

CrossRef DOI of original article:

Personality and Jealousy as Attachment Trauma

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Received: 1 January 1970 Accepted: 1 January 1970 Published: 1 January 1970

Abstract

Objectives: The main aim of this study is to identify the existing relationships between various inside and interpersonal factors and personality traits concerning to dysfunctional jealous behavior with individuals involved in romantic relationships. Material and Methods: Quantitative (questionnaires, inventories and scales) and experimental data have been used to measure and test the study's hypothesis. A sample of 180 participants has been measured on personality traits, dysfunctional attitudes, and level of resilience in front of family stressful events. Results: The findings show that jealousy, as a feature of attachment trauma, significantly correlates ($p < 0.001$) with several personality factors, such as neuroticism ($r = 0.57$), dependency ($r = 0.49$), psychoticism ($r = 0.45$), culpability ($r = 0.57$) and ergic tension ($r = 0.60$). Contrary to previous research, the results indicate no significant effect ($F = 1.69$, $p = 0.172$) of life events and stressful family life on the experience of jealousy in the later years.

Index terms— personality, jealousy, attachment, relationship, trauma.

1 Introduction

ersonality is undoubtedly a part of human nature and is the one designing our future. It shapes our life experiences and becomes the blueprint of our will, our karma, and our fate. Numerous researchers have studied some of its determining aspects, such as traits and dimensions.

Personality stands for the motivation and the argument through which we, humans, become different from each other, creating our bio-psycho-social uniqueness. Similar to a work of art, the dimensional parts of personality become a cast on our life screen, starting from a draft that turns into a piece of work in its entirety. No matter how stable it can be, personality gathers all sorts of nuances in its development.

My personal opinion is that personality development makes its contribution not only in defining an emotionally stable society that can adjust to universal needs but also in helping to discover other unknown universal facets.

It would be interesting to study the influence that the brain has on personality development, for example, which half of the brain, be it right or left, has the most profound impact in determining the direction of an individual's choice for life path. Another topic worth investigating: is to what extent the behavioral tendencies engendered by the shadow can impact personality development.

One should keep in mind that spirituality and intercultural differences are aspects that we imitate throughout the process of shaping our personalities. It is later on, as we take in new values and focus on inexhaustible resources, that character starts developing in attunement with ourselves, with our uniqueness that is confined to our environment.

The imprint left by parents' personalities on their children's personality is reflected by parenting style, secure attachment type, healthy relationships, assertive communication with peers, and orienting one's life itinerary towards the climax of one's self.

Throughout their life, children, the future adults, develop a prominent personality sustained not only by the attachment style they adhere to and the parenting type present in their family but also by the development of a child's emotional intelligence.

It's only natural to wish to become a parent, and to share our love as a couple with these wonderful souls. There is no one to teach us how to be parents; we merely take in roles that are shaped by the beliefs that travel with us as we grow old and sometimes we end up passing them on trans-generationally in a skewed way, or better said, adapted to the new lifestyle existing within the context of the society.

1 INTRODUCTION

47 If, in the beginning, the love we have for our life partner reaches maximum intensity based on pleasure, with
48 time, once the kids are around, this sheer pleasure turns into mutual needs and interests destined to serve the
49 well-being of our family. Even with the love that partners nurture for each other and the life principles they
50 hold, they will display the love for their kids in a different way creating rules for mutual living, rules that become
51 beliefs that will eventually lead to divergent opinions in child rearing; as such, conflicts may appear inside the
52 couple's dynamic followed by feeble signs of trauma. All of these will be perceived through the child's filter, often
53 seeing herself as a guilty party while innocently witnessing her parents', grandparents', or tutors' disputes. The
54 child starts creating her values and making use of her resources will be at war with the parental system. When
55 the child won't be able to become fully aware of these resources, she won't trust her forces, thus giving in to
56 those beliefs molded by her life experiences.

57 The child senses the intensity of parental love and is ready to judge those moments with the same passion
58 when this love is not received. If she happens to be caught in between abuses, she will develop psychological and
59 emotional traumas along with insecure attachment and altered personality development.

60 Several factors that exist in a child's personality development would be found in their adult life. Culture and
61 religion will play their role through the beliefs passed on to the children. Once inside a group, children will
62 take in the cultural and religious customs they find appealing since they haven't been found within their family
63 experiences. This is why determination in child rearing becomes essential for the parents, as well as for the
64 teachers in the education system.

