ASSESSMENT OF MATERNAL ATTACHMENT ON SOCIAL AND EMOTIONAL ADJUSTMENT OF PRIMARY SCHOOL PUPILS IN SOUTH-WEST NIGERIA

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF DOCTOR OF PHILOSOPHY IN HOME ECONOMICS,

DEPARTMENT OF HOME ECONOMICS,
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APRIL, 2021

DECLARATION

I declare that the work in this thesis titled: 'Assessment of Maternal Attachment on Social and Emotional Adjustment of Primary School Pupils in South-West Nigeria has been carried out by me in the Department of Home Economics Education. The information derived from the literature has been duly acknowledged in the text and in the list of references provided. No part of this thesis was previously presented for the award of degree or diploma at this or any other institution.

Abigail Joke OJETOLA _____ _____
Name of Student. Signature Date

CERTIFICATION

This thesis titled: ASSESSMENT OF MATERNAL ATTACHMENT ON SOCIAL AND EMOTIONAL ADJUSTMENT OF PRIMARY SCHOOL PUPILS IN SOUTH-WEST NIGERIA by Abigail Joke Ojetola meets the regulations governing the award of the degree of Doctor of Philosophy (PhD) of the Ahmadu Bello University, Zaria and is approved for its contributions to knowledge and literacy presentation.

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DEDICATION

This research work is dedicated to God Almighty the Author and Finisher of my faith.

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ABSTRACT

This study assesses the relationship between maternal attachment on social and emotional adjustment of primary School pupils in South West Nigeria. Eight (8) research objectives, eight (8) research questions and eight (8) null hypotheses guided the study. Descriptive survey design was used for the study. The population consisted of twenty six thousand two hundred and fifty six (26,256) primary school pupils within the age range of 7 – 10 years from 32 schools of the three sampled state in South West Zone Nigeria. Sample size consisted of 647 respondents that were selected through Multistage sampling techniques. Two modified questionnaires modified on a four (4) point rating scale were used as instrument to collect data from respondents. The first questionnaire is titled "Attachment Q-Sort Questionnaire and the second is titled "Child Attachment Scale questionnaire." The questionnaires were validated by experts. Test-retest method of reliability was used to obtain the internal consistencies of the instruments. The reliability index was obtained through reliability statistical method and reliability coefficient of 0.754 was obtained. Data collected were statistically analyzed using the frequency tables, mean score and Pearson Product Moment Correlation Coefficient (PPMCC). 2.50 were taken as the bench mark for decision making. The eight (8) hypotheses raised for the study were tested at p- value of 0.05 level of significance. The tested null hypotheses 1 & 2 revealed that secure maternal attachment had significant relationship on social and emotional adjustment of primary school pupils while hypotheses 3 – 8 revealed that insecure attachment has significant inverse relationship on both social and emotional adjustment of primary school pupils within the age range of 7 – 10 years. The study discovered that the development of insecure maternal attachment among many other factors is the lack of prompt provision of child's needs with highest mean response of 3.77 and 3.77 respectively for development of insecure attachment. Also, it was further discovered that, mother's failure in maintaining physical contact with the child, weaken the social and emotional adjustments of the pupils. The study concluded that the child has an innate need to attach to one main attachment figure which is more important than any other (usually the mother); a breakdown of which could lead to serious negative consequences. Some of these are lacking in the ability to adjust socially and emotionally in the society. The researcher therefore recommended that, Mothers and caregivers should respond to all needs (physical and emotional) of children in their care so as to establish good reciprocal relationship that will lead the child to develop secure attachment. Workshops and seminars should be organized by Home Economists for mothers on the risk of unstable care giving which promotes insecure avoidant attachment style that leads to social and emotional maladjustment.

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LIST OF ABBREVIATIONS

APSAC: American Professional Society on the Abuse of Children.

CAS; Child Adjustment Scale

CAQ: Child Attachment Questionnaire.

DAD: Disinherited Attachment Disorder.

ICD: International Classification of Diseases.

MIBS: Mother Infant Bonding Scare.

RAD: Reactive Attachment Disorder.

SSPT: Strange Situation Procedure Tool.

