

The Five Major Factors in the Personality and its Relationship to the Attachment Patterns Among the Students of the College of Law, Prince Mohammad Bin Fahd University, AL-KHOBAR

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ABSTRACT

The Major factors of personality are groups of methods on how the individual interacts with others. Individual variance refers to thoughts, manner, feeling, behavior, mostly described as pattern that capable of measurement such as instance neuroticism, extroversion, kindness, conscientiousness, openness on experiences. There are many specified factors for personality, including genetics, environmental factors and age. Therefore, individual personality plays important role in its ability to interact with living pressures and know the role that better suitable to the legal personality. Hence, the study aims to identify the relation between attachment patterns and the five major factors for personality, in order to facilitate understanding the personality among college of law students at Prince Mohammad Bin Fahd University, in Al-Khobar, Eastern Province, and to reveal the relation between attachment patterns and the five major factors for personality (neuroticism, extroversion, (Kindness), Conscientiousness, openness on experiences) and the variance between study sample in the attachment patterns according to gender of (Sex, academic level) which help to determine the features of law students personality, and predict their behavior lately, benefit of their abilities as best according to their active role in establishing justice values and build the virtue. To achieve the objective of the study the researcher has applied the reference of the attachment patterns from (Abo-Ghazalah, Jordan 2009) and the five major factors for personality from (Al-Ansari, 2007) applied to random sample of (226) male and female students. The descriptive analytical approach was used. The results of the study are. The presence of an inverse negative correlation and statistically significant at the level (0.05) or less, between neuroticism and safe attachment. There were no statistically significant differences at the level of statistical significance (0.05) or less in the responses of the study sample individuals about (patterns of attachment) to the difference between the sex variable. The absence of statistically significant differences at the level of statistical significance (0.05) or less in the responses of the study sample individuals about (styles of attachment) according to the variable of the academic level. Relying on these results, researcher recommend the importance of educating parents and families about unsafe attachment patterns, as well as recommending the need to increase students' awareness through workshops and training courses, and to clarify the importance of normal personality factors.

Keywords: Personality, neuroticism, extroversion, (Kindness), Conscientiousness, openness on experiences, college students, Al-Khobar, Saudi Arab

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INTRODUCTION

The emotional attachment between individual and the guardian is a mutual relationship between matures, as though between the child and care provider, who provides the necessary needs of security and protection, whereas fulfill these needs effect on his future life. According to Person the attachment patterns in childhood is effect on the behavioral, emotional, feeling and knowledge aspects for matures and teens, and there is connection and effect upon parent's care toward the child and personality configuration (person and child:2007). The emotional and psychological satisfaction which produce to the child by the care provider and its effect and attachment in the future, that would show social problems in their relations with others (Al-Zaghloul:2004).

The suitable care for the child emotionally and physically leads to build a positive personality especially in teens and adults' stage and give him trust and Secure with himself and others.

Study problem: psychology theories interest in attachment, as consider as aspect effect on the psychological, emotional and socially growth for

individual and upon his behavior and his personal aspects.

Many psychological studies have covered the personal aspects of individuals and the factors that affect them to understand the personality. At the beginning of the seventies appeared the five major factors theory of the personality (neuroticism, extroversion, (Kindness) Agree Baleens, Conscientiousness, openness on experiences (Al-Ruwaite:2007). The five major factors pattern in the personality, is considered as one of each pattern in modern psychology, where it shows a great ability to be one of the most patterns applied in psychology. Most psychology research refer that the attachment is one of the essential factors that forming the essential variances, (Seifer and Schiller, 1995, Steven 1998).

Based on the herein mentioned attachment phenomenon and its effects on the legal personality in the future, this study would connect between attachment patterns and the personality five major factors, that to replay on the main question: What is the relation between attachment and the personality major factors for the students of law, study at Prince Mohammad Bin Fahd University? And from this question the following questions are drawn:

1-What are the most common attachment pattern between the students of law?

2- Is there attachment relation between attachment patterns and the five major factors of personality (neuroticism, extroversion, and (Kindness) Agree Baleens, and Conscientiousness, openness on experiences) for the students of law?

3- Are there variances in statistical function between the students of law, in attachment patterns according to gender variables and the academic level?

4-Are there variances in statistical function between study sample of the five major factors of personality (neuroticism, extroversion, (Kindness) Agree Baleens, and Conscientiousness, openness on experiences) according to gender variables and academic level for the students of law?

Study Aims:

This study intends to fulfill the following aims:

1-knowing more of the common attachment patterns among study sample.

2-reveal the relation nature between attachment patterns and the five major factor of personality (neuroticism, extroversion, (Kindness) Agree Baleens, and Conscientiousness, openness on experiences) for study sample.

3-reveal the variance between the study sample in attachment patterns according to the variables (gender and academic level).

4-reveal the variance between the study sample in the five major factors of the personality (neuroticism, extroversion, (Kindness) Agree Baleens, and Conscientiousness, openness on experiences) according to the variables (gender and academic level).

Importance of the Study:

We can divide the importance of this study into the following items:

Theoretical importance:

1-the importance of this study is based on interpreting the role to perform by attachment patterns to build personal and psychological character for law students in the future.

2-upon the researcher' knowledge there is not any study or research deals with attachment patterns and its relationship with the five major factors of personality on the students of law studying in Prince Mohammad Bin Fahd University, where it can participate in producing theoretical scope to convert the interfere relation between growth and the personal aspects for law students.

Applied Importance:

1-Direct the academic guidance to the factors that lead to sociological and personal incompatibility for law students and help them to design guidance programs.

2-Advice the families to the guidance of the educational practice which enforces straight attachment for their sons.

3- the study results explain the individual variances when applying in reference to five major factors of personality.

Terminologies:

Attachment:

Idiomatically: defined by Sheever) and (Abo-Ghazalah, Jordan 2009:45) as "the strongest relationship between two persons is distinguished by mutual emotional and the desire to keep close relationship between them".

Attachment Patterns:

Defined by (Hazan and Sheever, 1987, 34) as follows:

1-secure attachment: the individuals distinguished upon their abilities to approach others, and others approach them, trust, and depend on them.

2-avoidant attachment: owners of this pattern are distinguished by the discomfort of approaching others, and approaching others of them, with feeling untrusted toward them, not secure, additional to shyness, fear, and hesitation.

3-anxious attachment: owners of these patterns are distinguished by discomfort because the others refuse to approach them, in spite of their willingness to that approach.

Procedural Definition:

The level or degree that the students of law have obtained in used patterns attachment reference in this research.

The Five Major Factors Model of Personality:

Idiomatically: it's the form that described by (Costa and McCrea) and considered as the best and the modern measures that interpreted the personality, and consist of the main five major factors as follows:

1-**Neuroticism:** it reflects the intent to the thoughts and sad or positive feelings, high-level meaning that the individual is more likely insecure or sad, though the decrease level intends to distinguish by emotional settlement and flexibility and less likely for sadness and insecurity.

2-**Extraversim:** express about the social contact for law students, is he social or calm? and reflect the social situations preference, and high level means the activity and research about the community, while the low-level means that uninterested by art and they are likely to be practical upon their nature

3- **Openness on Experiences:** is reflected in mental maturity, interest, and culture, where high-level intent to that the individual is distinguished by imagination and innovation and research about the information by themselves, while the low level intends to less bring interest by art, they are practical upon their nature.

