

**THE RELATIONSHIP BETWEEN ATTACHMENT STYLES AND
EMPATHY**

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OF THE REQUIREMENTS FOR
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Thesis
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EMPATHY**

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ABSTRACT

This study's main objective was to understand the relationship between each attachment style and empathy. The data of 450 undergraduate students of Chulalongkorn University were collected using self-rating questionnaire. The results revealed that attachment styles were statistically significantly correlated to empathy. Secure attachment was positively related to both affective and cognitive empathy, preoccupied attachment positively related to affective empathy, dismissing attachment negatively related to affective empathy, and fearful attachment negatively related to cognitive empathy. This study showed the characteristics of attachment styles related to two aspects of empathy that can be used as the information for empathy development.

KEY WORDS: ATTACHMENT STYLES/ EMPATHY

41 pages

ความสัมพันธ์ระหว่างรูปแบบความผูกพันกับความเข้าใจ

THE RELATIONSHIP BETWEEN ATTACHMENT STYLES AND EMPATHY

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บทคัดย่อ

วัตถุประสงค์หลักของการศึกษานี้เพื่อทำความเข้าใจความสัมพันธ์ระหว่างความผูกพันรูปแบบต่างๆกับความเข้าใจ ศึกษาในนิสิตจุฬาลงกรณ์มหาวิทยาลัยระดับปริญญาตรี จำนวน 450 คน เก็บข้อมูลโดยใช้แบบสอบถามให้ประเมินตนเอง ผลการศึกษาพบว่ารูปแบบความผูกพันมีความสัมพันธ์กับความเข้าใจอย่างมีนัยสำคัญทางสถิติ โดยความผูกพันแบบมั่นคงมีความสัมพันธ์เชิงบวกกับความเข้าใจเชิงอารมณ์และเชิงความคิด ความผูกพันแบบหมกมุ่นมีความสัมพันธ์เชิงบวกกับความเข้าใจเชิงอารมณ์ ความผูกพันแบบหวางเมินมีความสัมพันธ์เชิงลบกับความเข้าใจเชิงอารมณ์ และความผูกพันแบบหวาดกลัวมีความสัมพันธ์เชิงลบกับความเข้าใจเชิงความคิด การศึกษานี้ทำให้เห็นลักษณะรูปแบบความผูกพันที่มีความสัมพันธ์กับความเข้าใจ 2 ด้าน ซึ่งใช้เป็นข้อมูลในการเสริมสร้างความเข้าใจ

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CHAPTER I

INTRODUCTION

Background and Significance of the Problem

In the high competitive environment, competitions can be observed. Beginning from childhood, children compete, by doing the best to get high score or GPA, for the great school with great reputation. As being adulthood, they are still being in the competition of working. Many of them intent to acquire for academic knowledge but academic knowledge alone does not seem to be enough for being successful and happy in this competitive social. Goleman (2002) suggested the importance of emotional intelligence, or Emotional Quotient (EQ), as another competency, beyond academic knowledge alone, that everyone should have to be successful in working life, especially leaders, because it helps building a good relationship with colleagues which is the basic of generating ideas and decision making.

According to Goleman (2002), one of emotional intelligence which is a factor for relationship is “empathy”, a part social awareness. The empathetic subjects can feel and understand others’ emotions by receiving their both verbal and nonverbal behaviors, thus they can get along with different backgrounds surrounding people, and perceived as the good listeners and communicators. Corresponding to book written by Maxwell (2011) which mentioned that empathy is the skill everyone whom want to be successful should have. Furthermore, back in 1931, a best seller book named “How to win friends and influence people”, the early world self-development book, by Dale Carnegie was published. The main idea of this book is about fostering adequate relationship. Mostly, the importance of empathy was described as a factor reducing conflicts and increasing friendship.

There have been still no clear evidences about the one way to develop empathy because, according to previous researches, empathy was related to many factors, such as, genetics, brain functions, fostering, and psychosocial development,

especially, from the view of attachment theory (Yu et al., 2012) which was laid down early in life, and affected the other period of lifespan. Many researches worked on this issue however there were no precise information on correlation between each style of attachment and each component of empathy. This study intend to investigate how four attachment styles related to two components of empathy in order to understand their relationships and create the basic knowledge for developing empathy in attachment point of view. University students were a target group of this work because this age is the beginning of working life and social development role which empathy is the key in their daily life. Moreover, there are still times to learn and improve empathy skills before they go into real working life. For example, communicating with colleagues, or adjusting themselves to get along with their superior level officers both need empathic communication to understand what are other feels and thought. In conclusion, present research is a path of empathy improvement in Thailand.

This survey selected Chulalongkorn University's students because this university is one of top rank university in Thailand that has several faculties and programs. In addition, Chulalongkorn is the one-campus university which can help accurate result by reducing some extraneous variables such as institutional culture or shared beliefs.

Previous study revealed that attachment styles variously related to empathy (Yu et al., 2012). So, this survey hypothesized that each attachment styles differently correlated to each empathy component. That are secure attachment positively related to both affective and cognitive empathy, on the other hand, preoccupied style, dismissive style, and fearful style of attachment are negatively correlated to both components of empathy. Additionally, attachment styles can predict empathy.

Objective

This research objective is to study the relationship between four attachment styles and two empathy components.

Research Hypothesis

1. Secure attachment style positively correlated with affective empathy and cognitive empathy.
2. Preoccupied attachment style negatively correlated with affective empathy and cognitive empathy.
3. Dismissing attachment style negatively correlated with affective empathy and cognitive empathy.
4. Fearful attachment style negatively correlated with affective empathy and cognitive empathy.
5. Attachment style can predict empathy.

Conceptual Framework

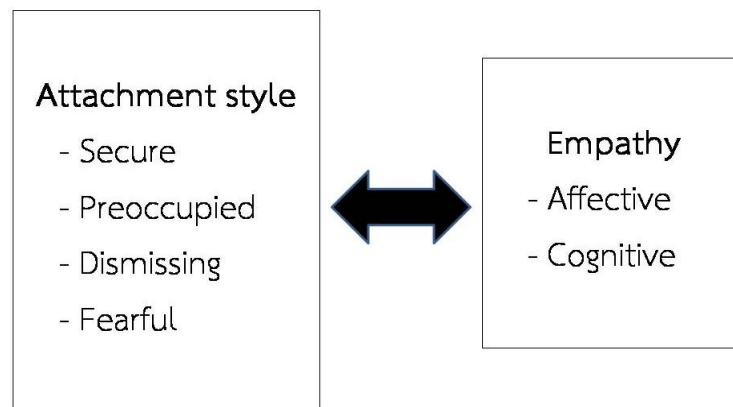


Figure 1.1 The conceptual framework of the study

Expected Benefits from Research

1. Understanding of relationship between each style of attachment and each aspect of empathy.
2. The knowledge from this study can be used as fundamental information for empathy developing plan which related to attachment theory.