65 Nowadays, we do not find the same emphasis on intercultural differences since there are families with partners
66 who share different religions; as such, children grow within the ambiance of mixed concepts, gathering from there
67 whatever is suitable to develop, to increase their resources and consolidate their values.

68 More often than not, spirituality becomes a close friend to those who went through traumatic experiences.
69 They find a way to fend off the hostile environment, creating a supporting belief to guide them through life.
70 Religious individuals will bring in their thoughts that will become part of their life as a couple or family. It is
71 up to the child's personality whether or not she will adhere to these beliefs or practice them according to the
72 traditions displayed within the family.

73 When it comes to psychotherapy, this intervention boils down to being there for the client and providing
74 a trustful and supportive stance. The principles of psychotherapy are rooted in a co-created therapeutic
75 relationship, wherein trust becomes transparent, and the path to self-knowledge and experientially integrating
76 one's own needs becomes absolutely necessary.

77 To ensure a child's happiness, parents, as a couple, need to supply this happiness through stability, safety,
78 care, and meeting one's needs. As long as there is marital satisfaction with affective expression reflected the
79 couple's relationship, it is then worth studying to what extent spirituality, through religious coping, may play a
80 role in delivering certain beliefs to the couple, thoughts that are then passed over to the children and which of
81 these beliefs play a role in personality development.

82 Childhood traumas are defined by those intensely negative events lived or witnessed by a child, usually from 0
83 to 6 years of age. There are several events of this sort, called interpersonal traumas, that can overwhelm a child,
84 such as abuse, neglect, and violence. But there are also traumatic events such as accidents, natural disasters,
85 war, medical procedures, very severe diseases, or the loss of a parent or a person who had an affectionate and
86 safe bond with the child.

87 It has been proven that early traumas can have a devastating effect on mental health in the adult years (Wolff
88 & Shi 2012). Exposure to early trauma has been strongly correlated to children and adult psychopathology,
89 including ADHD, depression, anxiety, and personality disorders (Cummings, Berkowitz, & Scribano, 2012).

90 Previous studies found that childhood traumas can lead to harmful consequences within one's social
91 and psychological features, becoming the bridges between childhood traumas and future psychopathology.
92 Nevertheless, the majority of these studies have been done with psychiatric patients raising some questions
93 regarding the selection bias and the probe potential. Additionally, these studies have been conducted primarily
94 on Western countries and less in Eastern countries (Li & al 2014), focusing mainly on limited aspects of
95 psychopathology, such as depressive symptoms or personality deficits. It is interesting to note, though, that
96 previous studies have set the foundation for intercultural variations of psychosocial development (Zhao & Zhang,
97 2018). Given these premises, it raises the necessity of conducting studies of the population at large to investigate
98 the impact of childhood traumas on different psychosocial characteristics.

99 A study from 2018 investigated the prevalence of early traumas and their impact on psychosocial features in a
100 large sample of university students. The findings indicated a high presence of childhood traumas with a negative
101 effect on social and psychological development. These findings may be significant in understanding the social
102 and psychological mechanisms of early life stress (Wang et al, 2018).

103 With the early disorganized attachment style, children develop a relationship pattern that revolves around
104 strong feelings of anxiety and fear, leading to volatile behavior. Generally, when children become frightened or
105 anxious, they will instantly look for the proximity of their mother's comfort and safety, still the disorganized
106 style, this exact attachment figure becomes the source of anxiety. Once they try to get closer, the anxiety level
107 can increase, leading to more pressure, and as a result, the child will be torn between the need to get comforted
108 and the need to avoid the attachment figure. These children will become very nervous and emotionally triggered
109 around their caregivers, not knowing how to react around them. It is interesting to note the similarity of features

110 and reactions present in those children with disorganized attachment styles and those who went through traumatic
111 events. "For a child going through her early and later childhood, attachment relationships represent the major
112 environmental factors that influence and determine brain development as the child grows older. Attachment is
113 the link to the interpersonal relationship which enables the immature brain to use the mature mechanisms of
114 parent's brain to organize its mechanisms and processes." (Dr. ?iegel, 1999, p. 67 and 85).