4- **Gentleness or Kindness:** is reflecting how to deal with others, its high level intends to that the individual trusts upon him being distinguished by defensive and cooperation, altruism, and respect the traditions and others' feelings, while low level intends to aggressiveness and uncooperative.

5-**Conscientiousness:** reflect persisting and organized, and success the request aims, high level means that the organized individual behavior which leads to performing his duties by loyalty and conscientiousness, while low level intend to that he is less awareness and less concentrate during performing the duties (Costa, Mc, Care, and Jossom, 2002, p22).

Procedural definition: it's the level obtained by the students of law, a study in Prince Mohammad Bin Fahd University, in the five major factors of personality measures used for this study or research.

Research Scope:

This research restricts upon its variables (attachment patterns and its relationship with the personality five major factors for the students of Prince Mohammad Bin Fahd University regarding some variables.

and it's represented in human, temporal and spatial scopes as follows:

Human Scopes:

The students of law study in Prince Mohammad Bin Fahd University in Khobar in Eastern Region.

Temporal Scopes:

The second semester for the academic year 2019.

Spatial Scopes:

Law College at Prince Mohammad Bin Fahd University in Khobar.

The Theoretical Framework

Attachment patterns: Patterns of attachment: Attachment is considered as a very important topic for both children and adults, which has aroused the importance of many researcher and interested psychologists to research it, as it is considered the starting point of the individual social life and his emotional connections to others.

The concept of attachment: The family is the first building block of the child, which gives the child cognitive, social and emotional care, from which the child learns the values, customs, traditions, ideas and principles of his community that he deals with and interacts with. So, the childhood is regarded as one of the stages that will be affected positively and negatively by others, this will affect the extents to the stages after childhood (Al-Khalili:2005). Most psychologists agreed that the child was born with a tendency to satisfy his biological desires during his initial life, and then moved on to social needs and to make relationships with others, which is called "intimate relationships" (Jankins:2004).

The behavior of attachment is defined as "the behavior of the child as a result of what he acquired during his or her presence with his care and custody or his nursery. (Waters and Dean, 1985:17).

Haddad (2001:13) pointed out that attachment is "the inherited tendency to build good relationships with individuals in his interacting society, which appears in the child's relationship with the mother and remains effective for forever." The process of attachment is one of the forms of intimate relationships that a child has been in since childhood (Abu Ghazala, 2006).

The theory of attachment indicated that individuals have a psychological tendency to seek to get close to someone else, feel safe in the presence of that person, and feel anxious in his absence (Pearson and Child: 2007).

Attachment theory assumes that the biological purpose of attachment is survival, and the psychological goal is safety where the child's relationship with the adult is called (attachment), and the equal caregiver relationship is called (caregiver link or connection) (Al-Elshiek, 2006). Attachment is a skill acquired by the individual in association with the caregiver, where there are a number of factors such as mental status, self-organizing on the formation of a child's security attachment where attachment is influenced by tendencies, expectations, emotions and relationships with others (Fonagy and Target,1997).

We find that attachment is created and developed since childhood where children are born in a state of complete impotence depends on their survival on the presence of others who provide them with care where attachment is essential to the progress of the mother physically and emotionally to her child through touching, caressing and embracing and looking at him, and the child responds with joy and smile and clinging to the mother and the pleasure of the child and his response to his mother brings him pleasure and satisfaction (Benjamin and Vgik, 2004).

The importance of attachment is manifested through observations of the child's behaviors and clearly shown by his relationship with the caregiver whom he goes to

when he feels insecure and to build a positive personality that can deal with the events in his later life (Abou Jado, 2004).

In contrast, we find that the insecure child in life who grew up on an unhealthy basis, his future relationships will be in danger, compared to the secure children who are more socially qualified with their peers (Al-Kalili, 2005).

Hazan and Shever:1987 suggested a quadruple model of attachment patterns:

- Secure attachment: It is characterized by the positivity of the individual for himself and others.
- Dismissive attachment: the evaluation of the individual is positive for himself and negative for others.
- Afraid attachment: the evaluation of the individual is negative for himself and others.
- Acquisition or busy attachment: The evaluation of the individual is negative for himself and positive for others.

The attachment has a dual function, the social function appears in building a child's personality through his or her life cycle, and many studies have confirmed a strong association between the quality of attachment in early childhood and intimate relationships in adulthood.

The function of protection which appears in the child's need for a strong adult person defends him and protects him from disturbing thrills, where he learns from the mother the activities necessary to survive through the simulation and then initiative.

The job of learning activities, it's a job that helps the child to live by observing the mother when she performs some of the necessary work and continues to learn until the age of majority (Fareedah, 2010).

A number of theoretical explanations have emerged to explain attachment roots, including ethical theory which highlighted the role of the caregiver in acquiring the child's behaviors that will help him to preserve his life and improve this relationship from biological to ethical and human level (Abo-Jado, 2004).

Contact Theory confirms that attachment is for security purposes (Al-Zagloul, 2004).

(Hetherington and Park, 19987) have explained the theories that concerned the phenomenon of attachment as follows:

Learning theory: Where the supporters of this trend realize the importance of breastfeeding and feeding and meeting the child's primary needs as a primary motivation for attachment and that in satisfying it, the child will earn positive value in the stages of his development and hence the phenomenon of attachment begins.

Psychoanalytic Theory: the owners of this trend believe that attachment is due to the biological needs of the child and its satisfaction leads to the emergence of attachment phenomenon. They consider that the satisfaction of the child of primary needs such as lactation as an external interaction of fundamental importance for the child and the life of the mother herself.

Ethical Theory, which emphasizes that attachment is a natural reciprocal process, that it is not only occurs due to instinctive responses to the child, but also has a clear role in preserving the human beings. Accordingly, this process increases the responsibility for caring for parenthood and elevating it from biological to human and moral.

Personality:

It is a unique pattern resulting from the interaction between mental, emotional, physical and social characteristics. It is considered as one of the most complex concepts, known by (Eysenck) as a fixed and lasting organization to some extent for the character, temperament, mind and structure of the individual, which achieves compatibility for the individual and his environment. (Abdul-Elkhaleq, 1992:35).

Many factors affect the personality of the individual and determine the patterns of behavior and evaluation of the person as follows:

Heredity or Genetic: is the physical and mental traits transmitted by genes, such as the disorder in the activity of the endocrine glands and lead to strikes in different areas of the body (Shafeeq and Alawnah, 2004:121).

Environment: It is considered as an external affected factor and it is divided into an internal environment (mother's uterus) and an external environment that includes the natural environment of air, heat, light and social environment from which the individual acquires a lot of skills and experiences that negatively or positively affect psychological growth (Abdul-Elkhaleq, 1992:28).

The Five Main Factors of Personality:

The model of the five major factors of personality was derived from the dictionary curve and the expression lists, where many scientists in psychology such as Cattell, Tupes and Crystal have demonstrated the credibility of the description of the classification the model of the five-factors of personality (diastolic, neurotic, openness to experience, consistency, and conscientiousness) which aims to accurately classify personality traits or aspects (Goldberg, 1993:29). In the year 1992, the five major factors of personality were formulated in its initial image consisting of (240) types, and is called the list of neurotics, and extroversion personality and openness on experience (Neo-P1) and then it was reduced to (60) items and added two aspects or traits: Vigilance of Conscience (C) and Neighboring (A) and called the revised list of personality (NEO-P1-R) Costa and McCrae, 1992).

