



Addis Ababa University

College of Education and Language Studies

School of Psychology

**A Research Thesis on Early Attachment Styles and Selected Demographic
Factors as Determinants of Communication Styles of young adults Romantic
Relationships in Arada Subcity, Addis Ababa**

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Approval sheet
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Abstract

This study explored how early attachment experiences influence communication patterns in romantic relationships among young adults in Arada Subcity, Addis Ababa. Guided by attachment theory, which suggested that caregiver bonds shape later social and emotional development, the research examined the link between early attachment styles and communication behaviors in intimate partnerships. A cross-sectional design was applied with 424 participants selected through stratified random sampling. Attachment styles were measured using the Experiences in Close Relationships-Revised (ECR-R), while communication tendencies were assessed through the Communication Styles Questionnaire (CSQ). Analyses included descriptive statistics, chi-square tests, and multinomial logistic regression. Findings indicated that secure attachment was most prevalent, followed by anxious-preoccupied, dismissive-avoidant, and fearful-avoidant patterns. Assertive communication emerged as the dominant style, though passive, aggressive, and passive-aggressive tendencies were also observed. Results demonstrated a significant association between attachment and communication styles, with regression analysis confirming that attachment style remained a significant predictor even when sex and age were controlled. Securely attached individuals were more likely to communicate assertively, while insecure attachment styles were linked with maladaptive patterns. These outcomes reinforce the central premise of attachment theory and underscore the enduring impact of early relational experiences on adult intimacy. The study suggested practical applications for relationship counseling, youth-focused education, and psychological interventions aimed at enhancing communication and relational outcomes among young adults. By illuminating the pathways between attachment and communication, the findings contribute to a deeper understanding of how early bonds shape relational dynamics in emerging adulthood.

Keywords: Attachment styles, communication styles, young adults, romantic relationships, assertiveness, Addis Ababa, Ethiopia

Chapter 1

Introduction

1.1. Background

The psychosocial development of young people is based on romantic relationships, which offer a framework for identity, emotional attachment, and interpersonal competencies (Desjardins et al., 2015; Karney et al., 2007). Early attachment is a significant factor in determining how people behave and communicate in love relationships (Hazan & Shaver, 1987). Attachment theory proposes that emotional attachments formed with early caregivers formulate internal working frameworks that remain in adulthood, influencing the perceptions of individuals and others within close relationships. These attachment patterns are typically defined as secure, anxious, avoidant, and fearful styles (Baruah & Sutar, 2024).

Secure attachment arises from sensitive and consistent caregiving, producing a positive other and self-view, and is connected to comfort with intimacy and effective emotional regulation. Anxious attachment, which is typically associated with inconsistent caregiving, leads to abandonment fear and higher emotionality, while avoidant attachment, associated with caregivers that are emotionally unavailable, is defined by lack of comfort with intimacy and emotional restraint (Ouyang, 2025).

Communication style, another fundamental concept in romantic relationships, describes common ways of expressing oneself, expressing feelings, and handling disagreement in a relationship. It includes traits including responsiveness, assertiveness, self-disclosure, verbal and nonverbal communication, and emotional expressiveness (Sathyamurthy et al., 2024). The elements of romantic relational communication significantly determine relational satisfaction, conflict resolution, and emotional closeness (Davila et al., 2021).

Communication styles are typically shaped by attachment patterns. For example, securely attached individuals will tend to utilize open and constructive communication, while anxiously attached individuals may exhibit hyperactive vigilance as well as emotional overexpression. Individuals with avoidant attachment avoid emotional engagement and rely on defensive communication strategies (Meyers, 2025). Childhood attachment style, therefore, is a strong predictor of the manner in which individuals in romantic relationships communicate.

Demographic factors like age, sex, educational attainment, and financial status also affect romantic relationship communication styles in addition to attachment styles during childhood (Karney, 2021; Koteng, 2024). For example, gender socialization is likely to produce varying communication patterns, with women typically more emotionally expressive and relationship oriented, and men more reserved and task-oriented (Alimoradi et al., 2022).

Socioeconomic status (SES) also plays a role, as individuals of higher SES can have greater opportunities for emotional literacy development and observation of good models of communication (Alimoradi et al., 2022; Karney, 2021; Shahid & Bushra, 2024). Education level subsequently influences emotional intelligence and utilization of adaptive communication strategies, particularly conflict management and self-expression in adult's romantic relationships (Vangelisti & Perlman, 2018). These demographic factors directly affect communication behavior, as well as mediate or moderate the influence of attachment style on relational functioning.

The relationship between these variables is intricate and contextual. There is accumulating evidence that childhood attachment types influence communication styles in romantic relationships, and that gender and other socio-demographic characteristics mitigate these impacts (Barnes et al., 2017; Baruah & Sutar; McNeil et al., 2018; Ouyang, 2025; Zhao et al., 2023). For example, a number of research revealed that people who are anxiously attached are more likely to utilize demand-withdraw communication patterns, and that these patterns are more prevalent in women than in males (Arseneault et al., 2024; Bonache et al., 2019; Meghana & Simon, 2024; Zhao et al., 2023).

Furthermore, regardless of socioeconomic background, it was discovered that secure attachment predicted anticipated empathetic and assertive communication strategies in romantic partnerships among adults (Foster, 2024; Walters, 2024). Significant research has been conducted in high-income contexts, and there is a substantial discrepancy in how these dynamics are articulated in non-western urban environments like Addis Ababa, Ethiopia.

In light of these revelations, the current study aims to investigate how childhood attachment types and demographic traits influence young adults' communication styles in

romantic relationships in Arada Sub city, Addis Ababa. With its large and active youth population, this inner-city neighborhood offers a distinctive sociocultural setting where progressive relationship philosophies and traditional Ethiopian family values converge.

Teachers, couples therapists, and mental health professionals who work with Ethiopian urban youth may find it useful to have a better grasp of how early relationship experiences and demographic traits influence communication patterns in this setting. Additionally, it adds to the scant literature on romantic attachment and communication in African cultures.

1.2. Statement of the Problem

Healthy romantic relationships are generally acknowledged to be built on effective communication, particularly in young adulthood when people are forming and strengthening intimate bonds(Murray et al., 2021; Russell, 2021). Ideally, young adults in romantic relationships would invariably exhibit healthy communication skills rooted in understanding, emotional intimacy, and conflict-resolution coping (Marinov; Uzodimma et al., 2022). In Arada Sub city, Addis Ababa, observation and day-to-day stories indicate that most young adults experience challenges in effective communication and relationship issues. These challenges in most instances manifest themselves as misunderstandings, unresolved conflicts, and cold communications emotionally, leading to dissatisfaction and even termination of the relationship (Abate; Teshome, 2024).

This problem is particularly challenging in Ethiopia's metropolitan environment, where young people' coping mechanisms for relating to one another are increasingly defined by sociocultural revolutions occurring at dizzying speeds, shifting relationship conventions, and shifting gender roles(Tolla, 2024). These often raise questions about emotion, conflict, and intimacy. Young adults are often caught between the old and the new, between ideas and ideals. The majority of young adults seem ill-prepared to handle the difficulties of complicated relationships, despite the fact that communication is essential to good relationships(Mesfin, 2024). Long-term interpersonal issues, such as relationship instability and psychological suffering, may arise from the patterns if they are not addressed.

Although a significant body of research, especially in Western and developed countries, has looked at how early attachment styles and demographic characteristics influence the channels and processes of communication in romantic relationships, it cannot be assumed that this literature can be safely applied to young adults' everyday lives in Ethiopian cities (Józefacka et al., 2023; Karantzas et al., 2023; Kardan-Souraki et al., 2018; Karney, 2021; Meghana & Simon, 2024; Ouyang, 2025; Shahid & Bushra, 2024; Temel & Dawd, 2023; Zhao et al., 2023). There is a critical lack of foundational data within the Ethiopian urban context (Ayenew, 2021). Distinct cultural, societal, and familial factors limit the application of Western findings. Thus, the primary goal of this study is to determine the degree to which the known direct correlations between childhood attachment, important demographics, and communication styles still apply to young people in urban areas.

Additionally, prior studies have examined demographic and psychological factors separately rather than examining how the variables interact or affect communication over time. This fails to consider the potential mediating effects of child attachment on romantic relationship communication patterns through gender, family income, education level, and family background. Furthermore, the ecological validity of earlier findings and their applicability to local contexts are called into question by the lack of culturally suitable and suitably verified metrics. By first determining the basic, direct correlations between child attachment types, specific demographic characteristics, and communication styles among young people in Arada Sub city, Addis Ababa, this study aims to close these main gaps. This foundational knowledge is a necessary precursor to later, more complex investigations into how these factors interact in this unique population.

Aside from these theory and context gaps, there is also a methodological gap. Present studies have most often relied on externally developed tools constructed in Western societies without diving into the context of Ethiopian socio-cultural dispositions. This suggests accuracy and relevance is most likely tested in discovering the indigenous ways through which relationships are communicated - and in investigating relationship expectations.

Since these factors influence the communication styles of young adults in their dating relationships in Arada Sub city, Addis Ababa, this study aims to close these gaps by empirically investigating child attachment patterns and a few demographic factors simultaneously. This

study aims to theoretically and practically contribute to counseling psychology and relationship education in Ethiopia by placing a culture-based approach and including psychological and socio-demographic elements.

1.3. Objectives

1.3.1. General Objective

To investigate the relationship between childhood attachment styles, selected demographic factors, and communication styles in romantic relationships among young adults residing in Arada Sub city, Addis Ababa.

1.3.2. Specific Objectives

- To identify the predominant childhood attachment styles among young adults in Arada Sub city, Addis Ababa, Ethiopia 2025.
- To describe the common communication styles used by young adults in romantic relationships within the study population in Arada Sub city, Addis Ababa, Ethiopia 2025.
- To examine the association between childhood attachment styles and communication styles in romantic relationships among the study participants in Arada Sub city, Addis Ababa, Ethiopia 2025.
- To examine the association between selected demographic factors and communication styles in romantic relationships among the study participants in Arada Sub city, Addis Ababa, Ethiopia 2025.

1.4 Research Questions

- What are the predominant childhood attachment styles among young adults in Arada Sub city, Addis Ababa?
- What communication styles do young adults in romantic relationships in Arada Sub city most commonly exhibit?
- What is the relationship between specific childhood attachment styles (secure, anxious, avoidant) and the use of adaptive versus maladaptive communication styles?
- How do selected demographic factors uniquely contribute to the communication styles adopted in romantic relationships?

1.5 Significance of the Study

Young adults, mental health professionals, educators, and policymakers in Addis Ababa and other Ethiopian cities are the main groups that are anticipated to benefit from this study. Having a better knowledge of how their child attachment patterns and demographic characteristics impact their communication patterns would be beneficial for young adults who have ever been in romantic relationships. They can improve their relationship satisfaction and emotional well-being by becoming more aware of the patterns that cause problems in their relationships and by adopting more flexible and healthy communication styles.

Because it provides evidence-based, culturally appropriate understanding of the psychological and social processes behind the communication patterns of Ethiopian urban teenagers, this study will be especially interesting to mental health experts and relationship therapists. Premarital education programs and sensitive focused advising approaches can be developed using this data, and they will be more successful in promoting healthy relationship patterns.

In order to better address demographic impacts and address communication problems resulting from attachment issues, educators and trainers who specialize in teaching relationship skills and youth development can use the findings to develop curricula that will give young people better interpersonal skills for their intimate relationships. Additionally, the study will provide evidence that emphasizes the significance of early relational experiences and demography in predicting young people's communication and relationship well-being, which will be helpful to policymakers and public health experts.

This data can direct the creation of programs and policies aimed at improving urban youths' mental health, preventing relationship problems, and fostering the development of healthy romantic relationships. All things considered, this study closes a big gap in the Ethiopian literature with empirical evidence on attachment and communication within the culturally constructed setting, enhancing theory and offering applied recommendations for supporting relational and psychological wellness among young adults.

1.6 Scope of the Study

The study focuses on investigating the effects of child attachment styles and selected demographic factors on communication styles in romantic relationships. The key variables are:

Independent variables: Childhood attachment styles (secure, anxious, avoidant, and fearful) and demographic variables such as age, gender, education level, and socioeconomic status.

Dependent variable: Communication styles employed by young adults within romantic relationships (e.g., assertive, passive, aggressive).

The study was conducted among young adults aged 18-30 who are in romantic relationships. Geographically, the study targets Arada Sub city alone, which is a midtown Addis Ababa neighborhood in Ethiopia. It was targeted due to its heterogeneous urban populace revealing both traditional and modern social influences, thus providing a suitable setting to see how psychological and demographic determinants work together to shape romantic communication.

The study sample only includes individuals within this age range and those in romantic relationships at the time of study. The study relies solely on self-reported attachment and communication styles and does not include any observational or partner-reported information.

