Capital University of Science & Technology,  
Islamabad  
July, 2023

BSP193017

DEPARTMENT OF PSYCHOLOGY

JULY, 2023

# **IMPACT OF ATTACHMENT STYLES ON SOCIAL INTERACTION ANXIETY AND ALTRUISTIC BEHAVIOR AMONG YOUNG ADULTS**



by

Lubna-Un-Nisa

BSP193017

A Research Thesis submitted to the  
DEPARTMENT OF PSYCHOLOGY  
in partial fulfillment of the requirements for the degree of  
BACHELOR OF SCIENCE IN PSYCHOLOGY

Faculty of Management and Social Sciences  
Capital University of Science & Technology,  
Islamabad  
July 2023

**CERTIFICATE OF APPROVAL**

It is certified by the Research Thesis titled “Impact of Attachment Styles on Social Interaction Anxiety and Altruistic Behavior among Young Adults.” Was carried out by Lubna-Un-Nisa, Reg. No. BSP193017, under the supervision of Ms. Ayesha Aneeq Capital University of Science & Technology, Islamabad, is fully adequate, in scope and in quality, as a Research Thesis for the degree of BS Psychology.

Supervisor:



Miss Ayesha Aneeq  
Lecturer

Department of Psychology  
Faculty of Management and Social Sciences  
Capital University of Science & Technology, Islamabad

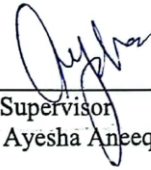
Impact of Attachment Styles on Social Interaction Anxiety and Altruistic Behavior  
among Young Adults

By

Lubna-Un-Nisa,

Registration # BSP193017

Approved By



---

Supervisor  
Ms. Ayesha Aneeq



---

Internal Examiner-I  
Ms. Irum Noureen



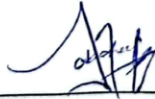
---

Internal Examiner-II  
Ms. Rabia Umar



---

Thesis Coordinator  
Ms. Irum Noureen



---

Head of Department  
Dr. Sabahat Haqqani

Copyright © 2023 by CUST Student

All rights reserved. Reproduction in whole or in part in any form requires the prior written permission of Lubna-Un-Nisa or a designated representative.

## DECLARATION

It is declared that this is an original piece of my own work, except where otherwise acknowledged in text and references. This work has not been submitted in any form for another degree or diploma at any university or other institution for tertiary education and shall not be submitted by me in the future for obtaining any degree from this or any other University or Institution.



Lubna-Un-Nisa

Reg. No. BSP193017

July 2023

## ACKNOWLEDGMENTS

First of all, I am cordially thankful to Allah Almighty for bestowing me with this opportunity. Besides this, He also blessed me with a chance to make a psychological contribution to the welfare of humanity. All my respects and admirations are to the last Prophet Muhammad PBUH, who guided disoriented human beings toward the right path.

I would like to express my deep gratitude to my supervisor and kind-hearted teacher Ms. Aysha Aneeq. Her unconditional support and wise guidance enabled me to complete this task. The well-coming attitude, matchless teaching, and equipping me with the applied knowledge of research cannot be expressed in words and I pay my special thanks for this kindness.

Special thanks to Ms. Irum Noreen whose knowledge, experience, and supportive nature helped me in completing this research project. I would also like to thank my parents and friends who helped me a lot in finishing this project within the limited time.

I am greatly indebted to the research participants who provided information even with very busy schedules. I am making this project not only for marks but to also increase my knowledge. Thanks again to all who helped me.

### **Abstract**

The young adulthood stage comes when individuals' adolescence period is over and when their new phase of life gets started. In this period of life, they develop a sense of freedom and feel independent. Attachment styles play a very important part in the development and well-being of an individual as they can have a significant influence on various aspects of an individual's life, including their relationships, emotional well-being and overall development. The aim of this study is to investigate the impact of attachment styles on social interaction anxiety and altruistic behavior among young adults. This study was conducted on a sample of 300 young adults and data was collected by using three scales: Relationship Scale Questionnaire (RSQ) Social Interaction Anxiety Scale (SIAS). The Altruistic Personality and the Self-Report Altruism Scale Spearman correlation and Mann-Whitney test analyzed the correlation and mean differences among study variables. Results showed significant correlation and mean differences among study variables ( $p < 0.05$ ). The findings of this research will promote the importance of attachment styles and how these attachment styles can influence the individual's personality and mental well-being. This study can be beneficial for society as it will provide a basis for further research in this area.

*Keywords:* Adults, Attachment styles, social interaction anxiety, Altruism



## Table of Contents

<b>DECLARATION</b> .....	Error! Bookmark not defined.
<b>ACKNOWLEDGMENTS</b> .....	<b>vi</b>
<b>Abstract</b> .....	<b>vii</b>
<b>List of Figures</b> .....	<b>x</b>
<b>List of Tables</b> .....	<b>xi</b>
<b>Chapter 1</b> .....	<b>1</b>
<b>Introduction</b> .....	<b>1</b>
Attachment Styles.....	1
Social Interaction Anxiety.....	6
Altruistic Behavior.....	6
Literature Review.....	7
Theoretical Framework.....	13
Rationale.....	18
Objectives.....	19
Hypotheses.....	20
<b>Chapter 2</b> .....	<b>21</b>
<b>Method</b> .....	<b>21</b>
Research Design.....	21
Sample.....	21
Instrument.....	21
Ethical Consideration.....	23
Procedure.....	23
Analysis.....	23
<b>Chapter 3</b> .....	<b>25</b>
<b>Results</b> .....	<b>25</b>
Table 1.....	26

Table 2 .....	30
Table 3 .....	32
Table 4 .....	35
Table 5 .....	38
<b>Chapter 4.....</b>	<b>40</b>
<b>Discussion.....</b>	<b>40</b>
Conclusion .....	43
Limitations and Suggestions .....	44
Implications .....	46
<b>References .....</b>	<b>47</b>
Appendix A.....	54
Support Letter .....	54
Appendix B .....	55
Consent Letter.....	55
Appendix C .....	56
Demographics .....	56
Appendix D.....	57
Relationship Scale Questionnaire .....	57
Appendix E .....	59
Social Interaction Anxiety Scale.....	59
Appendix F .....	61
Altruistic Behavior.....	61
Appendix G.....	63
Request for Permission of Scales.....	63
Appendix H.....	65
Plagiarism Report .....	65

---

**List of Figures**

---

<b>Sr#</b>	<b>Titles</b>	<b>Pg. #</b>
Figure 1	Histogram distribution of Gender	28
Figure 2	Histogram distribution of Age	28
Figure 3	Histogram distribution of Family System	29
Figure 4	Histogram distribution of Relationship Status	33
Figure 5	Histogram distribution of Altruistic Behavior	33
Figure 6	Histogram distribution of Social Interaction Anxiety	34

---

---

**List of Tables**

---

<b>Sr#</b>	<b>Titles</b>	<b>Pg. #</b>
Table 1	Demographics Variables	26
Table 2	Reliability Analysis	30
Table 3	Descriptive Statistics of scales	32
Table 4	Spearman Correlation	35
Table 5	Mann Whitney U-test Variables	38

---

## **Chapter 1**

### **Introduction**

Young adulthood is when the adolescence period is over, and a new developmental phase has to begin (Hochberg & Konner, 2020) and it's the most important period of life. Young adulthood is that developmental phase of life where they perceive a sense of freedom and think of themselves as independent (Arnett, 2014). According to several numerous studies, young adulthood is that growing period of life where personalities are also developing, and the role of attachment styles is also influencing the personalities of individuals (Hudson & Roberts, 2016). Individuals with different attachment styles differ in their personalities so it is based on how their childhood experiences were with their parents or caregivers (Ainsworth et al., 1978).

#### **Attachment Styles**

Individuals born with the innate energy to form a strong emotional bond with their parents or caregivers and those trustful bonds that they developed with their parents or caregivers are called attachment figures (Bowlby, 1969).

Attachment styles are important as they can have a greater impact on an individual's later life. As per attachment theory (Bowlby, 1980), a person's childhood experiences with their mother or caregiver can have a huge impact on their later life as well and it is also related to their psychological health (Ainsworth & Baker, 1982).

Bowlby presented the Internal working model (Bowlby, 1969) in which he explained that a child creates an image of self, an image of the world, and an image of others where if a child got a trustful relationship with his parents or caregiver then he

perceives himself and others as valuable and if he got the insecure attachment styles then their relationship with others is not valuable. Furthermore (Bartholomew & Horowitz, 1991) where introduced the model of self and model of others where individuals with secure attachment styles view themselves and others as positive, and on the other hand individuals who are associated with insecure attachment styles view themselves as negative and perceive others as positive. Individual childhood experiences with their mother or caregiver can have greater influences on later life, such as how they respond to various circumstances in life and how they build their relationship with others (Bartholomew et al., 1991).

Attachment theory was introduced by John Bowlby and Mary Ainsworth; they presented three major attachment styles that are secure attachment style, anxious attachment style, and avoidant attachment style (Ainsworth & Bowlby, 1991). However, Bartholomew and his colleagues, later on, introduced four alternative models of attachment styles that are secure, fearful, avoidant, and dismissing it's the individual conception of self and others. He described individuals with secure attachment styles who perceived themselves and others as positive self. Dismissing people regard others as negative self and positive self to themselves. Preoccupied perceive themselves as negative and regard others as positive self. However, individuals associated with fearful attachment styles regard themselves and others as negative self (Bartholomew et al., 1991).

If parents or caregivers show love and affection and they are sensitive toward their child, they form a secure attachment with their child. However, individuals that have a secure attachment style feel comfortable and remain friendly with others. People with

secure attachments are positive towards others and they are confident. They give importance to their relationships (Fraley & Shaver, 2021).

Children with anxious attachments tend to build complex relationships with others as they have trust-related issues, whereas those with avoidant attachments avoid building relationships with others (Ainsworth et al., 1978). With anxious attachment, they have insecurities issues. These people are emotionally sensitive, having a fear of losing others. People who are associated with avoidant attachment styles don't express themselves in front of others, these people don't build trustful relationships with others, and they avoid social gatherings and events (Hazan & Shaver, 1987). People who are raised with disorganized attachment styles are not social. They avoid others by not trying to be emotionally attached to them because they experienced rejection and badly neglected by their parents or caregivers and they have some traumatized events in their childhood (Main et al., 2003).

Meta-analysis proved that people with disorganized attachment styles can develop serious psychological disorders. There might be a chance that people who are raised with anxious and avoidant attachment styles can be prone to certain psychological disorders such as anxiety disorders and depression (Szepsenwol et al., 2015). Attachment styles are related to psychopathology and psychotherapy (Pepping et al., 2022). A meta-analysis revealed that persons with insecure attachment styles experience more anxiety and depression-related issues. Secure attachment style and prosocial behavior were found to be correlated (David & Bearden, 2017). According to attachment theory, a person's childhood experiences either positive or negative, influence their later life (Bowlby, 1980). Individuals who are associated with insecure attachment styles face several mental health-

related issues (Dekel et al., 2017). The severity of anxious attachment and avoidant attachment can be prone to anxiety disorders (David et al., 2020).

Social anxiety and anxiety disorders are also correlated with insecure attachment styles (Tichelman et al., 2019). Furthermore, social interaction anxiety, altruistic behavior, and attachment styles were not the main topics of the majority of earlier research. To close these gaps in the literature, the current study aims to find the impact of attachment styles on social interaction anxiety and altruistic behavior among young adults.