This list is considered as one of the most recent models developed to describe the personality, and it is applied scientifically in the field of personality in psychology (Digman, 1993:31). Goldberg (Goldberg, 1993:31) noted that the superiors do not always perform tasks successfully, because non-cognitive factors are related to functionality, also he found a relationship between the five factors of personality and several applications, educational and organizational concepts (McCrae et al, 1998:178) (De-Road, 1996:210).

The factors identified by Costa and Macrae (Costa and McCree, 1992) can be summarized as follows:

1- Neuroticism: This reflects the tendency to negative or sad thoughts and feelings. The high degree indicates that the individual is more vulnerable to insecurity and sorrows, while the low degree indicates discrimination with emotional stability and flexibility and less prone to grief and insecurity.

2- Extraversim: Reflects the individual's preference for social situations and how he deals with them. The high degree indicates activity and the search for the group, the low indicates convergence, reservation, and calm.

3 - Openness on Experiences: Reflects the mental maturity, interest, and intellectuality. The high degree indicates that the individual is characterized by imagination and creativity and the search for information

himself, while the low indicates a little interest in art and that the individual is practical in nature.

4- (Kindness) Agree Baleens: Reflects how to deal with others, its high degree indicates that the individual is trustworthy, distinguished by cooperation, altruism, and respect for the feelings and customs of others, and the low degree in it indicates aggressiveness and non-cooperation.

5- Conscientiousness: It reflects perseverance, organization and achieving the desired goals, the high degree indicates the behavior of the organized individual who performs his duties with sincerity and Conscientiousness, while the low indicates that he is less careful and less focused during the performance of tasks (Costa, mc. Care, and Jossom, 2002, p22).

Many studies confirmed the availability of a general concept of the dimensions of personality on special measures of these factors as they were characterized by a large degree of honesty and consistency (Digman, 1990: 415), and it also depended on a simplified and clear language for people in general regardless of time and place (Abdel Khaleq, Al Ansari, 1996: 11).

These studies were comprehensive compared to other methods used to measure personality, and they agreed with many theories of psychology such as Cattell and Eisenk to emphasize the existence of personality traits (Al-Ansari, 1997).

Previous Studies:

Al-Omairi Study (2015), which aimed to identify patterns of attachment to the factors of major personality of Umm Al-Qura University students. To achieve the goals of the study, the researcher applied a scale (Jaradat and Abu Ghazaleh, 2009) to the patterns of attachment and a scale of the five major factors of personality (Al-Ruwaite, 2007) on a sample that was selected with a picture randomized (665) male and female students from the third year at Umm Al-Qura University using the descriptive, causal, comparative approach. The results established that the most common attachment patterns are the secure attachment pattern, then the avoidant pattern, and finally the anxiety pattern. The study concluded that there is no statistically significant relationship between openness to experience and attachment patterns and that there were no statistically significant differences between neuroticism and anxiety attachment. The absence of statistically significant differences in attachment patterns attributable to the gender variable and academic specialization and the absence of differences between the averages of students' scores for the scale of the major factors of personality for the gender and specialization variable.

Abdel-Nabil study (2014), the study aimed to identify the nature of the relationship between the patterns of attachment to perfectionism and methods of coping with psychological stress among a sample of university students. The study sample consisted of (153) students. The results of the study concluded that there is a positive correlation between the patterns of attachment and perfectionism and the presence of a positive correlation between attachment patterns and methods of coping with psychological stress.

Abdul Majeed study (2010), which aimed to find the relationship between emotional intelligence and the five major factors of personality, the study was conducted on (400) male and female students the results were based on the absence of correlations between emotional intelligence and the three other factors. The results of

average female grades compared to the average male score on neurotic factor also increased among personality factors, and the results were the absence of correlations between emotional intelligence and the other three factors.

Al-Qahtani Study (2013) entitled: Emotional Balance and its relationship to the five major personality traits of a sample of drug users in the western region in Saudi Arabia. The study aimed to identify the level of relationship between emotional balance and personality traits and differences in emotional balance and personality traits according to variables (age, duration of use, type of drug). To achieve the objectives of the study the researcher used the comparative causal correlation descriptive method. The measure of equilibrium and the list of the five major factors of personality were applied to a sample (220) of drug users. The results concluded that there is a negative correlation between neuroticism and emotional equilibrium, a positive correlation between (extroversion, purity, kindness, the vigilance of conscience) and emotional equilibrium in attributes (neuroticism, extroversion, and conscientious awakening) and the presence of differences in the emotional equilibrium according to the drug type, and the absence of differences in attributes Personality according to the drug type of all personality factors except (neuroticism), and the presence of differences in the characteristic (Extraversim) for the duration of abuse more than five years.

A study (Shahsavarnn: 2013) entitled: Personality factors (the Five Factors Model) among Persian students. The study aimed to examine the personal differences between male and female students at the University of Tehran. The sample was randomly selected from (726) male and female students. To achieve the goals, the researchers used the five factors scale and the choice of color blindness and the neurological examination list. The results showed that male students achieved higher degrees than females in (neuroticism) and female students were higher than males in both extroversion and openness to experience.

A study by Kara Irmak and Duran, 2008, which aimed to identify the differences between the sexes in adolescent attachment patterns. The sample consisted of (317) adolescents. When females are safe attachment, the highest pattern attached to males is avoidant attachment.

A study by Nofel and Shaver (2006), which aimed to reveal the relationship between adult attachment dimensions and the five major factors of personality (NEO-P1. R), on a sample of (2911) males and (5417) female college students and their ages ranged between (24-18). The two researchers used the list of five factors and the scale of attachment (ECR). The study found that most of the associations are indicative but weak and that the male sample is less neurotic than females. There is also a strong correlation between anxious attachment and neuroticism, while fetal attachment has a strong correlation with the kindness of the soul, and the correlation between anxiety in similar proportions with extroversion, the kindness of the person, conscience awakening, with maturity at a small percentage.

Comments on Previous Studies:

1- Many studies confirmed the existence of a relationship between attachment patterns and personality traits of the individual (Wiseman et al., 2006 (Al-Alwan, 2007) (Abdel-Ghani, 2009). The relationship varies according to

the family and its style in education and society in which it lives.

2- Most of the studies relied on a measuring instrument on the scale of the five major factors of Al-Ruwait (2007), a study (Al-Lehayani, 2007), a study (Al-Saleem, 2006) and a study (Al-Fayez, 2007), and in the attachment patterns on the Abu Ghazala and Jaradat scale (2009), and a study (Al-Alwan, 2011).

3- Many studies confirmed the presence of statistically significant differences in the five major factors of personality according to specialization (Lahayani, 2007) and some studies showed that there were no statistically significant differences in the five major factors of personality according to specialization (Jabr, 2012).

4- Studies have found that there are statistically significant differences according to gender in personality traits such as intelligence, in favor of females (Al-Ash, 2002) and (Al-Alwan, 2011).

5- Studies have found the negative effect of the insecure attachment pattern on personality variables, and the positive effect of secure attachment pattern.

The Study Methodology and Procedures

Study Methodology: The study followed the descriptive analytical approach to its suitability to achieve the study objectives.