1.7 Operational Definition of Terms

Early Attachment Styles: Early attachment styles are predictable ways that kids relate to their primary caregivers on an emotional level. These styles are shaped in early relationships and show up in how they internally model themselves and other people (Benoit, 2004). In this study, adult attachment styles as measured by the ECR-R are used as a proxy to infer the internal working models formed by childhood attachment experiences. Participants completed 36 Likert-scale items. Their resulting scores on two subscales attachment anxiety and attachment avoidance were then categorized into one of four adult attachment patterns (Secure, Anxious/Preoccupied, Dismissive/Avoidant, or Fearful/Disorganized) following standard scoring guidelines.

Communication Styles in Romantic Relationships: A communication style is “the characteristic way a person sends verbal, Para verbal, and nonverbal signals in social interactions denoting (a) who he or she is or wants to (appear to) be, (b) how he or she tends to relate to people with whom he or she interacts, and (c) in what way his or her messages should usually be interpreted(De Vries et al., 2013). Participants rated the frequency of specific communication behaviors on a Likert scale, which in turn helped designate the salience of different styles of communication (e.g., constructive, destructive, avoidant, aggressive, passive, assertive) based on the formal classification of communication behavior on the scale into assertive, passive, aggressive, and avoidant styles.

Young Adults: individuals aged 18 to 30 years residing in Arada Sub-city, Addis Ababa, who report being in a romantic relationship. Eligibility was determined by self-reported age and relationship status on the socio-demographic questionnaire (Arnett, 2000).

Romantic Relationships: Theoretically, romantic relationships are defined as close and intimate partnerships marked by frequent interdependence and, often, sexual passion and characterized by mutual support, affection, and commitment (Sacher & Fine, 1996; Sternberg, 1986).

Chapter 2

Literature Review

2.1. Introduction

It is becoming increasingly important to comprehend the complexities of romantic relationships when researching the development of young adults, especially in cities like Addis Ababa where sociocultural changes are reshaping interpersonal interactions (Gleeson & Fitzgerald, 2014). Childhood attachment styles are a fundamental aspect of the psychological factors that influence how people react to one another in romantic relationships. According to attachment theory, early caregiver experiences create internal working models that guide interpersonal behavior, particularly in close relationships (Gagliardi, 2021). The later attachment patterns influence the manner in which people express emotion, deal with conflict, and communicate in adulthood (Gleeson & Fitzgerald, 2014; Ouyang, 2025; Roisman et al., 2005; Simpson et al., 2007).

Communication is central to relationship satisfaction and conflict resolution. Communication patterns ranging from open and assertive to avoidant or aggressive often predicts attachment patterns formed in early childhood (Barnes et al., 2017; Constant et al., 2021; Coşkun, 2023). For instance, securely attached individuals usually employ open and constructive communication, but avoidant or anxious attachment can struggle to express emotions or resolve conflict (Constant et al., 2021; Coşkun, 2023; Meyers, 2025; Ouyang, 2025; Richardson & Boag, 2024).

Aside from psychological tendencies, demographic factors such as gender, education level, socioeconomic status, and family history have been proven to contribute significantly to communication behaviors in romantic relationships (Alimoradi et al., 2022; Kardan-Souraki et al., 2018; Karney, 2021; Munusamy et al., 2022; Shahid & Bushra, 2024). Much of the existing literature on these issues, however, is dominated by Western contexts, and there is a fairly conspicuous knowledge gap regarding how these factors intersect in non-Western and rapidly changing urban contexts such as Ethiopia.

Therefore, with this absence, this study intends to explore how childhood attachment styles and other demographic variables jointly influence young adult communication patterns in

romantic relationships in Arada Sub city, Addis Ababa. This review is critically evaluating new empirical research and theory, moving from international to regional and local data, to provide a comprehensive foundation for the suggested study.

2.2 Theoretical Framework

To examine how early life variables and personal influences shape communication in romantic relationships, this research is predominantly dependent on Attachment Theory, with added concepts from Social Learning Theory and Ecological Systems Theory. These theories provide a multidimensional approach to examine how attachment patterns in childhood and demographic variables impact interpersonal communication among young adults.

2.2.1 Attachment Theory

According to attachment theory, which was first proposed by Bowlby and then refined by Ainsworth, early experiences with main caregivers have an impact on internal working models that is, thoughts about oneself and other people that structure conduct in intimate partnerships (Mikulincer & Shaver, 2019). These attachment styles, which can be roughly classified as secure, anxious, avoidant, or scared, serve as the basis for comprehending how people handle emotional closeness, settle disputes, and express their needs in romantic relationships.

The long-term impact of early patterns on adult communication is validated by recent research. For example, those who are securely connected are said to communicate in an open, sympathetic, and solution-focused manner, whereas those who are insecurely attached communicate in an avoidant, passive-aggressive, or unduly reliant manner (Kafetsios & Hess, 2022). The above theoretical framework is particularly relevant to this study, as it presents a psychological account of the continuity from early attachment experiences to adult relational behavior.

2.2.2 Social Learning Theory

According to Bandura's Social Learning Theory, social behavior development is primarily influenced by imitation, reinforcement, and observational learning (Bandura, 1977). Communication patterns that people saw as children, especially in family systems, are often imitated in love relationships. The employment of the same communication patterns in romantic

relationships as an adult can result, for instance, from witnessing parents or other caregivers resolve conflicts effectively or express their emotions openly (Allen et al., 2021).

Given that it recognizes the role that sociocultural setting, parent communication, and family structure play in learnt behavior, this theory supports the demographic component of the study. Relationships between communication preferences and demographic background are therefore expected to be mediated by social learning processes.

2.2.3 Ecological Systems Theory

By discussing how people are positioned within various levels of influence, ranging from intimate environments like family and peers (microsystem) to more expansive social arrangements and cultural mandates (macro system), Bronfenbrenner's Ecological Systems Theory takes a more universal socio-environmental approach (Bronfenbrenner, 1979). According to this concept, demographic factors like education, economic status, and urbanization have an impact on interpersonal development, which includes communication behavior.

Applied in this current research, this theory allows for a more holistic understanding of how external variables e.g., socio-economic status, city culture, and access to education interact with internal psychological variables like attachment to impact romantic relationship communication (McElwain et al., 2020).

Integration of Theories: Though Attachment Theory provides the theoretical foundation of this research, Social Learning Theory and Ecological Systems Theory are used to situate demographic and environmental factors within context. Collectively, these theories support a broad ranging investigation of the ways in which both particular psychological tendencies and broader socio-cultural forces come to influence romantic communication in young adults in Ethiopian cities.

2.3 Empirical Review

This section examines empirical research that examines the connections between communication patterns in romantic relationships, demographic characteristics, and childhood attachment styles.

2.3.1 Childhood Attachment Styles as Determinant of Adult Romantic Relationship Communication Styles

There is plentiful empirical evidence that has demonstrated adult communication in romantic relationships was heavily influenced by patterns of child attachment. In attachment theory, early caregiving experiences in childhood are proposed to influence internal working models or cognitive representations of self and others that guide interpersonal behavior, emotional regulation, and communication strategies throughout the lifespan. And indeed, researchers in Western societies have been able to establish that adults classified as having secure attachments (i.e., when they received stable and responsive infant care), compared at later follow-ups. For example, Simpson et al. (2020) found that secure attachment in young adults predicted relational satisfaction and good communication in the long run. In a longitudinal investigation of romantic partners, observed that securely attached partners used emotionally sensitive reactions and constructive conflict resolution methods consistently (Sheng et al., 2023).

On the other hand, insecure attachment styles particularly avoidant and anxious ones display maladaptive relational communication methods in romantic partnerships. Anxiously attached people are emotional, dependent, and sensitive to abandonment because they were raised with unequal or asymmetrical care. When there is relationship difficulty, they overshare, demand reassurance all the time, and get overwhelmed (Guerrero, 2021). According to studies, nervous people frequently misinterpret partner behavior, which leads to more misunderstanding and relationship harm. Similarly, emotional instability, poor communication clarity, and decreased satisfaction in conflict interactions are all associated with anxious attachment (Karantzas et al., 2023; Meyers, 2025; Ouyang, 2025; Torabi et al., 2025; Zhao et al., 2023).

Avoidant attachment, which is most probably brought about by emotional unavailability or rejecting caregivers, is associated with discomfort with intimacy and a desire for independence rather than closeness. Individuals with avoidant attachment will more likely inhibit emotional expression, avoid conflict talk, and downplay the importance of relational communication. Fraley (2019) found that they were less susceptible and less likely to not engage in emotionally intense interactions. Overall et al. (2020) found that avoidant individuals used distancing and dismissive strategies that hindered effective conflict resolution and emotional attachment in romantic relationships. Attachment styles are comparatively stable, yet researchers

also delineated the prospect of change. "Earned security" theory argues that secure loving experiences can prompt insecurely attached individuals to develop healthier communication skills later in life (Feeney & Collins, 2001).

More recently, academics have advocated for cross-cultural validations of attachment theory, even though the majority of empirical research has been done in Western nations. In a meta-analysis, Schaffer and Shaver (2017) noted that while attachment styles are a reliable predictor of communication outcomes in research, the majority of studies use self-report data from WEIRD (Western, Educated, Industrialized, Rich, and Democratic) samples. Generalizability to non-Western contexts may be limited by the sampling. According to Mesman et al. (2018), cultural norms have an impact on how attachment behavior is expressed and interpreted, especially in collectivist societies that value interdependence and family unity. In this instance, communication is impacted not only by attachment style but also by more general cultural norms on gender roles, relational hierarchy, and personal emotional expression.

There aren't many empirical research on the African continent that show how childhood attachment leads to romantic communication as an adult, but they are growing. Using adolescents from Ghana as their demographic of interest, Adjei and Ofori (2022) verified the relationship between open communication, emotional support, and relationship satisfaction and stable attachment. In a similar vein, Ndlovu and Moyo (2021) confirmed that communication processes mediated the attachment-quality relationship and that attachment security predicted conflict resolution abilities in South African couples. The researchers acknowledge methodological constraints, including as small samples, qualitative designs, and the use of Western-developed measures without cultural adaptation, even if they affirm the applicability of attachment theory in African contexts.

Empirical research on romantic attachment and communication is scarce in the Ethiopian setting. Abebe (2022) spoke about relational and familial values among urban young people and clarified that new secular attitudes towards romance are usually preceded by more conventional norms justifying restraint in emotional expression. This kind of cultural environment could mediate attachment style expression and how people approach romantic communication. However, Abebe's study also reveals the restricted extent to which psychological scholarship

examines attachment styles and their communication pattern relation in romantic relationships in a systematic way. Quantitative proof with culturally validated tools for ascertaining these relations are typically not present in the Ethiopian urban context.

Locally, and more precisely, in Addis Ababa, there are no empirical research studies to date that specifically looked at the link between childhood attachment patterns and intimate communication among young adults. Local community reports and anecdotal observations suggest that young adults in Addis Ababa are increasingly being exposed to both globalized relationship norms and Ethiopian traditional cultural values. This period can create special relational experience and communication challenge, especially as young adults navigate intimacy, autonomy, and emotional disclosure issues. In spite of the cultural salience of these processes, the lack of local empirical study continues to be a significant gap. It is warranted to fill this gap with context-sensitive, theory-guided research to unravel the impact of early attachment experiences on the communication behaviors of young adult romantic partners in the sociocultural environment of Addis Ababa.

2.3.2. Socio-Demographic Determinants of Communication in Romantic Relationships

The impact of socio demographic characteristics on romantic relationship communication has been acknowledged by empirical study more and more. Communication patterns with love partners are significantly influenced by gender, socioeconomic status (SES), education level, age, and family background, even if attachment style, a psychological element, offers a universal template. These elements influence not just how emotions are expressed and interpreted, but also how conflicts are resolved, how happy people are in relationships, and how stable relationships are over time.

Numerous studies conducted around the world have found that persons with higher socioeconomic classes interact with others more actively and assertively. According to Pang et al. (2020), couples with better socioeconomic status were more likely to have solution-oriented communication, at least in part, because they had access to more resources for education, emotional control techniques, and exposure to healthy relationship models.

Financial stability was also associated with reduced levels of stress and emotional reactivity, enabling the partners to freely communicate. Educational level has also been associated with good communication. Individuals who are educated are more possessive of interpersonal skills, higher emotional intelligence, and higher cognitive flexibility that enable respectful and open communication in dating relationships (Smith & Johnson, 2019). In addition, age was seen to impact communication styles since older people are likely to possess more emotionally stable and adaptive communication styles as a result of experiencing more life and relational experience (Gottman & Notarius, 2002).

In close partnerships, communication style is still strongly predicted by gender. It has been demonstrated that women communicate more frequently than males do in emotion-centered, harmonic, and helpful ways and less frequently in instrumental, problem-solving ways (Chung & Roberson, 2021). These are based on broader cultural and societal norms on gender and emotional expression rather than individual differences. According to Tannen (1990), women are frequently taught to emphasize emotional expression and harmony in relationships, and communication methods typically reflect underlying gender and power socialization.

