

An Investigation of Interpersonal Problem Solving Approaches With Respect To Attachment Styles

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Abstract

The purpose of this study was to investigate interpersonal problem solving approaches with respect to attachment styles. The participants were 554 (279 female and 275 male) university students. Pearson product-moment correlation coefficients and multiple regression analysis were used. The results of the study showed that the attachment styles of the students significantly predicted subdimensions of interpersonal problem solving. There was a positive relationship between secure attachment style and constructive problem solving, insistent-persevering approach while there was a negative and significant relationship between secure attachment style and approaching problems in a negative way, lack of self confidence, unwillingness to take responsibility. There was a positive relationship among dismissive attachment style scores constructive problem solving score. The relationship among preoccupied attachment style and approaching problems in a negative way, constructive problem solving, lack of self confidence, and unwillingness to take responsibility was positive and significant. There was a positive relationship among Fearful attachment style and approaching problems in a negative way, constructive problem solving, lack of self confidence, unwillingness to take responsibility, and insistent-persevering approach.

Key Words

Attachment Styles, Problem Solving, Interpersonal Problem Solving.

Adolescence is a period during which a young individual steps into adulthood in terms of social, emotional and cognitive development (Temel & Aksoy, 2005). In their relationships with adults and their peers, adolescents experience problems caused by internal and external factors. These problems influence the adaptation of adolescents (Özbay, 2002). Relationship problems are among the most common problems. Problem solving skills help an individual or a group

to effectively adapt to the environment they live in. All generations have to learn problem solving to effectively adapt to the environmental life in (Senemoğlu, 2007). Problem solving skill is a learnable characteristic. Particularly the solution of interpersonal problems depends on whether interpersonal communication is effective or not (Çam, 1999). Interpersonal problems appear as a result of the problems related with other people (Horowitz, 2004). Interpersonal problems can be defined as a situation in which at least one of the persons involved in the interaction perceives the difference between the existing communication and ideal communication; and attempts to eliminate the tension caused by this perceived difference where these attempts are prevented (Kesgin, 2006). Interpersonal problem solving skill is one of the skills that should be supported starting from the early years of life and it continues throughout the life (Anlıak & Dinçer, 2005;

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Özdil, 2008). Interpersonal problem solving is termed as social problem solving (Çam & Tümkaya, 2008). Social problem solving is a conscious, rational; effort based coping process aiming to find ways for a solution in stressful situations (D'Zurilla & Chang, 1995; D'Zurilla & Nezu, 1982, 1990).

Social problem solving model involves three dimensions which are *orientation to the problem, appropriate problem solving, and application of problem solving skills*. Orientation to the problem involves the realization of the problem and causal attributions and expectations of a person about problem solutions and constitutes the motivation part in problem solving process. Orientation to the problem constitutes the general attitude of the individual towards the problem and is affected by the problems that the individual have faced in his past experiences and the types of coping with these problems. In addition to problem solving skill of the person, orientation to the problem includes what the person generally thinks and feels about the problems of life, and his/her emotional and cognitive schemes. This dimension, which also determines the control perceptions of the individuals on problems, also affects the time and effort spent for the solution (Belzer, D'Zurilla, & Maydeu-Olivares, 2002; D'Zurilla & Chang, 1995; D'Zurilla, Maydeu-Olivares & Kant, 1998; D'Zurilla & Nezu, 1990; D'Zurilla, Nezu, & Maydeu-Olivares, 2004; Maydeu-Olivares & D'zurilla, 1996).

Appropriate problem solving and application of problem solving skills, on the other hand; means thinking rationally when coping with a problem situation and finding the optimum solution through the application of problem solving skills or techniques (Belzer et al., 2002; D'zurilla & Chang, 1995; Maydeu-Olivares & D'zurilla, 1996). General attitude of an individual towards the problems is influenced by the problems experienced by the individual in his/her past experiences and the styles of coping with these problems (Arslan, Hamarta, Arslan, & Saygın, 2010). The way an individual evaluates and perceives his/her problem solving skills influences how he/she approaches to the problems he/she encounters in life and how he/she copes with them (Heppner & Krauskoph, 1987).

