

## ATTACHMENT STYLES, EMOTIONAL INTELLIGENCE, AND PERCEIVED STRESS AMONG LAW STUDENTS

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**Abstract:** *The current study investigated the relationship between attachment styles, emotional intelligence, and perceived stress among law students. Predictors of the perceived stress were also investigated, including identifying the participant scores (low, moderate, and high) on the study variables. Purposive sampling techniques were used to approach the (N = 150) participants enrolled in the various private and government law institutes in Lahore, Pakistan. The sample size was calculated online by using the G. Power calculator. A correlational research design and survey method were used. The Person's Product-Moment correlation results indicated a significant relationship between attachment styles, emotional intelligence, and perceived stress. The magnitude of the relationship varied from .17 to .90 (moderate-high). At the same time, the findings of the step-wise regression analysis retained two model structures, accounting for 29% of the variance. They indicated that attachment styles and emotional intelligence significantly predicted the perceived stress among law students. Implications of the study were discussed in the cultural context of Pakistan.*

**Keywords:** Attachment styles, emotional intelligence, perceived stress, law students

### INTRODUCTION AND LITERATURE REVIEW

It is not easy to understate the significance of law in society without considering preserving order and stability, defending individual liberties and rights, and advancing justice and fairness. It caters to control human behavior and encouragement of social advancement, stability, and economic development. It is a liability for maintaining public safety and security, international relations and cooperation, predictability, confidence, social cohesion, and values (Burton, 2007).

To succeed, law students must understand bankruptcy, civil, family, administrative, constitutional, employment, intellectual property, environmental, and administrative law cases (Wizner, 2001). Matthew (2012) explained that law students must manage their time well while juggling academic obligations, extracurricular commitments, part-time jobs, and personal obligations. Ineffective time management can result in stress, missed deadlines, and a lack of work-life balance. Organ et al. (2016) found that law students frequently feel academic pressure to do well on tests, satisfy high expectations, and retain good marks. Overwhelming pressure can lead to worry, self-doubt, and exhaustion. They struggle financially with education fees, housing bills, and daily living expenses. Financial limitations may make it difficult for students to access extracurricular activities, educational resources, and opportunities for personal development (Wojcik & Edelman, 1997). Transitioning to new environments, restrictions on work-life balance, moral dilemmas, financial difficulties, health problems, interpersonal issues, weakened support, a lack of resources, peer pressure, linguistic and cultural barriers, job competition, uncertainty about one's career, technological advancements, and public perception of this profession are all challenging. According to El-Gilany et al. (2009), medical and legal students experience high-stress levels because of their workload, the difficulties presented by conventional teaching routines, illnesses or injuries, peer



pressure, advancement in technology, and attachment issues resulting in low emotional intelligence, and high level of perceived stress.

Attachment is a life-long process from birth to the end of life, defined as an emotional bond and connectivity between individuals. Ainsworth (Allen, 2023) described the following types of attachment: secure, avoidance, and anxious-ambivalent. Close relationships require trust and comfort. Avoidance attachment implies independence and emotional distance. Anxious-ambivalent attachment involves craving emotional intimacy yet dreading abandonment. These attachment types affect lifelong partnerships (Bowlby & Ainsworth, 2013). Bowlby's attachment theory states that early caregiving experiences determine lifelong attachment types. This hypothesis argued that infants who receive consistent, responsive care from their carers develop secure attachments, while those who receive inconsistent or neglectful care develop insecure attachments. Social learning theory (Bandura, 2019) emphasizes modeling and observation in attachment-type development. This idea suggests that children form relationships by imitating their careers. Folwarczny and Otterbring (2021) suggest that childhood attachment types affect adult romantic relationships. Secure attachment types are likelier to have healthy and meaningful relationships, while insecure attachment styles may struggle with trust and intimacy. Attachment theories explain how relationships and well-being are affected. McCarthy et al. (2001) revealed a substantial link between parent-child and adult intimate partner attachment patterns. Early attachment experiences build emotional rules and tactics that can last a lifetime through cognitive maps called working models. Simpson and Rholes (2017) found that post-childhood attachment connection exploration lasts a decade. Jia and Loo (2018) reported that 37.7% of undergraduates were stressed due to an imbalanced attachment pattern. A significant relationship was found between attachment styles and emotional intelligence (Walker et al., 2022). Adults with stable attachment patterns have healthier romantic relationships (Feeney & Noller, 1990). They can communicate their desires to their spouses since they are intimate. Adults who avoid connections tend to be more autonomous and distant from others. They could avoid close interactions and avoid making emotional connections. Anxious-ambivalent individuals need emotional connection but worry about being rejected or left behind (Maranges et al., 2022). They could rely too much on the approval and comfort of their relationships. According to Jamil et al. (2020), people with secure attachment styles typically display more significant emotional quotients. They are more likely to be more aware of both their own emotions and other people's emotions. A person's ability to effectively detect and control their emotions may be challenging if they have an anxious or avoidant attachment style, which may affect their emotional intelligence (Simpson & Rholes, 2017).