Family history also affects how adults communicate. Healthy communication standards are more likely to be learned by adults from democratic, emotionally supportive homes. According to Allen et al. (2021), emerging adults from low-income or low-education homes were more courteous, empathic, and actively listened when they disagreed with their love partner. On the other hand, maladaptive communication strategies of avoidance, hostility, or emotional detachment were more common among emerging individuals from households with high levels of conflict or emotional neglect.

Within African societies, there have been numerous studies that have begun examining how socio-demographic factors intersect with cultural values in order to make moves in romantic communication. Adjei and Ofori (2022) undertook research on Ghanaian adolescents and found SES and educational level were predictors of openness and affect expression in a relationship. Based on the findings, educated adolescents were more at ease with expressing needs and relational conflict resolution. Likewise, Ndlovu and Moyo (2021), who did research on South

African couples, found that the quality of communication was positively related to higher education and income.

Gender roles, which are so deeply rooted in much African society, also affected the manner in which partners communicated. In patriarchal cultures, men were meant to lead, and women were taught to submit or be emotionally silent, thereby affecting the continuity and balance of romantic dyadic communication.

Socio-demographic variables and cultural beliefs intersect with one another in complex ways for Ethiopia. Even where empirical research is scanty, literature points to conventional gender roles, family background, and education in romantic communication. Abebe (2018) noted that Ethiopian culture is such that it favors culturally imposed communicative restraint and emotional modesty for women and assertiveness or directiveness for men. These community and family socialization practice reinforce the same expectations and influence the manner in which people are involved in emotional intimacy and conflict in dating relationships. Tadesse (2019) observed that family structure and parenting also have an effect on relational communication since young adults from close, supportive families are more relationally confident and open. Structural disparities along the lines of SES and access to education can constrain the growth of communication competence, particularly for youth from negative backgrounds.

Locally in Addis Ababa, integration of traditional and contemporary notions of relationships generates recognizably different relational patterns. While no empirical studies are known to have investigated directly socio-demographic impacts on young adult romantic communication in this urban context, sparse qualitative studies and anecdotal data suggest incipient trends.

Young adults in Addis Ababa are increasingly being exposed to international discourses regarding emotional expressiveness, gender equity, and romantic independence through mass media, schooling, and peer systems. However, these pressures toward modernization co-exist with those cultural norms of tradition that encourage discretion, respect for family reputation, and gender-differentiated communicative role. This tension can generate conflicting communication behavior where individuals may simultaneously maintain expressive, egalitarian

communication ideals, as well as traditional norms of emotional control and role conformity. The lack of quantitative, local data points to the importance of the current study in contributing to knowledge on the ways in which socio-demographic factors affect communication patterns in romantic relationships in Addis Ababa's evolving socio-cultural environment.

2.4. Conceptual Framework

This conceptual framework, drawing from attachment theory and empirically based literature, posits that childhood patterns of attachment (secure, anxious, avoidant, fearful) and socio-demographic factors (age, gender, education, income, and parental marital status) are independent variables influencing the communication style (assertive, passive, aggressive, passive-aggressive, manipulative) used by young adults in romantic relationships.

Attachment styles are hypothesized to affect communication through internalized working models that guide emotional regulation and interpersonal expectations securely attached individuals should be assertive in their communication, while insecurely attached individuals may use less adaptive styles due to fear of rejection or conflict with closeness. Concurrently, demographic factors influence communication through socialization experiences, relational models, education, and stressors like economic hardship or family disorganization; for instance, those raised in families that have been divorced learn certain communicative coping competencies. Taken collectively, these socio-demographic and psychological factors interact to shape communication behavior in romance situations, forming the analytic foundation for this research.

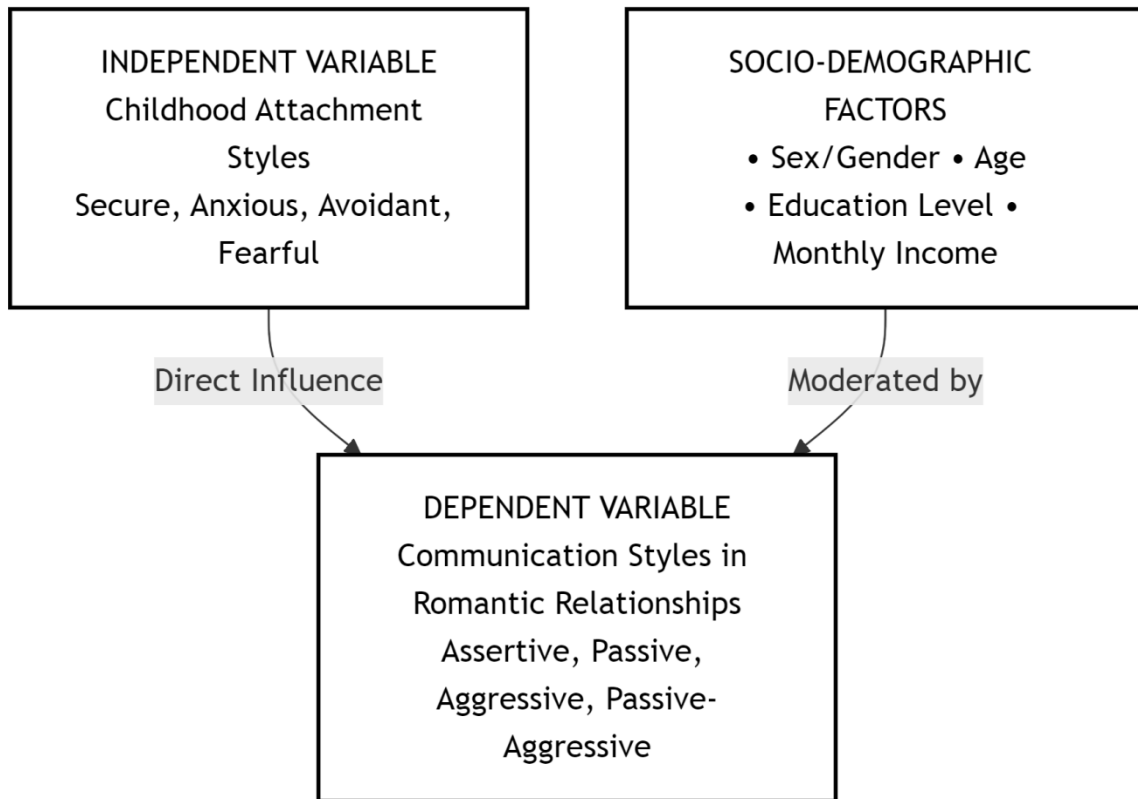


Figure 2.1 *Conceptual frame work for communication style in romantic styles.*

Chapter 3

Research Methodology

3.1 Research Design

A community-based, cross-sectional design was employed in this study to investigate the association between young adults' communication styles in romantic relationships, certain demographic factors, and childhood attachment styles.

3.2 Study Setting

One of the ten administrative sub-cities of Addis Ababa, Ethiopia's capital, Arada Sub-city, served as the study's site. Arada Sub-city provides a suitable setting for this research due to several unique features that make it a legitimate and useful setting. Arada is characterized by a historically developed metropolitan character, a well-balanced traditional community life, and fast evolving modern lifestyles, which sets it apart from most other sub-cities. One of the city's oldest and most culturally diverse sub-cities, it is home to a diverse young population that includes professionals, students, and unorganized laborers.

The socioeconomic diversity of Arada Sub-city sets it apart from more residential or industrial sub-cities like Bole or Akaki-Kality. This encompasses a range of relational experiences based on both conservative and liberal beliefs, diverse home compositions (such as nuclear, extended, and shared living), and a wide range of educational attainment. Effective data collecting and logistical management are also made easier by its central sub-city position, ease of access, and cooperation with local administrative bodies. Collectively, these features offer sufficient justification for its selection over alternative sub-cities, making it ideally suited to the study of the impact of psychological and demographic factors on romantic communication methods.

3.3. Study Population

All young adults from the three randomly chosen kebeles in Arada Sub-city who are between the ages of 18 and 30 make up the study population. Participants also had to be currently involved in a self-defined romantic relationship that lasted for at least six months straight. Those who are married, cohabiting, and in committed dating relationships are all

included in this operational definition of romantic relationships. This age group is in the early adult stage, when developing communication patterns and relationships is crucial. Direct sampling of participants from the pre-identified study setting is ensured by the residency requirement inside the chosen Weredas. Because the survey is primarily designed to sample people who are already in romantic relationships.

3.4. Inclusion Criteria

- Ages of 18 and 30 years, reflecting the age of emerging adulthood.
- Participants must have resided in Arada Sub city for a year prior to the study, to have acquired some stability of exposure to the community.
- They must have had at least one romantic relationship, past or present, since the research is about communication in romantic relationships.
- Willing and able to give informed consent and complete the questionnaire.

3.5. Sample Size Determination

The minimum sample size for the base sample in this research was calculated using the formula for single population proportion as suitable for sample estimation of needed samples within a cross-sectional study where there is no prior estimate. Assuming 50% prevalence of the desired outcome as there are no available local data, 95% confidence interval ($Z = 1.96$), and a margin error of 5% ($d = 0.05$), the base sample size is:

$$n = \frac{p(1-p)(z\alpha/2)^2}{d^2}$$

Where $Z = 1.96$ (95% CI), $p = 0.5$ (conservative estimate), and $d = 0.05$. This yields $n = (1.96^2 \times 0.5 \times 0.5) / 0.05^2 = 384.16$, rounded up to 385. Allowing for a 10% non-response rate, the final sample size was adjusted to = 424 participants.

3.6 Sampling Technique

Participants for the study were drawn from Arada Sub-city using a multi-stage sampling approach that was designed to reflect the population fairly and reduce possible selection bias. The process combined different probability-based techniques at various stages to make sure the sample represented the target community as closely as possible.

At the first stage, three Weredas were randomly selected from the total number found in Arada Sub-city. In the Ethiopian context, a Wereda refers to the lowest administrative unit. The selection was made using a simple lottery method so that each Wereda had an equal chance of being chosen.

Once the Weredas were identified, a list of all households within each selected Wereda was compiled to create a complete sampling frame. From this list, households were picked using a systematic random method. The sampling interval (k) was calculated by dividing the total number of households by the number needed for the study. After a random starting point was determined, every k th (every other 2) household was included in the sample until the required number was reached.

In each of these households, potential participants were screened based on specific inclusion criteria. To take part, individuals had to be between 18 and 30 years old, live in Arada Sub-city, and currently be in an active romantic relationship that they personally defined as such. When a household did not include anyone who met these conditions, the next household on the list was approached instead. In homes with more than one eligible person, one participant was chosen randomly using a simple lottery draw. This approach helped maintain the independence of responses and avoided collecting data from people within the same household.

3.7 Data Collection Instruments

The main tool used for data collection in this study was a structured, self-administered questionnaire. It was developed from established international instruments but carefully modified to reflect the Ethiopian cultural and social context. The questionnaire had three main parts: demographic details, childhood attachment style, and romantic relationship communication style.

Section A: gathered demographic and background information. It included questions about participants' age, gender, level of education, monthly income, parental marital status, and childhood living arrangements for instance, whether the participant grew up with both parents, a single parent, extended family members, or in institutional care. Birth order was also recorded. These variables were included to help explore how demographic differences might relate to attachment and communication patterns.

Section B: focused on childhood attachment experiences, measured using the Experiences in Close Relationships–Revised (ECR-R) scale (Favez et al., 2016). This instrument is widely used and well validated, with reported Cronbach’s alpha values ranging between 0.85 and 0.94. The ECR-R has been tested across various populations and has shown good reliability and validity, making it suitable for this study’s objectives.

Section C: assessed communication behavior in romantic relationships through the Communication Styles Questionnaire (CSQ) (Guerrero, 2021; Sathyamurthy et al., 2024). The CSQ identifies four general communication types assertive, passive, aggressive, and passive-aggressive and uses a Likert-type scale to measure how individuals express needs, handle conflict, and communicate emotions with romantic partners. Previous studies have reported internal consistency values between 0.76 and 0.89 (Barnes et al., 2017; Constant et al., 2021). The scale captures key aspects of relational communication, such as assertiveness, responsiveness, and conflict management (Davila et al., 2021; Meyers, 2025).

To make sure the instruments were both linguistically accurate and culturally meaningful, a forward backward translation process was used. A bilingual psychologist with experience adapting psychological tools first translated the instruments into Amharic. Another bilingual expert, who had not seen the original version, then back-translated them into English. The two translators and the principal investigator reviewed and compared both versions, resolving any wording differences to ensure that the final Amharic version carried the same meaning as the original.

Before launching the main survey, a pilot test was conducted using 10% of the intended sample ($n = 42$). The pilot helped check the clarity and reliability of the translated tools and determine whether participants found any items confusing or ambiguous. Based on their feedback, small wording adjustments were made to improve clarity. Cronbach’s alpha results from the pilot confirmed acceptable internal consistency ($\alpha \geq 0.70$), indicating that the instruments were ready for full implementation in the main study. (Cronbach’s $\alpha \geq 0.70$), confirming that the tools were ready for use in the main study.