Definitions of Terms

Attachment style

Attachment style is a deep emotional bond that connects one to the significant figure over time and was measured by the Attachment Style Questionnaire (Parapob, 2003) which divides attachment into 4 styles

1. Secure attachment style is the attachment style which subject perceives model of self and other positively.
2. Preoccupied attachment style is the attachment style which subject perceives model of self negatively but model of other positively.
3. Dismissing attachment style is the attachment style which subject perceives model of self positively but model of other negatively.
4. Fearful attachment style is the attachment style which subject perceives model of self and other negatively.

Empathy

Empathy is an awareness of another's emotions and behaviors which was measured by using Thai version of the Basic Empathy Scale (Suavansri, 2008). The empathy was divided into 2 components

1. Affective empathy is a capability to experience another's emotion.
2. Cognitive empathy is a capability to understand another's perspective and emotion by perceiving situation through another's frame of reference.

CHAPTER II

LITERATURE REVIEW

Attachment

Attachment was defined as the emotional bond connecting one to another deeply, over time. Begun by Bowlby (1969), studying children's interactions on primary caregiver (most are mothers), who found that child showed distress when separated from "attachment figure", generally, primary caregiver, and displayed demanding behavior in order to gain proximity to the attachment figure. Bowlby (1969) believed that this behavior is a survival instinct. In other words, the child realized that he cannot provide himself all basic needs, such as security, protection, and emotion, so he communicated his needs to attachment figure by expressing this behavior. This behavior he showed to gain proximity from attachment figure is called "attachment behavior". Typically, children reacted with separation situation in similar way. Beginning with "protest", seeking for caregiver and difficult to be soothed, when were separated. Followed by "despair", showed distress and deactivated seeking behavior. Finally, "detachment" was observed. Children isolated themselves and showed no interesting in caregiver when reunited (Burlingham & Freud, 1944; Robertson & Bowlby, 1952)

Bowlby (1969) explained that an attachment figure is one who a child asked for protection and emotional security in times of need. There are indicators observed in relationship between one and the child telling if he or she is the attachment figure. First, the child tries to keep proximity with that person. Second, the attachment figure can be the "safe haven" for the child. In other words, the figure can provide the child an emotional support and sense of security in times of need. Third, in a safe environment, the attachment is the child's "secure base" which means the attachment figure supports the child to accomplish any goal the child has, including environmental exploration and learning. And fourth, the child shows "separation

distress”, show intense distress when separated from the attachment figure (Bowlby, 1969; Ainsworth, 1991; Hazan & Shaver, 1994).

Main (1990) reported that an attachment system, normally, is set up when a child feels of the danger or emotional insecurity. This feeling evokes subject to express the attachment behavior in order to tell the attachment figure that he needs protection and support. The process of attachment system consists of two strategies which are called primary strategy and secondary strategy. The primary strategy is a fundamental plan for proximity and protection seeking in times of insecurity. For instance, the crying behavior came up when the child is hungry or fear. If the attachment figure responses are proper and can bring the child the sense of security, the process would ended up with this strategy properly. On the other hand, if the attachment figure could not understand and help, the child would use the secondary strategy. The secondary strategy is divided into two types, hyperactivating and deactivating. The hyperactivating strategy is the intensification of the attachment behavior so the behaviors such as excessive crying or clinging can be observed. The deactivating strategy is observed as attachment behavior turn-off. Consequently, the frequently used strategy became child’s “internal working model”. Ainsworth et al. (1978) experimented to find out child’s internal working model by using the “strange situation”, as the early measurement of attachment style, and found that the internal working model can be grouped into three types; secure, insecure-ambivalent, and insecure-avoidant. The secure attachment is the result of success in primary strategy usage. The attachment figure understands what child feels and serves appropriately his need, so child gets protection and proximity, and knows that he can trust his attachment figure and environment. The securely attached child is easy to be soothed when negative feelings occurred. Moreover, confidence in exploring and learning is parts of characteristics of the secure child. The insecure-ambivalent is set up by using hyperactivating strategy, one type of secondary strategy. The ambivalent child has excessive attachment behaviors, e.g., crying or clinging, in order to get protection and attention from figure, while the figure reacts inconsistently, sometimes reaction is proper, sometimes not. This reaction reinforces the child’s behavior and arises insecurity, thus the child always seeks for the attachment figure since he is afraid of figure unavailable in times of need. When negative emotions occur, the ambivalent

group is difficult to be soothed. The avoidant style is developed by using deactivating strategy. Subject discontinues attachment behaviors since learns that the attachment figure is unsupportive and unavailable despite how hard behaviors are shown. Therefore, the child learns to isolate and live by himself. Although emotions are aroused inside, the avoidant child does not express obviously and pretends that he is not interesting in return of attachment figure (Cassidy & Kobak, 1988; Main, 1990)

Hazan & Shaver (1987) were interested in adulthood attachment. Studying in adult romantic relationship, they found that the attachment characteristics in adult are similar to in childhood. So, they divided adult attachment style into, follows work that Ainsworth et al. (1978) did, three styles; secure, anxious (as Main (1990) named insecure-ambivalent), and avoidant (as Main (1990) named insecure-avoidant). Hazan & Shaver (1987) reported that subjects with secure attachment style tend to be happy and trust their partners and relationships. The preoccupied group is jealous, emotional inconsistent, and preoccupied in relationship. And the avoidant subjects have difficulty in close relationship, lack of trust, and over-independent. Besides, the attachment system is not the only one system in adult attachment, but caregiving system and reproductive system are also found. In child attachment, a child is only in “needy” position who is emotional security receiver. But, in adult attachment, one can be both a receiver (needy position) and a giver (caregiver position) of sense of security to a relationship partner. Moreover, in adult attachment, reproductive system is also related to sexual activities in romantic relationship (Ainsworth & Bowlby, 1991; Hazan & Shaver, 1994)

Bartholomew & Horowitz (1991) found four styles of adult attachment since they noticed that avoidant subjects, according to Hazan & Shaver (1987), interacted differently to social situations, so they did further research to investigate the causes of differences. Bartholomew & Horowitz (1991) used the model of thought, thought of self and thought of other, as the internal working model measurement. The avoidant attachment style was classified as dismissing attachment and fearful attachment. Instead of anxious, term was used in former study, preoccupied attachment was named. As a result, there are four different attachment styles that reflex various behaviors, cognitive processes, and social interactions.

1. Secure attachment style

The secure subjects have positive thought of self and other. They are high self-confident, flexible, genuine, can perceive the relationship with other as it really be and express appropriately emotions they feel. Additionally, they comfortable in asking for help, have close relationship, and good at maintaining long-term relationships.