According to different studies, people associated with insecure attachment styles have a fear of being negatively judged by others and by negative evaluation. (Deniz et al., 2016). Those who are associated with anxious attachment show high levels of emotional sensitivity (DiTommaso et al., 2019). Individuals with avoidant attachment show higher levels of emotional sensitivity issues because these people are less expecting from others, and they enjoy being alone (Shaver, 2017).

### *Types of Attachment Styles*

**Secure Attachment Style.** These people feel happy to make strong connections with other people; they are highly confident and happy to make social connections with others (Korfmacher et al., 2018). They value themselves and others and are capable of solving their problems (Bartholomew et al., 2007). People associated with secure attachment make strong and safe bonds with their partners (Hazan et al., 2020). These people have strong coping skills, and they have a very friendly nature (Warfa et al., 2014).



**Anxious Attachment Style** An anxious attachment style is also named as preoccupied attachment style. People associated with this attachment style have insecurities and issues they worry about being unloved (Dozier, 2016). These people want everyone to make them feel special and love them and remain close to them (Fonagy et al., 2022). Anxious attachment is defined by a positive opinion of others, and they consider themselves as less worthy (Bartholomew et al., 1991).

**Avoidant Attachment Style** Avoidant attachment style is also named as dismissive attachment style. Individuals with an avoidant attachment style can have a higher chance to develop psychopathology risk factors (Kasamatsu et al., 2020). Previous research has shown that people with avoidant attachment styles can develop an anxiety disorder in later life. Children with insecure attachment styles can experience higher levels of anxiety issues than children with secure attachment styles (Warren et al., 2013). Earlier studies have proven that individuals with avoidant attachment styles experience greater levels of anxiety issues and symptoms of depression (Kobak et al., 2016).

**Disorganized Attachment Style** The disorganized attachment style is also named as fearful attachment style. Individuals with disorganized attachment styles are badly neglected and avoided by their parents and by caregivers during childhood so they have lower levels of self-esteem and lower levels of confidence. These people also have emotional-related issues (Bernard & Waters, 2017). Such people find it difficult to share their issues with others and have negative perceptions of others. These people don't make quality relationships with others due to negative past experiences or traumas (Bartholomew et al., 1991).

**Social Interaction Anxiety**

It is defined as individuals who are prone to social interaction anxiety, they have a fear of being negatively evaluated or judged by others, so they avoid interacting with people in any social settings and events (Mattick et al., 1998). Individuals' severity of social interaction anxiety can develop other psychological disorders (Beesdo et al., 2018).

Half of the population is experiencing social anxiety issues since childhood (Aderka et al., 2015). Greater levels of social interaction anxiety can cause several other psychological problems where an individual's normal life functioning can be disrupted. People with social interaction anxiety fail to make social connections with others and they isolate themselves (Kashdan, 2014). People who are disconnected from people and remain all the time alone may increase the risk of developing health-related problems (Jones et al., 2015).

Social interaction anxiety develops in any individual then individual having a fear and worry of being negative evaluation by others. They developed the fear that people will judge them, and they will make fun of them and think negatively about them, so these individuals avoid meeting with people, social settings, and events (Kessler et al., 2019). More than half of the population is suffering from social interaction anxiety. The severity of social interaction anxiety can develop other psychological risk factors such as anxiety disorders and depression-related issues (Beesdo et al., 2018).

**Altruistic Behavior**

Altruistic behavior is a helping behavior that a person does without any cost. Altruistic behavior is done without any personal benefit; they just do only for the welfare of others (Cochran et al., 2016). Altruism can be defined as a motive to increase others'

wellbeing (Lishners & Stocks 2016). Altruistic acts are considered to be voluntary actions as individuals perform them without expecting anything in return (Zimmer et al., 2013).

Individuals who are altruistic are always ready to help others; they have empathic feelings and always prioritize the needs of others over their own (Mujcic, 2011).

Individuals with altruistic tendencies are kind and always ready to help others without expecting anything in return (Batson, 2011). These individuals are empathetic in nature and understand the feelings of others, always ready to support others in time of need (Wiefferink, 2010). When these altruistic individuals help others, they get satisfaction and feel happy (Myers, 2004). A person who has altruistic behavior they also motivate and encourage other individuals to perform altruistic acts (Feigin et al., 2014). They also create opportunities for people like organizing charity events and community services programmes so individuals can participate in these altruistic activities (Penner et al 2017). Individuals who have altruistic tendencies they feel good after helping others (Klein & Dollenmayer, 2014). Altruistic person doesn't need any kind of reward in return the act is performed for the betterment of others (Dietz et al., 2017). Individuals who engage in altruistic behavior their anxiety and depression symptoms are lower (Garza et al., 2018). Altruistic acts increase individuals' self-esteem and develop a greater sense of wellbeing (Feng & Guo,2016). However, individuals who consistently show kindness, are empathetic towards others and always committed to helping others can be considered as altruistic individuals (killen & Macaskill, 2015).

### **Literature Review**

According to attachment theory, a person's childhood experiences which were either positive or negative, influence their later life (Bowlby, 1980). Attachment styles can

also impact children and adolescents and later on, affect their lives and how well they respond to certain things and live life. (Kinsey & Hupcey, 2013). Those individuals whose biological and psychological needs are satisfied come in the category of secure attachment styles and those who are not satisfied come under the category of insecure attachment styles (Bowlby, 1980). Ainsworth described avoidant attachment style, anxious attachment style, and disorganized attachment style as insecure attachment styles. Individuals with insecure attachment styles have a chance to develop borderline personality disorders and these individuals are involved in substance abuse (Hairston et al., 2018). According to Bowlby individuals whose attachment styles are insecure have issues related to personality disturbance and emotional distress (Bowlby, 1973).

Individuals who get a friendly, loving environment and caring relationships with their parents and caregivers, are associated with a healthy attachment style that is secure. People associated with secure attachment make strong and safe bonds with their partners. (Hazan et al., 2020). These people have strong coping skills, and they have a very friendly nature (McNulty et al., 2017). However, individuals who don't receive healthy attachment patterns are individuals with avoidant, anxious, and disorganized attachment styles (Zayas et al., 2016). People associated with anxious attachment styles have insecurities and issues they worry about being unloved (Dozier, 2016). These people want everyone to make them feel special and love them and remain close to them (Fonagy et al., 2022).

Attachment styles are related to psychopathology and psychotherapy (Bastin et al., 2022). Individuals with an avoidant attachment style can develop the psychopathology risk factor (Ayers et al., 2018). Previous research has shown that people with avoidant attachment styles can develop an anxiety disorder in later life. Children with insecure

attachment styles can experience higher levels of anxiety issues than children with secure attachment styles (Warren et al., 2013). Earlier studies have proven that individuals who are raised with avoidant attachment styles experience greater levels of anxiety issues and symptoms of depression (Kobak et al., 2016).

There might be a chance that people who are raised with anxious and avoidant attachment styles can be prone to certain psychological disorders (Yilanli et al., 2022). Individuals with disorganized attachment styles are badly neglected and avoided by their parents and by caregivers during childhood so they have lower levels of self-esteem and lower levels of confidence. These people also have emotional issues. (Bernard, & Waters, 2017). Individuals with disorganized attachment styles face psychiatric issues (Murphy et al., 2015). Individuals with disorganized attachment styles have behavioral issues and personality issues and they have adjustment issues as they have traumatized events and bad experiences in their childhood (Agostini et al., 2016). These individuals are badly neglected and unloved by their mothers or caregivers; these are the factors that don't let them properly adjust to their relationships (Main et al., 2003).

Several researchers have found that individuals with insecure attachment styles have higher levels of social interaction anxiety as compared to individuals with secure attachment styles (Doron et al., 2015). People with social interaction anxiety fail to make social connections with others and they isolate themselves (Kashdan, 2014). Social interaction anxiety develops in any individual then individual having a fear and worry of being negative evaluation by others. They developed the fear that people will judge them, and they will make fun of them and think negatively about them, so these individuals avoid the social setting and events. (Kessler et al., 2019).

However, in avoidant and disorganized attachment styles social interaction anxiety is at a higher rate in individuals (Kessler et al., 2019). Children who were raised with anxious attachment styles later developed the symptoms of depression and anxiety disorders (Lacasa et al., 2015). Individuals with disorganized attachment styles can have suicidal thoughts and can be prone to PTSD disorder (Wilson et al., 2018).

Children who were raised with avoidant attachment styles mostly developed social interaction anxiety and the severity of social interaction anxiety can lead to other psychological disorders (Fowler, 2017).

Previous researchers have found that individuals with social interaction anxiety issues can also affect their social support because these individuals are disconnected from people and when they are unable to find any social support from others this also increases their chances of developing a certain level of anxiety. (Gülüm et al., 2014). If these individuals have perceived social support this could act as a mediating factor between attachment styles and social interaction anxiety. (Muzik et al., 2013). Social interaction anxiety negatively influences an individual's daily life functioning. (Kerstis et al., 2016). People with social interaction anxiety have a fear of being negatively evaluated by others and they think that many people give them negative remarks, so they are less confident about their performance. (Fuchs et al., 2016). They are less connected with people and just try to remain within themselves. (Clark et al., 2020).

When an individual develops a social interaction anxiety disorder, they have thoughts that everything worse can happen to them at any time they think they are foolish, stupid and people don't like them. (Kearney, 2015). They avoid social situations and ignore

the events while interacting less with others this makes them less confident and lowers their self-esteem (Gerlach et al., 2016).

Severity in social interaction anxiety can lead to aggressive behaviors within themselves (Handelzalts et al., 2019). Social cognitive performance is low in individuals with social interaction anxiety disorder (Banerjee et al., 2022). These people also have poor academic performance, low job performance, and poor relationships with others. They distance themselves from social groups and peer groups (Weisman et al., 2022).

However, previous research has shown people who have secure attachment styles have higher rates of altruistic behavior in times of crisis or need they always tend to help others (Bakermans & Kranenburg et al., 2021). According to (Mikulincer et al., 2016) females with secure attachment styles have a higher rate of altruistic behavior than males. Several research suggests Individuals who are associated with secure attachment style exhibit higher levels of altruistic behavior (Henrich et al., 2006) as they have kind and empathetic feelings for others (Hubbard et al., 2016). Individuals who are raised with a secure attachment style receive good care and support from their parents or caregivers during childhood and later on this can play a very important role in shaping an individual's altruistic tendencies (Dunn et al., 2008). Attachment styles also influence an individual's self-esteem. If a person has a secure attachment style his self-esteem will be higher and he will be more likely to engage himself in altruistic activities (Wilson, 2015).

Individuals who are associated with a secure attachment style they perceive themselves and others as positive; they make trustworthy connections with others and are always ready to support others in time of need (Lauren et al., 2017).

Individuals who are associated with insecure attachment styles as avoidant, anxious and disorganized they exhibit lower levels of altruistic behavior (Kim et al., 2017). Individuals with insecure attachment styles have negative perception for self and for others, so they don't make strong connections with others and don't trust others (Cheng et al., 2017). Attachments styles also influence an individual's self-esteem which in return also impact prosocial behavior of an individual's (Czooop et al., 2015)

Individuals with insecure attachment styles whose childhood experiences were neglectful their self-esteem and confidence level are also lower (Fung et al., 2016). Individuals with insecure attachment styles distant themselves from others and exhibit lower levels of altruistic behavior so they don't consider supporting others in time of need or any difficulty (Guinote et al., 2015).

People with insecure attachment styles (avoidant, anxious and disorganized) have difficulty trusting other people they are afraid of rejection and abandonment so these individuals are not willing to take part in any altruistic acts (Capraro et al., 2019).