3.7.1. Context and Purpose of the Pilot Study

Before starting the main data collection, I conducted a pilot study to make sure the tools and procedures worked well in the local setting. The larger study, titled “Childhood Attachment Styles and Selected Demographic Factors as Determinants of Communication Styles in Romantic Relationships among Young Adults in Arada Sub-city, Addis Ababa,” looks at how early attachment experiences and demographic factors shape the way young adults communicate in their romantic relationships.

Since the study uses internationally developed instruments the Experiences in Close Relationships–Revised (ECR-R) and the Communication Styles Questionnaire (CSQ) it was important to confirm that the translated versions were clear, culturally appropriate, and understandable for participants in Addis Ababa. The pilot study was mainly meant to test the translation quality, check whether the questions made sense to respondents, and see how long the questionnaire would take to complete.

The pilot also helped identify any confusing items or words that did not translate naturally into Amharic. Feedback from the participants and a few local psychology graduates who reviewed the questionnaire provided valuable insights for minor adjustments. In short, the pilot was not about analyzing relationships or testing hypotheses, but about making sure the research tools were practical, understandable, and relevant to the study population.

The pilot study was specifically designed to address this critical need. Its primary purpose was to assess the clarity, comprehensibility, reliability, and internal consistency of the Amharic-adapted versions of the ECR-R and CSQ. This initial phase also aimed to identify any unforeseen issues or challenges that might arise during the administration of these tools before proceeding with the full-scale data collection. This approach aligns with established best practices in instrument development, which advocates for an iterative process of piloting and refinement to ensure a robust and reliable measurement tool for larger deployments (Mokkink et al., 2018).

3.7.2 Methodology for Tool Translation and Contextual Adaptation

This part of the study focused on making sure the research instruments were understandable, culturally relevant, and meaningful to participants in the Ethiopian context. Because the original questionnaires were developed in English, special care was taken to adapt them for use with young adults in Addis Ababa. The process went beyond simple word-for-word translation and instead aimed to capture the intended meaning and tone of each item in a way that fit the local language and culture.

3.7.2.1 Translation and Back-Translation Process

The translation process was carried out in several steps to ensure both linguistic and conceptual accuracy. The Experiences in Close Relationships Revised (ECR-R) and the Communication Styles Questionnaire (CSQ) were first translated from English into Amharic by two bilingual experts who are fluent in both languages and familiar with psychological measurement. Their focus was to make the statements sound natural and relatable to young Ethiopian adults while keeping the meaning consistent with the original version.

A third independent translator, who had not seen the English version, then back-translated the Amharic versions into English. This step helped identify any loss of meaning or inconsistencies between the two versions. Afterward, the research team and translators reviewed all discrepancies together and discussed alternative wording until both semantic and conceptual alignment were achieved.

Through this careful process, we were able to refine certain phrases that did not translate smoothly, especially idiomatic expressions around emotional closeness and conflict behaviors. The final Amharic version was judged to reflect both linguistic clarity and cultural relevance, giving confidence that participants would understand the questions as intended.

3.7.2.2 Pilot Testing Procedures

A pilot test was carried out with 42 young adults living in Arada Sub-city, representing about 10% of the planned total sample ($N = 422$). The goal was not to produce final psychometric statistics, but rather to see how well the translated instruments worked in practice

whether participants understood the questions, how long it took to complete, and whether any items were confusing or repetitive.

Participants completed both the ECR-R and CSQ, and afterward were asked to share any difficulties they encountered while responding. A few respondents mentioned that some phrases related to emotional expression sounded too formal, which led to minor rewording for smoother comprehension.

Although a pilot sample of 42 is sufficient for testing clarity and practicality, it is not large enough to make firm conclusions about the full psychometric properties of the scales, such as factor structure or validity. For that reason, the findings from this stage were treated as preliminary, serving mainly to refine the instruments before the main data collection phase.

3.7.3 Psychometric Properties of the ECR-R

3.7.3.1 Internal Consistency

The 36-item Experiences in Close Relationships Revised (ECR-R) scale was assessed for internal consistency using Cronbach's alpha. The results showed an alpha of 0.754, with a standardized alpha of 0.772. These values fall within the acceptable range for early-phase testing and indicate that the items in the Amharic version generally measure a shared underlying construct.

This finding suggests that the adapted ECR-R performed reasonably well in the Ethiopian context and can reliably capture key aspects of attachment-related behavior among young adults.

3.7.4 Psychometric Properties of the CSQ

3.7.4.1 Internal Consistency

The 24 item Communication Styles Questionnaire (CSQ) also underwent reliability testing. The Cronbach's alpha for the overall scale was 0.724, and the standardized alpha was 0.728. These figures show that the items were internally consistent and coherent as a measure of communication behavior.

For a pilot study, this level of reliability is acceptable, suggesting that participants were generally consistent in how they rated their communication patterns. These preliminary results indicate that the Amharic version of the CSQ is suitable for continued use and refinement in the larger sample.

3.7.5 Discussion of Findings and Methodological Considerations

3.7.5.1 Overall Reflection on the Pilot Phase

The pilot study achieved its main purpose: confirming that the ECR-R and CSQ could be adapted and meaningfully used with Ethiopian young adults. The translation and adaptation process worked well, and both instruments showed acceptable reliability levels for an initial field test. Minor linguistic adjustments were made based on participant feedback, mainly to make certain emotional and behavioral terms sound more natural in everyday Amharic.

Overall, the pilot results gave confidence to move forward with the main study. The instruments were understood as intended, the administration process was smooth, and the responses showed consistent patterns across participants.

3.7.5.2 Methodological Strengths

One strength of this pilot phase was the use of multiple translators and a collaborative review process, which ensured that both the meaning and tone of the items were preserved during translation. The combination of linguistic, cultural, and psychological expertise helped improve the quality of the adapted tools. The pilot also allowed early identification of practical issues such as the average time needed to complete the survey which informed adjustments for the main data collection.

3.7.5.3 Limitations of the Pilot Study

The pilot study had several limitations that need to be acknowledged. The small sample size of 42 participants means that the statistical findings should be seen as preliminary and cannot be generalized to the larger population. With a small group, the stability of reliability estimates can fluctuate, and complex analyses such as factor structure testing were not possible at this stage.

Another limitation is that only internal consistency was examined. Other important aspects of reliability and validity such as test-retest reliability, construct validity, and factor analysis will need to be evaluated once the full dataset is collected. Because the ECR-R typically measures two main dimensions of attachment (anxiety and avoidance), further testing will be necessary to confirm that these same dimensions hold true in the Ethiopian context.

Despite these limitations, the pilot study provided useful direction. It confirmed that the questionnaires were understandable, practical, and generally reliable. The experience and insights gained during this phase will directly inform the procedures and analytical focus of the main study.

3.8 Ethical Considerations

Ethical clearance was secured from Addis Ababa University's Institutional Review Board (IRB). In addition, a letter of permission was obtained from the Arada Sub-City Administration Office to facilitate access to the community. The participants were informed about the purpose and nature of the study, the voluntary nature of participation, their right to withdraw at any time, and the confidentiality of their responses. Informed written consent was obtained prior to participation. All data were anonymized and kept secure, and only the researcher and supervisory team had access to them.

3.9 Data Collection Procedure

The data collection process was conducted over a four week period. Following ethical clearance and securing permission from local authorities, data were gathered by a team of four data collectors who were recruited for this purpose. Prior to the fieldwork, the data collectors were thoroughly briefed by the researcher on the study's objectives, ethical procedures including the importance of confidentiality and voluntary participation and the standardized method for administering the questionnaire. Data collection took place in private settings to ensure confidentiality. Participants were approached, the study was explained to them, and written informed consent was obtained. They were then asked to complete the questionnaire on the spot. The data collectors remained present to offer neutral clarification on any questions that were unclear, taking care not to influence the participants' responses. The principal investigator

collected the completed questionnaires at the end of each day and reviewed them for completeness and consistency.

3.10 Data Quality Assurance

Data validity and reliability was guaranteed with several precautions being observed. A pilot test of 10% of the sample size in a neighboring sub city outside the main study was conducted to determine the psychometric qualities of the tools, helped refine the questionnaire for cultural sensitivity and clarity. The two-day training of all the data collectors was covered the objectives of the study, ethical aspects, and standardized application of the questionnaires. During data collection, the main researcher was conducted daily supervision, spot-checking, and screening of returned questionnaires for consistency. Deviations were addressed immediately.

3.11 Scoring Procedures

Data from the questionnaires were coded and scored according to standard guidelines to ensure reliability and validity. Demographic responses were coded into statistical formats (e.g., age as continuous, gender as categorical, education as ordinal, and income categorized into groups). The ECR-R was scored using established procedures, yielding continuous scores for attachment anxiety and avoidance, which were then used to classify participants into attachment patterns. The CSQ was scored by averaging items across subscales to generate profiles of communication styles. All data were entered into statistical software, double-checked for accuracy, and cleaned prior to analysis.

3.12 Data Analysis

Data were entered, cleaned, and analyzed using SPSS software version 26. Descriptive statistics were employed to summarize demographic variables and key study variables, namely dimensions of childhood attachment and communication styles. To examine intercorrelations among independent variables (demographic characteristics and attachment styles) and the dependent variable (communication style), appropriate bivariate analyses were conducted. Chi-square tests were used to assess associations between categorical variables, while independent samples t-tests and one-way ANOVA were applied to evaluate mean differences in continuous variables such as attachment anxiety, attachment avoidance, and communication subscale scores across categorical groups (e.g., gender, education level).

Variables showing associations with communication style at a liberal significance threshold ($p < 0.25$) in bivariate analyses were considered candidate variables for the multivariable model. Given that the dependent variable, communication style, comprised more than two nominal categories (assertive, passive, aggressive, avoidant), multinomial logistic regression was employed. This model identified demographic and attachment variables that significantly predicted the likelihood of an individual exhibiting a specific communication style, adjusting for other covariates. Results were reported as adjusted odds ratios (AORs) with 95% confidence intervals, and statistical significance was set at $p < 0.05$.

Chapter 4

Results and discussion

This chapter presents the analysis and discussion of the data pertaining to the study's objectives. It begins with a descriptive summary of the participants' socio-demographic profile, followed by the distributions of childhood attachment styles and communication styles in romantic relationships. The chapter then proceeds to inferential analyses, detailing the associations between attachment styles and communication patterns, and concludes with a multinomial logistic regression model predicting communication styles based on attachment and key demographic factors. The findings are discussed in relation to existing literature and the study's theoretical framework.

4.1 Results

4.1.1 Socio-Demographic Characteristics

Table 4.1 summarizes the participants' demographic information. Slightly more than half of the respondents were females (53.0%), and the majority (51.5%) were aged between 22 and 25 years. Regarding education, 40.3% had attained a bachelor's degree. Most participants (71.0%) reported currently being in a romantic relationship.

Table 4.1

Demographic Characteristics of Participants (N = 404)

Variable	Category	Frequency	Percentage (%)
Sex	Male	190	47.0
	Female	214	53.0
Age	18–21	112	27.7
	22–25	208	51.5
	26–30	84	20.8
Education Level	Secondary school	89	22.0
	Diploma	122	30.2
	Bachelor's degree	163	40.3
	Postgraduate	30	7.4

Variable	Category	Frequency	Percentage (%)
Current Relationship Status	In a relationship	287	71.0
	Not in a relationship	117	29.0

4.1.2 Childhood Attachment Styles

Participants' reported childhood attachment styles are presented in Table 4.2 The most prevalent attachment style was secure (43.6%), followed by anxious-preoccupied (23.3%), dismissive-avoidant (20.3%), and fearful-avoidant (12.9%).

Table 4.2

Distribution of Childhood Attachment Styles (N = 404)

Attachment Style	Frequency	Percentage (%)
Secure	176	43.6
Anxious-Preoccupied	94	23.3
Dismissive-Avoidant	82	20.3
Fearful-Avoidant	52	12.9

When examined by gender, secure attachment was also the most prevalent style among male participants. The distribution of childhood attachment styles among the male participants (n=190) was as follows: Secure (43.2%), Anxious-Preoccupied (22.1%), Dismissive-Avoidant (21.6%), and Fearful-Avoidant (13.2%).

4.1.3 Communication Styles in Romantic Relationships

The distribution of communication styles used by participants is shown in Table 4.3 Assertive communication was the most common style (42.6%), followed by passive (23.8%), aggressive (18.3%), and passive-aggressive (15.3%).

Table 4.3*Distribution of Communication Styles (N = 404)*

Communication Style	Frequency	Percentage (%)
Assertive	172	42.6
Passive	96	23.8
Aggressive	74	18.3
Passive-Aggressive	62	15.3

Similarly, assertive communication was the most common style reported by male participants. The distribution of communication styles among the male participants (n=190) was: Assertive (45.3%), Passive (21.1%), Aggressive (18.4%), and Passive-Aggressive (15.3%).