OPERATIONAL DEFINITION OF TERMS

The following are the operational terms used in this study:

Attachment: Attachment is something a child and his/her mother creates together in an ongoing reciprocal relationship. It is an emotional connection between the mother and the child.

Maternal Attachment: The link between a child and a mother which binds them together. Examples are Secure, Ambivalent, Avoidant, and Disorganized maternal attachment.

Social Adjustment: A process of coping /fitting oneself to a new environment in terms of the values in order to be accepted and function well.

Emotional Adjustment: Adaptation and coping with an individual to respond to different feelings and recognizing feelings of others..

Secure Maternal Attachment: Maternal Attachment developed by a child as a result of mother's responsiveness to the child's needs. It is considered to be the best/quality attachment..

Ambivalent Attachment: Children that developed this type of attachment have doubt of their needs from their caregivers (mothers) they are easily frustrated. They love to become centre of attention.

Avoidant Attachment: Children whose mothers chase away from their presence especially when they need help or needs.

	Children that are abandoned. They become aggressive easily.
Disorganize Attachment:	Children with this type of attachment are those that are scared, of the mothers due to her behaviour and utterances. The attachment is caused by frightened parental behaviour.
Insecure Maternal Attachment:	Maternal Attachment developed by a child as a result of lack of attention, care, and love from caregiver. Examples are Ambivalent, Avoidant, and Disorganized maternal attachment.
Care Givers	A female person who gives physical or emotional care and support to her child/children. It could be used in place of a mother. This is applicable to this work only.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Attachment as a concept is primarily evolutionary and ethological and consists of proximity to an attachment figure in the face of threat, for the purpose of survival. Kobak, (2011) stated that attachment is a process that begins early in a person's life. Attachment to a mother helps children regulate their negative emotions in times of stress and distress and also helps them explore the environment, even if it contains somewhat frightening stimuli.

The feature of attachment is an affection bond between two people that promotes a sense of psychological security. Children are considered to be attached when they tend to seek proximity to and contact with the mother in times of distress, illness and tiredness (Smith and Segal, 2014). It is believed that an individual attachment patterns would continue throughout life and that this pattern as it develops could greatly affects life and would have long lasting consequences for personality and close relationship (Collins, 2011).

The close attachment relationship between responsive mothers typically ensures that the two will remain in physical proximity mother-child interaction, especially in the first quarter of life, is a powerful determinant of a child's present and later competences. (Blumethal and Laudermilk, 2010). Attachment is where a child uses the primary caregiver, most often the mother as a secure base from which to explore necessary comfort and security.

According to Boris (2013), attachment is the emotional link that is formed between a child and the mother which physically binds them together overtime. All children get attached to a figure but differences arise in the quality of the relationships established.

According to Bar-Haim (2010) attachment patterns can be: (i) Secure attachment pattern when a child gets his/her needs promptly and secure emotional support and protection from caregiver; (ii) Insecure ambivalent is found in children whose parents are hostile and seldom provide for the needs of the child. Ambivalent attachment is seen in children that have resistant behavior, those with abusive childhood experiences. They are always over-emotional and get frustrated easily; (iii) insecure avoidant are those children who ignore the caregiver showing little emotion when the caregiver is absent. They get frightened often due to lack of attachments with their mother. Insecure Avoidant children are disproportionately represented in samples of abused or neglected children. These children are often abandoned when they have needs to be met. Children under this caregiver exhibit immature behaviors such as being arrogant. They distance themselves from people; (iv) Disorganized Attachment pattern is seen in children that are contradictory, misdirected, or fearful in the presence of their mother. Disorganized attachment is when the child is stuck in awful dilemma, where the mother tells the child to flee for safety. Disorganized attachment can be regarded as more emergency versions of the avoidant attachment. This attachment pattern is developed by children of mothers who had suffered major losses or other trauma shortly before or after the birth of the child and had reacted by becoming securely depressed (Welch and Hauser 2010). It is thought to be caused by frightening parental behavior, or loss or trauma in parents thus, they end up behaving in bizarre ways. This is associated with an increase in the risk of developing social and emotional maladjustment due to lack of or inadequate maternal attachment. Early interruption or poor quality of attachment often underlies many behavioral problems in children (Mc Cutcheon, 2010).Attachment problem is caused as a result of the perceived abandonment and rejection from the birth mother resulting to poor maternal attachment.