Study Community: The study population consisted of students of the College of Law at Prince Mohammad Bin Fahd University in Al-Khobar during the period of conducting the study, in the second semester of the academic year 1441 AH.

Study Sample: The study sample consisted of (226) male and female students during the study period in the second semester of the academic year 1441 AH.

Study Tools and Procedures:

First: Yarmouk scale of adult attachment patterns: Prepared by Abu Ghazal and Jordan (2009). The scale consists of (20) items, as it is divided into three patterns:

1- Secure attachment: in which it appears to what degree an individual view positively for himself and others, and this pattern consists of (6) paragraphs (19, 41, 11, 01, 7, and 4).

2- Anxiety attachment: which shows the degree to which the individual views negatively towards himself and positively towards others, and consists of (7) paragraphs (17, 61, 31, 9, 6, 3, 1).

3- Avoidance attachment: in which the individual shows the degree in which he views positively for himself and negatively for others and consists of (7) paragraphs (2, 5, 8, 12, 15, 18, 20)

The answer was done by Likert hex method, the scores were given as (zero) that do not apply at all and (5) apply exactly.

Second: List of the five major factors of the character, Costa and Macri, 1992, and Al-Ansar 1997 Arabization of objectivity in measuring the basic dimensions of the character (Al-Ansari: 2002, 710).

The Arabic list consists in its final form of (56) paragraphs distributed among five factors, namely:

1- Neuroticism and it consists of (12) items that measure anxiety, depression, anger, hostility, feelings of self, impulsivity, nerves, and the inability to bear pressure.

2 - Extraversim consists of (11) paragraphs, traits of warmth, affection, social, self-reflection, activity, research and excitement, positive emotions.

3- The feature of openness to experience, which consists of (11) clauses of features of imagination, aesthetic, feelings, emotion, thoughts, and values.

4 - The trait of agreeableness and kindness, and it consists of (11) paragraphs distributed on the trait of trust, honesty, altruism, remembrance or acceptance, the trait of humility and moderation of opinion.

5- The characteristic of Conscientiousness and vigilance of conscience, and it consists of competence and ability, organization, commitment to duties, achievement and struggle, self-control, and deliberation.

The scale was distributed as follows:

| The trait | Number of paragraphs | Paragraph numbers |
|----------------------------|----------------------|--|
| Neuroticism | 12 | 1 ,6 ,10 ,15 ,20 ,25 ,29 ,34 ,39 ,44 ,49 ,52 |
| Extraversion | 11 | 2 ,7 ,11 ,16 ,21 ,26 ,30 ,35 ,40 ,45 ,53 |
| Open on experience | 11 | 3 ,12 ,17 ,22 ,27 ,31 ,36 ,41 ,46 ,50 ,54 |
| Agreeableness and kindness | 11 | 4 ,8 ,13 ,18 ,23 ,28 ,32 ,37 ,42 ,47 ,50 |
| Conscientiousness | 11 | 5 ,9 ,14 ,19 ,24 ,33 ,38 ,43 ,48 ,51 ,56 |

The Sincerity of the Internal Consistency of the Study Tools:

After confirming the apparent sincerity of the study tools and making the internal validity of the exploratory sample of (50) individuals, the correlation coefficient

was calculated between the degree of each of the expressions in the total degree of the dimension or scale to which the phrase belongs, as shown by the following tables:

First: The Yarmouk scale of adult attachment patterns

Table 1. Pearson Correlation Coefficients for Phrases after Secure Attachment

| .Term No | Correlation Coefficient | .Term No | Correlation Coefficient |
|----------|-------------------------|----------|-------------------------|
| 4 | 0.820** | 11 | 0.540** |
| 7 | 0.691** | 14 | 0.691** |
| 10 | 0.709** | 19 | 0.812** |

** Indicated at the significance level 0.01 or less

Table 2. Pearson Correlation Coefficients for the Terms after Anxious Attachment

| .Term No | Correlation Coefficient | .Term No | Correlation Coefficient |
|----------|-------------------------|----------|-------------------------|
| 1 | 0.865** | 13 | 0.825** |
| 3 | 0.895** | 16 | 0.888** |
| 6 | 0.942** | 17 | 0.872** |
| 9 | 0.904** | - | - |

** Indicated at the significance level 0.01 or less

Table 3. Pearson Correlation Coefficients for Terms after the Avoidance Attachment Pattern

| Term No. | Correlation Coefficient | Term No. | Correlation Coefficient |
|----------|-------------------------|----------|-------------------------|
| 2 | **0.737 | 15 | **0.643 |
| 5 | **0.765 | 18 | **0.694 |
| 8 | **0.370 | 20 | **0.746 |
| 12 | **0.710 | - | - |

** Indicated at the significance level 0.01 or less

It is clear from the tables that the values of the correlation coefficient for each of the expressions with the dimension to which they belong are positive and statistically significant at the level of significance (0.01) or less, which indicates the validity of their consistency and suitability for the field application.

Stability of Attachment Scale:

To measure the stability of the scale of attachment patterns, the researcher (Cronbach's Alpha (α) equation) was used to confirm the stability of the study scale, and Table No. (4) Shows the coefficients of the stability of the study scale.

Table 4. Alpha Cronbach coefficients to measure the stability of the study tools

| Measures and dimensions of the study | number of terms | Axis stability |
|--|-----------------|----------------|
| after secure attachment | 6 | 0.854 |
| after anxiety attachment | 7 | 0.954 |
| after avoidance attachment | 7 | 0.803 |
| The general consistency of the adult attachment scale | 20 | 0.847 |

It is clear from Table No. (4) That the stability index of the adult attachment scale was (0.847), and this indicates that the scale has a high degree of reliability that can be relied upon in the field application of the study.

Second: The scale of the Five Major Factors of a Personality:

Table 5. Pearson Correlation Coefficients for Post-Neuroticism

| Correlation coefficient | Term number | Correlation coefficient | Term number |
|-------------------------|-------------|-------------------------|-------------|
| 1 | 0.583** | 29 | 0.720** |
| 6 | 0.742** | 34 | 0.486** |

| | | | |
|----|---------|----|---------|
| 10 | 0.630** | 39 | 0.786** |
| 15 | 0.558** | 44 | 0.661** |
| 20 | 0.702** | 49 | 0.722** |
| 25 | 0.605** | 52 | 0.671** |

** Indicated at the significance level 0.01 or less

Table 6. Pearson Correlation Coefficients for Post-Extraversion Expressions

| Correlation coefficient | Term number | Correlation coefficient | Term number |
|-------------------------|-------------|-------------------------|-------------|
| 2 | ** 0.816 | 30 | ** 0.727 |
| 7 | ** 0.777 | 35 | ** 0.704 |
| 11 | ** 0.419 | 40 | ** 0.517 |
| 16 | ** 0.669 | 45 | ** 0.768 |
| 21 | ** 0.672 | 53 | ** 0.694 |
| 26 | ** 0.625 | - | - |

** Indicated at the significance level 0.01 or less

Table 7. Pearson Correlation Coefficients with Terms of Openness to Experience

| Correlation coefficient | Term number | Correlation coefficient | Term number |
|-------------------------|-------------|-------------------------|-------------|
| 3 | **0.595 | 36 | **0.700 |
| 12 | **0.548 | 41 | **0.665 |
| 17 | **0.561 | 46 | **0.576 |
| 22 | **0.641 | 50 | **0.592 |
| 27 | **0.651 | 54 | **0.652 |
| 31 | **0.718 | - | - |