Individuals with insecure attachment styles during childhood receive lack of support and care from their parents or caregivers so later on this can impact their empathetic skills and prosocial behavior (Kraus & Callaghan, 2016).

Previous studies also suggest that females exhibit higher levels of altruistic behavior than males (Rand, 2017).

People with insecure attachment styles put themselves first then they think of others, in times of need or difficulties. The empathetic rate is very low among these individuals (Richman et al., 2015). People with avoidant and anxious attachment styles tend to show less altruistic behavior with others (Richman et al., 2015). Altruistic behavior



is absent in individuals who were raised with disorganized attachment styles because they had neglectful childhood experiences and they faced certain fearful trauma which made them less interactive with people. Individuals with disorganized attachment styles have conflicts in their childhood so they tend to remain alone avoiding building the relationship with others. Individuals who are associated with insecure attachment styles mostly grow up in abusive and stressful environments (Veenstra et al., 2016).

### **Theoretical Framework**

John Bowlby in 1969 conducted his first study on attachment styles theory further it was expanded by Mary Ainsworth so with the collaboration of both they have presented an attachment style theory (Ainsworth & Bowlby, 1991).

John Bowlby introduced four attachment styles in his study that are secure attachment style, anxious attachment style, avoidant attachment style, and disorganized attachment style.

Bowlby explained that early childhood attachment styles with parents and caregivers play a significant role in his later life also. He further explained in his study that if a child failed to receive secure attachment patterns in childhood later on, he had more personality and behavior conflicts which could lead him into many problematic institutions.

In secure attachment styles, Bowlby explained that if a child has a caring, loving, and trustworthy relationship with caregivers and parents they form a secure attachment style and form good healthy relationships with others. He further explained that children raised with secure attachment styles are having high self-esteem, are confident, and form strong healthy relationships with others. Children with a secure attachment style have lower levels of social interaction anxiety and they have more altruistic behavior with others when

anyone needs help from them, they always show a positive response and are always ready to help others.

Furthermore, Ainsworth described an avoidant attachment style that those who have this attachment style avoid others, social gatherings, and events to avoid interacting with people. As children are associated with an avoidant attachment style, they have bad experiences during childhood. They are badly neglected by caregivers and parents so they want to remain alone so no one can interfere in their lives. People with avoidant attachment styles having poor relationships with others are more prone to social interaction anxiety disorder because they avoid social gatherings and events and do not prefer to form a relationship with others.

People with insecure attachment styles also have complications with their partners as they are unable to receive a caring, loving, and truthful environment during their childhood. These people have less altruistic behavior towards others as they avoid others, so they don't prefer to help others in time of need or any difficulty.

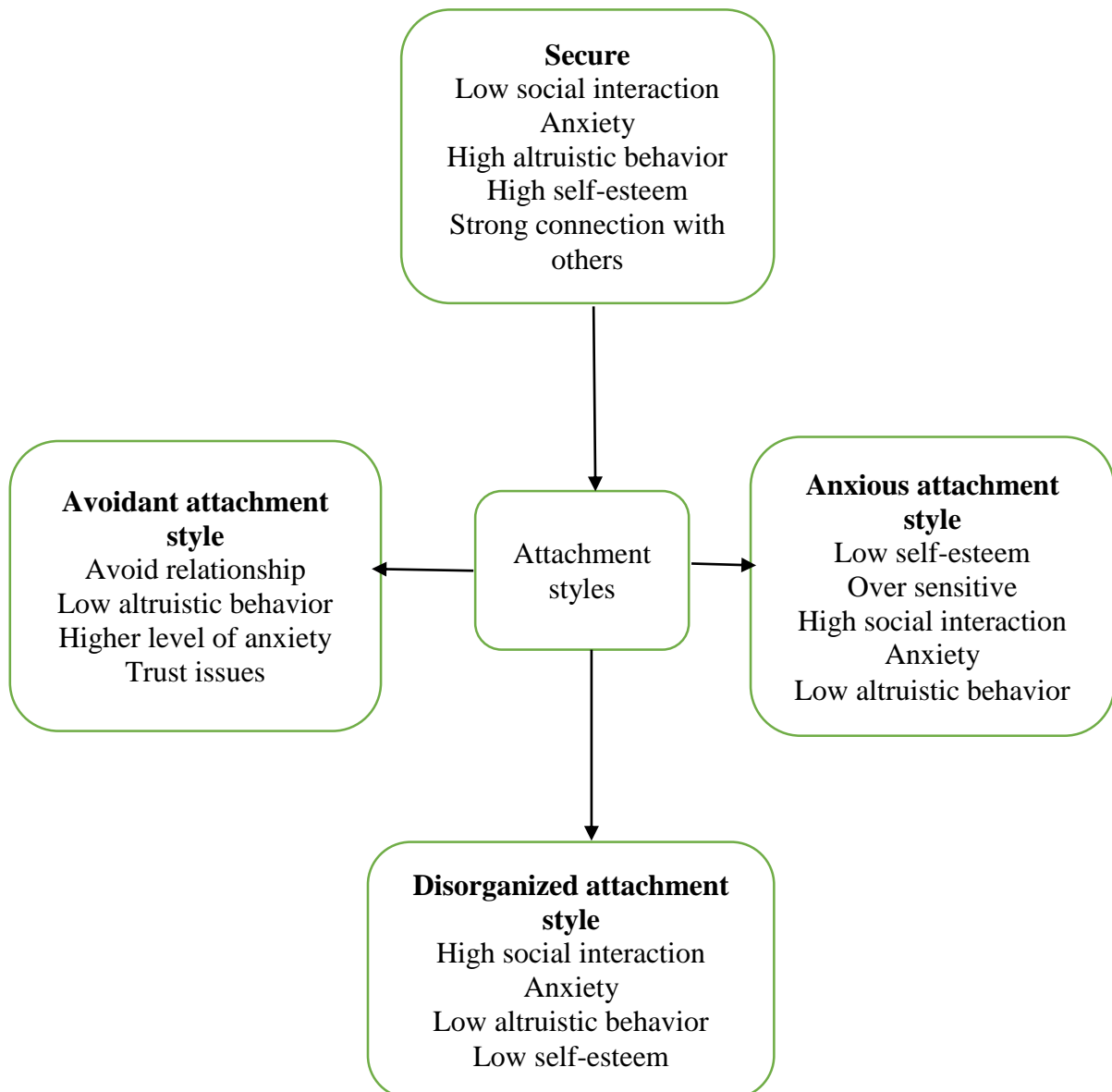
Third attachment style that he explained is an anxious attachment style. According to Ainsworth, people who are associated with this attachment style also face difficulty adjusting in life because their childhood experiences were not secure, loving and that much caring for their truth-worthy bond with their parents and caregivers during childhood was very neglectful. These people always have a fear of losing a partner, they have thoughts that they can leave us anytime, so these people always develop a fear of loneliness because in early childhood they are unloved by parents or caregivers.

People associated with this attachment style are nervous and have emotion-related issues and they always tend to rely on others. These individuals have trust issues.

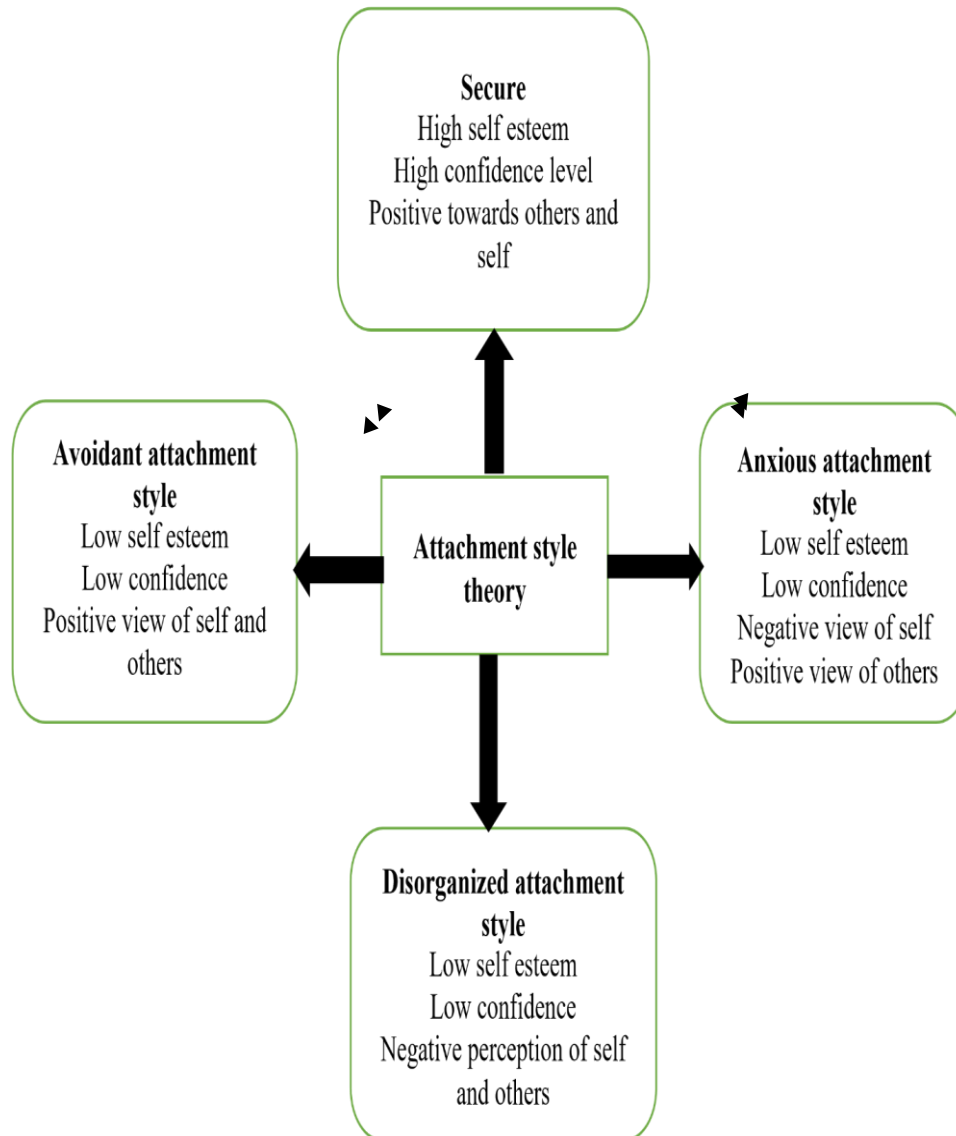
Bowlby described the fourth attachment style as a disorganized attachment style; it's a mixture of avoidant and anxious attachment styles. He described individuals that are raised with a disorganized attachment style show aggressive behavior and they have anger issues they always avoid building relationships with others. They keep their distance from others and don't form emotional bonds with others. Furthermore, Bowlby explained that individuals associated with disorganized attachment styles are unloved, badly neglected, and avoided by their parents or caregivers during childhood so their behavior is disorganized. These individuals don't easily trust others. According to Ainsworth individuals with insecure attachment styles can develop a psychological disorder. Ainsworth considered the avoidant attachment style, anxious attachment style, and disorganized attachment style as insecure attachment styles.

According to John Bowlby attachment styles play a significant role in shaping the personalities of individuals. These attachment styles can have a greater impact on an individual's later life; it is based on what childhood experiences they are receiving from their parents or caregivers.