Maternal attachment represents a risk condition for a child's social and emotional development, especially in terms of the mother context which affects the quality of the attachment a child develops. The maternal attachment pattern a child develops is highly determined by the mother's response to the child when the child's attachment system is activated. A good example is when a child's feelings of safety and security are threatened, such as when he/she is ill, emotionally upset, or particularly frightened. Maternal attachment is a phenomenon between child and mother which allows mother to sense her child's needs and respond to them in a sensitive and timely manner.

Maternal attachment is a biologically driven construct, inherent within humans and other primates designed to preserve the species through nurturing and protective behaviors (Bar-Ham, 2010). When attachments figure do not exhibit nurturing and protective behavior towards their young children, social, emotional and even cognitive development may be impaired (Boris, 2013). Moreover, attachment bonds developed in early childhood may constitute the foundation of an individual's attachment style transmitting into adulthood, which potentially affect one's social and emotional relationships across generations (Antonucc, 2004). Maternal attachment has different effects on the social and emotional context of a child. A child whose attachment is unorganized or wrongly formed is at the risk of developing social and emotional maladjustment.

Mother-child attachment relationship influence childhood adjustment across various domains of functioning (Parade, 2010). Quality maternal attachment has an influence on friendship and peer relationship in young children. Parade, Lekes & Blanksan (2010) opined that children attachment styles play a role in helping them develop intimate friendship. Mercer (2016), provide evidence that maternal attachment affects children's friendships.

Sarferten, Neimeyer & Hagans (2005), makes it clear that, quality maternal attachment can affect how young children experience close relationships and peer relationships. Interaction between mother and child affects a child's social and emotional development and adjustments later in life with long lasting consequences on the child and society in which he lives. The quality of the mother – child attachment is a powerful predictor of a child's social and emotional outcome.

Social adjustment of children is the overall ability of these children to impact favorably on social setting of an environment in which they find themselves. Social adjustment allows individual to cope with community standards, value, and needs of the society in order to be accepted (DeRosier, 2011). In psychology "getting along with members of society as best one can" is called adjustment. Adjustment can be called the reaction to the demands and pressures of the social environment imposed upon the individual. Development of quality attachment in a child is characterized by the child's show of love to others, cooperation, expression and control of negative emotions, Verbal and non-verbal behaviors are required of children to be able to perform socially. Social adjustment of a child includes the child's experience, expression, management and ability to establish positive and rewarding relationships with others (Cohen, 2015). Human beings as a social being have to adjust in the social environment according to the rules and regulations set.

Emotional adjustment according to Blumenthal, (2010), is a child's growing ability to express feelings among these feelings including the feelings of love, trust, fear, frustration, and anger. Emotional adjustment is a form of behavior that causes individuals to behave emotionally within groups and individuals. This type of behavior expresses emotions such as excitement, fear, joy, anger, anxiety and sorrow. Emotion is feeling that

can involve physiological, arousal, conscious experience and behavioral expression. (Thompson, 2012).

During an internship study carried out in one of the primary schools in the area of study, it was observed that majority of the pupils have difficulties in forming cordial relationships with people around them. Many of the pupils are easily irritated when playing with peers usually having disorders of mood. Amongst these are being close friends. With peers and teachers, altering abusive words, showing stubbornness to mothers and not being friendly to others. This is further compounded by a high level of social and emotional maladjustment among primary pupils.

Primary school pupils are children who are receiving elementary education from the age of about 5-12 (Dicke, 2012). From the researcher's observation, most of these pupils must have developed wrong attachment styles from their mothers due to stressors such as poverty, housing instability or violence and/or the caregivers failure in their roles in shaping children attachment behaviors. The relevance of the mother-child relationship and interaction is very crucial for the development of the child secure attachment and the social and emotional adjustment. The implication of this on the children's future life, and the need to sensitize mothers on the relationship between maternal attachment and social and emotional adjustment of primary pupils motivated the researcher to carry out this study.

1.2 Statement of the problem

The traditional role of a mother in the provision of emotional, social and physiological needs of her children is an old age universal phenomenon. However attachment in recent times has been depleted as a result of survival syndrome of economy recession, poverty, unemployment and family instability.