4.1.4 Association between Attachment Styles and Communication Styles

To examine the relationship between childhood attachment styles and communication styles, a cross-tabulation analysis was conducted (see Table 4.4). Among those with secure attachment, the majority (62.5%) reported using an assertive communication style. Conversely, anxious-preoccupied individuals tended to favor passive (31.9%) and passive-aggressive communication. Respondents with dismissive-avoidant attachment most commonly used aggressive (34.1%) and passive-aggressive (19.5%) styles. Those with fearful-avoidant attachment exhibited a more balanced pattern, leaning toward passive and passive-aggressive styles, reflecting internal conflict and relational ambivalence. The association was statistically significant ($\chi^2 (df = 9) = 45.62, p < .001$).

Table 4.4*Cross-tabulation of Attachment Styles by Communication Styles (N = 404)*

Attachment Style	Assertive n (%)	Passive n (%)	Aggressive n (%)	Passive-Aggressive n (%)	Total
Secure	110 (62.5)	30 (17.0)	20 (11.4)	16 (9.1)	176
Anxious- Preoccupied	28 (29.8)	30 (31.9)	20 (21.3)	16 (17.0)	94
Dismissive- Avoidant	20 (24.4)	18 (22.0)	28 (34.1)	16 (19.5)	82
Fearful-Avoidant	14 (26.9)	18 (34.6)	6 (11.5)	14 (26.9)	52
Total	172	96	74	62	404

4.1.5 Multinomial Logistic Regression Predicting Communication Styles

A multinomial logistic regression was conducted to predict communication styles from attachment styles, controlling for sex and age (Table 4.5). Compared to securely attached individuals, those with anxious-preoccupied, dismissive-avoidant, and fearful-avoidant attachment styles had significantly higher odds of using passive, aggressive, and passive-aggressive communication styles rather than assertive communication. Females were more likely than males to use passive and passive-aggressive communication styles. Age was not a significant predictor.

Table 4.5

Multinomial Logistic Regression Predicting Communication Styles from Attachment Styles, Sex, and Age (N = 404)

Predictor	Comparison	B	SE	Wald χ^2	p-value	Exp(B) (AOR)
Attachment Style						
Anxious-Preoccupied	Passive vs. Assertive	1.05	0.35	9.00	0.003	2.86
	Aggressive vs. Assertive	0.92	0.36	6.53	0.011	2.51
	Passive-Aggressive vs. Assertive	0.81	0.37	4.79	0.029	2.25
Dismissive-Avoidant	Passive vs. Assertive	0.78	0.38	4.21	0.040	2.18
	Aggressive vs. Assertive	1.37	0.40	11.78	0.001	3.92
	Passive-Aggressive vs. Assertive	1.04	0.41	6.43	0.011	2.82
Fearful-Avoidant	Passive vs. Assertive	1.22	0.42	8.44	0.004	3.39
	Aggressive vs. Assertive	0.88	0.44	4.00	0.046	2.41
	Passive-Aggressive vs. Assertive	1.31	0.43	9.28	0.002	3.71
Sex						
Female	Passive vs. Assertive	0.44	0.21	4.39	0.036	1.55
	Aggressive vs. Assertive	-0.21	0.23	0.85	0.357	0.81
	Passive-Aggressive vs. Assertive	0.61	0.22	7.72	0.005	1.84

Predictor	Comparison	B	SE	Wald χ^2	p- value	Exp(B) (AOR)
Age Group						
22–25	Passive vs. Assertive	- 0.20	0.29	0.47	0.490	0.82
	Aggressive vs. Assertive	- 0.07	0.31	0.05	0.820	0.93
	Passive-Aggressive vs. Assertive	- 0.27	0.30	0.82	0.365	0.76
26–30	Passive vs. Assertive	- 0.34	0.31	1.20	0.273	0.71

4.2 Discussion

According to the study, the most common childhood attachment style was secure attachment (43.6%), which is in line with other findings showing that many young adults have stable ties in their early years (Bryant et al., 2012; Polkovnikova-Wamoto et al., 2016; Wambua et al., 2018). In contrast, a significant percentage of people had anxious-preoccupied, dismissive-avoidant, or fearful-avoidant styles, which indicated that the public had insecure attachment types.

The finding that assertive communication was the most common style (42.6%) aligns with what many previous studies have shown that assertive expression tends to promote mutual understanding, satisfaction, and healthier relationship dynamics (Guerrero et al., 2009; Turner & Langhinrichsen-Rohling, 2011). However, the relatively high proportion of passive (23.8%), aggressive (18.3%), and passive-aggressive (15.3%) communication patterns points to a notable presence of less adaptive interaction styles among young adults. This pattern has also been observed in other research exploring communication behavior in similar age groups (Maalouf et al., 2022; Ramos et al., 2020).

Strong evidence for the core principles of attachment theory comes from the established connection between adult communication habits and childhood attachment styles. Attachment style and assertive or passive/passive-aggressive communication demonstrate a clear relationship. This is consistent with Collins & Feeney's (2000) findings that secure attachment promotes self-efficacy and directness in communication, whereas anxious-preoccupied attachment is linked to emotional dependence and abandonment fear, which may cause people to avoid direct conflict in order to keep their relationship intact. Similarly, dismissive-avoidant attachment and hostile communication are linked, which aligns with this style's distancing tactics and discomfort with intimacy (Mikulincer & Shaver, 2012).

Even after controlling for age and sex in the regression analysis, attachment style continued to predict interpersonal behavior, demonstrating the long-term impact of early internal working models of attachment on later romantic relationships in adulthood (Simpson et al., 2020). This suggests that our earliest attachments serve as a powerful model for how we communicate in romantic relationships as adults.

The predominance of secure attachment (43.6%) in this sample is consistent with global research, which generally identifies secure attachment as the most common pattern among young adults (Fraley et al., 2000). While secure attachment was the largest single category, the combined proportion of anxious-preoccupied (23.3%), dismissive-avoidant (20.3%), and fearful-avoidant (12.9%) styles together accounting for 56.5% which indicates that insecure attachment is actually the more widespread experience within this group. This considerable prevalence of insecure attachment highlights an important psychosocial dynamic among the participants and underscores the value of considering attachment-based perspectives when examining their romantic relationships.

This distribution is similar to results for similar urban, educated samples (X. Zhang et al., 2022) but is slightly lower than some studies in Western contexts that report slightly higher secure attachment rates (Mikulincer & Shaver, 2012), which may reflect cultural factors on early caregiving practices.

Since attachment classifications created in Western contexts might not accurately reflect attachment security in non-Western contexts where behaviors like dependence or proximity-seeking might reflect cultural norms rather than insecurity these differences shouldn't be seen as a deficit (Van IJzendoorn & Kroonenberg, 1988; Rothbaum et al., 2000; Strand et al., 2019). Therefore, our study's somewhat lower secure attachment rates may reflect variations in the ways that cultural beliefs and caregiving practices impact attachment-related behaviors rather than necessarily indicating worse attachment quality. In order to ensure that evaluation instruments are culturally sensitive and reflect the subtleties of attachment in non-Western cultures, future cross-cultural research is necessary.

The most common style that was endorsed by participants was assertive communication (42.6%), which is consistent with relationship satisfaction in previous research (Guerrero et al., 2009; Turner & Langhinrichsen-Rohling, 2011). However, this finding should be considered in light of the difference between self-reported behavior and observed communicative reality, as cultural norms may dictate how people report their behavior and how socially desirable that behavior is. Thus, this finding is best interpreted as a reflection of reported behavior within the limitations of the cross-culturally adapted tool. However, the substantial proportion reporting passive (23.8%), aggressive (18.3%), and passive-aggressive (15.3%) styles aligns with studies highlighting the prevalence of maladaptive communication patterns among young adults, especially in those with insecure attachment (Maalouf et al., 2022a; Ramos et al., 2020).

These results suggest that young adults may experience challenges in communicating effectively within their romantic relationships, which in this study included partnerships lasting at least six months. Such difficulties may be especially pronounced in cultural contexts where direct emotional expression is less common or where formal relationship skills are not widely taught (Liu et al., 2025; S. Zhang & Pell, 2022).

The significant association found between childhood attachment styles and communication styles supports attachment theory's core premise that early relational experiences shape interpersonal behavior throughout life (Blake et al., 2024; Sessa et al., 2020). Specifically, In terms of romantic relationships, secure attachment was associated with assertive

communication (62.5%). This finding is consistent with research conducted specifically with romantic partners, as securely attached individuals tend to communicate more confidently and openly with their partner, and are more constructive in their communication, which can lead to more intimacy and more constructive conflict resolution (Collins & Feeney, 2000; Guerrero, 1996; Meyers, 2025).

In contrast, anxious-preoccupied attachment was associated with passive and passive-aggressive communication styles, reflecting emotional dependency and indirect expression, which echoes findings by Wei et al (Bartholomew & Horowitz, 1991a; Mikulincer & Shaver, 2012). These individuals often avoid direct confrontation to maintain relational closeness, yet may express frustration or neediness indirectly (Collins & Feeney, 2000).

Dismissive-avoidant attachment's association with aggressive and passive-aggressive communication aligns with previous studies describing avoidant individuals as emotionally distant, uncomfortable with intimacy, and prone to controlling or hostile communication to maintain distance (Bartholomew & Horowitz, 1991b). This pattern was observed in various cultural contexts, though some studies suggest less overt aggression in collectivist societies (Mesman et al., 2021), which may explain the moderate level of aggressive communication found here.

While the findings largely support the universality of attachment theory, the cultural context of Addis Ababa likely shaped the specific expression of these styles. The relatively higher reports of passive communication among participants with insecure attachments may reflect broader Ethiopian cultural norms that value indirect communication and emotional restraint in conflict situations. This suggests that while the underlying psychological mechanisms are consistent with Western findings, their behavioral manifestations are filtered through a unique socio-cultural lens. Therefore, applying these findings in practice requires a culturally-sensitive approach that acknowledges and respects culturally-normative communication patterns.

Fearful-avoidant attachment, showing a tendency toward passive and passive-aggressive communication, corresponds to the ambivalence and anxiety about intimacy described in the literature (Bartholomew & Horowitz, 1991a; Mikulincer & Shaver, 2012; Zayas et al., 2011). The

internal conflict of fearful-avoidant individuals often manifests as inconsistent or conflicted communication, as supported by recent findings in diverse populations (Collins & Feeney, 2000; Mikulincer et al., 2003). The regression results underscore the predictive role of childhood attachment styles on communication patterns even after controlling for sex and age. The increased likelihood of passive-aggressive communication among fearful-avoidant individuals (3.71 times) and aggressive communication among dismissive-avoidant individuals (3.92 times) echoes patterns found in studies by (Duschinsky, 2018; Maalouf et al., 2022b; Wegner et al., 2018) reinforcing the enduring impact of attachment insecurity on maladaptive communication.

Sex differences, with females more likely to engage in passive and passive-aggressive communication, are consistent with gender socialization theories emphasizing women's tendency toward indirect conflict styles to preserve relationships (Carstensen et al., 1999). The absence of significant age effects may be due to the narrow age range, limiting developmental variability.

Overall, the consistency between this study and previous research supports the universality of attachment theory across cultures while also highlighting contextual influences. Similarities in attachment distributions and communication patterns suggest common developmental and relational processes. However, cultural differences in communication norms and emotional expression may explain some variations. For instance, the relatively higher passive communication styles among anxious and fearful groups could reflect Ethiopian cultural tendencies toward indirect expression in interpersonal conflict (Mesman et al., 2021).

Contradictions with some Western studies, such as the moderate levels of aggressive communication found among dismissive-avoidant individuals, might arise from cultural modulation of aggressive behaviors or differences in social desirability biases in self-report measures (Smith et al., 2006). Additionally, the urban and educated nature of the sample may influence communication norms differently than rural or less-educated populations.

The results confirm that communication patterns in young adult romantic relationships in Arada Sub city are significantly predicted by childhood attachment styles. While insecure attachment types are associated with passive, aggressive, or passive-aggressive behaviors, secure

attachment styles promote forceful and healthy communication. These findings support attachment theory and broaden its relevance to young adults in Ethiopia, emphasizing the necessity of culturally aware interventions to foster safe attachment and proficient communication.

From a counseling psychology perspective, these findings validate the core principle that adult relational struggles are often rooted in early attachment patterns. This provides a strong empirical basis for using attachment based assessments and interventions in therapy within the Ethiopian context. For a counselor, understanding that a client's communication style such as passive-aggressive or avoidant behavior may be an expression of an underlying insecure attachment allows for a more profound therapeutic intervention. Instead of focusing solely on modifying surface level communication, the counselor can help the client explore and process early relational wounds and internal working models. This approach bridges developmental psychology with counseling practice, offering a framework for healing that addresses the root cause of relational distress, thereby promoting more sustainable change and emotional well-being for young adults in Addis Ababa.