** Indicated at the significance level 0.01 or less

Table 8. Pearson Correlation Coefficients for Post-Farewell and Kind Phrases

| Correlation coefficient | Term number | Correlation coefficient | Term number |
|-------------------------|-------------|-------------------------|-------------|
| 4 | 0.623** | 32 | 0.481** |
| 8 | 0.675** | 37 | 0.657** |
| 13 | 0.622** | 42 | 0.656** |
| 18 | 0.606** | 47 | 0.615** |
| 23 | 0.746** | 55 | 0.596** |
| 28 | 0.709** | - | - |

** Indicated at the significance level 0.01 or less

Table 9. Pearson Correlation Coefficients for expressions of Conscientiousness and Vigilance of Conscience

| Correlation coefficient | Phrase number | Correlation coefficient | Phrase number |
|-------------------------|---------------|-------------------------|---------------|
| 5 | 0.691** | 38 | 0.729** |
| 9 | 0.785** | 43 | 0.682** |
| 14 | 0.766** | 48 | 0.855** |
| 19 | 0.830** | 51 | 0.685** |
| 24 | 0.787** | 56 | 0.774** |
| 33 | 0.756** | - | - |

** Indicated at the significance level 0.01 or less

It is clear from the tables that the values of the correlation coefficient for each of the expressions with the dimension to which they belong are positive and statistically significant at the level of significance (0.01) or less, which indicates the validity of their consistency and suitability for the field application.

The Constancy of the Scale of the Five Major Factors of Personality:

To measure the stability of the scale of the five major factors of personality, the researcher used the (Cronbach's Alpha (α) equation) to confirm the stability of the study scale, and Table No. (10) Shows the coefficients of the stability of the study scale.

Table 10. Alpha Kronbach Coefficient to Measure the Stability of the Study Tools

| Measures and dimensions of the study | Number of terms | Axis stability |
|---|-----------------|-------------------|
| Neuroticism After | 12 | 0.880 |
| After-Extraversim | 11 | 0.873 |
| After - Openness to experience | 11 | 0.850 |
| After-Agreeableness and kindness | 11 | 0.848 |
| After Conscientiousness | 11 | 0.927 |
| Overall stability of the scale of the major factors of personality | 56 | 0,82 0.824 |

It is clear from Table No. (10) That the stability factor of the scale of the major factors of personality is (0.824), and this indicates that the scale has a high degree of stability that can be relied upon in the field application of the study.

Statistical Methods:

To achieve the goals of the study and analyze the data collected by the researcher, she used a number of appropriate statistical methods using statistical packages for social sciences, which are denoted by the abbreviation of the symbol (SPSS), after the data was coded and entered into the computer, then the researcher extracted the results according to the following statistical methods:

1. Frequentage & Frequencies; to know the personal and functional characteristics of the study sample individuals.
2. Pearson correlation coefficient; to measure the internal consistency between instrument statements (resolution) and each axis it belongs to.
3. Cronbach, S. Alpha (α) stability factor to calculate the study tool's stability factor.
4. Pearson correlation coefficient; to verify internal honesty, measure the relationship, and answer the fifth question.
5. Mean arithmetic (Mean); to know the extent of the high or low responses of the study sample for the main axes (the mean of the averages of phrases), knowing that the researcher has benefited from it in arranging the axes according to the highest arithmetic mean.
- 6) Standard Deviation: To know the extent of the deviation of the answers of the individuals of the study sample for each of the phrases of the study variables, and

for each of the main axes of the arithmetic average, the researcher used this method because the standard deviation explains the dispersion in the answers of the study sample individuals for each of the phrases of the study variables, along with the axes. The closer its value is to zero, the answers are concentrated, and the dispersion is decreased between the scale.

7. Independent Sample T-test; to clarify the significance of the differences in the answers of the study sample individuals according to the difference in their variables, which are divided into two categories.

8. One Way ANOVA Analysis; to clarify the significance of the differences in the answers of the study sample individuals according to the difference in their variables, which are divided into more than two categories.

9. LSD test to clarify the significance of the differences in the responses of the study sample individuals between the categories of personal and functional variables, which are divided into more than two categories, if the analysis of variance showed that there are differences between the categories of these variables.

Analysis, Discussion, and Interpretation of the Study Results:

This chapter deals with analyzing the results of the study, by displaying the answers of the study sample individuals to their questions, and discussing them according to the scientific methodology, by reading the statistical analysis of the values from the averages, standard deviations, and the results of the tests, and below comes the presentation, interpretation, and discussion of the study results.

Results Related to Describing the Characteristics of the Study Sample:

Table 11. Distribution of Study Sample Individuals According to the Variable of the Academic Level

| Sex | Frequency | Percentage |
|-----------------|------------|-------------|
| Male students | 28 | 12.4 |
| Female students | 198 | 87.6 |
| Total | 226 | 100% |

It is clear from Table No. (11) That: (198) of the study sample members represent 87.6% of the total study sample students, and they are the most important group

of the study sample members, while (28) of them represent 12.4% of the total sample population Study students.

Table 12. Distribution of the Study Sample Individuals According to the Variable of the Academic Level

| Academic level | Frequency | Percentage |
|----------------------|------------|-------------|
| Level One - Second | 50 | 22.1 |
| Level Three - Fourth | 61 | 27.0 |
| Fifth to Sixth Level | 62 | 27.4 |
| Level Seven - Eight | 53 | 23.5 |
| Total | 226 | %100 |

It is evident from Table No. (12) that: (62) members of the study sample represent 27.4% of the total study sample level, the fifth-sixth level, while (61) of them represent 27% of the total members of the study sample their academic level, the third-fourth level, while (53) of them represent 23.5% of the total study sample level, seventh - eighth level, compared to (50) of them, representing 22.1% of the total study sample level, the first - second level.

Results Related to Answering the Study Questions:

Results of the First Question:

The first question states the following: "What are the most common types of attachment among male and female students at the College of Law at Prince Muhammad bin Fahd University?"

To verify the validity of this question, arithmetic averages and standard deviations were used for the responses of the sample members of male and female students at the College of Law using the scale of attachment patterns, and Table No. (13) Illustrates that Table No. (13) Arithmetic mean and standard deviations for the answers of the members of the study sample. Using the Attachment Patterns Scale.

| Attachment patterns | Sex | Arithmetic mean | Standard Deviation | Order |
|---------------------------|----------------|-----------------|--------------------|-------|
| Secure attachment pattern | Male student | 3.23 | 0.78 | 2 |
| | Female student | 3.02 | 0.67 | |

| | | | | |
|------------------------------|----------------|------|------|---|
| Anxiety pattern attachment | Male student | 1.98 | 0.85 | 3 |
| | Female student | 1.98 | 0.75 | |
| Avoidance attachment pattern | Male student | 3.70 | 0.72 | 1 |
| | Female student | 3.52 | 0.76 | |

The results in Table (13) showed that the most common attachment patterns among male and female students at the College of Law at Prince Muhammad bin Fahd University areas as if the avoidance attachment pattern is followed by a secure attachment pattern and then anxiety, and this proves the validity of the first question. The results showed that the avoidance attachment pattern is the largest arithmetic mean for the responses of the sample members, and this pattern indicates that most of the sample members view themselves positively and others negatively.