115 The present study has focused mainly on the experience of jealousy as a feature influenced by the traumatic
116 events that marked the development of an individual's attachment style. I was primarily interested in investigating
117 whether family relationships and life events marred by trauma and stress have a significant impact on the
118 dimension of jealousy present in individuals. Another main point of investigation revolves around a potential
119 link between jealousy as an attachment trauma and personality factors.

120 The research has included a sample of 180 individuals within the age range of 18 to 35. They have been
121 presented with questionnaires to measure several dimensions of personality traits as well as dysfunctional attitudes
122 and level of resiliency within family events contexts. Afterward, a sample of 24 participants was selected by using
123 the criteria of similarity in results for the dimensions of interest. This sample got divided into two groups of 12,
124 one group representing the intervention group while the other was used as a control group for comparison after
125 the implementation of the rehabilitation program.

126 2 II.

127 3 Material and Methods

128 To a sample consisting of 180 participants between the ages of 18 and 35, males and females (50% females),
129 living in rural and urban areas (80.56% urban), high school graduates (48.9%), undergraduate (36.7%) and MS
130 (14.4%) were administered the following instruments: -

131 4 Results

132 Analyzing the first hypothesis through linear regression on jealousy as a criterion variable, we cannot reject the
133 null hypothesis ($F(3, 142)=1.69, p = 0.172$), meaning that there is no significant effect of life events, childhood,
134 and family events on the feeling of jealousy. The second hypothesis, through Spearman correlation, is confirmed,
135 meaning that jealousy positively correlates with several personality factors, such as: Neuroticism ($=0.25, p <$
136 0.001), Psychoticism ($=0.45, p < 0.001$), Culpability ($=0.57, p < 0.001$), Dependency ($=0.49, p < 0.001$), and
137 Ergic tension ($=0.60, p < 0.001$).

138 5 Conclusions

139 Findings indicate that stressful life events during childhood within the family of origin are less likely to influence
140 the dimension of jealousy in individuals, which can be explained by the fact that individuals today do not find
141 their past life experiences as harmful as one would think. In Romanian culture, we are educated to see families
142 as a supportive environment regardless of the emotional turmoil that might come across it.

143 Other findings indicate a strong correlation between jealousy and personality factors, such as neuroticism,
144 psychoticism, guilt, dependency, trust, and ergic tensions. More than that, with aging and going through
145 stressful life events, dysfunctional attitudes can increase, which is explained by the social-economic downfalls
146 individuals confront nowadays. The good news is that resorting to a rehabilitation program at any time in life
147 can become a first step into bettering one's attitudes in existing relationships, such as the findings indicate after
148 an intervention for the dimension of jealousy seen here as an attachment trauma feature.

149 With the rehabilitation program provided for the experimental group, the attachment issues are brought out
150 in the open, ensuring, a better understanding of the importance this aspect has in the life of individuals and
151 their emotional relationships.