2. Preoccupied attachment style

The preoccupied style perceives own self is negative, but other is positive. These lead to low self-confidence, depending on other and cannot handle things alone. Moreover, subjects are emotional sensitive, have anxiety in relationship, and uniquely high in seeking for proximity, acceptance, love, and care, but they deeply feel themselves are not good enough to deserve the valuable relationships.

3. Dismissing attachment style

Positive thought of self and negative thought of other are internal working model of this style. With uniquely high in self-confidence, the dismissing has a sense of invulnerable, tends to refuse assistance from other, and uses rationale to solve all the problems themselves. Subject has superficial relationships because of anticipation of disappointment.

4. Fearful attachment style

Fearful subjects view self and other are negative. They are lack of self-confidence, difficult to adjust, and perceived themselves and other as despicable, so they avoid relationships because they fear of rejections.

Thought		of self	
		Positive	Negative
of other	Positive	Secure	Preoccupied
	Negative	Dismissing	Fearful

Figure 2.1 The attachment styles base on model of thought of self and thought of other

In the earlier attachment style study, Ainsworth et al. (1978) used the Strange situation to determine child's emotional behaviors to mother. Later, George et al. (1985) developed an assessment, in concept of developmental psychology, which called Adult Attachment Interview (AAI) in order to assess the adult attachment style. The AAI is a semi-structure interview which takes an hour, approximately, process. Consisting of 20 items, the interview contexts are related to previous memories about interviewee's parent or caregivers, including items related to loss, separation, and unconscious response. Answers were collected and classified into three styles; secure autonomous, dismissing of attachment, and preoccupied. Thereafter, some participants' answers cannot be classified into any style, another two styles, therefore, were added; unresolved/disorganized, and unorganized/cannot classify (Hesse, 2008). Subsequently, many instruments were developed and can be categorize into two groups, according to number of attachment styles. First, the instruments classifying attachment styles into three styles, such as, the 3-Item Descriptions by Hazan & Shaver (1987), and the Adult Attachment Scale (AAS) by Collins & Read (1990). Second, instruments classifying attachment styles into four styles, such as, the Relationship Questionnaire (RQ) by Bartholomew & Horowitz (1991), the Relationship Scales Questionnaire (RSQ) by Griffin & Bartholomew (1994), and the Albany Measure of Attachment Style (AMAS) by McGowan et al. (1999).

In present study, the Attachment Style Questionnaire was selected. Parapob (2003) developed this questionnaire based on AMAS and RSQ. 38 items of attachment styles were categorized into 4 styles; 11 secure items, 12 preoccupied items, 8 dismissing items, and 7 fearful items, which Cronbach's alpha at .73, .71, .70, and .74 respectively. Scores collected by this instrument are continuous scores, not for grouping. Participants selected a scale, from 7-level Likert scale, that they most agreed.

scored -3	means	strongly disagree
scored -2	means	disagree
scored -1	means	slightly disagree
scored 0	means	cannot make decision
scored 1	means	slightly agree

scored 2 means agree

scored 3 means strongly agree

Scoring was using means in each domain, and each participant's scores are in the same range; -3 to 3.

In general, the dominant attachment style will lead the way one interacts to social, but, occasionally, other attachment style can take responsibility in one's actions. This phenomenon is affected by current situations or emotions such as stress, distress, discouragement, and separation from significant figure (Mikulincer & Shaver, 2007). For example, a secure individual may have preoccupied style behavior when stayed away from partner for a long time.

Several interesting researches related to attachment style found that securely attached subjects, in time of feeling stress and negative emotion, were able to effectively manage their own emotions and ask for help, more appropriate comparing with other styles (Bennett & Nelson, 2011). The Dismissing often uses denial or distraction, which called "distancing strategies", in order to handle stress (Mikulincer & Shaver, 2007). In addition, the distancing strategies were also found in dismissing subject's romantic relationship. Bennett & Nelson (2011) reported that open-relationship is the priority for dismissing subjects, while need of intimacy is for preoccupied. Furthermore, Mikulincer & Shaver (2007) revealed secure style is better in maintaining a long-term commitment. And, Bennett & Nelson (2011) reported unsatisfied, inadequate, and disappointed feeling in anxious attachment style, and avoiding of long-term commitment in avoidant attachment group. When conflict occurred, insecure styles has less coping skills than secure (Mikulincer & Shaver, 2007), and show more rejection to partner (Kobak & Hazan, 1991), such as, isolation, verbal aggression, and, including, threat.

Another finding about attachment is psychopathology related to attachment styles. Bennett & Nelson (2011) summarized that the attachment styles are related to depression. Anxious style is, positively, more related to symptoms of depression and bipolar disorder, comparing to secure style. However, avoidant has no significantly related to these disorders.

Empathy

Goleman (1995) explained the empathy is an ability to understand others' emotions and behaviors which is an important part of social skills, in social awareness factor. Similarly, Rogers (1951) described empathy is happened when an individual view through another's frame of reference. Joliffe & Farrington (2006) divided the empathy into two components; cognitive empathy and affective empathy (emotional empathy). The cognitive empathy is the ability to understand another's emotion or thought with perspective taking. And, the affective empathy is the ability to experience another's emotions. Empathy is triggered by another's emotions (Bierhoff, 2002) by way of emotional description both sound and texts, and thinking of and imagine of situation although individual is not really in that situation (Leiberg & Anders, 2006)

Regarding the empathy development, early psychologist, for example, Freud (1958), or Piaget (1965), believed that young child has no empathy because of egocentric. However, some researchers had another point of view. They suggested that the empathy might be developed from infancy since newborn infants were responsive to other infants' crying (Martin & Clark, 1982) and can imitate facial expression which increasing affective empathy (Atkinson, 2007). On the other hand, cognitive empathy was obviously developed when children acquired the theory of mind. With theory of mind, children are able to take and truly understand another's perspective. Two parts of empathy are continuously developed by times and involvement of several factors, e.g., genetic factor (Knafo et al., 2008), neurological factor which associated with mirror neuron function in brain (Iacoboni, 2008), and psychosocial factor, for example, parenting. Kochanska (2002), Zhou et al. (2002), and Feldman (2007) reported corresponding results about characteristics of caregiver that caregiver with warm, gentle, caring, responsive, and have level of synchrony between caregiver and child serves child more empathy, particularly, affective empathy.

Several studies showed the importance of empathy involving in some factors. Empathy reduces aggressive behaviors and bullying (Manger et al., 2001) and correlated to prosocial behaviors, also, morality (Joliffe & Farrington, 2006; de Waal, 2008). With respect to social skills and daily life linked with empathy, Carnegie (1931), Goleman (1995), and Maxwell (2011) suggested empathy is necessary for work, especially leaders and who want to be successful. Empathy is the essence of

friendship and interpersonal relationship which lead to the cooperation between colleagues.