The capacity to identify, understand, control, and express one's own and other people's emotions is known as emotional intelligence (EI). According to the emotional Intelligence as a Process Model, emotional intelligence is a complex process combining intrapersonal and interpersonal skills (Mayer et al., 2016). Self-awareness, self-regulation, self-motivation, empathy, and social skills are its five key components. As a way to quantify emotional intelligence, Bar-On also proposed the idea of the Emotional Quotient (EQ). The ability model is enhanced by including a hierarchical structure in the Four-Branch Model of Emotional Intelligence (Cherniss & Goleman, 2000). Perception of emotion, facilitation of emotion, comprehension of emotion, and management of emotion are its four subfields. The perception branch serves as the starting point for the higher-level branches in the hierarchical organization of these branches.

Petrides et al. (2007) discussed a Trait-Meta Mood Theory as emotional intelligence that includes the capacity to keep track of and control one's emotions and moods. It places a strong emphasis on three elements: emotional awareness, emotional clarity, and mood restoration. Emotional intelligence is a set of competencies related to self-awareness, self-management, social awareness, and relationship management by the emotional Competence Framework (Collie, 2020). It concentrates on the growth of crucial leadership and job performance qualities. According to Mayer's (2007) Emotional Social Intelligence Model, emotional intelligence is the capacity to recognize, utilize, comprehend, and regulate one's own and other people's emotions. It emphasizes how cognitive and emotional processes are integrated into social interactions. Joseph and Newman's (2010) explanation of the integrated Model of Emotional Intelligence includes emotional literacy and emotional control. It suggests that



emotional intelligence includes the capacity to comprehend, communicate, and effectively control emotions. The Trait Emotional Self-Efficacy (TESE) Model, which is the focus of Pool and Qualte (2012), refers to people's confidence in their capacity to identify, comprehend, and control emotions. It emphasizes how crucial emotional competence is to emotional intelligence as judged by law students to be a custodian to maintain the assets of legislation.

Emotional intelligence impacts relationships and supports networks among students and professionals (Kanesan & Fauzan, 2019). It may improve social skills, empathy, and supportive connections. It helps manage stress, and students may manage stress through problem-solving and emotion control. Lower emotional intelligence impairs coping, increasing stress (Cherniss & Goleman, 2000). Puri et al. (2016) observed an inverse connection between emotional intelligence and perceived stress in Jaipur college students.

An individual's perception of stress is called perceived stress. Their interpretation of daily events, situations, and circumstances determines it. Stress is a natural physiological and psychological response to challenging events, although people react differently. Some people find situations upsetting, whereas others do not (Cassidy, 2022). Personality, coping strategies, past experiences, social support, and mentality affect perceived stress. Note that subjective stress may not match objective stressor severity. High perceived stress can harm a person's mental, emotional, and physical health. Stress can cause or worsen anxiety, sadness, cardiovascular disorders, and impaired immune function (Lazarus, 2006). Alsaleem et al. (2021) identified a strong link between perceived stress, smoking, low academic success, and economic concerns in students.