There is a general agreement that parent-child relationships in early childhood period influence development, relationships with other people and psychological adaptation of an individual (Kapçı & Küçükler, 2006). Bowlby, reports that the individuals who have an attachment figure they can reach any time they need will feel less fear and anxiety when

compared to the individuals who lack such a figure (Skolnick, 1986). Attachment theory attempts to determine how and why the emotional connection of children for their first caregivers appears and how personality and interpersonal relationships are influenced by this attachment relationship in childhood (Arslan, 2008). Attachment is a building block in the relationships of an individual firstly with his/her caregiver in early periods and in his/her relationships with other people in next periods of life (Özer, 2009).

Fundamental attachments of individuals develop from childhood to adulthood. During this development process, the individual develops "internal working models" concerning the predictable characteristics of attachment style (Bowlby, 1973). According to Bowlby, (1982) as a child develops, he/she internalizes his/her attachment experiences, by creating "internal working models" or mental representations of him/her or other people. Bowlby believes that internal working model is a completely real representation of a child's experiences. Internal working models guide an individual in matters such as success in establishing reciprocal reasonable relationships with other people, establishing emotional connections, confidence level and attitude to closeness (Gray & Stanberg, 1999).

Bowlby (1973) emphasizes that internal working models of individuals develop with attachment styles and bilateral interpersonal relationships. In attachment theory, Bowlby (1973; 1980) suggests that the quality of the relationship the individuals establishes with their caregivers at early age serve as a guide for their interpersonal relationships in future.

Based on the assessment of the individual's own and other people's self in a positive or negative manner, four attachment styles are introduced (Bartholomew & Horowitz, 1991). There are four different attachment styles consisting of positive self- positive others (secure attachment style), positive self- negative others (dismissive attachment style), negative self-positive others (preoccupied attachment style) and negative self-negative others (fearful attachment style) (Bartholomew, 1990; Bartholomew & Horowitz, 1991; Bartholomew & Shaver, 1998).

Attachment styles are an important factor that affects interpersonal relationships (Deniz, Hamarta, & Arı, 2005). Researches and views clearly indicate that attachment styles developed by an individual at early age continue to influence his/her behaviors in adulthood. It is believed that attachment styles an individual has might affect interpersonal relationships and the style of handling the problems

experienced in these relationships. Therefore, the purpose of this study was to determine the relationship between interpersonal problem solving and attachment styles. Also it was investigated that if attachment styles significantly predicted interpersonal problem solving approaches.

Method

Participants

The relational survey model is adapted in the current study. The target population of this study consists of the students attending faculties of education (150 students), science (91 students), law (105 students), humanities (99 students) and technical education (109 students) at Selcuk University in Konya/Turkey. The sample of the study ended up consisting of 554 students (279 female and 275 male) who participated in the research voluntarily. The mean age of the participants was 20.56 years (between 17-25 years old) with a standard deviation of 1.95 years.

Interpersonal Problem Solving Inventory (IPSI):

This inventory was developed by Çam and Tümkaya (2007) as a tool for measuring problem solving approach and skills among university students between the ages of 18-30. The inventory consists of five sub-scales and a total of 50 items. The items vary between 1 (strongly disagree) and 5 (strongly agree). High scores obtained for each sub-scale indicates that the characteristic about interpersonal problem solving is high. In factor analysis study of the inventory, a total of five factors which explained a total of 38.38% of the variance related with interpersonal problem solving were obtained. These factors were approaching problems in a negative way, Constructive Problem Solving, Lack of Self Confidence, Unwillingness to take Responsibility, and Insistent-persevering approach sub-scales. The number of items in each sub-scale was 16, 16, 7, 5 and 6 respectively. The correlation value calculated with total scores of the sub-scales varied between .22 and .74. Internal consistency Cronbach's alpha coefficients of the sub-scale scores of the inventory were approaching problems in a negative way =.91, Constructive Problem Solving =.88, Lack of Self Confidence =.67, Unwillingness to take Responsibility =.74 and Insistent-persevering approach =.70. Test re-tests correlation values were calculated as a result of double application of the inventory to 60 students in four week intervals. Test re-test correlation values for the sub-scales were found to be 89, .82, .69, .76 and .70 respectively (Çam & Tümkaya, 2007).