In this study, the empathy was surveyed using Thai version of the Basic Empathy Scale (BES), developed by Suavansri (2008). Consisting of 20 self-rating, 5-scale Likert, items, the BES splits the empathy into affective (11 items) and cognitive (9 items) component with Cronbach's alpha at .75. Participants selected a scale, from 5-level Likert scale, that they most agreed.

scored 1	means	strongly disagree
scored 2	means	disagree
scored 3	means	neither agree/disagree
scored 4	means	agree
scored 5	means	strongly agree

Scoring was using means in each component, and each participant's scores are in the same range; 1 to 5.

Literatures related to attachment and empathy

Numerous of researches on attachment styles and empathy reported similar findings that maternal warmth formed the secure attachment style which is more likely perform empathic responses than the insecure (Waters et al., 1979; Kestenbaum et al., 1989; Robinson et al., 1994; Bischof-Kohler, 2000). In addition, Kestenbaum et al. (1989) explained that the secure child might receive continuously empathic responses from caregiver in times of distressed, therefore, the child mimicked empathic responses and performed them to others. Correspondingly, Cassidy (1994) reported secure attachment style subjects were better at emotional communication, when perceived others' distress, which is the basis of empathy while resistant subjects felt overwhelmed, and avoidant felt restrained. However, with the greater sensitivity on others' negative emotions, children were thought to have a characteristic of empathy (Zahn et al., 1979)

In 2002, there was a study investigating on the relationship between attachment and empathy in 16-22 months old girls. The finding revealed positive correlation between secure attachment and empathy, but negative for fearful and

empathy (Mark et al., 2002). Corresponding Diamond et al. (2011) who found negative relationship between avoidant attachment style and awareness of caregiver's positive emotion, and anxious style is negatively correlated to awareness of caregiver's negative emotion. However, Wei et al. (2011) did not found statistically significant relationship between anxious style and empathy. They found only negative correlation between avoidant attachment and empathy. Doing research in late adolescences, Yu et al. (2012) investigated relationship between attachment to various significant figure (father, mother, and friends) and two components of empathy (affective and cognitive). Father and friend attachment are positively related to cognitive empathy, and female participants' mother attachment is positively associated with affective empathy. There have been several researches studying connections between attachment and empathy, but none of them investigated relationship between four style of attachment and two components of empathy. Thus, present study investigated this issue on college students which need to understand this data before entering their working life.

CHAPTER III

METHOD

This study is a correlational survey research. Studying in Chulalongkorn University student, the aim of research is to investigate relationship between attachment styles and empathy.

Sample Group

450 participants, male and female, were undergraduate students of Chulalongkorn University. The sample calculation based on previous research that had found relationships between attachment (mother, father, and peer) and cognitive empathy at $r = .33, .26, .46$, respectively. And attachment (mother, father, and peer) related to affective empathy at $r = .16, .10, .16$, respectively. Mother, father, and peer attachment are comparable with secure attachment style, so the correlation coefficient were used for sample size calculation, the statistical significance level was set at .05 and power of test at 90 percent. The calculation was showed below.

$$n = \left(\frac{Z_{\alpha/2} + Z_{\beta}}{Z_{(r)}} \right)^2 + 3$$

When $Z_{(r)} = \frac{1}{2} \ln \left(\frac{1+r}{1-r} \right)$

$$Z_{\alpha/2} = 1.96$$

$$Z_{\beta} = 1.28$$

Correlation coefficient (r)	$Z_{(r)}$	Sample size
0.16	0.161	407
0.26	0.266	121
0.33	0.343	96
0.46	0.497	46

Figure 3.1 The calculation of sample size

According to sample size calculation, present research used the maximum value in order to reach a precise data. Additionally, in case of any errors that could occur during study, 10 percent of sample size was added. In conclusion, 450 were collected.

Allocation of Sample Group

Table 3.1 The population of Chulalongkorn University undergraduate students, in year 2013

Faculty	N		
	Male	Female	Total
Allied Health Science	172	447	619
Architecture	350	580	930
Arts	145	849	994
Commerce and Accountancy	502	1427	1929
Communication Arts	132	416	548
Dentistry	226	441	667
Economics	282	332	614
Education	556	1094	1650
Engineering	2226	582	2808
Fine and Applied Arts	133	361	494
Law	479	819	1298
Medicine	857	704	1561
Pharmaceutical Science	227	593	820
Political Science	322	694	1016
Psychology	92	201	293
School of Agricultural Resources	42	91	133
Science	914	1313	2227

Sport Science	280	195	475
Veterinary Science	155	402	557
Total	8092	11541	19633

Table 3.2 The percentage of population and allocation of sample group

Faculty	Percentage			n		
	Male	Female	Total	Male	Female	Total
Allied Health Science	0.88	2.27	3.15	4	10	14
Architecture	1.78	2.96	4.74	8	13	21
Arts	0.74	4.32	5.06	3	20	23
Commerce and Accountancy	2.56	7.27	9.83	11	33	44
Communication Arts	0.61	2.18	2.79	3	10	13
Dentistry	1.15	2.25	3.40	5	10	15
Economics	1.44	1.69	3.13	6	8	14
Education	2.83	5.57	8.40	13	25	38
Engineering	11.35	2.95	14.30	51	13	64
Fine and Applied Arts	0.68	1.84	2.52	3	8	11
Law	2.44	4.17	6.61	11	19	30
Medicine	4.36	3.59	7.95	20	16	36
Pharmaceutical Science	1.16	3.02	4.18	5	14	19
Political Science	1.64	3.53	5.17	7	16	23
Psychology	0.47	1.02	1.49	2	5	7
School of Agricultural Resources	0.21	0.47	0.68	1	2	3
Science	4.65	6.69	11.34	21	30	51
Sport Science	1.43	0.99	2.42	7	4	11
Veterinary Science	0.79	2.05	2.84	4	9	13
Total	41.22	58.78	100.00	185	265	450

Procedure

1. Requested the certificate of approval from Siriraj Institutional Review Board
2. Contacted the instruments developers for usage permission
3. Contacted the concerned officer of Chulalongkorn University for data collecting permission
4. Collected data from students
5. Analyzed collected data
6. Presented the results of study

Instruments

Demographic information questionnaire consisted of gender, age, year of study, and faculty question.

Attachment Style Questionnaire (Parapob, 2003) was developed following Albany Measure of Attachment Styles (McGowan et al., 1999) and Relationship Style Questionnaire (Griffin & Bartholomew, 1994). Consisting of 38 items, Attachment Style Questionnaire categorizes attachment into 4 styles; secure (11 items), preoccupied (12 items), dismissing (8 items), and fearful (7 items), Cronbach's alpha at .73, .71, .70, and .74 respectively. This instrument is self-rating questionnaire which 7 level of Likert scale can be answered.

scored -3	means	strongly disagree
scored -2	means	disagree
scored -1	means	slightly disagree
scored 0	means	cannot make decision
scored 1	means	slightly agree
scored 2	means	agree
scored 3	means	strongly agree

Scoring was using means in each domain, and each participant's scores are in the same range; -3 to 3.