Lazarus and Folkman (1987) focused on cognitive evaluation in the Transactional Model of Stress. An individual's first and secondary appraisals determine a situation's demands and resources. Perceived stress occurs when demands surpass coping resources. The Cognitive-Mediational Theory of Stress (Schunk & DiBenedetto, 2020) emphasizes cognitive processes in stress response. It argues that a person's cognitive appraisal of a circumstance, such as frightening or challenging, affects their emotional and physiological responses to stress—perceptions of control, predictability, and self-efficacy impact stressor-stress outcomes. Social Cognitive Theory (Bandura, 1986) emphasizes social and cognitive factors in stress perception and reaction; according to Bandura, observation, socialization, and self-reflection shape stress beliefs and attitudes. Stress management depends on social support, emotional intelligence, and modeling appropriate coping behaviors. According to the hypothesis, social interactions and surroundings shape stress perception and management. Baldwin et al. (1993) noted that attachment styles affect stress perception and response. Secure attachment types are associated with increased emotional intelligence and lower stress (Rusk & Rothbaum, 2010). Secure attachment types, characterized by trust, security, and comfort in close relationships, may help people manage their emotions and stress. Insecure attachment styles, such as avoidant or anxious, can make it difficult to regulate emotions and form close, supportive relationships, resulting in lower emotional intelligence and higher perceived stress (Pielage et al., 2000).

Bergin and Pakenham (2015) discovered a significant association between academic pressure, employment opportunities, work-life balance challenges, adjustment problems, and social isolation among Australian law students. They reported that out of 481, 53% of law students were depressed, and 54% were anxious. Researchers are studying the complex interaction between attachment styles, perceived stress, and emotional intelligence to understand better how these factors affect each other. In the same way, Nyein et al. (2017) reported that emotional intelligence is linked to student coping, attachment, and stress. Therefore, it intends to investigate the attachment styles, emotional intelligence, and perceived stress among law students studying in different government and private universities in Lahore, Pakistan.

### **Objectives**

1. To determine the level (low, medium, and high) of attachment styles, emotional intelligence, and perceived stress among law students.
2. To determine the relationship between attachment styles, emotional intelligence, and perceived stress among law students.
3. To investigate the predictors of perceived stress among law students.

### Hypotheses

1. There will be a significant positive relationship between attachment styles and emotional intelligence, while these constructs will be inversely related to perceived stress among law students.
2. Attachment styles, emotional intelligence, and demographic variables will predict the perceived stress among law students.

### METHODS

This study examined low, moderate, and high scores on attachment styles, emotional intelligence, and perceived stress. It also investigates the relationship between study variables, including finding the predictors of perceived stress among law students.

#### Sample

Purposive sampling was used to choose 150 participants from Lahore's government and private universities after meeting inclusion and exclusion criteria. The sample size was calculated using the G \* Power 3 calculator—the study sample's demographic details are covered in Table 1 below.

**Table 1** *Personal Demographic Information of the Participants (N = 150)*

Variable	Categories	f (%)	Variable	Categories	f (%)
Age	M = 21.46, SD = 1.891		Father Profession	Private Job	110 (73.33)
Gender	Men	71 (47.0)		Labor	40 (26.67)
	Women	79(53.0)	Experience of Romantic Love	Yes	88 (58.88)
Birth Order	1-4	129(86.5)		No	62 (41.12)
	5-7	21(13.5)	Monthly House Hold Income PKR 50000-100000		
Siblings	1-4	82(55.0)	Intimate Relationship Status	Committed with University Fellows	53 (35.6)
Semester	5-8	68(45.0)		Engaged	55 (36.9)
	2-4	76 (51.0)		Married	7 (4.7)
	5-8	74 (49.0)		A breakup before marriage	34 (23.1)
Mother Profession	Working	26 (17.6)	Living with	Parents	75 (50.0)
	Non-working	123 (82.6)		Hostels	75 (50.0)

Table one shows the demographic characteristics of the participants.