Relationships Scales Questionnaire (RSQ):

The RSQ developed by Griffin and Bartholomew (1994) and adapted to Turkish participants by Sümer and Güngör (1999) was used to determine the attachment styles of students. This inventory is a 17-item Likert-type scale to measure four different attachment styles (secure, dismissing, fearful, and preoccupied). The parallel form validity of this scale was tested with the Relationship Questionnaire (Bartholomew & Horowitz, 1991) and the correlation coefficients varied between .49 and .61. The reliability coefficients of the scale were calculated by the Retest Method and varied between .54 and .78 (Sümer & Güngör, 1999).

Data Analysis: SPSS 15.0 was used in order to evaluate the data which were collected by the scales employed in the research. The Pearson correlation coefficient technique was used to determine the relationships among the subscales of attachment styles and interpersonal problem solving. Multiple regression analysis was used to determine whether or not attachments styles predicts interpersonal problem solving skills.

Table 1.
Descriptive Statistics

	N	Mean	Std. Deviation
Secure attachment style	554	20.47	4.42
Dismissive attachment style	554	23.09	3.94
Preoccupied attachment style	554	15.54	4.19
Fearful attachment style	554	16.57	4.50
Approaching problems in a negative way	554	42.16	12.50
Constructive Problem Solving	554	54.17	10.61
Lack of Self Confidence	554	14.04	5.14
Unwillingness to take Responsibility	554	21.60	4.48
Insistent-persevering approach	554	12.94	4.28

Results

The relationships among 4 subscales of attachment styles and the 5 subscales of interpersonal problem solving were analyzed by using the Pearson correlation analysis technique and the results are presented in Table 2 below. A multiple regression analysis was performed to predict interpersonal problem solving approaches by attachment styles and the results are given in Table 3, 4, 5, 6, 7.

Table 2.
Correlations among Subscales of Attachment Styles and Subscales of Interpersonal Problem Solving

	Approaching problems in a negative way	Constructive problem solving	Lack of self confidence	Unwillingness to take responsibility	Insistent-persevering approach
Secure attachment style	-.22**	.11**	-.11*	-.21**	.12**
Dismissive attachment style	-.02	.10*	-.02	-.01	.07
Preoccupied attachment style	.30**	.11**	.13**	.10*	.06
Fearful attachment style	.31**	.11**	.17**	.33**	.11**

* $p < .05$, ** $p < .01$

Table 3.
Multiple Regression Analysis on Approaching Problems in A Negative Way

	R	R2	R2ch	F	Df	B	β	p
(Constant)	.45a	.22	.20	35.43	4/549	32.24		.00**
Secure attachment style						-.38	-.13	.00**
Dismissive attachment style						-.39	-.12	.00**
Preoccupied attachment style						.94	.32	.00**
Fearful attachment style						.72	.26	.00**

* $p < .05$, ** $p < .01$

Table 4.
Multiple Regression Analysis on Constructive Problem Solving

	R	R2	R2ch	F	Df	B	β	p
(Constant)	.22	.05	.04	7.21	4/549	34.13		.00**
Secure attachment style						.38	.16	.00**
Dismissive attachment style						.12	.04	.30
Preoccupied attachment style						.23	.09	.03*
Fearful attachment style						.36	.15	.00**