Basic Empathy Scale (Thai version), developed by Suavansri (2008), consists of 20 items that divide empathy into 2 domains; affective empathy (11 items) and cognitive empathy (9 items), Cronbach's alpha at .85 and .75 respectively. This instrument is self-rating questionnaire which 5 level of Likert scale can be answered.

scored 1	means	strongly disagree
scored 2	means	disagree
scored 3	means	neither agree/disagree
scored 4	means	agree
scored 5	means	strongly agree

Scoring was using means in each component, and each participant's scores are in the same range; 1 to 5.

Data Analysis

Statistical Package for Social Science (SPSS) was used in order to analyze the collected data. Descriptive statistics (frequency, percentage, means, and standard deviations) were employed to explain demographic data of sample group.

Relationships between attachment styles and empathy were analyzed using Pearson product-moment correlation coefficient. And, stepwise multiple regression was used to analyze the prediction capability of variable.

CHAPTER IV

RESULTS

This research is a correlational survey research and aimed to investigate the relationship between attachment styles and empathy. Results were shown in 3 parts as below.

Part 1 The demographic data of sample group

- 1.1 Frequency and percentage results
- 1.2 Means and standard deviation (SD) results

Part 2 Results of attachment styles and empathy

- 2.1 Results of attachment and empathy by gender
- 2.2 Results of attachment and empathy by year of study
- 2.3 Results of attachment and empathy by faculty group

Part 3 Hypotheses investigation

- 3.1 Secure attachment style positively correlated with affective empathy and cognitive empathy.
- 3.2 Preoccupied attachment style negatively correlated with affective empathy and cognitive empathy.
- 3.3 Dismissing attachment style negatively correlated with affective empathy and cognitive empathy.
- 3.4 Fearful attachment style negatively correlated with affective empathy and cognitive empathy.
- 3.5 Attachment style can predict empathy.

Part 1 The demographic data of sample group

1.1 Frequency and percentage results

Results of frequency and percentage analysis were shown in table 4.1.

Table 4.1 The demographic data

	Demographic data n	Frequency percent
Gender		
Male	185	41.2
Female	265	58.8
Total	450	100.0
Age (year)		
18	93	20.7
19	112	24.9
20	104	23.1
21	88	19.6
22	38	8.4
23	14	3.1
24	0	0.0
25	1	0.2
Total	450	100.0
Year		
1	112	24.9
2	123	27.3
3	124	27.6
4	72	16.0
5	15	3.3
6	4	0.9
Total	450	100.0

According to table 4.1, participants were 450 undergraduate students of Chulalongkorn University, 185 males (41.2%) and 265 females (58.8%). There were 112 first year students (24.9%), 123 second year students (27.3%), 124 third year students (27.6%), 72 fourth year students (16.0%), 15 fifth year students (3.3%), and 4 sixth year students (0.9%).

1.2 Means and standard deviation (SD) results

Results of frequency and percentage analysis were shown in table 4.2.

Table 4.2 The descriptive statistic data

	n	Minimum	Maximum	Mean	SD
Age	450	18	25	19.81	1.38
Attachment style					
Secure	436	-1.64	2.82	.863	.720
Preoccupied	440	-2.33	2.42	.506	.765
Dismissing	444	-2.00	3.00	.742	.869
Fearful	432	-3.00	2.00	-.647	.961
Empathy					
Cognitive	445	1.89	5.00	3.841	.514
Affective	436	1.55	4.64	3.437	.471
Empathy	433	2.10	4.80	3.620	.397
Total N (Listwise)	399				

Depending on table 4.2, the average age of sample group was 19.81 years old (SD = 1.38, min. = 18, max. = 25). In attachment variable, mean value of secure style (n = 436) was .863 (SD = .720, min. = -1.64, max. = 2.82), preoccupied style (n = 440) was .506 (SD = .765, min. = -2.33, max. = 2.42), dismissing style (n = 444) was .742 (SD = .869, min. = -2.00, max. = -3.00), and fearful style (n = 432) was -.647 (SD = .961, min. = -3.00, max. = 2.00). Dealing with empathy, the average score of affective empathy was 3.437 (n = 436, SD = .471, min. = 1.55, max. = 4.64), cognitive empathy was 3.841 (n = 445, SD = .514, min. = 1.89, max. = 5.00), and empathy was 3.620 (n = 433, SD = .397, min. = 2.10, max. = 4.80)

Part 2 Results of attachment styles and empathy

2.1 Results of attachment and empathy by gender

Data was analyzed by gender using t-test. Result was shown in table 4.3.

Table 4.3 t-test analysis of attachment styles and empathy by gender

Characteristic	Male		Female		t
	\bar{X}	SD	\bar{X}	SD	
Attachment					
Secure	.82	.69	.89	.74	-1.092
Preoccupied	.62	.77	.43	.75	2.607**
Dismissing	.83	.81	.68	.90	1.739
Fearful	-.50	1.02	-.75	.91	2.652**
Empathy					
Cognitive	3.76	.59	3.90	.45	-2.675**
Affective	3.29	.48	3.55	.43	-5.882***
Empathy	3.50	.42	3.70	.36	-5.355***

** *p*-value < .01, *** *p*-value < .001

As shown in table 4.3, gender difference involved attachment and empathy. Male was scored higher than female significantly ($p < .01$) in preoccupied attachment style ($t = 2.607$; $\bar{X} = .62$, $SD = .77$; $\bar{X} = .43$, $SD = .75$) and fearful attachment style ($t = 2.652$; $\bar{X} = -.50$, $SD = 1.02$; $\bar{X} = -.75$, $SD = .91$). However, female was, statistical significantly ($p = .001$), scored higher in empathy ($t = -5.355$; $\bar{X} = 3.70$, $SD = .36$; $\bar{X} = 3.50$, $SD = .42$), affective empathy ($t = -5.882$; $\bar{X} = 3.55$, $SD = .43$; $\bar{X} = 3.29$, $SD = .48$), and cognitive empathy at $p < .01$ ($t = -2.675$; $\bar{X} = 3.90$, $SD = .45$; $\bar{X} = 3.76$, $SD = .59$).

2.2 Results of attachment and empathy by year of study

Data was analyzed on year of study using one-way analysis of variance (One-way ANOVA). Result was shown in table 4.4.