### John Bowlby's model of attachment style theory



**A conceptual model for the current study adopted from Bowlby's attachment style theory**



## **Rationale**

The current study aims to investigate the impact of attachment styles on social interaction anxiety and altruistic behavior among young adults. Several studies have been done in the past on how parental attachment types affect children's growth and welfare, but very few have been done to evaluate adult attachment styles with social interaction anxiety and altruistic behavior among young adults.

Anxiety symptoms are very low in adults with secure attachment styles while adults who are associated with insecure attachment styles their anxiety and depression symptoms are at a higher rate (Jones et al. 2015). According to several studies, young adulthood is that growing period of life where personalities are also developing, and the role of attachment styles are influencing the personalities of individuals (Hudson & Roberts, 2016). Individuals with different attachment styles differ in their personalities so it depends on how their childhood experiences were with their parents or caregivers and what attachment styles they are associated with because it builds their whole lives.

According to (Hart & Howard, 2016) Attachment styles shape the personality of individuals. Individuals with secure attachment styles are good in spending their life and they are also very good in many factors as compared to individuals with insecure attachment styles (Weisman et al., 2022).

Attachment styles are also playing a role in the development of an individual's mental health (Matthews, 2012). Individuals associated with disorganized attachment styles their psychological health is poor (Kharimah & Sary, 2017). Various studies showed that those whose attachment styles are avoidant, anxious, and disorganized they face higher levels of anxiety, and depression and are prone to some other psychological health

problems also. People with social interaction anxiety fail to make social connections with others and they isolate themselves (Kashdan, 2014). Many types of research suggest that higher rates of females with insecure attachment styles are suffering from social interaction anxiety as compared to males. (Naveed et al., 2015) proposed a survey-based study in which he took a sample of the general population which included both males and females and his results showed that 45% of the sample population are suffering from social interaction anxiety. For individuals who are associated with secure attachment styles their altruistic behavior is higher as compared to those who are associated with insecure attachment styles (Bakermans & Kranenburg et al., 2021). According to (Van Bussel et al., 2010) females with secure attachment styles have a higher rate of altruistic behavior than males.

The purpose of the current study aims to find out the impact of attachment styles (secure, anxious, avoidant, and disorganized) on social interaction anxiety and altruistic behavior among young adults. With these attachment styles what level of social interaction anxiety individuals can experience and the level of altruistic behavior among young adults? The result of this study can help demonstrate the importance of attachment styles and how these attachment styles are playing an important role in individuals' life, their mental health, relationships, education, workplace, and personal well-being, etc.

### **Objectives**

- 1: To investigate the impact of attachment styles on social interaction anxiety and altruistic behavior among young adults.
- 2: To determine the role of various demographic variables (gender, age, and family) about study variables.

## **Hypotheses**

The following hypotheses were developed to achieve the research's main goals.

H1: There will be a positive relationship between secure attachment style and altruistic behavior among young adults.

H2: There will be a negative relationship between secure attachment style and social interaction anxiety among young adults.

H3: There will be a positive relationship between insecure attachment styles (avoidant, anxious, and disorganized) and social interaction anxiety among young adults.

H4: There will be a negative relationship between insecure attachment styles (avoidant, anxious, and disorganized) and altruistic behavior among young adults.

H5: There will be significant gender differences between secure attachment style, social interaction anxiety, and altruistic behavior among young adults.



## **Chapter 2**

### **Method**

#### **Research Design**

To achieve the research objectives a correlational study was designed to investigate the impact of attachment styles on social interaction anxiety and altruistic behavior among young adults.

#### **Sample**

A convenient sample of young adults including both males and females (age ranging from 18 to 25) was taken for the current research. The study population was from the population of Rawalpindi and Islamabad. The sample size was calculated by using the G power software as after taking the estimation of the sample from G power software the estimated sample was 300 young adults.

#### ***Inclusion Criteria***

Age limit (18 to 25), willing to participate in the study.

Participants shall be able to understand the scales in English.

Young adults without any disabilities will be included.

#### ***Exclusion Criteria***

Participants with any cognitive disability will be excluded.

Participants outside of Rawalpindi and Islamabad will not be included.

#### **Instrument**

##### ***Demographic Sheet***

The Demographic sheet was prepared for measuring the influencing demographic variables and information regarding age, gender, and family system.

### ***Relationship Style Questionnaire (RSQ)***

RSQ is a 30 items scale developed by Griffin and Bartholomew in 1994 which is used to measure adult attachment styles in close relationships. RSQ assesses four dimensions: secure, fearful, dismissing, and preoccupied. Item 3, 9, 10, 15, 28 of the scale measures secure attachment style, item 15, 12, 24 measures fearful attachment style, item 6, 8, 16, 25 measures preoccupied attachment style and item 2,6,19,22,26 measures dismissing attachment style. The RSQ internal consistency is .73.

### ***Social Interaction Anxiety Scale (SIAS)***

The social interaction anxiety scale is a 20 items scale developed by Mattick RP and Clarke JC (1998) used to measure social anxiety while talking with people or in social interaction. The score range is from 0 to 80. If an individual rates a higher score on the social interaction anxiety scale, then it indicates that the individual is suffering from a higher level of social interaction anxiety. Its cut-off score is 36 and the test-retest reliability of SIAS is 0.92.

### ***The Altruistic Personality and the Self-Report Altruism Scale***

This scale was developed by Rushton, J.P., Chrisjohn, R.D., and Fekken G.C. in 1981. It's a 20 items scale designed to measure altruistic tendencies. It's a five-point Likert scale ranging from Never (0) to Very Often (4). Its internal consistency is 0.86 Procedure.

Since the current study was a quantitative research study it included a sample of 300 participants. Participants were contacted by using convenience sampling. The study was carried out in Pakistan's twin cities (Rawalpindi and Islamabad). Informed consent was signed by the participants and also informed them about the nature and purpose of the study. Participants' data were kept confidential. Three scales that were used were the

relationship scale questionnaire (RSQ), the social anxiety scale (SIAS), and the altruistic personality, and the self-report altruism scale was used to administer, and data was collected.

### **Ethical Consideration**

Ethical considerations are kept in view as guided by the American Psychological Association. Ethical approval has been taken from the research department of Capital University of Science and Technology for the conduction of this research. All the participants were informed about the nature and the purpose of the study. Freedom of withdrawal was also given to the participants. All the data of the participants are kept confidential. The participants were provided with information about the study through written and verbal consent forms.

### **Procedure**

In this research study, the data was collected from 300 participants in the twin cities of Rawalpindi and Islamabad, Pakistan. We used a convenience sampling method to collect data from participants. Before their involvement, informed consent was obtained from each participant and explained the study's nature and purpose to them. To ensure confidentiality, their data is kept private and secure. The study employed three scales: the relationship scale questionnaire (RSQ), the social anxiety scale (SIA), and the Altruistic personality and self-report altruism scale. These scales were administered on the participants and gathered the necessary data.

### **Analysis**

To interpret the results of our research findings, a Spearman correlation was used to find out the relationship between variables, and a Mann-Whitney U-test for gender

differences was used to evaluate hypotheses. The data analysis was done by using SPSS version 26.

## **Chapter 3**

### **Results**

This study aimed to explore the impact of attachment styles on social interaction anxiety and altruistic behavior among young adults. The data was collected from 300 adults attending Islamabad University. Descriptive analyses were conducted to examine demographic variables, using measures such as Mean, median, mode, and frequencies. The study also assessed the reliability of the questions asked using Cronbach's alpha. Since the data were non-normal distributed, the Spearman correlation was used to examine the relationship between social interaction anxiety and altruistic behavior among young adults. Additionally, the study employed the Mann-Whitney U-test to identify any differences between groups.

### Socio-demographic Characteristics of Sample

Different demographic variables such as age, gender and family system were calculated through frequencies in order to find the frequent amount of demographics spread across the data.

**Table 1**

*Socio-demographic Characteristics of Sample (N=300)*

Characteristics	<i>f</i>	%
<b>Gender</b>		
Male	150	50
Female	150	50
<b>Age</b>		
18-22	160	53.3
23-25	140	46.7
<b>Family System</b>		
Joint	124	41.3
Nuclear	176	58.7

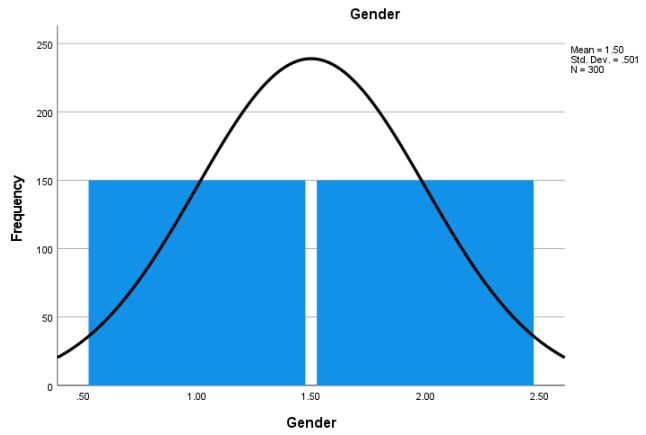
Note: N=300, % = Percentage

The above data of gender group exhibits an equal distribution of gender, with an equal number of males and females. Furthermore, the majority of participants in the group fall into the 18-22 age range, representing approximately 53.3% of the participants, while the 23-25 age range accounts for approximately 46.7%.

Regarding the family system, the majority of participants belong to nuclear families, accounting for around 58.7% of the group. Conversely, joint families represent a smaller portion, comprising approximately 41.3% of the sample.

**Figure 1**

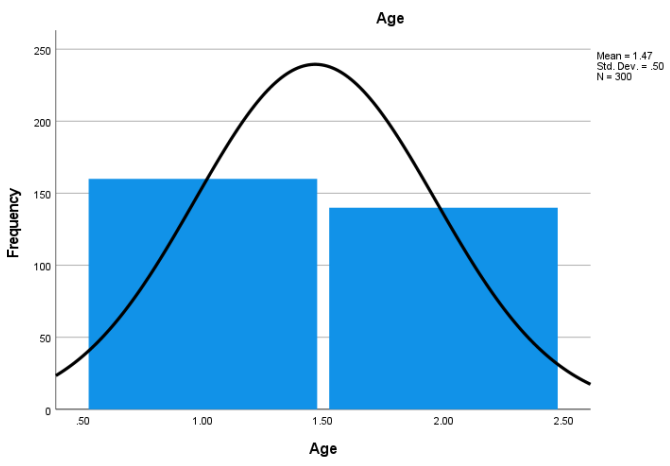
The graph illustrates the distribution of gender among a sample of 300 adults.



The graph represents the frequencies or proportions of each gender category consisting of both males and females. It provides an overview of the gender composition within the sample population.

**Figure 2**

The graph illustrates the distribution of Age among a sample of 300 adults.

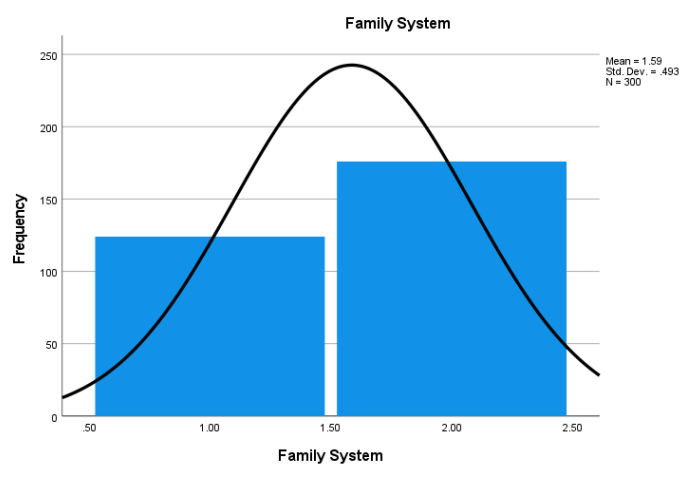




The age distribution graph reveals a majority of participants falling within the 18-22 age range, while a significant majority belong to the 23-25 age range. This distribution highlights the prominence of young adults in the sample of 300 adults.