* $p < .05$, ** $p < .01$

It is clear from the Table that there is a positive relationship between secure attachment style and constructive problem solving ($r = .11, p < .01$), insistent-persevering approach ($r = .12, p < .01$) while there was a negative and significant relationship between secure attachment style and approaching problems in a negative way ($r = -.22, p < .01$), lack of self confidence ($r = -.11, p < .01$), unwillingness to take responsibility ($r = -.21, p < .01$). There was a positive relationship among dismissive attachment style scores constructive problem solving ($r = .10, p < .05$) score. The relationship among preoccupied attachment style and approaching problems in a negative way ($r = .30, p < .01$), constructive problem solving ($r = .11, p < .01$), lack of self confidence ($r = .13, p < .01$), and unwillingness to take responsibility ($r = .10, p < .05$) was positive and significant. There was a positive relationship among Fearful attachment style and approaching problems in a negative way ($r = .31, p < .01$), constructive problem solving ($r = .11, p < .01$), lack of self confidence ($r = .17, p < .01$), unwillingness to take responsibility ($r = .33, p < .05$), and insistent-persevering approach ($r = .11, p < .01$)

It is understood from Table 3 that in general terms, specific contribution of attachment styles are significant on *approaching problems in a negative way* ($R^2 = .22, F_{(4/549)} = 35.43, p < .01$). This result indicates that attachment styles explain 22% of total variance in *approaching problems in a negative way*. According to the standardized regression coefficient (β), significance order of precursor variables on *approaching problems in a negative way* is as follows: Preoccupied attachment style ($\beta = .32, p < .01$), fearful attachment style ($\beta = .26, p < .01$), secure attachment style ($\beta = -.13, p < .01$) and dismissive attachment style ($\beta = -.12, p < .01$)

It is understood from Table 4 that in general terms, specific contribution of attachment styles are significant on *constructive problem solving* ($R^2 = .05, F_{(4/549)} = 7.21, p < .01$). This result indicates that attachment styles explain 5% of total variance in *constructive problem solving*. According to the standardized regression coefficient (β), significance order of precursor variables on *constructive problem solving* is as follows: Secure attachment style ($\beta = .16, p < .01$) fearful attachment style ($\beta = .15, p < .01$), and preoccupied attachment style ($\beta = .09, p < .01$).

Table 5.
Multiple Regression Analysis on Lack of Self Confidence

	R	R2	R2ch	F	Df	B	β	p
(Constant)	.22	.05	.04	7.22	4/549	11.95		.00**
Secure attachment style						-.06	-.05	.21
Dismissive attachment style						-.09	-.07	.11
Preoccupied attachment style						.17	.14	.00**
Fearful attachment style						.17	.15	.00**

* $p < .05$, ** $p < .01$

Table 6.
Multiple Regression Analysis on Unwillingness to Take Responsibility

	R	R2	R2ch	F	Df	B	β	p
(Constant)	.36	.13	.13	20.92	4/549			.00**
Secure attachment style						-.10	-.11	.01**
Dismissive attachment style						-.07	-.06	.13
Preoccupied attachment style						.10	.10	.01**
Fearful attachment style						.28	.30	.00**

* $p < .05$, ** $p < .01$

Table 7.
Multiple Regression Analysis on Insistent-Persevering Approach

	R	R2	R2ch	F	Df	B	β	p
(Constant)	.21a	.04	.04	6.10	4/549			.00**
Secure attachment style						.17	.17	.00**
Dismissive attachment style						.03	.03	.51
Preoccupied attachment style						.04	.04	.38
Fearful attachment style						.16	.16	.00**

* $p < .05$, ** $p < .01$

It is understood from Table 5 that in general terms, specific contribution of attachment styles are significant on *lack of self confidence* ($R^2=.05$, $F_{(4/549)}=7.22$, $p < .01$). This result indicates that attachment styles explain 22% of total variance in *lack of self confidence*. According to the standardized regression coefficient (β), significance order of precursor variables on *lack of self confidence* is as follows: Fearful attachment style ($\beta=.15$, $p < .01$), preoccupied attachment style ($\beta=.14$, $p < .01$).