Table 4.4 One-way ANOVA analysis of attachment styles and empathy by year

Characteristic	1		2		3		4		5		6		F	
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD		
Attachment														
Secure	.72	.70	.91	.66	.85	.82	.85	.78	.95	.45	.96	.73	1.487	
Preoccupied	.43	.76	.53	.76	.39	.79	.57	.81	.88	.75	.60	.76	1.151	
Dismissing	.72	.76	.78	.86	.76	.91	.38	1.03	.94	1.31	.76	.91	.653	
Fearful	-.59	1.06	-.68	.88	-.62	.97	-	.87	1.06	-.50	.75	-.63	.97	.665
Empathy														
Cognitive	3.84	.46	3.85	.51	3.89	.49	4.09	.42	3.92	.79	3.77	.57	1.307	
Affective	3.38	.43	3.45	.51	3.52	.50	3.64	.45	3.09	.40	3.41	.45	1.671	
Empathy	3.58	.36	3.63	.41	3.70	.37	3.82	.26	3.47	.23	3.57	.43	1.935	

* *p-value* < .05

Results from table 4.4 showed no statistically significant difference in attachment styles and empathy among year of study.

2.3 Results of attachment and empathy by faculty group

Data was analyzed on faculty group using one-way analysis of variance (One-way ANOVA). Result was shown in table 4.5.

Table 4.5 One-way ANOVA analysis of attachment styles and empathy by faculty group

Characteristic	Biological		Physical		Humanities		Social		F
	Sciences		Sciences		Sciences		Sciences		
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	
Attachment									
Secure	.81	.65	.73	.73	.75	.84	1.03	.70	4.976**
Preoccupied	.45	.70	.53	.81	.41	.92	.55	.74	.552
Dismissing	.69	.95	.78	.78	1.25	1.13	.64	.79	4.810**

Table 4.5 One-way ANOVA analysis of attachment styles and empathy by faculty group (cont.)

Characteristic	Biological Sciences		Physical Sciences		Humanities Sciences		Social Sciences		F
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	
	Fearful	-.74	.97	-.51	1.00	-.64	1.06	-.70	
Empathy									
Cognitive	3.87	.47	3.76	.57	4.03	.47	3.85	.49	2.764*
Affective	3.44	.47	3.34	.46	3.47	.60	3.51	.43	3.609*
Empathy	3.63	.38	3.53	.41	3.74	.39	3.66	.39	4.154**

* p -value < .05, ** p -value < .01

Table 4.5 revealed statistically significant differences ($p < .01$) within faculty group. These differences were observed in secure attachment domain, dismissing attachment domain, and empathy domain. In secure attachment domain ($F = 4.976$), social science faculties ($\bar{X} = 1.03$, S.D. = .70) had higher mean than biological sciences faculties ($\bar{X} = .81$, S.D. = .65), humanities sciences faculties ($\bar{X} = .75$, S.D. = .84), and physical sciences faculties ($\bar{X} = .73$, S.D. = .73). Second, dismissing attachment domain ($F = 4.810$), humanities sciences group ($\bar{X} = 1.25$, S.D. = 1.13) had higher mean than physical sciences ($\bar{X} = .78$, S.D. = .78), biological sciences ($\bar{X} = .69$, S.D. = .95), and social sciences ($\bar{X} = .64$, S.D. = .79). Lastly, in empathy domain ($F = 4.154$), mean of physical sciences ($\bar{X} = 3.53$, S.D. = .41) is lower than humanities sciences ($\bar{X} = 3.74$, S.D. = .39), social sciences ($\bar{X} = 3.66$, S.D. = .39), and biological sciences ($\bar{X} = 3.63$, S.D. = .38).

Moreover, there, also, were statistically significant differences ($p < .05$) within faculty group factor. In cognitive empathy domain, humanities sciences' average ($\bar{X} = 4.03$, S.D. = .47) was significantly higher ($F = 2.764$) than physical sciences ($\bar{X} = 3.76$, S.D. = .57). In affective empathy, social sciences ($\bar{X} = 3.51$, S.D. = .43) had significantly higher mean ($F = 3.609$) than physical sciences ($\bar{X} = 3.34$, S.D. = .46).

Part 3 Hypotheses investigation

Results of relationship analysis, Pearson's product-moment correlation coefficient, between attachment styles and empathy were shown in table 4.6.

Table 4.6 The relationship between attachment styles and empathy

	Affective empathy	Cognitive empathy	Empathy
Secure	.22**	.29**	.31**
Preoccupied	.32**	.07	.24**
Dismissing	-.21**	-.03	-.13**
Fearful	-.02	-.23**	-.13**

***p-value* < .01

3.1 Secure attachment style positively correlated with affective empathy and cognitive empathy

Supporting the first hypothesis, table 4.6 showed statistically significant relationship between secure attachment and empathy. The secure positively associated with both affective ($r = .22, p < .01$) and cognitive empathy ($r = .29, p < .01$).

3.2 Preoccupied attachment style negatively correlated with affective empathy and cognitive empathy

According to table 4.6, the result did not support the hypothesis. Preoccupied style of attachment positively correlated to affective empathy ($r = .32, p < .01$). On the other hand, the statistically significant relationship between preoccupied attachment and cognitive empathy was not observed.

3.3 Dismissing attachment style negatively correlated with affective empathy and cognitive empathy

According to table 4.6, the result partly supported the hypothesis. Dismissing of attachment negatively correlated to affective empathy ($r = -.21, p < .01$).

But, neither statistically significant relationship between dismissing attachment and cognitive empathy was observed.

3.4 Fearful attachment style negatively correlated with affective empathy and cognitive empathy

According to table 4.6, the result partly supported the hypothesis. Fearful attachment style negatively correlated to cognitive empathy ($r = -.23, p < .01$). But, neither statistically significant relationship between fearful attachment and affective empathy was observed.

3.5 Attachment style can predict empathy

Stepwise multiple regression analysis resulted in table 4.7.

Table 4.7 The result from empathy prediction by using attachment style

Factor	b	SEbi	B	t
Secure	2.256	0.544	0.211	4.144***
Preoccupied	2.963	0.566	0.285	5.237***
Fearful	-1.515	0.437	-0.187	-3.465**
a = 68.261		SEest = ± 7.115		
		R ² =		
R = 0.405		0.164		

p-value* < .01, *p-value* < .001

Corresponding table 4.7, stepwise multiple regression analysis found $R = .405$, and $SEest = \pm 7.115$. Secure, preoccupied, and fearful attachment style were predicting factors of empathy at $R^2 = .164$. The equation was $Y = 68.261 + 2.256(\text{secure}) + 2.963(\text{preoccupied}) + [-1.515(\text{fearful})]$.

CHAPTER V

DISCUSSION, CONCLUSION AND SUGGESTION

Discussion

Hypothesis 1: Secure attachment style positively correlated with affective empathy and cognitive empathy.