4.3 Summary of the Findings

The importance of early relational experiences for later romantic functioning is highlighted by the established connection between young adults' communication patterns and their childhood attachment styles. These results imply that attachment-based strategies should be taken into account in programs meant to enhance communication in romantic relationships. Counseling programs might concentrate on improving secure attachment practices and resolving maladaptive patterns linked to insecure attachment, for instance.

The necessity for culturally sensitive interventions that recognize and address sociocultural influences on communication is also highlighted by the gender inequalities in communication. Programs may give attachment and gender dynamics precedence over age-specific targeting in young adult populations, as age was not a significant determinant.

Chapter 5

Conclusion and Recommendations

5.1 Conclusion

This study investigated the connection between young people in romantic relationships in Arada Subcity, Addis Ababa, and their communication methods during childhood. The results unequivocally show that early childhood attachment styles have a big impact on young adult interpersonal communication practices in romantic settings. These findings are consistent with the basic ideas of attachment theory, which holds that early caregiver-child bonds act as internal working models for subsequent interactions.

The most prevalent childhood attachment style among the participants was secure attachment (43.6%), which is consistent with regional and global research showing that a sizable portion of people develop secure relationships in their early years when their caregivers are emotionally present and attentive. However, a significant percentage of participants reported dismissive-avoidant, fearful-avoidant, anxious-preoccupied, and insecure attachment styles, underscoring the psychological diversity of childhood experiences within the population under study. Relationship problems, emotional dysregulation, and communication issues in romantic partnerships have all been linked to these insecure attachment styles.

The most prevalent communication style (42.6%) among the young adults in the survey was assertive communication, indicating that they have open, courteous, and emotionally honest conversations with their love partners. Significant percentages of participants, meanwhile, also supported aggressive, passive-aggressive, or passive-passive communication approaches. The literature has connected these maladaptive styles to greater conflict, emotional disengagement, and decreased relationship satisfaction.

Importantly, the study found a statistically significant correlation between romantic relationship communication types and childhood attachment styles. People with secure attachment styles were more likely to use assertive communication techniques, whereas people with insecure attachment styles were more likely to use less flexible communication techniques. The theoretical premise that secure attachment promotes emotional stability, self-assurance, and

positive relationship engagement while insecure attachment makes people more susceptible to anxiety, avoidance, or anger in social situations is empirically supported by these findings.

Furthermore, even after controlling for potential confounding variables like age and sex, the results of the multinomial logistic regression analysis showed that attachment style was still a significant predictor of communication style. This highlights the significance of early intervention and supportive parenting in childhood and further highlights the long-lasting influence of early relational experiences on adult psychosocial functioning. The relevance of sociocultural influences in determining how attachment appears in adult relationships is further highlighted by gender disparities in communication methods.

All things considered, this study adds significant local evidence to the expanding corpus of research showing that early attachment types are significant predictors of communication in romantic relationships. These observations have applications in relationship education, psychological therapy, and adolescent development initiatives in Ethiopia, where family dynamics and cultural norms might affect communication and attachment styles.

5.2 Recommendations

Based on the findings and conclusions, the following recommendations are proposed:

For Mental Health Practitioners and Counselors

- Systematize and deepen attachment informed assessments. While many practitioners intuitively consider clients' backgrounds, this study provides a strong empirical basis for making the assessment of attachment styles a standard, structured part of intake for relationship issues. Using validated tools can move beyond general observation to precisely identify how an individual's specific attachment pattern fuels their communication difficulties, allowing for more targeted treatment plans.
- Champion the integration of attachment-based frameworks into existing practices. This research argues for complementing this approach by helping clients trace their communication struggles such as a tendency toward passive or aggressive responses back to their underlying attachment fears. This shifts the therapeutic work from merely managing

arguments to fostering emotional security and rewriting negative internal models of relationships, which can lead to more profound and lasting change.

- Pioneer culturally-grounded relationship education. There is a growing need for psycho-educational materials that are both psychologically sound and culturally resonant. Practitioners should lead in developing programs that translate the concepts of attachment and communication into an Ethiopian context. These programs would empower young adults with the self-awareness to understand their relational tendencies and the practical skills to build healthier partnerships, effectively preventing severe relational distress before it requires clinical intervention.

For Educational Institutions

- Integrate training on emotional intelligence, attachment theory, and communication skills into university curricula or orientation programs for young adults to prepare them for healthy romantic relationships.
- Promote awareness campaigns about the impact of early attachment experiences on adult relationship functioning to foster early identification and intervention.

For Researchers

- Conduct longitudinal studies to examine how attachment styles and communication patterns evolve over time in Ethiopian populations, considering cultural nuances.
- Explore the influence of other variables such as socioeconomic status, family dynamics, and trauma history on communication in romantic relationships.

For Policy Makers

- Incorporate relational health into public health priorities; Mental health is being increasingly acknowledged, but relational and marital distress are also significant public health problems that impact mental health, family cohesion, and child development; policy should support training of community health workers and primary care providers to screen for and provide basic guidance on common relationship issues as a first line of defense against the stigma and load on specialized services.

- Invest in evidence-based, community-level parenting programs. The best approach to preventing future relationship problems is to promote secure attachment from the start, and this is the most powerful and cost-effective approach. Policymakers need to identify which parenting education programs work and have been adapted to the culture of Ethiopian families, then fund and scale them so that parents are equipped to provide sensitive, responsive caregiving, thereby addressing the causes of insecure attachment and laying the foundation for the relational and psychological health of the nation.

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Annexes

Annex 1. Information sheet English version

You are invited to participate in a research study being conducted as part of a Master's thesis in Counseling Psychology under the title of Childhood Attachment Styles and Young Adults Communication Styles in Romantic Relationships in Arada Subcity, Addis Ababa.

Before you decide whether to participate, it is important that you understand the purpose of the research, what your involvement would mean, and what your rights are as a participant. This study aims to assess how the attachment styles formed during childhood influence communication patterns in romantic relationships among young adults in Arada Sub-City, Addis Ababa.

You have been selected to take part in this study because you are a young adult (aged 18–35) living in Arada Sub-City and currently in or recently involved in a romantic relationship. Participation in this study is completely voluntary. You are free to decline to participate or to withdraw from the study at any time without giving any reason and without any consequences.

If you choose to participate, you will be asked to fill out a questionnaire that will take approximately 20 to 30 minutes of your time. The questionnaire includes questions about your childhood experiences, attachment style, and communication behaviors in romantic relationships. While there are no direct personal benefits, your participation will contribute to a better understanding of how early life experiences shape adult relationships. There are no significant risks anticipated, though some questions might cause emotional discomfort as they relate to personal or past experiences.

All the information you provide will be kept strictly confidential and used solely for academic purposes. Your name or any identifying details will not be included in any report or publication resulting from this study. Data will be stored securely and only accessible to the research team.

You have full right to refuse from participating in this research. You can choose not to respond to some or all questions if you do not want to give your response. You have also the full right to withdraw from this study at any time you wish, without losing any of your right.

If you have any question to ask, please contact

Lidiya Sileshi

Tel: 0925318169

Thank you for considering participation in this study.

Annex 2 Consent form English Version

I have been invited to take part in a research study conducted by a Master's student in Counseling Psychology. I understand that the purpose of the study is to examine how childhood attachment styles affect communication in romantic relationships among young adults. I have read the participant information sheet or had it explained to me. I understand the nature and purpose of the study, what my participation involves, and my rights as a participant.

I understand that my participation is voluntary, and that I may withdraw at any time without giving any reason and without any penalty. I am also aware that I may choose not to answer specific questions if I feel uncomfortable. I understand that there are no significant risks expected from participation, and while there are no direct benefits, my input will help contribute to academic knowledge in the field of counseling psychology.

I understand that the information I provide will be kept strictly confidential, used only for the purpose of this research, and reported anonymously.

By signing below, I give my full and informed consent to participate in this study.

Signature: _____

Date: _____

Researcher's signature: _____

Annex 3 Questionnaire

Addis Ababa University

College of Education and Behavioral Studies

School of Psychology

This study is being conducted by a graduate student in the Counseling Psychology program to investigate the relationship between childhood attachment styles and communication patterns in romantic relationships among young adults in Arada Subcity, Addis Ababa. Your participation is therefore crucial for generating meaningful and applicable local evidence.

Dear participants, the primary aim of this research is to examine how early attachment experiences with caregivers may influence how individuals communicate in their romantic relationships as adults. The findings from this study will provide valuable insights that can be used to develop culturally appropriate counseling approaches and relationship education programs tailored to the specific needs of young adults. This will ultimately help to promote healthier relationship dynamics.

The study uses the Experiences in Close Relationships (ECR) questionnaire, a valid measure that is used to assess attachment styles in close relationships. The questionnaire is a series of statements about your feelings and experiences in relationships, and you will be required to rate how much you agree with each statement. In addition, the study includes the Communication Styles Questionnaire (CSQ), which examines different ways people communicate in their relationships. This questionnaire contains statements about various communication behaviors, and you will be asked to indicate how often you typically engage in each behavior. There are no right or wrong answers for either questionnaire because we want to hear about your own opinions and experiences.

The questionnaires will be completed in a quiet and comfortable setting, either face to face or on the web at your convenience. The Experiences in Close Relationships (ECR) questionnaire typically takes about 10-15 minutes to complete, while the Communication Styles Questionnaire (CSQ) takes approximately 15-20 minutes. Together, we estimate the full set of questionnaires

will require about 25-35 minutes of your time. All responses will be kept entirely confidential and anonymous. Your participation is strictly voluntary, and you may decline to answer any questions with which you feel uncomfortable or withdraw from the study at any time without consequence.

In case you have questions or concerns about the study, you can contact the researcher, Lidiya Sileshi, or my advisor, Dr. Daniel Tefera Lidiya Sileshi can be contacted by phone at +251925318169 for further explanation.

We really appreciate your time and willingness to engage in this critical research. Your contribution will contribute to our insight into relationship issues in the Ethiopian context.

Thank you very much for your cooperation!!

3.1 Socio-demographic status

1	Sex	Male ----- Female -----
2	Age	
3	Residence	Urban ----- Rural-----
4	Marital status	Single ----- In a relationship ----- Married ----- Divorced ----- widowed -----
5	Educational status	Cannot read and write ----- Primary education ----- Secondary education ----- Tertiary education -----
6	Occupation	Farmer ----- Merchant ----- Employee ----- Unemployed ----- Housewife ----- Student ----- Daily laborer ----- Other -----
7	Monthly income in ETB	-----

Annex 4 Experiences in Close Relationships (ECR) questionnaire

The statements below concern how you feel in emotionally intimate relationships. Using the 1 to 7 Scale after each statement write a number to indicate how much you agree or disagree with the statement.

Note:

1- Strongly disagree

7- Strongly agree

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
<i>strongly disagree</i>						<i>strongly agree</i>

1	I'm afraid that I will lose this person's/others' love	
2	I prefer not to show this person/others how I feel deep down	
3	I often worry that this person/others will not want to stay with me	
4	I feel comfortable sharing my private thoughts and feelings with this person/others (R)	
5	I often worry that this person/others don't really love me	
6	I find it difficult to allow myself to depend on this person/others	
7	I worry that this person/others won't care about me as much as I care about them	
8	I am very comfortable being close to this person/others (R)	
9	I often wish that this person's/others' feelings for me were as strong as my feelings for them	
10	I don't feel comfortable opening up to this person/others	
11	I worry a lot about my relationship(s)	
12	I prefer not to be too close to this person/others	
13	When this person/others are out of sight, I worry that they might become interested in someone else (and leave/exclude me)	
14	I get uncomfortable when this person/others want to be very close	
15	When I show my feelings for this person/others, I'm afraid they will not feel the same about me	
16	I find it relatively easy to get close to this person/others (R)	
17	I rarely worry about this person/others leaving me (R)	

18	It's not difficult for me to get close to this person/others (R)	
19	This person/others make me doubt myself	
20	I usually discuss my problems and concerns with this person/others (R)	
21	I do not often worry about being abandoned (R)	
22	It helps to turn to this person/others in times of need (R)	
23	I find that this person/others don't want to get as close as I would like	
24	I tell this person/others just about everything (R)	
25	Sometimes this person/others change their feelings about me for no apparent reason	
26	I talk things over with this person/others (R)	
27	My desire to be very close sometimes scares this person/others away	
28	I am nervous when this person/others get too close to me	
29	I'm afraid that once this person/others get to know me, they won't like who I really am	
30	I feel comfortable depending on this person/others (R)	
31	It makes me mad that I don't get the affection and support I need from this partner/others	
32	I find it easy to depend on this person/others (R)	
33	I worry that I won't measure up to other people	
34	It's easy for me to be affectionate with this person/others (R)	
35	This person/others only seems to notice me when I'm angry	
36	This person/others really understands me and my needs (R)	

Annex 5 Communication Styles Questionnaire (CSQ)

This questionnaire is designed to discover how people communicate in relationships. Please read each statement and indicate how often you behave this way in your own relationship by selecting a number from 1 to 5, where:

- 1 = Never
- 2 = Rarely
- 3 = Sometimes
- 4 = Often
- 5 = Always

		1	2	3	4	5
1	I openly share my feelings without blaming my partner.					
2	I calmly express disagreements while respecting their perspective.					
3	I suggest compromises that work for both of us.					
4	I use "I" statements (e.g., "I feel hurt when...").					
5	I listen carefully before responding during conflicts.					
6	I address problems directly rather than letting them grow.					
7	I insult my partner's family during arguments.					
8	I shout to intimidate my partner.					
9	I threaten to break up when angry.					
10	I mock my partner's opinions as "foolish."					
11	I bring up past mistakes to win arguments.					
12	I dominate conversations by interrupting repeatedly.					
13	I stay silent even when treated unfairly.					
14	I hide my true feelings to avoid "rocking the boat."					
15	I say "yes" when I mean "no" to please my partner.					
16	I let my partner make all decisions.					
17	I apologize excessively to end conflicts.					
18	I pretend to agree to maintain peace.					
19	I give prolonged silent treatment (>1 day).					
20	I "forget" promises to my partner.					