It is understood from Table 6 that in general terms, specific contribution of attachment styles are significant on *unwillingness to take responsibility* ($R^2=.13$, $F_{(4/549)}=20.92$, $p < .01$). This result indicates that attachment styles explain 5% of total variance in *unwillingness to take responsibility*. According to the standardized regression coefficient (β), significance order of precursor variables on *unwillingness to take responsibility* is as follows: Fearful attachment style ($\beta=.30$, $p < .01$), secure attachment style ($\beta=-.11$, $p < .01$) and preoccupied attachment style ($\beta=.10$, $p < .01$).

It is understood from Table 7 that in general terms, specific contribution of attachment styles are significant on *insistent-persevering approach* ($R^2=.04$, $F_{(4/549)}=6.10$, $p < .01$). This result indicates that attach-

ment styles explain 4% of total variance in *insistent-persevering approach*. According to the standardized regression coefficient (β), significance order of precursor variables on *insistent-persevering approach* is as follows: Secure attachment style ($\beta=.17$, $p < .01$) and fearful attachment style ($\beta=.16$, $p < .01$).

Discussion

Analysis of study findings indicated that attachment styles significantly explained approaching problems in a negative way. It was found that there was a positive significant relationship between secure attachment and approaching the problem in a negative way. This result indicated that having fearful and preoccupied attachment style increased approaching problems in a negative way, while having secure attachment style decreased approaching problems in a negative way. According to the attachment theory developed by Bowlby, the way a child internalizes the images of mother and father forms the basis of how he/she will perceive the person with whom he/she will have a relationship in the future (Siyez, 2010). According to Bowlby (1982), as a child develops, he/she internalizes his/

her attachment experiences, by creating “internal working models” or mental representations of him/her or other people. Internal working models help an individual to have a foresight about the behaviors of other people and to plan his/her own behaviors to achieve his/her objectives in the relationship (Feeney, Noller, & Roberts, 1999). For an individual who tries to maintain the felt security in his/her relationships, having positive or negative mental models directly affects to what extent the reactions given by the social environment, particularly by the individuals valued by the individual are perceived as consistent and reliable and to what extent the individual considers himself/herself worth loving. These varying perceptions relatively determine attachment styles which are constant personality traits (Sümer & Güngör, 1999). An individual shows attachment behavior in all periods of his/her life (Saymaz, 2003). Individuals with secure attachment style have positive self and positive others model (Bartholomew & Shaver, 1998). The individuals with secure attachment style trust themselves and other people. On the other hand, a child with insecure attachment develops threatening or negative expectations towards the world and the people and a sense of self-worthlessness (Knox, 1999). For this reason, it can be thought that they do not approach the problems in a negative way in their interpersonal problems. On the other hand, the individuals having fearful and preoccupied attachment style have negative self model (Bartholomew & Shaver, 1998). Therefore, as they cannot trust themselves, when they encounter a problem in their interpersonal relationships, they can be expected to adopt a negative approach to problems.

Another finding of this study was that attachment styles significantly explained constructive problem solving. In addition, there was a positive significant relationship between secure, dismissive, preoccupied, fearful attachment styles and constructive problem solving. Constructive problem solving is concerned with the emotions, ideas and behaviors that contribute to effective and constructive problem solving of the individual in case of an interpersonal problem (Çam & Tümkaya, 2007). Constructive problem solving refers to the effort of reaching an effective solution in coping with the problem situation (Arslan, 2010). The way an individual evaluates and perceives his/her problem solving skills affects how he/she approaches the difficulties encountered in life and how he/she copes with them (Heppner & Krauskoph, 1987; Heppner, Reeder, & Larson, 1983). In addition, orientation, courage, desire to problem solving and self-confidence of the