The result supported this hypothesis. Secure style of attachment positively correlated to both components of empathy, significantly; affective ($r = .22, p < .01$) and cognitive ($r = .29, p < .01$)

The secure subjects were likely to be authentic perceivers of interpersonal relationship and genuine. They also could express emotions they feel appropriately. Additionally, they were comfortable to have close relationship and good at maintaining long-term relationships (Bartholomew & Horowitz, 1991). These characteristics of secure style might lead them to pay attention properly on other's feelings and conditions. In addition, secure subjects were assumed that they had been arisen by empathetic attachment figure that consistently showed them empathic responses. Since they received empathic responses continuously, they also could learn, imitate, and behave these empathic responses on other (Kestenbaum, Farber, & Sroufe, 1989). Eventually, secure style was related to affective empathy and cognitive empathy, Corresponding Mark et al. (2002), Bischof-Kohler (2000), Robinson et al. (1994) and Cassidy (1994) which reported the positive relationship between secure attachment style and empathy.

Hypothesis 2: Preoccupied attachment style negatively correlated with affective empathy and cognitive empathy.

Contradicting the hypothesis, the analyzed result showed positively significant correlation between preoccupied attachment style and affective empathy (r

= .32, $p < .01$), but no statistically significant association with cognitive empathy ($r = .07, p > .05$).

Concerning affective empathy component, the result of this study was relevant to Trusty et al. (2005) and Wei et al. (2011) which explained that preoccupied subjects were more likely to experienced negative emotions themselves so they were able to feel other's negative feeling (high affective empathy). On the other hand, cognitive empathy required taking other's perspective to understand situations and contexts other was facing. But, preoccupied subjects usually concern about themselves, therefore they ignored everyone else (Wei et al., 2011; Britton & Fuendeling, 2005; Joireman et al., 2001; Mikulincer et al., 2001).

Hypothesis 3: Dismissing attachment style negatively correlated with affective empathy and cognitive empathy.

The result partly supported this hypothesis. There was statistically significant negative relationship between dismissing attachment style and affective empathy ($r = -.21, p < .01$), however there was no significant relationship between dismissing style and cognitive empathy ($r = -.03, p > .05$).

Concerning affective empathy component, Bartholomew & Horowitz (1991) reported characteristics of dismissing subjects that they perceived themselves superior than other, and acquired rationale in order to handle problems themselves, thus, they considered other's emotions as useless part and reinterpreted other's emotions with rationale, instead of feeling, in dismissing style's point of view. Consequently, they could not experience what other's feelings. The result was relevant to Bennett & Nelson (2011) whom reported emotional distance created by dismissing attachment teachers, so their affective empathy for their students was lower. Regarding dismissing attachment style and cognitive empathy, neither statistically significant relationship was found. The reason might be that cognitive empathy required more effort on taking other's perspective to understand situations and contexts other was facing, but the dismissing might consider other as inferior in cognitive functions (Bartholomew & Horowitz, 1991) so they did not even take other's perspective.

Hypothesis 4: Fearful attachment style negatively correlated with affective empathy and cognitive empathy.

Result of correlation analysis showed partial support of the hypothesis. There was statistically significant negative relationship between fearful attachment style and cognitive empathy ($r = -.23, p < .01$), however no other correlation was significant.

Bartholomew & Horowitz (1991) explained that fearful subjects were lack of self-confidence, difficult to adjust, perceiving themselves as despicable and other as distrustful, so they avoided interpersonal relationship because they feared of rejections. Eventually, they became introvert and concerned fearfully about themselves which led they misinterpreted other's frames of reference. These characteristics might be reasons why fearful attachment negatively related to cognitive empathy which required more effort in order to see any situation through other's perspective.

Hypothesis 5: Attachment style can predict empathy.

Analyzed by stepwise multiple regression, attachment style variables (secure, preoccupied, and fearful style) could predict empathy at 16.4% ($R = .405$, $SE_{est} = \pm 7.115$). And the equation was $Y = 68.261 + 2.256(\text{secure}) + 2.963(\text{preoccupied}) + [-1.515(\text{fearful})]$.

The result revealed that attachment style factors could predict empathy. Since secure style characteristics, appropriate emotional expression and awareness (Bartholomew & Horowitz, 1991), positively associated with empathy, secure attachment style was the most effective predicting factor of empathy. The second predicting factor was preoccupied attachment which also positively related to empathy, particularly, affective empathy. Preoccupied style was described as a group with previous distressed experiences, thus they were able to feel other's feelings (Wei et al., 2011). The last predicting factor in this research was fearful style of attachment. Fearful attachment style negatively related to empathy, the more fearful style was, the less empathy existed. Bartholomew & Horowitz (1991) described that fearful style of attachment group perceived everyone (self and other) as distrustful, therefore they misinterpreted situation fearfully and was not interested in other people else.

Conclusion

Conclusively, present research revealed that psycho-social factor, specifically, each style of attachment differently related to each component of empathy. Specifically, secure attachment style positively related to both affective and cognitive empathy. And attachment factor could predict empathy. Results from this study may be used as a guideline for empathy developing program regarding attachment perspective which appropriately interpersonal interaction has been considered as beginning of secure attachment (Hazan & Shaver, 1987). Moreover, parenting is another issue needed to be planned. Since attachment style has been laid down early in life, the early parenting which is the basic of attachment is necessary.

Benefits of the research

1. Understanding of relationship between each style of attachment and each aspect of empathy.
2. The knowledge from this study can be used as basic information for parenting promotion plan according to attachment theory in order to develop empathy.
 1. The knowledge from this study can be used as fundamental information for empathy developing plan which related to attachment theory.
 2. Increase self-awareness about empathy components related to attachment styles in subject.

Limitations of research

1. This research has focused particularly on the relationship between attachment styles and empathy, therefore the cause-effect of these variables is still unrevealed.
2. This research has studied the relationship between empathy and psycho-social factor which based on attachment theory only and this theory could predict empathy partly.

Suggestions

1. Further research may study these variables (attachment style and empathy) with other analysis method or experimental design such as the cause-effect study in order to gain more comprehensions about attachment styles and empathy

2. This research studied on attachment style which is just one of many factors in psycho-social perspective. Following research may study other variables related to psycho-social perspective in order to find another factor that has relationship with empathy.