The Results of the Second Question:

The second question states the following: "Is there a correlation between the attachment patterns and the five major factors of personality (neuroticism, extroversion, gentleness, Conscientiousness, openness to experience) among male and female students at the College of Law?" To verify this question, the Pearson correlation coefficient was used to calculate the correlation between scores on the scale of attachment patterns and scores on the scale of the major factors of personality, and Table No. (14) Shows the correlation coefficients between scores on the two scales.

Table 14. Correlation Coefficients between Scores on the Scale of Attachment Patterns and Scores on the Scale of the Major factors of Personality (n = 266)

| The five factors of personality | | Attachment patterns | | |
|---------------------------------|-------------------------|---------------------|--------------------|----------------------|
| | | Secure attachment | Anxious attachment | Avoidance attachment |
| Neuroticism | Correlation coefficient | -0.141* | 0.407** | 0.122 |
| | Significance level | 0.034 | 0.000 | 0.068 |
| Extraversion | Correlation coefficient | 0.396** | -0.104 | -0.162* |
| | Significance level | 0.000 | 0.118 | 0.015 |
| Agreeableness | Correlation coefficient | 0.149* | -0.229** | 0.259** |
| | Significance level | 0.025 | 0.001 | 0.000 |
| Conscientiousness | Correlation coefficient | 0.208** | -0.293** | -0.181** |
| | Significance level | 0.002 | 0.000 | 0.006 |
| Openness on experience | Correlation coefficient | 0.145* | -0.309** | 0.312** |
| | Significance level | 0.029 | 0.000 | 0.000 |

The Results are shown in the Previous Table Illustrate the Following:

The presence of a negative correlation relationship and statistically significant at the level (0.05) and less, between neuroticism and safe attachment, where the correlation coefficient reached (0.141), that is, whoever has a high level of secure attachment pattern, neuroticism as a factor of personality decreases its level. The presence of a negative inverse correlation relationship and statistically indicated at the level (0.05) and less, between extroversion and avoidance attachment, where the correlation coefficient reached (0.162), that is, whoever has a level of avoidance attachment pattern, diastolic as a factor of personality decreases its level.

The presence of a negative inverse correlation relationship and statistically indicated at the level (0.05) and less, between farewell and anxiety attachment, where the correlation coefficient reached (0.229), that is, whoever has a high level of anxiety attachment, then farewell as a factor of personality decreases its level. The presence of a negative correlation and statistically indicated at the level (0.05) and less, between conscientiousness and anxiety attachment, where the correlation coefficient reached (0.293), that is, whoever has a level of anxious attachment level, conscientiousness as a factor of personality decreases his level.

The presence of a negative inverse correlation relationship and statistically indicated at the level (0.05) and less, between Conscientiousness and avoidance attachment, where the correlation coefficient reached (0.181), that is, whoever has a level of avoidance attachment pattern, conscientiousness as a factor of personality decreases its level.

The presence of a negative correlation and indicated statistically at the level of (0.05) and less, between openness-to experience and anxiety attachment, where the correlation coefficient reached (0.309), that is, whoever has a level of anxious attachment level, openness-to experience as a factor of personality decreases its level.

The presence of a positive correlative relationship and statistically significant at the level (0.05) and less, between neuroticism and anxiety attachment, where the correlation coefficient reached (0.407), that is, whoever has a high level of anxious attachment has neuroticism as a factor of personality increases its level accordingly.

The existence of a positive correlation and statistically significant at the level (0.05) and less, between diastolic and safe attachment, where the correlation coefficient reached (0.396), that is, whoever has a high level of secure

attachment pattern has an extrovert as a factor of personality increases its level accordingly.

There is a positive correlation and statistically significant at the level of (0.05) and less, between the farewell and the safe attachment, where the correlation coefficient reached (0.149), that is, whoever raises the level of the secure attachment pattern has a farewell as a factor of personality increases its level accordingly. There is a positive correlation and denotes statistically at the level of (0.05) and less, between farewell and avoidance attachment, where the correlation coefficient reached (0.259), that is, whoever has a level of avoidant attachment pattern has, then farewell as a factor of personality increases its level accordingly. There is a positive correlation and statistically significant at the level of (0.05) and less, between Conscientiousness and safe attachment, where the correlation coefficient reached (0.208), i.e. whoever has a level of secure attachment pattern has a conscientiousness as a factor of personality, the level rises accordingly.

The presence of a positive correlation statistically indicated at the level (0.05) and less, between openness-to experience and safe attachment, where the correlation coefficient reached (0.145), that is, whoever raises the level of secure attachment pattern has an openness-to-experience as a factor of personality rises its level accordingly.

The presence of a positive correlative relationship indicated statistically at a level (0.05) and less, between openness-to experience and avoidance attachment, where the correlation coefficient reached (0.312), that is, whoever has a level of avoidance attachment pattern has an openness to experience as a factor of personality rises its level. So, there was no statistically significant relationship between neuroticism and the avoidant attachment pattern, nor was there a relationship between extroversion and anxiety attachment.

Results of the Third Question:

The third question states the following: "Are there statistically significant differences between male and female students at the College of Law in the patterns of attachment according to gender and academic level variables?"

First: The Differences According to Gender Variable:

To find out whether there were statistically significant differences in the mean of the responses of the study sample individuals according to the difference in the gender variable, the researcher used the "Independent Sample T-test" test. The results came as the following table shows:

Independent Sample T-test:

Table 15. Test in the Results Differences in the Mean of the Responses of the Study Sample Individuals According to the Difference of the Sex Variable

| Attachment patterns | Sex | Number | AM | Standard Deviation | T. Value | Significance |
|---------------------|----------------|--------|------|--------------------|----------|--------------|
| Secure attachment | Male Student | 28 | 3.23 | 0.781 | 1.557 | 0.121 |
| | Female Student | 198 | 3.02 | 0.674 | | |

| | | | | | | |
|----------------------|----------------|-----|------|-------|-------|-------|
| Anxious Attachment | Male Student | 28 | 1.98 | 0.846 | 0.037 | 0.971 |
| | Female Student | 198 | 1.98 | 0.748 | | |
| Avoidance attachment | Male Student | 28 | 3.70 | 0.719 | 1.176 | 0.241 |
| | Female Student | 198 | 3.52 | 0.764 | | |

It is clear from Table No. (15): There were no statistically significant differences at the level of the statistical significance (0.05) or less in the responses of the study sample individuals on (attachment patterns) according to the difference of the sex variable.
Second: The differences according to the variable of the academic level.

To find out whether there were statistically significant differences in the responses of the study sample individuals according to the difference in the level variable of the study, the two researchers used "One Way A NOVA"; To clarify the significance of the differences in the answers of the study sample individuals according to the difference in the level variable, and the results came as shown in the following table:

Table 16. Results of "One Way a NOVA" for the Differences in the Answers of the Study Sample Individuals According to the Different Levels of the Study

| Attachment patterns | Source of difference | Group squares | Degrees of freedom | Deviation of squares | Value of F | Statistical significance |
|----------------------|----------------------|---------------|--------------------|----------------------|------------|--------------------------|
| Secure attachment | Between groups | 1.519 | 3 | 0.506 | 1.065 | 0.365 |
| | Within groups | 105.567 | 222 | 0.476 | | |
| | Total | 107.087 | 225 | | | |
| Anxious Attachment | Between groups | 363. | 3 | 0.121 | 0.208 | 0.891 |
| | Within groups | 129.299 | 222 | 0.582 | | |
| | Total | 129.663 | 225 | | | |
| Avoidance attachment | Between groups | 1.891 | 3 | 0.630 | 1.094 | 0.353 |
| | Within groups | 127.942 | 222 | 0.576 | | |
| | Total | 129.833 | 225 | | | |

It is clear from Table No. (16): There is no statistical indication at the level of the statistical significance (0.05) or less in the answers of the study sample individuals

about (attachment patterns) according to the different levels of study.