21	I gossip about my partner instead of confronting issues.					
22	I procrastinate on shared duties to express anger.					
23	I agree verbally but act opposite (e.g., nod but ignore).					
24	I make backhanded compliments (e.g., "You cook well... for someone who never learned properly").					

Annex 6 Information sheet Amharic versions

ክፍል 1፡ ስለጥናቱ መረጃ የሚሰጥ ቅፅ በአማርኛ

በአዲስ አበባ አራዳ ክፍለ ከተማ ከ18-35 ዓመት የሚሆኑ ወጣቶች መካከል በልጅነት ጊዜ ከወላጅ ወይም የቅርብ አሳዳጊ ጋር የነበረ ስሜታዊ ቁርኝት በፍቅር ግንኙነት ውስጥ ያለን የተግባቦት ተሞክሮ በምን መንገድ እንደሚቀርቅ ለመመርመር የተሰራ ጥናት

በዚህ ጥናት ላይ እንዲሳተፉ ተጋብዘዋል። ከመሳተፍዎ በፊት የጥናቱን ዓላማ፣ የእርስዎ ተሳትፎ ምን ዓይነት ትርጉም እንደሚኖረው እና በዚህ ሂደት ውስጥም የሚኖርዎትን መብቶች መረዳት አስፈላጊ ነው።

በዚህ ጥናት ውስጥ እንዲሳተፉ የተመረጡት በአራዳ ክፍለ ከተማ የሚኖሩ እና በአሁኑ ጊዜ ወይም በቅርብ ጊዜ በፍቅር ግንኙነት ውስጥ የነበሩ ከ (18-35 ዓመት) እድሜ ክልል ውስጥ ያሉ ወጣት በመሆን ነው። በጥናቱ ውስጥ ያለዎት ተሳታፊነት ሙሉ ለሙሉ በፈቃደኝነት ላይ የተመሰረተ ነው። በጥናቱ ውስጥ የለዎትን ተሳትፎ ያለምንም ምክንያት እና ተያያዥ ቅጣቶች የማቋረጥ መብትዎ የተጠበቀ ነው።

በዚህ ጥናት ላይ ለመሳተፍ ፍቃደኛ ከሆኑ በአማካኝ ከ20 እስከ 30 ደቂቃ የሚወስድ መጠይቅ እንዲሞሉ ይጠየቃሉ። ይህ መጠይቅ በልጅነት ጊዜ ስልሳለፉት ተሞክሮ፣ ከወላጅ ወይም የቅርብ አሳዳጊ ጋር ስለነበረዎት ስሜታዊ ቁርኝት እና በፍቅር ግንኙነት ውስጥ ስላለዎት የተግባቦት ተሞክሮ የሚያካትት ይሆናል። በዚህ ጥናት ላይ የሚኖርዎ ተሳትፎ ቀጥተኛ የግል ጥቅም የሚያስገኝ ባይሆንም፣ በልጅነት ጊዜ የነበረ ከወላጅ ወይም የቅርብ አሳዳጊ ጋር የነበረ ስሜታዊ ቁርኝት በፍቅር ግንኙነት ውስጥ ያለን የተግባቦት ተሞክሮ በምን መንገድ እንደሚቀርቅ በይበልጥ ለመረዳት በሚደረግ ጥረት ውስጥ ትልቅ አስተዋፅኦ ይኖረዋል። በዚህ ሂደት ውስጥ ሚፈጠር አስጊ ሁኔታ አይኖርም ሆኖም ግን አንዳንድ ጥያቄዎች ግላዊ የሆኑ ያለፉ የህይወት ተሞክሮዎችን የሚያነሱ በመሆናቸው በተወሰነ መልኩ ምቹትን ሊነሱ ይችላሉ።

በዚህ ጥናት ላይ የሚሰጡት መረጃዎች በሙሉ ሚስጥራዊ በሆነ መንገድ ለትምህርታዊ ጥናት ዓላማ ብቻ የሚያገለግል ነው። ስምዎን ወይም ማንነትነትዎን የሚገልጹ ዝርዝሮች በምርምሩ ውጤቶች ወይም በሚታተሙ ሰነዶች ውስጥ አይካተቱም። የሚሰጡት መረጃ ደህንነቱ የተጠበቀ ሆኖ ለጥናት ቡድኑ ብቻ የሚገኝ ይሆናል።

በዚህ ጥናት ውስጥ ያለመሳተፍ ሙሉ መብት አለዎት። በጥያቄዎቹ ላይ መልስ ከመስጠት መቆጠብ ወይም የተወሰኑ ጥያቄዎችን ማለፍ ይችላሉ። እንዲሁም በማንኛውም ጊዜ ያለምንም የመብት ጥሰት ከጥናቱ ውስጥ መውጣት ይችላሉ።

ማንኛውም ጥያቄ ወይም አስተያየት ካለዎት ከታች በተገለጹት አድራሻዎች ያግኙን።

ሊድያ ስለሺ

ስልክ: 0925318169

በዚህ ጥናት ውስጥ እንድትሳተፉ ስለተወሰኑ እናመሰግናለን!

Annex 7 Consent form (Amharic Version)

ክፍል 2 : የፈቃድ ቅጽ

በመረጃ ቅፅ ላይ የተጻፈውን የጥናት አላማ እና መረጃ በሙሉ አንብቤአለሁ ወይም ተነበልኛል፤ ተረድቼውማለሁ። የጥናቱ ዓላማ በልጅነት ጊዜ ከወላጅ ወይም የቅርብ አሳዳጊ ጋር የነበረ ስሜታዊ ቁርኝት በፍቅር ግንኙነት ውስጥ ያለን የተግባቦት ተሞክሮ በምን መንገድ እንደሚቀርፅ ለመመርመር እንደሆነ ተረድቻለሁ። የጥናቱን ዓላማ፣ የምሳተፍበትን ሂደት እና በሂደቱ ውስጥ ያለኝን መብቶች በሚገባ ተረድቻለሁ።

በጥናቱ ውስጥ ያለኝ ተሳትፎ በፈቃደኝነት ላይ የተመሰረተ እንደሆነና ያለምንም ምክንያት በማንኛውም ጊዜ ተያያዥ ቅጣትን ሳያስከትልብኝ ከጥናቱ መውጣት እንደምችል ተረድቻለሁ። ከዚህም በተጨማሪ ምቹኔን የሚነሱ ጥያቄዎች ለመልስ እንደማልገደድም በግልጽ ተረድቻለሁ። በጥናቱ ላይ ተሳትፎ ማድረጌ ምንም አይነት ቀጥተኛ ጥቅም ባይኖረኝም፤ የእኔ አስተዋፅኦ በስነልቦና ጥናት ዘርፍ ትምህርታዊ ምርምሮችን ለማሳደግ እንደሚያስችል ተረድቻለሁ።

የምስጢው መረጃ ሙሉ በሙሉ ሚስጥራዊ እደሆነ፤ ለዚህ ጥናት ብቻ እንደሚውል እና በማንኛውም መልኩ ስሜ ወይም ማንነቴ እንደማይገለጽ በሙሉ ተረድቻለሁ። የጥናቱ ውጤቶች በሚታተሙበት ጊዜም የእኔ ማንነት እንደማይገለፅ ተረድቻለሁ።

በዚህ ጥናት ላይ ለመሳተፍ ፍቃደኛ መሆኔንም በፊርማዬ አረጋግጣለሁ።

የተሳታፊ ፊርማ: _____ ቀን: _____

የመረጃ ሰብሳቢው ፊርማ: _____

Annex 8 Questionnaire Amharic version

ክፍል 3 : የመጠይቅ መረጃ ቅፅ

አዲስ አበባ ዩኒቨርሲቲ

የትምህርት እና የባህሪ ጥናት ኮሌጅ

የሳይኮሎጂ የትምህርት ክፍል

ይህ ጥናት በካውንስለንግ ሳይኮሎጂ ፕሮግራም የድህረ ምረቃ ተማሪ የሚካሄድ ሲሆን ትኩረቱን በልጅነት ጊዜ ከወላጅ ወይም የቅርብ አሳዳጊ ጋር የነበረ ስሜታዊ ቁርኝት በፍቅር ግንኙነት ውስጥ ያለን የተግባቦት ተሞክሮ በምን መንገድ እንደሚቀርፅ መመርመር ላይ አድርጓል። ጥናቱም የተካሄደው በአራዳ ክፍለ ከተማ ከአስራ ስምንት እስከ ሠላሳ አምስት ዓመት በሚሆኑ ወጣቶች ላይ ነው። የጥናቱ ውጤቶች ከኢትዮጵያ ወጣቶች ባህል ጋር የሚስማሙ የማማከር አገልግሎቶች እና የፍቅርም ሆነ የማህበራዊ ግንኙነት ስልጠና መርሀግብሮችን ለማዘጋጀት ያስችላሉ።

ጥናቱ የቅርብ ግንኙነት ተሞክሮዎችን የሚፈትሽ መጠይቅ የሚጠቀም ሲሆን በውስጡም ስለስሜትዎ እና በግንኙነትዎ ውስጥ ስላለዎት ተሞክሮ የሚያነሳ ነው። መጠይቁን ሲሞሉ በእያንዳንዱ ጥያቄ ላይ ምን ያህል እንደሚስማሙ እንዲገልፁ ይጠበቃል። ይህ ጥናት ከላይ ከተጠቀሰው መጠይቅ በተጨማሪ የተግባቦት ተሞክሮ ዘይቤዎችን የሚፈትሽ መጠይቅ ያካትታል። መጠይቁ ሰዎች በግንኙነቶቻቸው ውስጥ የሚጠቀሟቸውን የተለያዩ ዘይቤዎች ይፈትሻል፤ በውስጡም ስተለያዩ የተግባቦት ባህሪያት የሚያነሱ ጥያቄዎችን የያዘ ሲሆን እነዚህን ባህሪያት በግንኙነትዎ ውስጥ ምን ያህል እንደሚያዘውትሩ የሚጠየቁ ይሆናል። ለሁለቱም መረጃ ቅጾች ትክክል ወይም የተሳሳተ በመባል የሚመደብ መልስ የለም። የእርስዎን እውነተኛ ሃሳብ እና ተሞክሮ ለማወቅ እንፈልጋለን።

መጠይቆቹን በሰላማዊ እና አስተማማኝ በሆነ አካባቢ፣ በቀጥታ ወይም በኢንተርኔት ለእርስዎ ምቹ በሆነ ሁኔታ መሙላት ይችላሉ። የቅርብ ግንኙነት ተሞክሮዎችን የሚፈትሸው የመጀመሪያው መጠይቅ ከአስር እስከ አስራ አምስት ደቂቃ፣ የተግባቦት ተሞክሮ ዘይቤዎችን የሚፈትሸው ሁለተኛው መጠይቅ ከአስራ አምስት እስከ ሃያ ደቂቃ ይወስዳል። በአጠቃላይ ሃያ አምስት እስከ ሠላሳ አምስት ደቂቃ ያህል ይወስድብዎታል።

ለሁለቱም መጠይቆች ሚሰጡት ምላሽ ሚስጥራዊ እና ስምዎትንም የማይገለጽ መሆኑን እናሳውቃለን። በጥናቱ ውስጥ ያለዎት ተሳትፎ ሙሉ በሙሉ በፍቃደኝነት ላይ የተመሰረተ ነው። ለመመለስ ምቹነት የማይሰጡትን ጥያቄ መተው ወይም በማንኛውም ጊዜ የትኛውንም አይነት ተያያዥ ቅጣትን ሳያስከትልብዎት ከጥናቱ መውጣት ይችላሉ።

ለበለጠ መረጃ የጥናቱን መረጃ የምትሰበስበውን ሊድያ ስለሺን በስልክ ቁጥር +251925318169 ማግኘት ይችላሉ።

በዚህ ጥናት ላይ ለመሳተፍ ፍቃደኝነቱን እና ውድ ጊዜዎን ስለሰጡን እናመሰግናለን። የእርስዎ አስተዋፅኦ በግንኙነቶች መካከል የሚፈጠሩ ችግሮችን ከከተማው የኢትዮጵያ አካባቢ ባህል አንፃር ያለ እይታን ለማስፋት ትልቅ አስተዋፅኦ አለው።

ለትብብርዎ እናመሰግናለን!