3. Further research may focus on how to develop empathy by attachment theory.

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APPENDICES

APPENDIX A

The example of Demographic information questionnaire

แบบสอบถามในวิทยานิพนธ์เรื่อง “การศึกษาความสัมพันธ์ของรูปแบบความผูกพันกับ
ความเข้าใจในนิติจุฬาลงกรณ์มหาวิทยาลัย”

เรียน ผู้ตอบแบบสอบถาม

แบบสอบถามฉบับนี้เป็นส่วนหนึ่งของการวิจัยเพื่อศึกษาเกี่ยวกับความสัมพันธ์ระหว่างรูปแบบความผูกพันกับความเข้าใจ ผู้วิจัยขอความร่วมมือจากท่าน โปรดตอบแบบสอบถามตามความรู้สึที่ตรงกับตัวท่านมากที่สุด ในการตอบแบบสอบถามนี้ไม่มีคำตอบใดที่ถูกหรือผิด โดยคำตอบที่ได้จากท่านจะถูกเก็บเป็นความลับ และจะไม่มีผลกระทบใดๆต่อท่านทั้งสิ้น ผลการวิจัยจะไม่แสดงข้อมูลให้เห็นเป็นรายบุคคล แต่จะแสดงข้อมูลเป็นภาพรวมและนำข้อมูลไปใช้ในการศึกษาเท่านั้น

ขอขอบพระคุณเป็นอย่างสูงในความร่วมมือของท่าน

อิทธิพล ปินิจวิชา

ตอนที่ 1 ข้อมูลทั่วไป โปรดทำเครื่องหมาย ✓ หรือเติมคำตอบที่ตรงกับตัวท่านลงในที่ว่าง

1. เพศ

ชาย

หญิง

2. อายุ

_____ ปี _____ เดือน

3. ระดับชั้นปี

1

2

3

4

5

6

4. คณะ

APPENDIX B

Example of Attachment Style Questionnaire

ตอนที่ 2 แบบสอบถามเกี่ยวกับความสัมพันธ์ระหว่างบุคคล

คำชี้แจง โปรดอ่านข้อความและประเมินว่าข้อความในแต่ละข้อสามารถบรรยายลักษณะของท่าน เมื่อท่านมีความสัมพันธ์แบบใกล้ชิดสนิทสนมได้ ตรง/ไม่ตรง มากน้อยเพียงใด โดยใช้เครื่องหมาย ○ ทับคำตอบที่ตรงกับความรู้สึกของท่านในแต่ละข้อ เพียงคำตอบเดียว และโปรดตอบให้ครบทุกข้อ

	ข้อความ	ไม่ตรง เลย -3	ไม่ตรง ปานกลาง -2	ไม่ตรง เล็กน้อย -1	ตัดสิน ใจไม่ได้ 0	ตรง เล็กน้อย 1	ตรง ปาน กลาง 2	ตรง มาก 3
1	ฉันชอบเล่นหยอกเย้าด้วยการสัมผัสเนื้อต้องตัวผู้อื่น	-3	-2	-1	0	1	2	3
2	การคิดจะสร้างความสัมพันธ์อย่างเฉียวเป็นสิ่งที่ปลอดภัยกว่าการสร้างความสัมพันธ์จริงๆมาก	-3	-2	-1	0	1	2	3
3	บางครั้ง ฉันรู้สึกว่าคุณอื่นๆ เกือบทุกคนมุ่งร้ายต่อฉัน	-3	-2	-1	0	1	2	3
4	การทำความรู้จักคนใหม่ๆ เป็นเรื่องง่ายสำหรับฉัน	-3	-2	-1	0	1	2	3
5	ฉันเลือกที่จะพึ่งพาตนเองมากกว่าไปพึ่งพาผู้อื่น	-3	-2	-1	0	1	2	3
6	ฉันรักคนรักของฉันมากกว่าที่เขารักฉัน	-3	-2	-1	0	1	2	3
7	ฉันชอบมองตัวเองในกระจกเงา	-3	-2	-1	0	1	2	3
8	ฉันชอบอยู่ตัวคนเดียว	-3	-2	-1	0	1	2	3
9	สำหรับฉัน ชีวิตจะดีเมื่อฉันได้อยู่กับคนรักที่ให้ความรักแก่ฉัน	-3	-2	-1	0	1	2	3
10	ฉันชอบทำสิ่งต่างๆด้วยตนเอง	-3	-2	-1	0	1	2	3
11	เป็นเรื่องง่ายที่จะทำให้ฉันยิ้มและหัวเราะ	-3	-2	-1	0	1	2	3
12	การพูดคุยกับคนแปลกหน้าเป็นเรื่องง่ายสำหรับฉัน	-3	-2	-1	0	1	2	3
13	อนาคตของฉันดูสดใสเป็นอย่างยิ่ง	-3	-2	-1	0	1	2	3

APPENDIX C

Example of Basic Empathy Scale (Thai version)

ตอนที่ 3 แบบวัดความเข้าใจ

คำชี้แจง โปรดอ่านข้อความในแบบสอบถาม แล้วเลือกคำตอบที่ตรงกับตัวท่านมากที่สุด โดยใช้เครื่องหมาย ○ ทับบนตัวเลขในส่วนที่ให้เลือกในแต่ละข้อ เพียงตัวเลือกเดียว โปรดตอบให้ตรงกับตัวท่าน หรือความรู้สึกของท่านมากที่สุดโดย ไม่ต้องคำนึงว่าบุคคลส่วนใหญ่ควรจะตอบอะไร โปรดทำแบบสอบถามทุกข้อ

คำตอบในแต่ละข้อมีให้เลือกดังนี้

1 = ไม่เห็นด้วยอย่างยิ่ง	หมายถึง ฉันไม่เห็นด้วยกับข้อความนี้อย่างยิ่ง
2 = ไม่เห็นด้วย	หมายถึง ฉันไม่เห็นด้วยกับข้อความนี้
3 = ไม่เห็นด้วยและเห็นด้วยพอๆกัน	หมายถึง ฉันไม่เห็นด้วยและเห็นด้วยกับข้อความนี้พอๆกัน
4 = เห็นด้วย	หมายถึง ฉันเห็นด้วยกับข้อความนี้
5 = เห็นด้วยอย่างยิ่ง	หมายถึง ฉันเห็นด้วยกับข้อความนี้อย่างยิ่ง

ตัวอย่างการตอบ

หากท่านเห็นด้วยว่าประโยค “ฉันไม่ได้รับอิทธิพลจากอารมณ์ของเพื่อนมากนัก” ตรงกับตัวท่านอย่างยิ่ง ให้ท่านทำเครื่องหมาย ○ ในแถวของ “เห็นด้วยอย่างยิ่ง” บนตัวเลข 2 ดังตัวอย่าง

ข้อ	ข้อความ	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่เห็นด้วยและเห็นด้วยพอๆกัน	เห็นด้วย	เห็นด้วยอย่างยิ่ง
1	ฉันไม่ได้รับอิทธิพลจากอารมณ์ของเพื่อนมากนัก	1	2	3	4	5
2	ฉันมักจะรู้สึกเศร้าไปด้วย หลังจากอยู่กับเพื่อนที่กำลังเศร้าเรื่องใดเรื่องหนึ่งอยู่	1	2	3	4	5
3	ฉันเข้าใจได้ถึงความสุขของเพื่อนเวลาที่เขาทำอะไรได้ดี	1	2	3	4	5

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