The Results of the Fourth Question:

The fourth question states the following: "Are there statistically significant differences between the study sample in the five major factors of personality (neuroticism, extroversion, Agreeableness, devotion, openness to experience) depending on the gender and academic level of the law students?"

First: Differences According to Gender:

To find out whether there were statistically significant differences in the mean of the responses of the study sample individuals according to the difference in the gender variable, the researcher used the "Independent Sample T-test".

The results are as shown in the following table:

Table 17. Results of the "Independent Sample T-test" for the Differences in the Mean of the Responses of the Study Sample Individuals According to the Difference of the Gender Variable

| Personal Factors | Sex | Number | AM | Standard Deviation | T. Value | Significance |
|------------------------|----------------|--------|------|--------------------|----------|--------------|
| Neuroticism | Male student | 28 | 2.75 | 0.480 | -1.415 | 0.159 |
| | Female student | 198 | 2.89 | 0.477 | | |
| Extroversion | Male student | 28 | 3.14 | 0.455 | -0.574 | 0.567 |
| | Female student | 198 | 3.20 | 0.509 | | |
| Agreeableness | Male student | 28 | 3.60 | 0.419 | 1.376 | 0.170 |
| | Female student | 198 | 3.45 | 0.528 | | |
| Conscientiousness | Male student | 28 | 3.43 | 0.530 | 0.745 | 0.457 |
| | Female student | 198 | 3.36 | 0.438 | | |
| Openness on experience | Male student | 28 | 4.03 | 0.705 | 1.976 | 0.049* |
| | Female student | 198 | 3.77 | 0.661 | | |

Differences are indicated at the level of the statistical significance (0.05) or less, which is evident from Table No. (17):

There were no statistically significant differences at the level of statistical significance (0.05) or less in the responses of the study sample individuals in the five major factors of personality (neuroticism, extroversion, gentleness, and Conscientiousness) according to gender.

While it is clear from Table No. (17):

There are statistically significant differences at the level of the statistical significance (0.05) and less in the answers of the members of the study sample in the

(openness to experience) factor, according to gender, in favor of males (students).

Second: Differences According to the Academic Level:

To find out whether there were statistically significant differences in the answers of the study sample individuals according to the difference in the level of the study variable, the researcher used "One Way ANOVA"; To clarify the significance of the differences in the answers of the study sample individuals according to the difference in the academic level, and the results came as shown in the following table

Table 18. Results of “One Way ANOVA” for the Differences in the Answers of the Study Sample Individuals According to the Difference in the Academic Level

| Attachment patterns | Source of difference | Group squares | Degrees of freedom | Deviation of squares | Value of F | Statistical significance |
|------------------------|----------------------|---------------|--------------------|----------------------|------------|--------------------------|
| Neuroticism | Between groups | 0.551 | 3 | 0.184 | 0.800 | 0.495 |
| | Within groups | 50.960 | 222 | 0.230 | | |
| | Total | 51.510 | 225 | | | |
| Extroversion | Between groups | 0.918 | 3 | 0.306 | 1.216 | 0.305 |
| | Within groups | 55.843 | 222 | 0.252 | | |
| | Total | 56.760 | 225 | | | |
| Agreeability | Between groups | 2.779 | 3 | 0.926 | 3.589 | 0.015* |
| | Within groups | 57.294 | 222 | 0.258 | | |
| | Total | 60.073 | 225 | | | |
| Conscientiousness | Between groups | 0.382 | 3 | 0.127 | 0.625 | 0.599 |
| | Within groups | 45.187 | 222 | 0.204 | | |
| | Total | 45.569 | 225 | | | |
| Openness on experience | Between groups | 1.779 | 3 | 0.593 | 1.323 | 0.268 |
| | Within groups | 99.501 | 222 | 0.448 | | |
| | Total | 101.280 | 225 | | | |

Statistical significance at the level of 0.05 or less is evident from Table No. (18): No statistically significant differences at the level of statistical significance (0.05) and less in the responses of the members of the study sample in the five major factors of personality (neuroticism, extroversion, Conscientiousness, openness to experience) with a variable difference Academic level. While it is clear from Table No. (18): there are statistically significant differences at the level of the

statistical significance (0.05) and less in the answers of the members of the study sample in the (gentleness) factor, according to the different level of the variable. To determine the differences between each of the two levels of the academic level towards the direction around this factor, the researchers used the LSD test.

These results are illustrated in the following table:

Table 19. Results of the "LSD" test for the differences between the Levels of the Academic Level

| Factor | Academic level | N | The average | st 1 level | level rd 3 | th 5 level | th level7 |
|--------------|-----------------------|----|-------------|-----------------------|-----------------------|-----------------------|----------------------|
| Agreeability | 1 st level | 50 | 3.35 | - | | | |
| | 3 rd level | 61 | 3.39 | | - | | |
| | 5 th level | 62 | 3.63 | ** | ** | - | |
| | 7 th level | 53 | 3.49 | | | | - |

Differences indicated at the level of statistical significance (0.01) and less are evident from Table No. (19):

The presence of statistically significant differences at the level of statistical significance (0.01) and less between the responses of the members of the study sample at the fifth and sixth levels, and the members of the study sample at the first and second levels in the (farewell) factor for the benefit of the members of the study sample at the fifth and sixth level.

The presence of statistically significant differences at the level of statistical significance (0.01) and less between the answers of the members of the study sample at the fifth and sixth levels, and the members of the study sample at the third and fourth levels in the (farewell) factor in favor of the members of the study sample at the fifth and sixth level.

Summary of the Study and its Most Important Results and Recommendations:

Results Related to Describing the Characteristics of the Study Sample:

That: (198) of the members of the study sample represent 87.6% of the total members of the study sample, who are female students, and they are the most category of the study sample members.

That: (62) of the study sample members represent 29.7% of the total study sample, their level of study is the fifth - sixth level, and they are the most important group of the study sample members.

Results Related to Answer the Study Questions:

Results of the First Question:

"What are the most common types of attachment between male and female students of the College of Law?". The most common types of attachment among female students and male students of the College of Law were the pattern of avoidance attachment, followed by the pattern of safe attachment, and then anxious attachment. This result proves the validity of the first question.

The avoidance attachment pattern is the largest arithmetic mean for the responses of the sample members, and most of the sample members view themselves positively and others negatively.

The Results of the Second Question:

Is there a correlation between attachment patterns and the five major factors of personality (neuroticism, extraversion, Agreeableness, Conscientiousness, openness on experience) among male and female students of the College of Law at Prince Muhammad bin Fahd University?" The presence of a negative correlation and statistically significant at the level (0.05) or less between neuroticism and safe attachment, where the rate of correlation reached (0.141), that is, whoever has a high level of secure attachment pattern, neuroticism as a factor of personality decreases his level.