In Nigeria today and south-west in particular, children are faced with numerous challenges such as mothers not having time for qualitative interaction with their children due to their career and work scheduling. Some employment routine makes some mothers to leave their homes very early in the morning and may not get back home until late in the night, when some children must have gone to bed. This simply implies that, such mothers lack the opportunity to interact with their children. As a result such children are grossly neglected, leading to both social and emotional deficiency.

Furthermore, the researcher observed that some mothers in the area of study respond inconsistently to their children's needs, in terms of security and adequate love, thus leading to insecure attachment style, which could follow them through life and possibly serve as the beginning of numerous developmental problems. This can lead to difficulty in forming cordial relationship with people, displaying of anger towards peers and mothers, being hostile, having problems with regulation and control of negative emotions and so on.

The observed phenomenon, in the area of study is a recent incidence witnessed by the researcher during a practicum course in one of the primary schools in south west where some primary pupils within age range of 7-10 years came late and were subsequently punished. The researcher interacted with the pupils, they disclosed that they do go back home to get what they would eat for breakfast, many they said had to go after people to collect money for their upkeep. This may be due to inadequate attention given to children by their mothers. Habitual late coming and punishments may lead to exhibition of antisocial and negative behaviors such as aggression, being moody, not wanting to cooperate with peers and showing of stubbornness. This act could be as a result of poor formation of maternal attachment or the type of attachment already formed by these pupils due to inadequate attention and prompt provision of needs by caregivers.

There is lack of awareness, knowledge and necessary information for proper development of maternal attachment, and if such information is not provided the case of social and emotional maladjustments will continue to be on the rise in South West Nigeria. There also seem to be no programme designed, or available studies that can aim at addressing development of secured maternal attachment that could help pupils to adjust socially and emotionally whenever they find themselves in a new environment (Myers, 2012). Sadly, the researcher interactions with some pupils in the school of practicum (The Apostolic Primary School, Modakeke in Osun State) confirmed that majority of these pupils are left in the care of neighbors, because mothers/caregivers leave home very early in the morning to their daily routine and return back late to the house. Mothers therefore need help in this direction, hence the need for the study.

1.3 Objectives of the Study

The main objective of this study is to assess the relationship between maternal attachment and social and emotional adjustment of primary school pupils. Specifically the study will therefore seek to:

1. Identify the symptoms of secure maternal attachment of primary school pupils in South West Nigeria.
2. Identify the symptoms of insecure ambivalent attachment of primary school pupils in South West Nigeria.
3. Identify the symptoms of insecure ambivalent maternal attachment of primary school pupils in South West Nigeria.
4. Assess the symptoms of insecure disorganized maternal attachment of primary school pupils in South West Nigeria.

5. Assess relationship of secure maternal attachment on social adjustment of primary school pupils in South West Nigeria.
6. Assess relationship of secure maternal attachment on emotional adjustment of primary school pupils in South West Nigeria.
7. Assess relationship of insecure maternal adjustment on social adjustment of primary school pupils in South West Nigeria.
8. Assess relationship of insecure maternal attachment on emotional adjustment of primary school pupils in South West Nigeria.

1.4 Research Questions

Based on the objectives, the following research questions guided the study:

1. What are the symptoms of secure maternal attachment exhibited by primary school pupils in South West Nigeria?
2. What are the symptoms of insecure ambivalent exhibited by primary school pupils in South West Nigeria?
3. What are the symptoms of insecure avoidant maternal attachment exhibited by primary school pupils in South West Nigeria?
4. What are the symptoms of insecure disorganized maternal attachment of primary school pupils in South West Nigeria?
5. What is the social adjustment of pupils with secure maternal attachment in South West Nigeria?
6. What is the emotional adjustment of pupils with secure maternal attachment in South West Nigeria?

7. What is the social adjustment of pupils with insecure maternal adjustment in South West Nigeria?
8. What is the emotional adjustment of pupils with insecure maternal adjustment in South West Nigeria?

1.5 Research Hypotheses

Based on the objectives and the research questions, the study will analyze the following hypotheses at $P \leq 0.05$ to establish the relationship or otherwise among the variables.

HO_1. There is no significant relationship between the symptoms of secure maternal attachment and primary school pupils in South West Nigeria.