**Figure 3**

The graph illustrates the distribution of family systems among a sample of 300 adults.



The Family System distribution graph reveals a majority of participants falling within the Nuclear, while a significant majority belongs to the Joint. This distribution highlights the prominence of young adults in the sample of 300 adults.

### Psychometric Properties of Scales

Alpha reliability coefficients of subscales (secure, fearful, preoccupied and dismissing) of Relationship scale questionnaire, Social Interaction Anxiety and Self Report Altruism scale was computed.

**Table 2**

*Psychometric Properties of Scales used in the current study (N=300)*

Scale	n	M	SD	$\alpha$	Range		Skewnes
					Actual	Potential	
SIA	20	29.2	6.7	.65	19-61	0 - 80	2.1
SRA	20	73.7	10.3	.85	28-88	0 - 100	-2.1
SRSQ	05	3.6	1.8	.7	10-22	5 - 25	-.7
FRSQ	03	8.0	1.9	.68	4-13	3 - 15	1.2
PRSQ	04	3.6	1.8	.75	7-15	4 - 20	.03
DRSQ	05	2.7	1.2	.73	6-21	5 - 25	1.0

Note: M = mean, SD = standard deviation,  $\alpha$  = alpha reliability, SIA =Social Interaction Anxiety, SRA= The Altruistic Personality and the Self-Report Altruism, SRSQ = Secure Relationship Scale Questionnaire, FRSQ = Fearful Relationship Scale Questionnaire, PRSQ = Preoccupied Relationship Scale Questionnaire DRSQ = Dismissing Relationship Scale Questionnaire

Table 2 presents the item numbers, alpha reliabilities, means, standard deviations, and skewness for all the scales utilized in the study. SRSQ, FRSQ, PRSQ and DRSQ these are the subscales of Relationship Scale Questionnaire. The Cronbach's alpha values mentioned in the table indicate that SRSQ, FRSQ, PRSQ and DRSQ are .7, .68, .75 and

.73 respectively which demonstrate good reliability. Social Interaction Anxiety ( $\alpha = .65$ ), and The Altruistic Personality and the Self-Report Altruism ( $\alpha = .85$ ) scales also demonstrate good reliability.

### Descriptive statistics of Scales

**Table 3**

*Mean, Median, Mode, Standard deviation, skewness, Kurtosis, and Kolmogorov-Smirnov test statistics of the Relationship Scale Questionnaire, Social Interaction Anxiety, and The Altruistic Personality and the Self-Report Altruism scale. (N=300)*

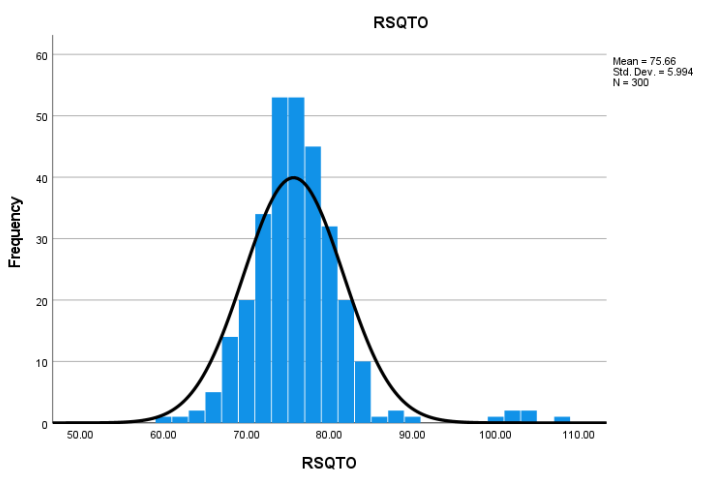
Scale	<i>M</i>	<i>Medin</i>	<i>SD</i>	Skewness	Kurtosis	K-S	<i>p</i>
RSQ	75.6	75.0	5.9	1.7	7.5	.10	.00
SIA	29.2	28.0	6.6	2.1	6.5	.16	.00
SRA	73.7	77.0	10.3	-2.1	6.3	.22	.00

Note: M= Mean, SD= Standard Deviation, K-S= Kolmogorov-Smirnov, p= K-S significance value

Table 3 presents the descriptive properties of the administered scales. Kolmogorov-Smirnov (K-S) test was also computed in order to interpret the normal distribution of data across samples in which K-S and p value significance is interpreted. But the values of skewness and kurtosis, as well as the shape of the histogram shows departure from normal distribution.

**Figure 1**

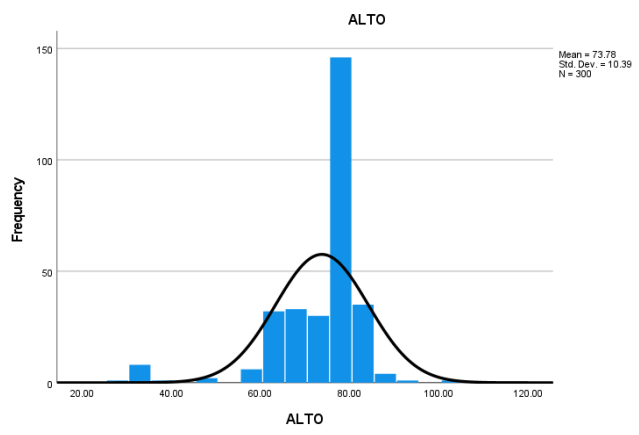
The graph illustrates the distribution of the Relationship Status Questionnaire among a sample of 300 adults.



This figure demonstrates the distribution of the Relationship Status Questionnaire of participants and the values of skewness and kurtosis show the distribution of the participants is not-normal distribution.

**Figure 2**

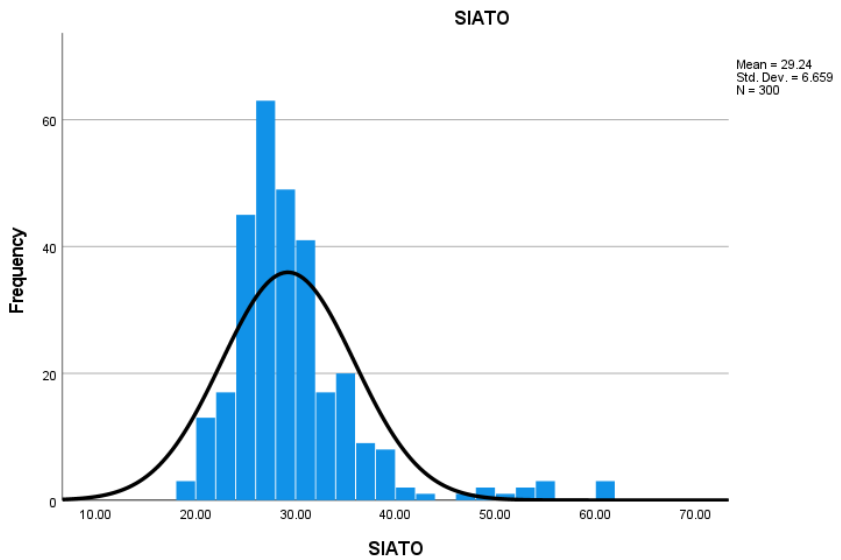
The graph illustrates the distribution of Altruistic Behavior among a sample of 300 adults.



This figure demonstrates the distribution of the Altruistic Behavior of participants and the values of skewness and kurtosis show the distribution of the participants is not-normal distribution.

**Figure 3**

The graph illustrates the distribution of Social Interaction Anxiety among a sample of 300 adults.



This figure demonstrates the distribution of the Social Interaction Anxiety of participants and the values of skewness and kurtosis show the distribution of the participants is not-normal distribution.

### Correlation between Study Variables

Correlation analysis between Attachment styles, Social Interaction Anxiety and Self Report Altruism-was examined using the Spearman correlation method.

**Table 4**

*Correlation between four types of Attachment Styles, Social Interaction Anxiety and Self Report Altruism (N= 300)*

Variable	N	M	SD	1	2	3	4	5	6
SIA	300	29.2	6.6	-					
SRA	300	73.7	10.3	-.16**	-				
SRSQ	300	18.5	1.5	-.06	.16**	-			
FRSQ	300	7.8	2.0	.16**	-.09	-.19**			
PRSQ	300	10.4	1.5	.10*	-.17**	-.15**	.14**	-	-
DRSQ	300	10.5	1.9	.24**	-.12*	-.14**	.13	.02	-

Note: N= no participants, SIA =Social Interaction Anxiety, SRA= The Altruistic Personality and the Self-Report Altruism, SRSQ = Secure Relationship Scale Questionnaire, FRSQ = Fearful Relationship Scale Questionnaire, PRSQ = Preoccupied Relationship Scale Questionnaire DRSQ = Dismissing Relationship Scale Questionnaire

As the data was non-normally distributed the Spearman correlation was conducted to determine the relationship between variables. Analysis revealed a significant but weak positive association (Spearman's correlation coefficient = 0.16\*\*) between Secure attachment style and Altruistic Behavior. This suggests that as levels of secure attachment style increase, altruistic behavior tends to increase, although the magnitude of this relationship is relatively small.

The relationship between social interaction anxiety and secure relationship style shows Spearman's correlation coefficient of -0.06, which suggests a very weak negative correlation between the variables. This means that as secure attachment style increases, social interaction anxiety tends to decrease slightly, although the relationship is not strong. It is important to note that the coefficient value of -0.06 indicates a weak and almost negligible correlation. Therefore, it can be concluded that there is no significant linear association between the variables based on this analysis.

The relationships between these variables: SRSQ, PRSQ, FRSQ, DRSQ, SIA, and SRA among these variables, there are weak associations observed.

FRSQ shows a slight positive correlation with SIA ( $r = 0.10$ ,  $p < 0.05$ ) and ALB ( $r = 0.147$ ,  $p < 0.01$ ). This suggests that higher FRSQ scores are slightly associated with higher SIA and ALB scores. DRSQ exhibits a weak positive correlation with FRSQ ( $r = 0.13$ ,  $p < 0.01$ ), indicating that higher DRSQ scores are slightly related to higher FRSQ scores. SIA shows weak positive correlations with FRSQ ( $r = 0.16$ ,  $p < 0.01$ ) and DRSQ ( $r = 0.24$ ,  $p < 0.01$ ). This implies that higher SIA scores are slightly associated with higher FRSQ and DRSQ scores. SRA demonstrates weak negative correlations with FRSQ ( $r = -0.17$ ,  $p < 0.01$ ), DRSQ ( $r = -0.12$ ,  $p < 0.01$ ), and SIA ( $r = -0.16$ ,  $p < 0.01$ ), indicating that



higher SRA scores are slightly associated with lower FRSQ, DRSQ, and SIA scores. However, all of these correlations are relatively weak in magnitude.

### Gender Differences across Study Variables

The scores were non-normally distributed. Hence, to find out the differences Mann Whitney U-test was performed on both groups. The table below presents the results of Mann Whitney U-test.