#### Measures

The demographic information sheet, the Relationship Scale Questionnaire (RSQ), the Emotion Regulation Questionnaire (ERQ), and the Perceived Stress Scale were used for the data collection.

#### Personal Information Characteristic Sheet

The demographic sheet included age, gender, marital status, family structure, monthly income, parents' profession, personal, intimate relationship status, and living with (parent/hostels).

#### The Relationship Scale Questionnaire (RSQ)

The Relationship Scale Questionnaire (Gryphon & Bartholomew, 1994) consists of

A 30-item measure of adult attachment. To analyze the scores of the current sample, the factor structure established by Zortea et al. (2019) of the RSQ was employed because several recent studies using the RSQ either did not describe the scale's psychometric qualities. The network analysis performed on the data from the investigations by Zortea et al. revealed the six dimensions of the scale. (1) independence: An example statement would be, "I value independence greatly." (2) Dependence (items 1 through 26). "I find it difficult to depend on other people" is an example item. (3) The absence of trust (items 5, 7, 12, 17, and 27). For example, "I'm afraid I'll get hurt if I let myself get too close to people." 4) Anxiety (9, 11, 16, 21, 23, 25, and 28). "I worry about being alone"

is an example item. The desire for intimacy (item numbers 4, 8, 14, and 18) is another. "I want to completely merge with another person" is an example item. Avoidance (items 3, 6, 13, 15, 20, 24, 29, and 30). The example response is, "I find it fairly simple to connect with others." It used a five-point Likert scale, with 1 = strongly disagree to 5 = strongly agree. In the current sample, the internal consistency of the overall scale and its subscales was considered satisfactory.

#### **Emotion Regulation Questionnaire (ERQ)**

The Emotion Regulation Questionnaire, created by Gross and John in 2003, comprises ten items and measures participants' propensity to control their emotions in one of two ways. (1) Cognitive Reappraisal facet (items 1, 3, 5, 7, 8, and 10; sample item: "When I want to feel more positive emotion (such as joy or amusement), I change what I am thinking about") and (2) Expressive Suppression facet (items 2, 4, 6, and 9; sample item: "I keep my emotions to myself."

It used a 7-point Likert-type response format ranging from strongly disagree = 1, disagree = 2, more or less disagree = 3, neutral = 4, more or less agree = 5, agree = 6, and strongly agree = 7. Cronbach alpha reliability of the scales on the current sample was found satisfactory.

#### **Perceived Stress Scale**

The Perceived Stress Scale (Cohen, 1983) is a one-dimensional assessment that asks about recent stress, like "how often you have been upset because of something that happened unexpectedly." Low stress (0-13), moderate stress (14-26), and high stress (27-40) are its three subcategories. It employed a 5-point Likert scale, with 0 representing never, one representing practically never, two representing occasionally, three representing pretty frequently, and four representing very frequently. Before performing the next step, the scores for items 4, 5, 7, and 8 were reversed (0 = 4, 1 = 3, 2 = 2, 3 = 1, 4 = 0).

#### **Procedure**

The Institutional Review Board and Ethical Review Committee of Lahore Leads University has approved the research study protocol before executing the research. Permission from the higher authorities of different Lahore private and government universities to collect data was sought. Written informed consent was taken from the volunteer participants after explaining the study's purpose before collecting the data. A demographic information sheet, Relationship Scale Questionnaire (RSQ), Emotion Regulation Questionnaire (ERQ), and Perceived Stress Scale were used for the data collection. Data were collected in groups (in the classrooms) form and individually as per the availability of the participants. The paper-penciled method was used for the data collection. That took 20-25 average minutes to complete the one booklet. Questionnaires were distributed among the participants and taken back after completion on the same day. Data were screened to detect outliers, missing data, and patterns (floor effects, ceiling effects, and others) before entering into the software of SPSS version 24, resulting in the discarded data of thirteen participants. Assumptions of normality were checked, descriptive statistics were used for the demographic variables, person product moment correlation analysis was used to investigate the inter-correlation of the study variables, and step-wise regression analysis was used to find out the predictors of the perceived stress among law students.