$H0_2$: There is no significant relationship between the symptoms of secure maternal attachment and primary school pupils in South West Nigeria.

$H0_3$: There is no significant relationship between the symptoms of insecure avoidant maternal attachment and primary school pupils in South West Nigeria.

$H0_4$: There is no significant relationship between the symptoms of insecure disorganized maternal attachment and primary school pupils in South West Nigeria.

$H0_5$: There is no significant relationship between secure maternal attachment and social adjustment of primary school pupils in South West Nigeria.

$H0_6$: There is no significant relationship between secure maternal attachment and emotional adjustment of primary school pupils in South West Nigeria.

$H0_7$: There is no significant relationship between insecure maternal attachment and social adjustment of primary school pupils in South West Nigeria.

$H0_{8:}$ There is no significant relationship between insecure maternal attachment and emotional adjustment of primary school pupils in South West Nigeria.

1.6 Significance of the Study

The findings of the study on assessment of maternal attachment on social and emotional adjustment of primary pupils in South West would be of significance to mothers, classroom teachers, curriculum planners, family therapists, Home Economists, scholars, and guidance counselors.

The findings of the study would enable parents to understand the link between attachment styles, so as to provide children with good care that will lead to secure attachment and social and emotional adjustment. The results of the study will provide parents and mothers with knowledge on variety of child care practices that can foster good child-mother relationship for secure attachment and those that cannot foster good child-mother relationship foe secure attachment.

The result of the study would be significant to family therapists who will play a significant role in providing solutions to dysfunctional attachment issues such as rejection, loss, and inability of keeping healthy relationships amongst others. It will also provide them with the understanding that children in process of development do not only need to satisfy their physical needs but also their social and emotional needs too.

The findings of the study would also equip curriculum planners in planning Early Childhood Education and Family and Child Education with the knowledge of attachment styles as they affect a child. This can help them select appropriate learning experiences, teaching strategies and appropriate instructional materials to be included in the curriculum for effective care and development of the child.

The findings would provide information to policy makers and Educational planners on the need for secure attachments among children .This would help to plan and formulate policies that take care of not only physical needs of children but social and emotional needs too. The result of the findings would help to educate Home Economics students on the importance and development of secure attachment .The information can be accessed through the school and departmental libraries. The findings will also help in achieving one of the objectives of Home Economics Education which is to train and raise good citizens in the society. The study hopefully, will contribute to literature in the related fields of Home Economics.

The type of attachment form, predicts later development and adjustment to different domains of life in children. The findings of the study would expose the types of maternal attachment formed amongst children in our society and how they affect social and emotional development and adjustments of children.

1.7 Basic Assumptions of the Study

The study is based on the following assumptions that:

1. Secure maternal attachment is developed when a child receives the needed support and care from a caregiver.
2. Children with insecure attachments are hyper vigilant in order to look after their own safety.
3. Mother – Child relationship establishes the foundation for the adjustment of a child socially and emotionally.

1.8 Delimitation

The study focused on the Assessment of Maternal Attachment on Social and Emotional adjustments of Pupils in South West Zone Nigeria. The study was conducted in three states out of the six states in south-west zone Nigeria (OYO, ONDO, and EKITI). Each of these states has three senatorial zones of which the researcher picked some primary schools from each senatorial zone. The work is delimited to primary school pupils within the age range of 7 -10 years. The choice of primary pupils is based on the assumption that the pupils will display attachment styles and adjustment challenges would be easily identified. The second questionnaire titled Father Custody and social development in boys and girls by Santrock & Warshak, (1979) were administered to teachers of primary 2, 3 and 4 in the sampled schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed Literature presented under the following Sub-headings:

2.1. Theoretical Framework

2.1.1. Attachment Theory.

2.1.2 Psychosocial Theory

2.1.3 Object Relation Theory

2.1.4 Bowlby's Attachment theory.

2.2 Conceptual Framework

2.2.1 Concept of Attachment

2.2.2 Concept of Maternal Attachment.

2.2.3 Concept of Adjustment.

2.2.4 Concept of Social Adjustment

2.2.5 Concept Emotional Adjustment

2.3 Types of Maternal Attachment Styles.

2.4 Types of Adjustment

2.5 Characteristics of Maternal Attachment

2.6 Factors Influencing Attachment Styles

2.7 Review of Related Empirical Studies

2.8 Summary of Reviewed Related Literature.

2.1. Theoretical Framework

2.1.1. Attachment Theory

Attachment theory originates by John Bowlby in 1958. In the 1930's John Bowlby worked as a psychologist in a child guidance clinic in London, where he treated many emotionally disturbed children. This experience led to Bowlby to consider the importance of the child's relationship with their mother in terms of social, emotional and cognitive development. Specifically, it shaped his belief about the link between early distance of the mother from the child and later maladjustment, and led Bowlby to formulate his attachment theory Bowlby, working alongside James Robertson (1952), observed that children experience intense distress when such children were fed by other caregivers, this did not diminish the child's anxiety. This findings contradicted the dominant theory of attachment (Dolland and Miller, 1950) which was shown to underestimate the child's bond with the mother.

2.1.2 Psychosocial Theory

Cherry, (2014) studied children from a psychological point of view. The term psychological refers to the relationship between one's view of oneself and one's social world. In his theory, called the "Eight stages of man", Erikson describes the important stages of personality development from birth to old age. He believed that people acquire lasting personality characteristics at each stage; that personality develops in a series of stages. He described the impact of social experience across the whole lifespan based on the secure relationship theory which states that 'the conscious sense of self can be developed through social interaction'. According to Erikson an individual ego identity is constantly changing due to new experience and information we acquire in daily interaction with people around. Each stage in Erikson's theory is concerned with becoming competent in an

area of life. If the stage is handled well, the person feels a sense of mastery which is referred to as ego strength or ego quality. If the stage is managed poorly, the person emerges with a sense of inadequacy.

Stage 1. Trust versus mistrust.

The first stage in psycho-social theory is the Trust vs. Mistrust stage. This is the most fundamental stage in life because at this stage the infant is utterly dependent. During this stage, a child looks towards the mother for stability and consistency of care. If the care the child receives is consistent, predictable and reliable, they will develop a sense of trust which will carry with them to other relationships, and the children will be able to feel secure. The development of trust which is the main task at this stage is based on the dependability and quality of care-giving. If the child successfully develops trust, the child will feel safe and secure in the world. Mothers who are inconsistent, emotionally unavailable or rejecting contribute to feelings of mistrust in children in their care failure to develop trust and a belief that the world is inconsistent and unpredictable (Wrotham, Loftus and Weaver, 1999).

Implication Supporting the psychosocial theory, Holmes, (2001) argued that humans have basic need for love and security and become anxious when they feel isolated and alone. Adult personality is largely shaped by childhood experiences. Holmes (2001) focused on relationship with parents and described anxiety as a situation where parents are indifferent, disparaging and erratic, in this case, the child feels helpless and insecure. The resultant reaction of such a child towards the parents is deep resentment or what she called basic hostility. The hostility cannot be displayed directly but will be repressed resulting into feeling of unworthiness and anxiety. Consequently, the child develops to be a neurotic adult who adopts one of the three modes of social interactions; moving towards others

(compliant, always anxious to please in order to seek for affection and approval), moving against others (attempting to find security through domination) and moving away from others (attempting to find security by becoming aloof and withdrawing, refusing to allow close relationships). All these self-protective strategies are indication of many interpersonal problems experience in children (Wortham, Loftus and Weaver, 1999; Bufka and Barlow, 2013).

Stags 2. Autonomy versus doubt.

The second stage builds on the level of trust. During this stage, children strive to act freely and independently. Children delight in the emotional satisfaction that comes with self-sufficiency. However, when they are unable to master their own free will, they come to doubt their ability to do anything. Erik Erikson (1952) further state that if children are restrained too much or punished too harshly, they are likely to develop a sense of shame and doubt which influence their social and emotional development .

Stage 3. Initiative versus guilt.

This stage occurs during the primary school years. Initiative is the readiness and ability to start something on one's own. During this stage they initiate activities, enjoy the feeling of achievement and competence, and feel guilty about behavior that parents disapprove.

Stage 4. Industry versus inferiority.

The fourth stage takes place during the school–age years prior to puberty. Children enthusiastically explore the world. They like to work hard and try to do well. They feel inferior when they fail to meet their own standards or their parents or teachers.