**Table 5**

#### Mann-Whitney U- Test

Mann-Whitney U- Test on the demographic “Gender”

Variables	Male		Female		<i>U</i>	<i>p</i>
	<i>N</i>	<i>M</i>	<i>N</i>	<i>M</i>		
SRA	150	145.3	150	157.4	10207.5	.16
SIA	150	155.6	150	145.3	10476.5	.30
SAS	150	145.9	150	155.0	10569.5	.35

Note: M= Mean, SD= Standard Deviation, U= Mann-Whitney, p= Significance value, SIA =Social Interaction Anxiety, SRA= The Altruistic Personality and the Self-Report Altruism, SRSQ = Secure Relationship Style Questionnaire

The Mann-Whitney U test was performed for, comparing the variables SRA, SIA, and RSQ between males and females. In the SRA variable, the mean value for males was 145.3, while for females it was 157.4. Although a difference was observed between the groups, the p-value of 0.16 indicated that this difference was not statistically significant. Similarly, in the SIA variable, the mean value for males was 155.6, compared to 145.3 for

females. Again, the p-value of 0.30 suggested that the observed difference was not statistically significant.

Moving to the RSQ variable, specifically the SRSQ sub-variable, the mean value for males was 145.9, while for females it was 155.0. The U value indicated a difference between the genders, but the p-value of 0.35 indicated that this difference was not statistically significant. Therefore, based on the Mann-Whitney U test results, there were some differences in the mean values of SRA, SIA, and RSQ between males and females. However, these differences were not statistically significant, implying that any observed disparities may be attributed to random chance rather than true gender-based distinctions.

## Chapter 4

### Discussion

This chapter of the study discussed the reliability of scales and the demographic characteristics of study participants. The relationship was statistically analyzed in SPSS by using Spearman correlation as the data was not normally distributed. Furthermore, differences among both genders were also analyzed by using a Mann-Whitney U-test. This study aimed to explore the impact of attachment styles on social interaction anxiety and altruistic behavior among young adults. The data was collected from 300 participant's ages ranging from 18-25. Concerning the demographics, participants with the age range of (18-22 years) with a nuclear family system had a high frequency in the study.

The questionnaires used in this study include a demographic sheet, a Relationship Scale Questionnaire, Social Interaction Anxiety scale, and The Altruistic Personality and the Self-Report Altruism scale. According to the scales, author's Relationship Scale Questionnaire; Cronbach's alpha reliability was found to be .73 which is considered good reliability. In this research study, Cronbach's alpha of this scale is .60. According to the scales author, Cronbach's alpha reliability of Social Interaction Anxiety was found to be .92 which is considered good reliability. In this research study, Cronbach's alpha of the scale is .65, and the reliability of The Altruistic Personality and the Self-report Altruism was found to be .85. In this study. Also, the Kolmogorov-Smirnov test statistics indicate the non-normal distribution of data across both groups.

The first hypothesis of the study states that there will be a positive relationship between secure attachment styles and altruistic behavior among young adults. The results revealed a significant but weak positive association (Spearman's correlation coefficient =

0.16\*\*) between Secure attachment style and Altruistic Behavior (AB) in Table 4. This suggests that adults with secure attachment styles tend to exhibit more altruistic behaviors, although the magnitude of this relationship is relatively small. These findings are consistent with existing literature, which has found that adults who had secure attachment styles exhibit more altruistic behaviors (Cassidy et al., 2016).

The second hypothesis of the study states that there will be a negative relationship between social interaction anxiety and secure attachment style. The results of the analysis revealed Spearman's correlation coefficient of -0.06 in Table 4, which suggests a very weak negative correlation between the variables. This means that individuals with secure attachment styles experience less social interaction anxiety, although the relationship is not strong. This finding is consistent with the relatively small body of existing studies that have evaluated social interaction anxiety about measures of attachment security, which have suggested that insecure attachment is associated with stronger symptom severity in social interaction anxiety among young adults (Vrticka et al., 2012).

The third hypothesis states a positive relationship between insecure attachment styles and social interaction anxiety. The analysis revealed positive but weak relationship among these variables and are consistent with the literature studies which describes such relationships where, individuals with insecure attachment patterns experience more social interaction anxiety symptoms (Kim & Elizabeth, 2022)

The fourth hypothesis states a negative relationship between insecure attachment style and altruistic behaviors among young adults. Also, a significant but weak negative association exists between both variables in Table 4. This suggests that as levels of social interaction anxiety increase, altruistic behavior tends to decrease, although the magnitude

of this relationship is relatively small. Accordingly, it can be said that insecure attachment style is an important factor that affects emotions related to helping behaviors of individuals; they tend to help less or do not involve themselves in such tasks which involve altruistic behaviors in the previous research (Hooper et al., 2012).

The fifth hypothesis of the study states that there will be a significant gender difference between secure attachment style, social interaction anxiety, and altruistic behaviors among young adults. To check the hypothesis, the Mann-Whitney U test was performed. Although a difference was observed between the groups, the p-value of 0.16 indicated that this difference was statistically significant in Table 5. Results were found to be significant with a little numerical difference between the mean male and female scores.

These results were consistent with Simmons and Emanuele (2007) findings that females with secure attachment styles will show less social interaction anxiety symptoms and they are more altruistic than males, study has also shown that females with insecure attachment styles will show higher levels of social interaction anxiety than males (Anderson, 2007). Eckel and Grossman (1996), also found similar results to the other studies mentioned above that women on average tend to have more altruistic behaviors than men.

## **Conclusion**

Attachment style is considered one of the most important factors in human development as it has a greater impact on an individual's mental well-being, and it is also shaping an individual's personality. Individuals who are associated with a secure attachment style are living healthy lives and they know how to handle situations in times of difficulty. Also, these people help others and provide support to them in time of need. Individuals associated with secure attachment styles have high altruistic behavior and they are good in their relationships as compared to individuals with insecure attachment styles.

However, these individuals can have a higher chance of having other psychological problems too. People with secure attachments are more empathetic towards others as compared to people with insecure attachment styles. Individuals with insecure attachment styles don't trust others so they detach themselves from others they usually avoid events, gatherings, and interacting with others so these people have higher symptoms of anxiety and depression.

Half of the population is suffering from social interaction anxiety because the majority of them are associated with insecure attachment styles. Researchers suggest that the Severity of mental illnesses in adults can be reduced if people give much importance to attachment styles.

## **Limitations and Suggestions**

Sample of the study was relatively small and was not representative of the whole population. This study also lacks the factor of generalizability as the sample was taken from universities of twin cities of Pakistan. The data was collected through self-report measures which may result in social desirability. Participants may provide socially desirable responses particularly when reporting on altruism behavior..Data was taken only from specific demographic groups so the results cannot apply to other groups.

The result of this study can highlight the importance of attachment styles and how it can influence an individual's development and their mental wellbeing. Furthermore, it can provide an insight to individuals about their attachment styles, and they can adopt coping mechanisms to improve their mental wellbeing. The findings of this study can be helpful for individuals to improve their self-awareness and build better relationships with others.

The future researcher should work on cross cultural research that how culture differences in attachment style impact social interaction anxiety and altruistic behavior. This can provide insight into the role of cultural norms and values in shaping these constructs. Longitudinal studies should be conducted in order to determine how these attachment styles in early life can relate to social interaction anxiety and altruistic behavior during young adulthood. Researchers can conduct educational programs and resources that emphasize the importance of secure attachment in relationships. These resources can provide tools and strategies to help individuals to develop healthy relationships. Researchers can also develop social skills training programs that specifically target social



interaction anxiety. These programs can help individuals to adopt coping skills to manage anxiety related issues.

Researchers can contribute to public awareness and education campaigns about attachment styles, social interaction anxiety and altruistic behavior. Disseminating research findings through accessible mediums, such as workshops, public talks and online resources can help raise awareness about the importance of these topics and provide evidence-based strategies for improvement.

## **Implications**

The result of this study can be helpful to develop a better understanding of attachment styles and how these attachment styles can affect an individual's life, mental health, workplace, relationships, and personal well-being. The findings of present study would be beneficial for the adults to improve their self-awareness and build better relationships with others.

This study can also help individuals to get a deeper understanding of their attachment styles and how it can influence their thought, emotions, and behavior so they can develop more adaptive strategies and coping skills to improve their mental wellbeing. The result of this study can be helpful a person to develop a better understanding of attachment styles that how these attachment styles can affect an individual life, mental health, workplace, relationships, and personal wellbeing.

Finally, this study holds important implications for future research and for current applications in adult populations. Insecure attachment patterns and high levels of social interaction anxiety and adults not seeking help due to the stigma of mental illness; altruistic behaviors can be promoted through education and awareness by creating supportive environments and through volunteer programs.

## References

- Aderka, I. M., Hofmann, S. G., Nickerson, A., Hermesh, H., Gilboa-Schechtman, E Marom,S. (2012). Functional impairment in social anxiety disorder. *Journal of anxiety disorders, 26(3)*, 393-400.
- Adult Attachment Interview and Self-Reports of Attachment Style: An Empirical Rapprochement. *Journal of Personality and Social Psychology, 92(4)*, 678–697.
- Ainsworth, M. D. S. (1978). The bowlby-ainsworth attachment theory. *Behavioral and brain sciences, 1(3)*, 436-438.
- Aldao, A., Jazaieri, H., Goldin, P. R., & Gross, J. J. (2014). Adaptive and maladaptive emotion regulation strategies: Interactive effects during CBT for social anxiety disorder. *Journal of anxiety disorders, 28(4)*, 382-389.
- Allan, S., & Gilbert, P. (1995). A social comparison scale: Psychometric properties and relationship to psychopathology. *Personality and individual differences, American Psychiatric Association Division of Research. (2017). Highlights of changes from dsm-iv to dsm-5: Somatic symptom and related disorders. Focus, 11(4)*, 525-527.
- Backström, M., & Holmes, B. M. (2001). Measuring adult attachment: A construct validation of two self-report instruments. *Scandinavian Journal of Psychology, 42(1)*, 79-86.
- Bandelow, B., Lichte, T., Rudolf, S., Wiltink, J., & Beutel, M. E. (2015). The German guidelines for the treatment of anxiety disorders. *European Archives of psychiatry and clinical neuroscience, 265(5)*, 363-373.

- Banerjee, R. (2008). Interpretations and judgments regarding positive and negative social scenarios in childhood social anxiety. *Behavior research and therapy*, 46(7), 870-876.
- Bartholomew, K. (1990). Avoidance of intimacy: An attachment perspective. *Journal of Social and Personal Relationships*, 7(2), 147-178.
- Bartholomew, K., & Horowitz, L. M. (1991). Attachment styles among young adults: a test of a four-category model. *Journal of Personality and Social Psychology*, 61(2), 226.
- Bartholomew, K., & Horowitz, L. M. (1991). Attachment styles among young adults: a test of a four-category model. *Journal of Personality and social psychology*, 61(2), 226.
- Bartholomew, K., & Shaver, P. R. (1998). Methods of assessing adult attachment: Do they converge? In J. A. Simpson & W.S. Rholes (Eds.), *Attachment Theory and Close Relationships* (pp.25-45). New York: Guilford Press.
- Batson, C. D., & Shaw, L. L. (2018). Evidence for altruism: Toward a pluralism of prosocial motives. *Psychological Inquiry*, 2(2), 107-122.
- Batson, T., Nees, J., Thomas, A. G., & Krushelnick, K. (2020). Towards isolated attosecond electron bunches using ultrashort-pulse laser-solid interactions. *Scientific reports*, 10(1), 1-11.
- Beesdo, K., Bittner, A. (2018). Incidence of social anxiety disorder and the consistent risk for secondary depression in the first three decades of life. *Archives of general*
- Bockting, C. L., Stolk, R. P., Kotov, R., Ormel, J., & Burger, H. (2014). Associations of life events during pregnancy with longitudinal change in symptoms of antenatal anxiety and depression. *Midwifery*, 30(5), 526-531.