#### **Results**

It was hypothesized that there would be a significant positive relationship between attachment styles and emotional intelligence, while these constructs will be inversely related to perceived stress among law students. Attachment styles, emotional intelligence, and demographic variables will predict the perceived stress among law students. The results of these hypotheses are presented in the following tables.

**Table 2**

Psychometric Properties of the Measures and Normality Assumptions of the Data (N = 150)

Variables	K	$\alpha$	Actual	Potential	M	SD	Skew	Kurt
Attachment Styles	30	.90	63-121	30-150	91.50	10.86	-.09	.12
Independence	2	.60	3-10	2-10	6.95	1.97	-.07	-.98
Dependence	3	.70	3-13	3-15	7.89	2.35	-.06	-.45

Lack of Trust	5	.76	8-24	5-25	15.92	3.03	-.34	-.08
Anxiety	7	.78	10-29	7-35	20.53	4.00	-.37	-.20
Desire for Intimacy	4	.88	4-19	4-20	12.09	2.96	-.21	-.17
Avoidance	9	.89	13-38	9-45	28.13	4.45	-.29	.16
Emotional Regulation	10	.91	10-70	10-70	44.58	9.22	-.27	1.39
Cognitive Reappraisal Facet	6	.88	6-42	6-42	26.06	6.44	-.30	.48
Expressive Suppression Facet	4	.86	4-28	4-28	18.52	4.39	-.35	.32
Perceived Stress	10	.85	6-34	0-40	20.78	5.36	.03	.32

**Note:** Skew = Skewness, Kurt = Kurtosis

Table three shows Cronbach's alpha reliability coefficients of the constructs of attachment styles, emotional intelligence, and perceived stress among law students. Reliability analysis indicates good internal consistency on the scales ranging from good ( $\alpha = .60$ ) to excellent ( $\alpha = .90$ ) on the current sample. Values of Skewness and Kurtosis are within the limited range of the criteria and fulfill the normality assumptions, which indicates that the proposed hypotheses can be tested on the current data.

**Table 3** Low, Medium, and High Scores of the Participants on the Study Variables (N = 150)

Sr. #	Variables	Low (Median)	Medium (Median)	High (Median)
1	Attachment Styles	51 (88)	50 (86)	45 (121)
2	Independence	62 (6)	50 (8)	37 (10)
3	Dependence	63 (7)	47 (9)	39 (13)
4	Lack of Trust	65 (15)	54 (18)	29 (24)
5	Anxiety	51 (19)	48 (23)	49 (29)
6	Desire for Intimacy	61 (11)	54 (14)	33 (19)
7	Avoidance	54 (26)	47 (30)	48 (38)
8	Emotional Regulation	49 (41)	59 (49)	41 (70)
9	Cognitive Reappraisal Facet	49 (24)	51 (29)	49 (42)



10	Expressive Suppression Facet	50 (16)	49 (20)	50 (28)
11	Perceived Stress	57 (19)	41 (23)	50 (34)

The results of Table two reveal the scores on the three scales of low, moderate, and high levels of attachment styles, emotional regulation, and perceived stress among law students. Findings show that although the participants scored high on the low level of attachment styles, emotional intelligence, and perceived stress, the scores on perceived stress indicated that 23 % and 34 % of participants face a moderate-high stress level, which needs to be addressed immediately.


**Table 4** *Inter-relationship between Study Variables (N = 150)*

Variables	2	3	4	5	6	7	8	9	10	11
1. Attachment Styles	.38**	.45**	.48**	.72**	.49**	.72**	.46**	.47**	.31**	-.32**
2. Independence		.08	.28**	.11	.12	.13	.29**	.28**	.17*	.13
3. Dependence			.13	.19*	.19*	.17*	.09	-.02	.12	.15
4. Lack Of Trust				.18*	-.07	.16*	.28**	.25*	.22**	.28**
5. Anxiety					.25**	.39**	.28**	.28**	.22*	.23**
6. Desire For Intimacy						.19*	.13	.14	.07	-.17
7. Avoidance							.37**	.38**	.22**	.18*
8. Emotional Regulation								.90**	.78**	-.29**
9. Cognitive Reappraisal Facet									.43**	-.28**
10. Expressive Suppression Facet										-.29*
11. Perceived Stress										--