individual are effective in problem solving (Çam & Tümkaya, 2006). It was found that perception of an individual in problem solving is related with showing more extraverted, less hostile and negative behaviors in interpersonal relationships (Dixon, Heppner, & Anderson, 1991; Şahin, Şahin, & Heppner, 1993). Ögülmüş (2001) reported that the opinions such as perceiving problem solving as very difficult, believing that he/she will not be able to solve the problem and he/she hurries to solve the problem are negative opinions that prevent the solution of the problem. Positive thinking and good will, believing that there is more than one solution are the factors that makes problem solving easier.

In their study which analyzed attachment styles of married couples, Kobak and Hazan (1991) found that the couples who had secure attachment style showed more constructive problem solving behaviors when compared to those who had insecure attachment style (cited in Işınsoy, 2003). Effective and constructive problem solving requires perception and understanding of the nature of interpersonal relationships (Çam & Tümkaya, 2006). A general analysis of the abovementioned results and literature findings indicated that adopting an opinion that the problems might be solved will positively affect constructive problem solving skills in interpersonal problem solving skills. In this study, it was found that there was a positive significant relationship between secure and dismissive attachment and constructive problem solving. This finding can be explained by the fact that the individuals having these styles have the idea of positive self. The opinion of positive self refers to the sense of worthiness (Bartholomew & Shaver, 1998). For this reason, the individuals having secure and dismissive attachment styles might be expected to show a constructive approach to the problems. Abovementioned researches on problem solving show that a positive point of view towards oneself is related with constructive problem solving. However, in this study it was found that the individuals who had fearful and preoccupied attachment having the opinion of negative self might also show constructive problem solving behavior. These results reveal that not only the positive self opinion of the individual, but also his/her opinion towards other people are effective in interpersonal problem solving in interaction. This result should be further analyzed in future studies.

It was also found out that attachment styles significantly explained lack of self-confidence approach.

In addition, it was found that there was a negative and significant relationship between secure

attachment and lack of self-confidence approach, while there was a positive significant relationship between preoccupied and fearful attachment styles and lack of self-confidence approach. This result reveals that lack of self-confidence increased in individuals having preoccupied and fearful attachment style, while the individuals with secure attachment style were more self-confident. Having effective decision making skills and self-confidence in decision-making are important overcoming problems (Deniz, 2011). The individuals who have a high expectation of competency believe that they can effectively deal with the problems they encounter in their lives (Kesgin, 2006). It was found that the individuals having effective problem solving skills were more confident in making decisions (Deniz, 2004); that they had better skills of coping with stress (D'Zurilla & Chang, 1995) and that they had a better social and personal adaptation (Saygılı, 2000). It was found that the students who perceived themselves as successful were more effective and had higher internal locus of control in their problem solving skills (Serin & Derin, 2008). As the individuals get involved in social interactions and successfully solve the problems they encounter, they will develop a self-confidence to solve the problems in their interpersonal relationships (Çam & Tümkaya, 2006).

It was observed that the individuals who perceived themselves as effective in problem solving had a low level of anxiety and better social skills (Hepner, Neal, & Larson, 1984). In addition, it was found that the individuals who solved the problems effectively had a higher level of life satisfaction (D'Zurilla & Nezu, 1999). It was found that the individuals with secure attachment style were more confident in their decision making abilities and that they considered the alternatives before decision making (Deniz, 2011). It was found that the individuals with secure attachment style had a higher self-esteem; they were more social and thus felt less loneliness (Hazan & Shaver 1990). It was found that, when compared to the individuals with fearful, dismissive and preoccupied attachment, the individuals with secure attachment style had more positive characteristics in terms of self-consciousness, self-esteem, emotional awareness and self-realization which constitute personal skills of an individual (Hamarta, Deniz, & Durmuşoğlu Saltalı, 2009). The individuals having secure attachment style adopt a positive self model for themselves and others (Bartholomew & Shaver, 1998). This indicates that they trust themselves and other people. On the other hand, the individuals with preoccupied and fearful

attachment have the opinion of negative self (Bartholomew & Shaver, 1998). This indicates that they lack self-confidence. The fact that these individuals have a negative self might have caused them to lack self-confidence in interpersonal relationships.