ማሳሰቢያ፡

ይህ ጥናት በአዲስ አበባ ዩኒቨርሲቲ የትምህርት እና የባህሪ ጥናት ኮሌጅ፣ የስነልቦና የትምህርት ክፍል የሚመራ መሆኑን እናሳውቃለን።

Annex 9 Experiences in Close Relationships (ECR) questionnaire, Amharic version

ከዚህ በታች የቀረበው መጠይቅ አላማ ስሜታዊ ቅርበት ያላቸው ግንኙነቶች ውስጥ ምን ዓይነት ስሜት ሊሰማዎት እንደሚችል በመዘርዘር መፈተሽ ነው። እያንዳንዱን አረፍተነገር ከስር ከተቀመጠው የ1 እስከ 7 ልኬት ጋር በማነፃፀር ከተቀመጠው አረፍተነገር ጋር ምን ያህል እንደሚስማሙ ወይም እንደማይስማሙ የሚያሳይ ቁጥር ይጻፉ።

ማስታወሻ:

1 = ፈጽሞ አልሰማማም

7 = ሙሉ በሙሉ እስማማለሁ

1	2	3	4	5	6	7
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ፈጽሞ አልሰማማም

ሙሉ በሙሉ እስማማለሁ

1	የፍቅር አጋፊን / የሌሎችን ፍቅር አጣለሁ በሚል ሀሳብ እጨነቃለሁ።	
2	ለፍቅር አጋፊ/ ለሌሎች ከልብ የሚሰማኝን አለማሳየትን እመርጣለሁ።	
3	የፍቅር አጋፊ/ ሌሎች ሰዎች አብረውኝ እንደማቆዩ በማሰብ እጨነቃለሁ።	
4	የግል ሀሳቦቼን እና ስሜቶቼን ለፍቅር አጋፊ/ ለሌሎች ማጋራት አይረብሽኝም።	
5	የፍቅር አጋፊ/ ሌሎች ከልብ አይወዱኝም በሚል ሀሳብ እጨነቃለሁ።	
6	የፍቅር አጋፊ/ ሌሎች ላይ መደገፍ ከባድ ሆኖ አረኝቼዋለሁ።	
7	የፍቅር አጋፊ/ ሌሎች ለእነሱ በሰጠሁትን ዋጋ ልክ ለእኔ ዋጋ እንደማይሰጡኝ እያሰብኩ እጨነቃለሁ።	
8	የፍቅር አጋፊን/ ሌሎችን መቅረብ ምቹትን ይሰጠኛል።	
9	አብዛኛውን ጊዜ የፍቅር አጋፊ/ ሌሎች ለእኔ ያላቸው ስሜት እኔ ለእነሱ ያለኝን ስሜት ያህል ጠንካራ ቢሆን ብዬ እመኛለሁ።	
10	ለፍቅር አጋፊ/ ለሌሎች የውስጥ ሀሳቤን ማካፈል ምቹትን አይሰጠኝም።	
11	ከሰዎች ጋር ስላሉኝ ግንኙነቶች በጣም እጨነቃለሁ።	
12	ከፍቅር አጋፊ/ ከሌሎች ጋር ያን ያህል አለመቅረብን እመርጣለሁ።	
13	የፍቅር አጋፊ/ ሌሎች ከእይታዬ ዞር ሲሉ ከሌሎች ጋር ተላምደው እኔን ይተውኛል በሚል እሰጋለሁ።	
14	የፍቅር አጋፊ/ ሌሎች በጣም ሲቀርቡኝ ምቹት ይነሳኛል።	
15	ለፍቅር አጋፊ/ ለሌሎች እውነተኛውን ስሜቴን ሳሳይ ስለእኔ ያላቸው ስሜት እንደነበረ እንደማይቀጥል በማሰብ እፈራለሁ።	
16	የፍቅር አጋፊን/ ሌሎችን መቅረብ በአንፃሩ ቀላል ሆኖ አረኝቼዋለሁ።	

17	የፍቅር አጋሬ/ ሌሎች ይተውኛል ብዬ በማሰብ የምጨነቅበት ጊዜ ጥቂት ነው።	
18	የፍቅር አጋሬን/ ሌሎችን መቅረብ የሚከብደኝ ነገር ሆኖ አላገኘሁትም።	
19	የፍቅር አጋሬ/ ሌሎች እራሴን እንድጠራጠር ያደርጉኛል።	
20	ችግሮቼንም ሆነ የሚያሳስቡኝን ነገሮች ለፍቅር አጋሬ/ ለሌሎች አዋያለሁ።	
21	አብዛኛውን ጊዜ ሰዎች ይተውኛል በሚል ሀሳብ አልጨነቅም።	
22	ሰው በሚያስፈልገኝ ጊዜ ወደ ፍቅር አጋሬ/ ወደ ሌሎች መፍትሄን ፍለጋ መጠጋት ያግዘኛል።	
23	የፍቅር አጋሬ/ ሌሎች በምፈልገው ልክ እኔን መቅረብ እንደማይፈልጉ አስተውያለሁ።	
24	ለፍቅር አጋሬ/ ለሌሎች ሁሉንም ነገር እናገራለሁ።	
25	አንዳንዴ የፍቅር አጋሬ/ ሌሎች ምንም ተጨባጭ ምክኒያት ሳይኖራቸው ስለእኔ ያላቸውን ስሜት ይቀይሉ።	
26	ከፍቅር አጋሬ/ ከሌሎች ጋር ነገሮችን በመነጋገር አፈታለሁ።	
27	አንዳንዴ የፍቅር አጋሬን/ ሌሎችን በጣም ለመቅረብ ያለኝ ፍላጎት የፍርሀት ስሜት እንዲሰማቸው ያደርጋል።	
28	የፍቅር አጋሬ/ ሌሎች በጣም ሲቀርቡኝ የመረበሽ ስሜት ይከበኛል።	
29	የፍቅር አጋሬ/ ሌሎች ቀስ በቀስ እያወቁኝ ሲመጡ እውነተኛ ማንነቴን እንደማይወዱት በማሰብ እሰጋለሁ።	
30	የፍቅር አጋሬ/ ሌሎች ላይ ታምኖ መደገፍ ምቹትን ይሰጠኛል።	
31	ከፍቅር አጋሬ/ ከሌሎች የሚያስፈልገኝን ፍቅር እና ድጋፍ አለማግኘቴ ያበሳጨኛል።	
32	የፍቅር አጋሬ/ ሌሎች ላይ ታምኖ መደገፍ ቀላል ሆኖ አገኝቼዋለሁ።	
33	የሌሎች ሰዎችን ያህል ዋጋ አይኖረኝም በሚል ሀሳብ እጨነቃለሁ።	
34	ለፍቅር አጋሬ / ለሌሎች ፍቅርን ማሳየት ለእኔ ቀላል ነገር ነው።	
35	የፍቅር አጋሬ/ ሌሎች ትኩረትን የሚሰጡኝ ስናደድ ብቻ ነው።	
36	የፍቅር አጋሬ/ ሌሎች እኔንም ሆነ የሚያስፈልገኝን ነገር ይረዳሉ።	

Annex 10 Communication Styles Questionnaire (CSQ)

ይህ መጠይቅ ሰዎች በግንኙነቶች ውስጥ በምን አይነት ዘዴ ለእንደሚገባቸው ለመፈተሽ የተዘጋጀ ነው። እባክዎ እያንዳንዱን አረፍተኛ በማንበብ በግል ግንኙነትዎ ውስጥ እነዚህን ባህሪያት ምን ያህል እደሚያዘውትሩ ከ 1 እስከ 5 የተቀመጡትን ቁጥሮች በመጠቀም ያሳዩ።

1. በጭራሽ
2. ከስንት አንዴ
3. አንዳንድ ጊዜ
4. በአብዛኛው
5. ሁልጊዜ

		1	2	3	4	5
1	የፍቅር አጋሬን ሳልወቅስ የሚሰማኝን በግልፅ መናገር እችላለሁ።					
2	አለመግባባቶችን በእርጋታ እና ሀሳባቸውን በሚያከብር መልኩ መግለፅ እችላለሁ።					
3	ለሁለታችንም የሚሆን አሳታራቂ ሀሳብ አቀርባለሁ።					
4	ንግግሮቼ ላይ የሰዎች ድርጊት እኔ ላይ የፈጠረውን ስሜት እገልጻለሁ። (ለምሳሌ፡ እንደዚህ ስታደርጉ ስሜቴን ይጎዳዋል።)					
5	ግጭት በሚፈጠርበት ጊዜ መልስ ከመስጠቴ በፊት በጥንቃቄ አዳምጣለሁ።					
6	ችግሮች እንዲያድጉ ከመፍቀድ ይልቅ በቀጥታ እፈታቸዋለሁ።					
7	በአለመግባባት ክርክር ሲፈጠር የፍቅር አጋሬን ቤተሰብ ክብር በሚነካ መንገድ እናገራለሁ።					
8	የፍቅር አጋሬን ለማፈራራት እጮሃለሁ።					
9	ስናደድ የፍቅር ግንኙነታችንን ማቁዋረጥን በማንሳት አስፈራለሁ።					
10	የፍቅር አጋሬ ሀሳቦች የሞኝ ሀሳቦች እንደሆኑ በማንሳት አሳለቃለሁ።					
11	በአለመግባባት ክርክር በሚፈጠርበት ጊዜ ለማሸነፍ የበፊት ስህተቶችን አነሳለሁ።					
12	ሰዎች ሲናገሩ በተደጋጋሚ በማቁዋረጥ በመካከል ያለውን ውይይት በበላይነት እቆጣጠራለሁ።					
13	ሰዎች ባልተገባ ሁኔታ ቢያስተናግዱን እንኳን ዝምታን እመርጣለሁ።					
14	ከሰዎች ጋር ያለኝን ግንኙነት ላለማበላሸት ትክክለኛውን ስሜቴን እደብቃለሁ።					
15	የፍቅር አጋሬን ለማስደሰት ውስጤ አይሆንም ማለት እየፈለኩም ቢሆን በሁኔታዎች እስማማለሁ።					
16	የፍቅር አጋሬ በነገር ሁሉ እንዲወስን እፈቅዳለሁ።					
17	ግጭቶችን ለመቋቋት ከልክ በላይ ይቅርታ እጠይቃለሁ።					

18	ሰላም ለማስፈን በነገሮች ላይ የተስማማው አስመስላለሁ፡፡					
19	ረዘም ላለ ጊዜ (ከአንድ ቀን በላይ) አኮርፋለሁ፡፡					
20	ለፍቅር አጋሬ የገባሁትን ቃል እረሳለሁ፡፡					
21	ከፍቅር አጋሬ ጋር በመካከላችን የተፈጠረውን ችግር ከመጋፈጥ ይልቅ ከጀርባ አማለሁ፡፡					
22	ንዴቴን ለመግለፅ የጋራ ሀላፊነቶች ላይ ለመስራት እዘገያለሁ፡፡					
23	በንግግር መስማማቴን እገልጻለሁ ነገር ግን በድርጊት ተቃራኒውን እፈፅማለሁ፡፡					
24	ሰዎችን ማሞገስ ሲኖርብኝ በጥሩ ቃላት የተሸፈኑ ግን አሉታዊ ጎናቸው የጎሉ ቅኔዎችን አጠቀማለሁ፡፡					

Annex 11 Socio-demographic Status (Amharic version)

1	ፆታ	ወንድ ☐ ሴት ☐
2	እድሜ	
3	የመኖሪያ ቦታ	ከተማ _ _ _ ገትር _ _ _
4	የጋብቻ ሁኔታ	ያላገባ/ች ☐ ያገባ/ች ☐ የተፋታ/ች ☐ የሞተበት/ባት ☐
5	የትምህርት ደረጃ	ማንበብና መጻፍ የማይችል ☐ ማንበብና መጻፍ የሚችል ☐ አንደኛ ደረጃ (ክፍል 1-8) ☐ ሁለተኛ ደረጃ ክፍል 9-12) ☐ ኮሌጅና ከዚያ በላይ ☐
6	ሥራ	ገበሬ ☐ ካጋይ ☐ ተቀጣሪ ☐ ስራ የሌለው ☐ የቤት እመቤት ☐ ተማሪ ☐ የቀን ስራተኛ ☐ ሌላ ካለ -----
7	የወር ገቢ(ብብር)	