Table four shows the Person Product Moment correlation findings that indicate that cumulative scores on the attachment styles, emotional intelligence, and its two subscales have a significant inverse relationship with perceived stress. In comparison, three subscales of attachment styles have a significant positive relationship with perceived stress. The magnitude of the relationship is varied from .17 to .90, which is reported to be low to excellent in the literature. Overall results supported hypothesis number one.

**Table 5** *Predictors of Perceived Stress among Law Students (N = 150)*

Model		<i>B</i>	<i>SE</i>	<i>B</i>	<i>t</i>	<i>p</i>	$\Delta R^2$
1	(Constant)	8.31	4.04		2.05	.002	.07
	Relationship Issues	.14	.04	.27	3.13	.002	
	(Constant)	6.93	4.15		1.69	.000	.09



Model	Relationship Issues	.12	.04	.28	2.46	.001	
2	Emotional Intelligence	.07	.06	.18	1.38	.000	

Table 5 shows that attachment styles and emotional intelligence predict perceived stress among young adults. A value of Durbin-Watson (on the current sample is 2.04: normal range lower than one and above 3) indicates that the current data met the assumptions of step-wise regression analysis. The findings of model 1 illustrates that  $R^2 = .27$ ,  $F(1, 149) = 9.818$ ,  $P < .002$  and for model 2 values of  $R^2 = .29$ ,  $F(2, 148) = 5.901$ ,  $p < .004$ . The model's overall fit has retained two models, which collectively accounted for 29% of the variances, which means 71 % of unknown other factors that can predict the perceived stress among young adults. Values of the t-test ranged from 1.38 to 2.46, indicating that both predictors significantly contributed to the model. The magnitude of the relationship ranges from 1.90 to 6.05, which is found satisfactory. Values of unstandardized beta coefficients showed that the predicted variables have a significant positive relationship with the outcome variable.

### DISCUSSION

The current study aimed to determine how law students' attachment preferences, emotional intelligence, and perceptions of stress interacted. Additionally, it aimed to determine the research variables' levels (low, moderate, and high) and the predictors of perceived stress. The results supported the hypotheses that attachment styles and emotional intelligence have a significant inverse relationship with perceived stress among law students, and these two variables (attachment styles and emotional intelligence) predicted the outcome variable (perceived stress).

The results of the current study were consistent with earlier research, as Heins et al. (1984) discovered a significant relationship between academic challenges, time constraints, failure-related anxiety, relationships in the classroom, financial concerns, and interpersonal relationships among students studying medicine, law, chemistry, and psychology. Unlike other departments, law students perceived more stress due to economic constraints. El-Gilany and Amr (2010) conducted a similar cross-sectional study on 426 law students at Mansoura University in Egypt. The findings showed that 59.2% of students experienced anxiety, 18.2% had depression, and 42.2% reported feeling stressed. Eighty percent of participants reported interpersonal concerns, as well as academic and adjustment difficulties, as a result of their mental health problems. In addition, Taha and Sabra (2012) reported that 363 students enrolled in the College of Medicine and Applied Studies & Community Service (CASCS) at the University of Dammam, Saudi Arabia, experienced stress, interpersonal issues caused by insecure attachment patterns, and low emotional intelligence.

Hamarta et al. (2009) reported that the relationship between attachment styles, emotional intelligence, and perceived stress was complicated and diverse among law students, as law played a crucial role in preserving order, defending rights, advancing justice, accelerating development, assuring economic growth, and establishing a peaceful and civilized community. It offered stability, protection, and a foundation for settling problems by establishing a framework that regulates human behavior and interactions. Better emotional awareness, regulation, and interpersonal skills are typically found in people with higher emotional intelligence, which can improve how well they handle and deal with stressful situations (Dewi, 2022). Because of an individual's capacity to comprehend and control their emotions due to high emotional intelligence, they may view stressors as less dangerous and detrimental to their general well-being. Emotional intelligence can affect how stress is cognitively assessed. Higher emotional quotient, students may appraise stressors more adaptively and positively, viewing them as challenges rather than threats.