In this study, it was found that attachment styles significantly explained unwillingness to take responsibility sub-dimension. In addition, it was found that there was a negative significant relationship between unwillingness to take responsibility and secure attachment style and a positive significant relationship between preoccupied and fearful attachment style. Based on this result, it can be suggested that the individuals with preoccupied and fearful attachment style avoid undertaking responsibility, while the individuals with secure attachment style do not avoid undertaking responsibility. The individuals with secure attachment style feel the courage to discover the world with a feeling of self-confidence (Yılmaz, 2007). There was a significant relationship between secure attachment style and personality traits. It was found that there was a negative significant relationship between secure attachment style and neuroticism, while there was a positive relationship between secure attachment style and extraversion, openness to experience, agreeableness and responsibility. It was found that there was a negative relationship between fearful attachment and extraversion while there was a negative relationship between preoccupied attachment and responsibility (Deniz, 2011). It was found that the individuals who had effective problem solving skills had better psychological health (Nezu & Perri, 1989). Good psychological health is closely related with the method of solving social-interpersonal problems encountered in daily life (Kesgin, 2006). The findings in the study support the findings of this study.

In this study, it was found that attachment styles significantly explained insistent-persevering approach. It was observed that there was a positive significant relationship between insistent-persevering approach sub-dimension and secure and fearful attachment styles. This result shows that the individuals with secure and fearful attachment adopt a more insistent and persevering approach in interpersonal problem solving. Insistent-persevering approach refers to making an insistent effort for interpersonal problem solving in interpersonal relationships of an individual (Çam & Tümkaya, 2007). An individual who adopts insistent-persevering approach in problem solving makes effort to solve the problem (Arslan, 2010). Trial-and-error method is one of oldest methods used for problem solv-

ing. Trial-and-error is performed within the understanding of “don't remain idle, constantly make effort, try, one of these efforts might bring you solution.” Contemporary cognitive psychologists agree that both trial-and-error and insight are valid strategies in problem solving (Kesgin, 2006). In this case, adopting an insistent attitude for problem solving might be effective in reaching a solution by the individual. Self-confidence leads to decision-making for oneself, facing problems instead of avoiding them and believing that they can be self-sufficient (Hamarta et al., 2009). Attachment styles refer to coping strategies of an individual with difficulty and stress (Saymaz, 2003). The individuals who have the ability of coping with stress can cope with stress without losing hope, losing control, becoming introverted or ruined (Hamarta et al.). Furthermore, it was found that as insistent-persevering approach behavior decreased in problem solving, anger-in behavior decreased; while anger-out and anger control behaviors increased (Arslan, 2010).

A general evaluation of study results indicated that the individuals with secure attachment style were better in interpersonal problem solving skills. It was found that the individuals with secure attachment style approached the problems positively; they used constructive problem solving; were self-confident, did not avoid undertaking responsibility and adopted an insistent attitude in problem solving. Based on these findings, it can be suggested that the impressions a child gains in mother-child relationships and in relationships with the environment in early childhood experiences have a significant role. Considering that attachment styles are effective in determining interactions and problem solving in adulthood, the persons involved in caregiving of a child starting from early childhood period should behave in a such a way to support them to develop a positive point of view for themselves and others. These results reveal that parents and caregivers should be informed about the importance of the relationships with children and adolescents and development of positive self in children. For this reason, training programs can be organized particularly for parents, teachers and educators. In addition, it would be appropriate to perform activities to develop individuals' positive self and positive others image within the framework of problem-solving studies in psychological counseling and guidance services.

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