The presence of a negative inverse correlation relationship and statistically indicated at the level (0.05) and less, between diastolic and avoidance attachment, where the correlation coefficient reached (0.162), that is, whoever increases the level of the relational dependence pattern has, then diastolic as a factor of personality decreases its level to him.

The presence of an inverse negative correlation relationship and statistically indicated at the level (0.05) and less, between farewell and anxiety attachment, where the correlation coefficient reached (0.229), that is, whoever has a high level of anxious attachment has a farewell relationship as a factor of personality decreases his level.

The presence of a negative inverse correlation relationship and statistically indicated at the level (0.05) and less, between Conscientiousness and anxiety attachment, where the correlation coefficient reached (0.293), that is, whoever has a high level of anxious attachment has a devotion as a factor of personality decreases his level.

The presence of a negative inverse correlation relationship and indicated statistically at the level of (0.05) and less, between Conscientiousness and avoidance attachment, where the correlation coefficient reached (0.181), that is, whoever increases the level of the relational dependence pattern has, then

Conscientiousness as a factor of personality decreases its level.

The presence of a negative inverse correlation relationship and indicated statistically at the level of (0.05) and less, between openness-to experience and anxiety attachment, where the correlation coefficient reached (0.309), that is, whoever has a high level of anxious attachment has an openness-to-experience as a factor of personality decreases its level he has.

The presence of a positive correlative correlation and statistically indicated at the level (0.05) and less, between neuroticism and anxiety attachment, where the correlation coefficient reached (0.407), that is, whoever has a level of anxious attachment level has neuroticism as a factor of personality increases its level accordingly.

The presence of a positive correlative correlation and statistically indicated at the level (0.05) and less, between extroversion and safe attachment, where the correlation coefficient reached (0.396), i.e. whoever has a high level of secure attachment pattern has an extrovert as a factor of personality increases its level accordingly.

The presence of a positive correlative relationship and indicated statistically at the level (0.05) and less, between farewell and safe attachment, where the correlation coefficient reached (0.149), that is, whoever raises the level of his secure attachment pattern, then farewell as a factor of personality increases its level accordingly.

The presence of a positive correlative relationship and indicated statistically at the level of (0.05) and less, between farewell and avoidance attachment, where the correlation coefficient reached (0.259), that is, whoever increases the level of the dependent dependency pattern has, then farewell as a factor of personality increases its level accordingly.

The presence of a positive correlation and indicated statistically at the level (0.05) and less, between conscientiousness and safe attachment, where the correlation coefficient reached (0.208), i.e. whoever has a high level of secure attachment pattern, Conscientiousness as a factor of personality increases its level accordingly.

There is a positive correlation and denoted statistically at the level of (0.05) and less, between openness-to experience and safe attachment, where the correlation coefficient reached (0.145), that is, whoever has a high level of secure attachment pattern has an openness-to-experience as a factor of personality rises its level accordingly.

There is a positive correlation and indicated statistically at the level of (0.05) and less, between openness-to experience and avoidance attachment, where the correlation coefficient reached (0.312), that is, whoever increases the level of the dependent attachment pattern has an openness to experience as a factor of personality rises its level Accordingly.

There was no statistically significant relationship between neuroticism and the avoidant attachment pattern, nor was there a relationship between extroversion and anxiety attachment.

Results of the third Question:

"Are there statistically significant differences between male and female students of the College of Law in the patterns of attachment according to gender and academic level variables?"

First: the differences according to the gender variable:

There were no statistically significant differences at the level of the statistical significance (0.05) or less in the responses of the study sample individuals on (attachment patterns) according to the difference of the sex variable.

Second: The differences according to the variable of the academic level:

There were no statistically significant differences at the level of the statistical significance (0.05) or less in the responses of the study sample individuals on (attachment patterns) according to the different academic level variables.

Recommendations:

The lawman is one of the main pillars of the reform of the society, and in view of this importance, awareness of the importance of his role in societies has risen to become the main pillar through which the strategic objectives of the countries are achieved, therefore, the researcher recommends the following:

1- Publishing advisory programs for university students to change insecure attachment patterns into a secure attachment, through:

- Helping students form a public opinion that supports the concept of secure attachment.
- Determining students' levels and diagnosing their weaknesses, then setting and implementing treatment plans (productive efficiency).
- Training them on how to implement strategies for managing personal differences and having a positive leadership spirit and the tendency to tolerate and build bridges of trust with others.
- Supporting students who are able to communicate information about secure attachment patterns and display them in an easy way, and this is due to the excellent academic and psychological training.
- Develop programs that make students feel safe, interact, love, and appreciate themselves and others.
- Building a spirit of trust and interaction between them and teaching them to take responsibility for actions and ideas.
- Collective participation in making decisions for the benefit of all to achieve the desired goals and the ability to reach compromises and reconcile points of view.
- The educator chooses the methods, activities, and means necessary to achieve each safe behavior goal.

2 - Educating the family to reduce insecure attachment patterns in the way they raise their children by:

- Teaching children, the various parts of communication with others.
- Instilling flexibility and acceptance of others' opinions.
- Clarify the importance of living with opposition cultural pluralism and not to underestimate the value of others.
- Being keen to find a positive incentive for success and progress so that the motivation for learning is the desire for success, not fear of failure.

3- Training the students to increase their awareness of the importance of the normal personality, in order to create ideal students to take up legal jobs by:

- Exercising the forces of change, thinking, unleashing creativity, refining ethics, and developing personality.
- Urging participation and attending training courses, seminars, and discussions of specialized messages on this topic.

- The use of teaching strategies such as cooperative learning that creates appropriate dialogue situations to enhance dialogue capabilities.
- Urging students to observe respect for others and adhere to the ethics of constructive criticism, flexibility in discussions, and intolerance of personal opinion.
- Ensure that students avoid the psychological effects of unsafe competition.

4- Providing training programs and student activities aimed at universities to educate students, urging them to open up to experience, as follows:

- Taking into account the selection of programs that strive to establish relationships characterized by constructive dialogue, good interaction, exchange of experiences, and transfer of knowledge from one party to another.
- Introduce students to the most important social problems that result from insecure attachment, its real dimensions and causes, and the negative effects on society and individuals from not solving these problems, and this is done while teaching (university) courses
- The role of the university professor in linking the academic side with the work and what is in the community, i.e. employing the information, skills, and experiences students learn in their social and practical lives.

5- Making fundamental changes in preparing students of law and their psychological formation so that they can face the changes, difficulties, problems and stressful situations that confront them and bear the burdens and tasks required in the future. Hence, the researcher recommends the importance of preparing a curriculum in light of its various types and its application in law faculties in universities.

Proposals:

- 1- Conducting research on attachment patterns and some other topics such as ambition and positive thinking.
- 2- Study the attachment patterns of other study samples, such as the gifted.
- 3- Study the five major factors in the personality of married and divorced women.
- 4- Setting learning strategies related to forming the personality of the person caring for the child in the spirit of charisma in order to become more effective and charisma is a word from the Greek name (Karis) which is the ultimate symbol of beauty and goodness, it means the ability to influence others positively through communication skills with them emotionally and intellectually, it is a skill motivational, lively and vital must be mastered if the individual wants to be able to quickly influence the child of tomorrow that we want as a lawyer with a charismatic spirit.

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