According to Rothbard and Shaver (1994), students with secure attachment patterns typically have better emotional control and coping mechanisms, which results in reduced stress levels and better mental health. Conversely, low emotional intelligence, high perceived stress, and insecure attachment patterns can all lead to increased anxiety, sadness, burnout, and generally diminished well-being. The academic performance of law students can be impacted by emotional intelligence and perceived stress. Higher emotional IQ students can better handle the demands of law school,





successfully manage stress, and keep their concentration on academics. On the other hand, excessive levels of perceived stress can impair memory, attention, and cognitive function, which may impact academic performance (Andersen et al., 2017).

Students might have access to a greater variety of coping mechanisms, which can improve their ability to control and lower perceived stress levels. Emotion regulation skills, or the capacity to comprehend and control one's emotions, are closely related to emotional intelligence (Duschinsky, 2015). By enabling students to control and lessen the unpleasant feelings connected to stress, effective emotion regulation can help people experience stress. On the other hand, challenges with emotion control may heighten stress perception. Remembering that these associations can change based on individual variations, the environment, and other elements is crucial. Higher emotional intelligence is typically linked to decreased felt stress, but since stress is a normal part of life, this association does not mean that emotional intelligence eliminates stress. As emotional intelligence can affect perceived stress and vice versa, the direction of causality is not always obvious (El-Gilany & Amr, 2010). Overall, evidence points to the importance of emotional intelligence and secure attachment patterns in determining how people experience and manage stress, thereby reducing perceived stress's detrimental effects on students' well-being.

### CONCLUSION


The current study concluded a significant relationship between attachment styles, emotional intelligence, and perceived stress. Attachment styles and perceived stress significantly predicted the perceived stress among law students. It is essential that findings of step-wise regression analysis showed that predictive variables only accounted for 29 % variance in the outcome variables, which means there are still 71 % other unknown factors that need to be investigated to get a comprehensive picture of the given phenomena.

#### Practical Implications of the Study

There can be multiple practical implications of the current study that attachment styles, emotional intelligence, and perceived stress can affect the well-being of law students to establish and sustain good connections with classmates, teachers, and legal professionals; emotional intelligence and attachment types are essential. According to Samadi and Pour (2013), students with secure attachment patterns and higher emotional intelligence typically have superior communication, empathy, and conflict-resolution skills. Positive interpersonal interactions and productive teamwork are critical components of the legal profession. These traits help foster those partnerships. Law students are better prepared to handle the demands and stresses of the legal profession if they develop emotional intelligence and valuable coping mechanisms (Mónaco et al., 2019). By enabling students to deal with stressful situations, overcome setbacks, and maintain their motivation and well-being throughout their legal careers, these abilities help build professional resilience. Effective lobbying and the development of solid client relationships depend on emotional intelligence. Emotionally intelligent law students can better understand and empathize with their clients, control their emotions in trying circumstances, and successfully communicate and bargain on their client's behalf (Piekarska, 2020). Law students' ethical judgments may influence their emotional quotient and attachment preferences. Self-awareness, empathy, and moral reasoning are strengthened by emotional intelligence, which is crucial for making moral decisions and overcoming ethical conundrums in the legal profession. Certain attachment types can also influence a strong sense of ethics and professionalism (Donisi et al., 2022). High emotional intelligence, secure attachment patterns, and stress management skills can all help lawyers succeed and enjoy more professional satisfaction. These traits improve interpersonal connections, adaptability, resilience, and general well-being, all critical for long-term work success and fulfillment. It is important to note that these practical consequences can differ from person to person and that the existence of one element does not guarantee a specific result (Romano et al., 2020). Interventions and assistance programs that emphasize boosting emotional intelligence, managing stress, and encouraging secure attachment can also be helpful for law students in strengthening their general success and well-being.

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