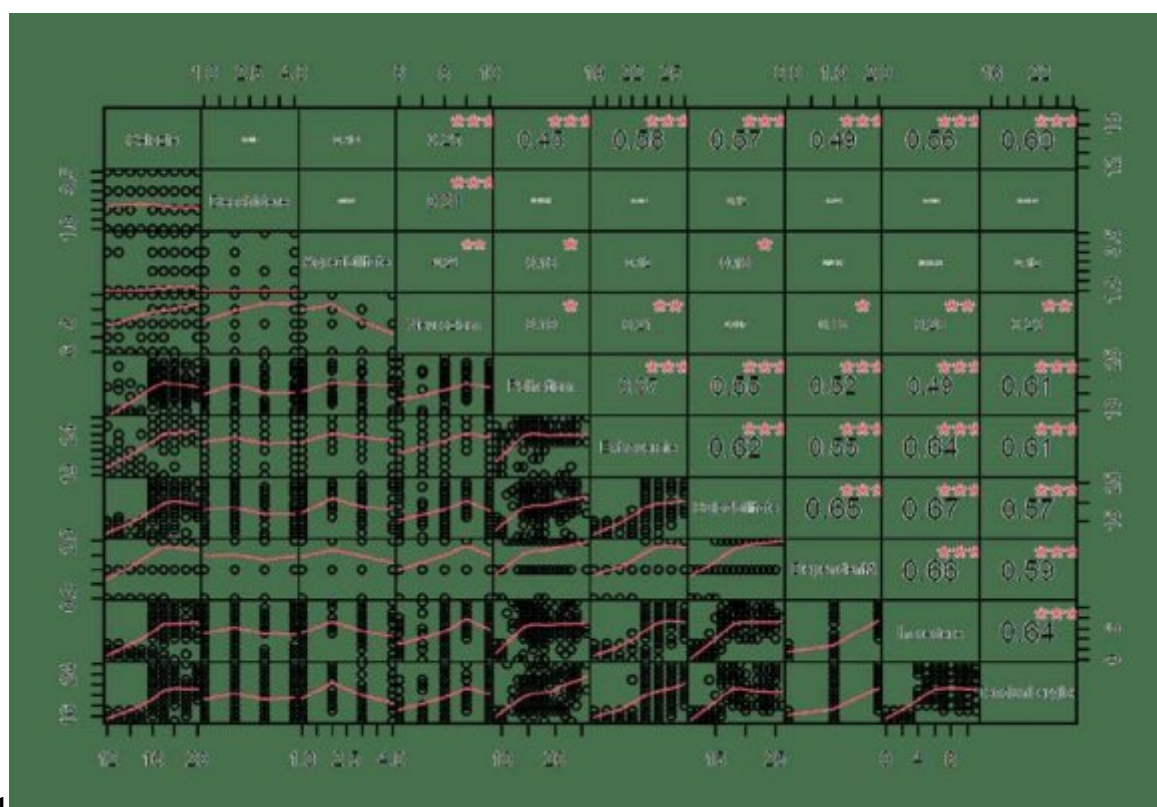


Figure 1: Figure 1 :

confronted with life adversities, stressful family events, and relationships with the family of origin.

Hypothesis

1. It is presumed that individuals with less stressful family events will manifest a lower level of jealousy as compared to those who passed through traumatizing life experiences and lived in families with stressful events.
2. It is presumed that there is a significant relationship between jealousy as an attachment trauma and personality factors.

Analyses

Analyses

Programming for Data Science, version 4.2.3, and the descriptive analysis of amplitude indicates that variables such as Openness, Agreeability, Neuroticism, Psychoticism, Lie, Dominance, Jealousy, Dependency, Life events, and Childhood have a low amplitude to be treated as continuous variables. Therefore, they will be analyzed as non-parametric data. The rest of the variables, Family Events (Skewness=-0.93, SE=0.18), display a negative asymmetric distribution, Culpability (Kurtosis=-1.15, SE=0.36), Trust (Kurtosis=-1.18, SE=0.36), Ergic tension (Kurtosis=-1.13, SE=0.36) and Dysfunctional attitudes (Kurtosis=-1.38, SE=0.36) display platykurtic distribution, whereas Family events (Kurtosis=4.03, SE=0.36) presents a leptokurtic distribution of data.

III.

Neuroticism, Agreeability and Openness with internal consistency (Cronbach's Alpha) ranging from .79 to .85

-Eysenck Personality Questionnaire -R with scales measuring Psychoticism and Lie with Cronbach's Alpha of .78 for Lie and .70 for Psychoticism
-16 Personality Factor Questionnaire (Cattell, 1950) using the scales to measure factors such as: E - Conformity vs. Dominance, L -Alexia vs. Protense, O -Trust vs. Culpability, Q2 -Group dependency vs. Self-sufficient, Q3 -Weak self vs. Strong self, Q4 - Low ego tension vs. High ego tension. Cronbach's Alpha ranges from .50 to .88
-Dysfunctional Attitude Scale (Weissman, 1978) to measure the proneness for depression
-Risk and Resiliency Inventory (King, 2006) measuring the level of resiliency and risk when

werenditged

Figure 2:

1

	B	Beta	SE	t	p
(Intercept)	11.24		2.95	3.81	< 0.001
Life events	0.1	0.06	0.14	0.72	= 0.471
Childhood	0.18	0.16	0.09	1.99	= 0.049
Family events	0.09	0.06	0.12	0.72	= 0.473

Figure 3: Table 1 :

2

Variables	N	Min	Max	Median	Average	Std. deviation
Jealousy	180.00	12.00	20.00	17.00	16.43	2.31
Life events	180.00	14.00	18.00	15.00	15.63	1.40
Childhood	180.00	12.00	18.00	14.00	14.26	2.07
Family events	180.00	3.00	14.00	12.00	11.97	1.57

Figure 4: Table 2 :

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