- Bowlby, J., & Ainsworth, M. (2013). The origins of attachment theory. *Attachment theory: Social, developmental, and clinical perspectives*, 45(28), 759-775.
- Bretherton, I., & Munholland, K. A. (2016). The internal working model is constructed in light of contemporary neuroimaging research. *Handbook of attachment: Theory, research, and clinical applications*, 3(32), 63-88.
- Brumariu, L. E., & Kerns, K. A. (2020). Pathways to anxiety: Contributions of attachment history, temperament, peer competence, and ability to manage intense emotions. *Child Psychiatry & Human Development*, 44(4), 504-515.
- Brumariu, L. E., Obsuth, I., & Lyons-Ruth, K. (2016). Quality of attachment relationships and peer relationship dysfunction among late adolescents with and without anxiety disorders. *Journal of anxiety disorders*, 27(1), 116-124.
- Butchart, S. H., Clarke, M., Smith, R. J., Sykes, R. E., Scharlemann, J. P., Harfoot, M., & Burgess, N. D. (2015). Shortfalls and solutions for meeting national and global
- Cacioppo, J. T., & Gollan, J. K. (2017). Skin conductance and subjective arousal in anxiety, depression, and comorbidity: Implications for affective reactivity. *Journal of Psychophysiology*, 31(4), 145.
- Campbell-Sills, Laura, David H. Barlow, Timothy A. Brown, and Stefan G. Hofmann. "Effects of suppression and acceptance on emotional responses of individuals with anxiety and mood disorders." *Behaviour research and therapy* 44(9), 1251-1263.
- Cassidy J, S. P., H., & Kranenburg, M. J., (2016). Attachment, Parenting, and conservation area targets. *Conservation Letters*, 8(5), 329-337.
- Craske, M. G. (2018). Anxiety disorders in older adults: a comprehensive review. *Depression and anxiety*, 27(2), 190-211.

- Dagan, O., Facompré, C. R., & Bernard, K. (2018). Adult attachment representations and depressive symptoms: A meta-analysis. *Journal of affective disorders, 2(36)*, 274-290.
- Dagan, O., Facompré, C. R., & Bernard, K. (2018). Adult attachment representations and depressive symptoms: A meta-analysis. *Journal of affective disorders, 2(36)*, 274-290.
- Dalrymple, K. L., & Herbert, J. D. (2007). Acceptance and commitment therapy for generalized social anxiety disorder: A pilot study. *Behavior modification, 31(5)*, 543-568.
- Dalrymple, K. L., & Herbert, J. D. (2007). Acceptance and commitment therapy for generalized social anxiety disorder: A pilot study. *Behavior modification, 31(5)*, 543-568.
- Deniz, M., Hamarta, E., & Ari, R. (2015). An investigation of social skills and loneliness levels of university students with respect to their attachment styles in a sample of Turkish students. *Social Behavior and Personality: an international journal, 33(1)*, 19-32.
- Dilmac, B., Hamarta, E., & Arslan, C. (2019). Analysing the Trait Anxiety and Locus of Control of Undergraduates in Terms of Attachment Styles. *Educational Sciences: Theory and Practice, 9(1)*, 143-159.
- DiTommaso, E., Brannen-McNulty, C., Ross, L., & Burgess, M. (2019). Attachment styles, social skills and loneliness in young adults. *Personality and individual differences, 35(2)*, 303-312.

- Dozier, M. (2020). Attachment organization and treatment used for adults with serious
- Fallon, V., Halford, J. C. G., Bennett, K. M., & Harrold, J. A. (2016). The postpartum specific anxiety scale: development and preliminary validation. *Archives of women's mental health, 19(6)*, 1079-1090.
- Fonagy, P. (2017). Attachment and borderline personality disorder. *Journal of the American psychoanalytic association, 48(4)*, 1129-1146. *Genetics. Handbook of attachment, 42(3)*, 155-179.
- Fraley, R. C., & Shaver, P. R. (2000). Adult romantic attachment: Theoretical developments, emerging controversies, and unanswered questions. *Review of General Psychology, 4(2)*, 132.
- Fraley, R. C., & Waller, N. G. (1998). Adult attachment patterns: A test of the typological model. In J. A. Simpson & W. S. Rholes (Eds.), *Attachment theory and close relationships* (pp. 77-114). New York: Guilford Press.
- Griffin, D. W., & Bartholomew, K. (1994). Models of the self and other: Fundamental dimensions underlying measures of adult attachment. *Journal of Personality and Social Psychology, 67(3)*, 430.
- Grillon, C. (2018). Models and mechanisms of anxiety: evidence from startling Guo, L., & Ash, J. (2020, August). Anxiety and Attachment Styles: A Systematic Review. In 2020 4th International Seminar on Education, Management and Social Sciences, *62(4)*, 1005-1012
- Grossmann, K. E., Grossmann, K., Huber, F., Wartner, U. I. (1981). German children's behavior towards their mothers at 12 months and their fathers at 18 months in

Ainsworth's Strange Situation. *International Journal of Behavioral Development*, 4(2), 157-181.

Hannant, P., Tavassoli, T., & Cassidy, S. (2016). The role of sensorimotor difficulties in autism spectrum conditions. *Frontiers in neurology*, 7(2), 124.

Hao, Z., Jin, L., Lyu, R., & Akram, H. R. (2020). Problematic mobile phone use and altruism in Chinese undergraduate students: The mediation effects of alexithymia and empathy. *Children and Youth Services Review*, 118(12), 105402.

Hart, J., & Howard, R. M. (2016). I want her to want me: Sexual misperception as a function of heterosexual men's romantic attachment style. *Personality and Individual Differences*, 92(11), 97-103.

<https://doi.org/10.1037/0022-3514.92.4.678>

Levy, M. M., Evans, L. E., & Rhodes, A. (2018). The surviving sepsis campaign bundle: 2018 update. *Intensive care medicine*, 44(6), 925-928.

Loudin, J. L., Loukas, A., & Robinson, S. (2018). Relational aggression in college students. Examining the roles of social anxiety and empathy. *Aggressive Behavior: Official Journal of the International Society for Research on Aggression*, 29(5), 430-439.

McLeod, S., Berry, K., Hodgson, C., & Wearden. (2020). Attachment and social support in romantic dyads: A systematic review. *Journal of clinical psychology*, 76(1), 59-101.

*Orthopsychiatry*, 52(4), 664. *psychiatry*, 64(8), 903-912. Psychopathological disorders. *Development and psychopathology*, 2(1), 47-60. *Studies Psychopharmacology*, 199(3), 421-437.



- Scharfe, E., & Bartholomew, K. (1994). Reliability and stability of adult attachment patterns. *Personal Relationships*, 1(1), 23–43. <https://doi.org/10.1111/j.1475-6811.1994.tb00053.x>
- Shaver, P. R., Hazan, C., & Bradshaw, D. (1988). Love as an attachment: The integration of three behavioral systems. In R. J. Sternberg & M. Barnes (Eds.), *The psychology of love* (pp. 68–99). New Haven, CT: Yale University Press.
- Steffanowski, A., Oppl, M., Meyerberg, J., Schmidt, J., Wittmann, W. W., & Nübling, R. (2001). Empirische Ergebnisse Psychometrische Überprüfung einer deutschsprachigen Version des Relationship Scales Questionnaire (RSQ). *Störungsspezifische Therapieansätze - Konzepte Und Ergebnisse.*, (2001), 320–342.
- Wong, M. L., Inserra, A., Lewis, M. D., Mastronardi, C. A. (2016). Inflammasome signaling affects anxiety and depressive-like behavior and gut micro biome composition. *Molecular psychiatry*, 21(6), 797-805.
- Yaseen, Z. S., Galynker, I. I., Cohen, L. J., & Briggs, J. (2017). Clinicians' conflicting emotional responses to high suicide-risk patients – Association with short-term suicide behaviors: A prospective pilot study. *Comprehensive Psychiatry*, 76, 69–78. <https://doi.org/10.1016/j.comppsy.2017.03.013>

## Support Letter



Capital University of Science and Technology  
Islamabad

Islamabad Expressway, Kahuta Road,  
Zone - V, Islamabad, Pakistan  
Telephone : +92-(51)-111-555-666  
          : +92-51-4486700  
Fax: : +92-(51)-4486705  
Email: : info@cust.edu.pk  
Website: : www.cust.edu.pk

Ref. CUST/IBD/PSY/Thesis-341  
February 6, 2023

## TO WHOM IT MAY CONCERN

Capital University of Science and Technology (CUST) is a federally chartered university. The university is authorized by the Federal Government to award degrees at Bachelor's, Master's and Doctorate level for a wide variety of programs.

**Ms. Lubna un Nisa**, registration number **BSP193017** is a bona fide student in BS Psychology program at this University from Fall 2019 till date. In partial fulfillment of the degree, she is conducting research on "The impact of attachment styles on social interaction anxiety and altruistic behaviour among young adults". In this continuation, the student is required to collect data from your institute.

Considering the forgoing, kindly allow the student to collect the requisite data from your institute. Your cooperation in this regard will be highly appreciated.

Please feel free to contact undersigned, if you have any query in this regard.

Best Wishes,

**Dr. Sabahat Haqqani**  
Head, Department of Psychology  
Ph No. 111-555-666 Ext: 178  
sabahat.haqqani@cust.edu.pk

**Appendix B****Consent Letter**  
**INFORMED CONSENT FORM**

I am a student of BS psychology at Capital University of Science and Technology. I hereby invite you to take part in my study. The title of my research study is “Impact of attachment styles on social interaction anxiety and altruistic behavior among young adults”. The purpose of the research is partially fulfillment of BS degree.

I request you to support my purpose and participate in this research study. I assure you that information taken from you will not disclose any of your information, will be kept confidential and used only for research purpose. If you feel uncomfortable you can withdraw from the research, and your provided data will be discarded

Your help, support and participation will be highly appreciated. Thankyou!

Signature: \_\_\_\_\_

(I am willing to participate in this research)

Date: \_\_\_\_\_

---

## Appendix C

## Demographics

## DEMOGRAPHIC INFORMATION FORM

For the following items, please select the response that is most descriptive of you or fill in the blank as appropriate.

Gender: Male  Female

Age: 18-22  23-26

Birth order: \_\_\_\_\_

Education: Undergraduate (Current semester enrolled \_\_\_\_\_)

Relationship status of Parents: Married  Divorced  Widow  Separated

Family system: Joint  Nuclear

Housing Type: Hostel  With Parents  With Guardian

Father: Alive  Dead

Father's occupation: \_\_\_\_\_

Mother: Alive  Dead

Mother's occupation: \_\_\_\_\_

## Appendix D

## Relationship Scale Questionnaire

The RSQ consists of 30 statements. On a 5-point scale, participants rate the extent to which each statement best describes their characteristic style in close relationships.

point 1. Not at all me

point 3. somewhat like me

point 5. Very much like me

1.	I find it difficult to depend on other people.	1	2	3	4	5
2.	It is very important to me to feel independent.	1	2	3	4	5
3.	I find it easy to get emotionally close to others.	1	2	3	4	5
4.	I want to merge completely with another person.	1	2	3	4	5
5.	I worry that I will be hurt if I allows myself to become too close to others.	1	2	3	4	5
6.	I am comfortable without close emotional relationships.	1	2	3	4	5
7.	I am not sure that I can always depend on others to be there when I need them.	1	2	3	4	5
8.	I want to be completely emotionally intimate with others.	1	2	3	4	5
9.	I worry about being alone.	1	2	3	4	5
10.	I am comfortable depending on other people.	1	2	3	4	5
11.	I often worry that romantic partners don't really love me.	1	2	3	4	5
12.	I find it difficult to trust others completely.	1	2	3	4	5
13.	I worry about others getting too close to me.	1	2	3	4	5
14.	I want emotionally close relationships.	1	2	3	4	5
15.	I am comfortable having other people depend on me.	1	2	3	4	5
16.	I worry that others don't value me as much as I value them.	1	2	3	4	5
17.	People are never there when you need them.	1	2	3	4	5
18.	My desire to merge completely sometimes scares people away.	1	2	3	4	5
19.	It is very important to me to feel self-sufficient.	1	2	3	4	5

- |     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| 20. | I am nervous when anyone gets too close to me.                              | 1 | 2 | 3 | 4 | 5 |
| 21. | I often worry that romantic partners won't want to stay with me.            | 1 | 2 | 3 | 4 | 5 |
| 22. | I prefer not to have other people depend on me.                             | 1 | 2 | 3 | 4 | 5 |
| 23. | I worry about being abandoned.  | 1 | 2 | 3 | 4 | 5 |
| 24. | I am somewhat uncomfortable being close to others.                          | 1 | 2 | 3 | 4 | 5 |
| 25. | I find that others are reluctant to get as close as I would like.           | 1 | 2 | 3 | 4 | 5 |
| 26. | I prefer not to depend on others.   | 1 | 2 | 3 | 4 | 5 |
| 27. | I know that others will be there when I need them.                          | 1 | 2 | 3 | 4 | 5 |
| 28. | I worry about having others not accept me.                                  | 1 | 2 | 3 | 4 | 5 |
| 29. | Romantic partners often want me to be closer than I feel comfortable being. | 1 | 2 | 3 | 4 | 5 |
| 30. | I find it relatively easy to get close to others.                           | 1 | 2 | 3 | 4 | 5 |

## Appendix E

## Social Interaction Anxiety Scale

**Instructions:** For each item, please circle the number to indicate the degree to which you feel the statement is characteristic or true for you. The rating scale is as follows:

- 0 = **Not at all** characteristic or true of me.  
 1 = **Slightly** characteristic or true of me.  
 2 = **Moderately** characteristic or true of me.  
 3 = **Very** characteristic or true of me.  
 4 = **Extremely** characteristic or true of me.

CHARACTERISTIC	NOT AT ALL	SLIGHTLY	MODERATELY	VERY	EXTREMELY
1. I get nervous if I have to speak with someone in authority (teacher, boss, etc.).	0	1	2	3	4
2. I have difficulty making eye contact with others.	0	1	2	3	4
3. I become tense if I have to talk about myself or my feelings.	0	1	2	3	4
4. I find it difficult to mix comfortably with the people I work with.	0	1	2	3	4
5. I find it easy to make friends my own age.	0	1	2	3	4
6. I tense up if I meet an acquaintance in the street.	0	1	2	3	4
7. When mixing socially, I am uncomfortable.	0	1	2	3	4
8. I feel tense if I am alone with just one other person.	0	1	2	3	4
9. I am at ease meeting people at parties, etc.	0	1	2	3	4
10. I have difficulty talking with other people.	0	1	2	3	4

---

11. I find it easy to think of things to talk about.	0	1	2	3	4
12. I worry about expressing myself in case I appear awkward.	0	1	2	3	4
13. I find it difficult to disagree with another's point of view.	0	1	2	3	4
14. I have difficulty talking to attractive persons of the opposite sex.	0	1	2	3	4
15. I find myself worrying that I won't know what to say in social situations.	0	1	2	3	4
16. I am nervous mixing with people I don't know well.	0	1	2	3	4
17. I feel I'll say something embarrassing when talking.	0	1	2	3	4
18. When mixing in a group, I find myself worrying I will be ignored.	0	1	2	3	4
19. I am tense mixing in a group.	0	1	2	3	4
20. I am unsure whether to greet someone I know only slightly.	0	1	2	3	4



## Appendix F

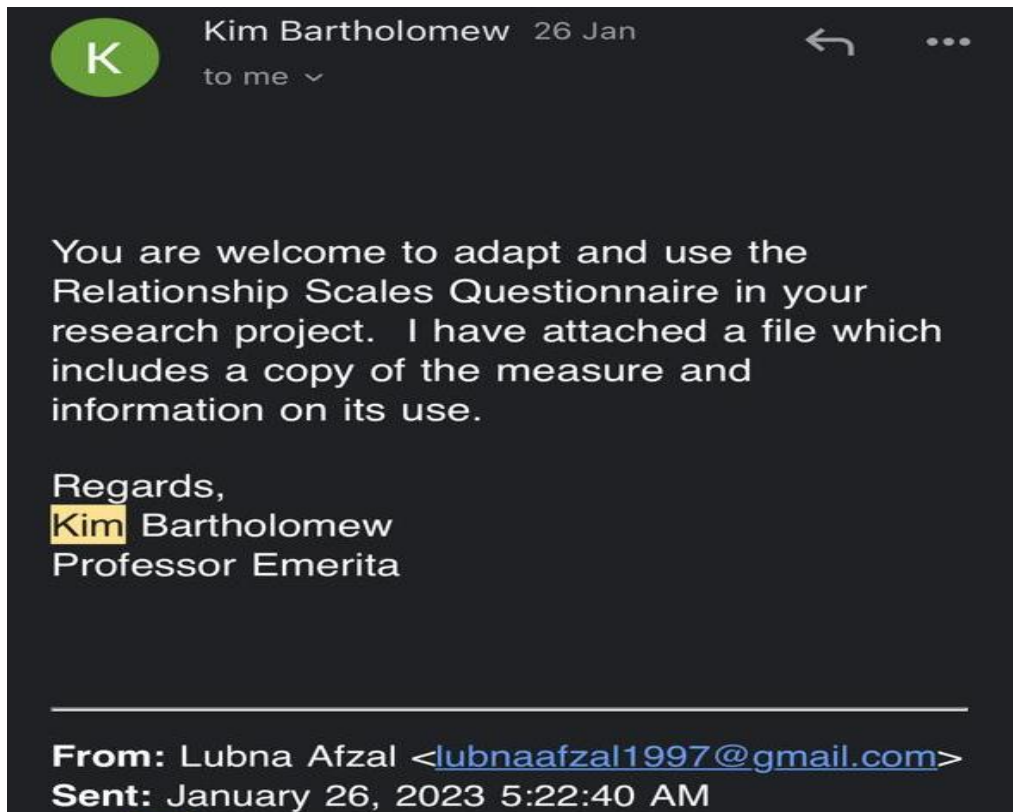
## Altruistic Behavior

Please tick the category on the right that conforms to the frequency with which you have carried out the following acts.

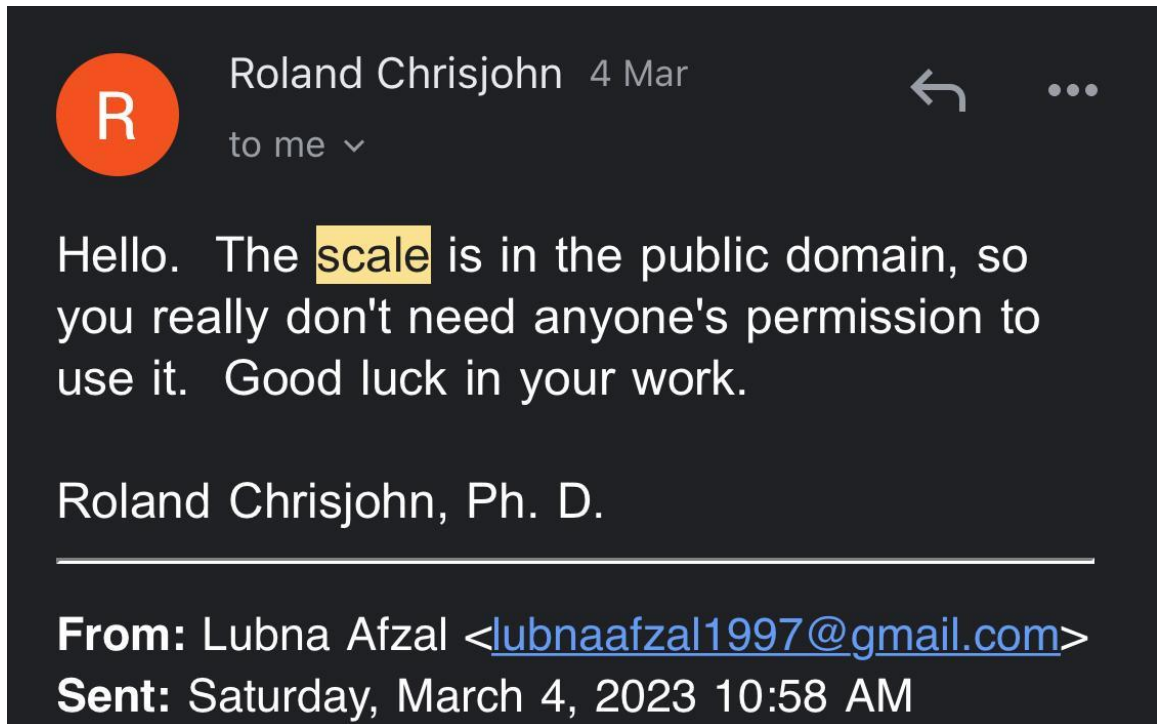
	Never	Once	More than once	Often	Very often
1. I have helped push a stranger's car out of the snow. <input type="checkbox"/>					
2. I have given directions to a stranger.					
3. I have made change for a stranger.					
4. I have given money to a charity.					
5. I have given money to a stranger who needed it (or asked me for it).					
6. I have donated goods or clothes to a charity.					
7. I have done volunteer work for a charity.					
8. I have donated blood.					
9. I have helped carry a stranger's belongings (books, parcels, etc.).					
10. I have delayed an elevator and held the door open for a stranger.					

11. I have allowed someone to go ahead of me in a lineup (at Xerox machine, in the supermarket).					
12. I have given a stranger a lift in my car.					
13. I have pointed out a clerk's error (in a bank, at the supermarket) in undercharging me for an item.					
14. I have let a neighbour whom I didn't know too well borrow an item of some value to me (e.g., a dish, tools, etc.).					
15. I have bought 'charity' Christmas cards deliberately because I knew it was a good cause.					
16. I have helped a classmate who I did not know that well with a homework assignment when my knowledge was greater than his or hers.					
17. I have before being asked, voluntarily looked after a neighbour's pets or children without being paid for it.					
18. I have offered to help a handicapped or elderly stranger across a street.					
19. I have offered my seat on a bus or train to a stranger who was standing.					
20. I have helped an acquaintance to move households.					

## Request for Permission of Scales



## Relationship Scale Questionnaire



**Altruistic Personality and Self Report Altruism Scale**

CO-OCCURRING DISORDERS PROGRAM: SCREENING AND ASSESSMENT

Document is in the public domain. Duplicating this material for personal or group use is permissible.

**Social Interaction Anxiety Scale (SIAS)**

## Plagiarism Report