Stage 5. Identity versus identity confusion.

This is a stage an individual experiences during the adolescent years. At this time, individuals are faced with finding out who they are, what they are all about, and where they

are going in life. Parents need to allow them explore many different roles and different paths within a particular role. If the adolescent explores such roles in a healthy manner and arrives at a positive path to follow in life, then a positive identity will be achieved. If an identity is pushed on the adolescent by the parents, if the adolescent does not adequately explore many roles, and if a positive future path is not defined, then identity confusion reigns.

Stage 6. Intimacy versus isolation.

During this stage, an individual face the developmental task of forming intimate relationships with others. Erikson describes intimacy as finding oneself yet losing oneself in another. If the young forms healthy friendships and an intimate relationship with another individual, intimacy will be achieved; if not, isolation will result.

Stage 7. Geneactivity versus stagnation is Erikson's seventh stage, which individuals experience during middle adulthood. A major concern is to assist the younger generation in developing and leading useful lives –this is what Erikson means by geneactivity. The feeling of having done nothing to help the next generation is stagnation.

Stage 8. Integrity versus despair.

The eighth and final stage of Erikson theory occurs in the later years of life, when one looks back and evaluate what one has done with life. Through many different routes, the older person may have developed a positive outlook in most or all of previous stages of development. If so, the retrospectives glances will reveal a picture of a life well spent, and the person will feel a sense of satisfaction – integrity will be achieved. If the older adult resolved many of the earlier stages negatively, the retrospective glances likely will yield doubt or gloom and this is the – the despair Erikson talks about.

The development of proper – secure maternal attachment denotes Erikson's first stage of personality development- *Trust versus mistrust.* A secure attachment style is attributed to the availability and responsiveness of an attachment figure that provides a secure base, particularly in times of stress (Green et al. 2011). In contrast, an insecure attachment style will develop if attachment figures are unresponsive or inconsistently responsive, particularly in times of need (Green et al. 2011).

This study is looking at how maternal attachment during early stage of life is relating to social and emotional adjustment of primary school pupils in the south west zone Nigeria. A sense of trust requires a feeling of physical comfort, which if absent or not attended to may result in formation of poor maternal attachment thus resulting in social and emotional maladjustments. The psychosocial theory has a relationship with the present study, stage sixth of Erikson's theory-intimacy versus isolation aspect of the stages relates to this study. It is stated that individuals face the developmental task of forming intimate relationships with others especially at early stage of life. If this is faulty, there is bound to be social and emotional problems – isolation.

Erikson's theory of (1952) has being used to discuss personality development, and many authors have used Erikson's psychosocial theory to explain human development and family relationships. Eric Erikson's theory of psychosocial development is relevant to this study as the theory emphasizes that secure attachment style is attributed to the availability and responsiveness of an attachment figure.

2.1.3 Object Relation Theory

Object Relations theory by Klein (1920), is the process of developing a psyche in relation to others in the environment during childhood. It designates theories or aspects of theories that are concerned with the exploration of relationships between real and external

people as well as internal images and the relations found in them. It also maintains that it is the infant's relationship with the mother that primarily determines the formation of personality in adult life. Particularly, the need for attachment is the bedrock of the development of the self or the psychic organization that creates the sense of identity. In psychoanalysis, it is the emotional relations between subject and object which through a process of identification are believed to constitute the developing ego. Object Relation theory is a theory of relationships between people, in particular within a family and especially between mother and her. A basic tenet is that we are driven to form relationships with others and that failure to form successful early relationships leads to later problems. The theory postulates that humans are primarily motivated by the need for contact with others, the need to form relationships.

Klein termed the psychological aspect of instinct unconscious phantasy (deliberately spelled with 'ph' to distinguish it from the word 'fantasy'). Phantasy is a given of psychic life which moves outward towards the world. These image-potentials are given a priority with the drives and eventually allow the development of more complex states of mental life. Unconscious phantasy in the infant's emerging mental life is modified by the environment as the infant has contact with reality. The aim of object relation theory is that it stresses the importance of early family interactions primarily the mother-child relationship. The theory discuses the effect of internalized relations with primary care givers during childhood and their unconscious influence on the nature of future relationships. Also, it is believed that children form mental representations of themselves in relation to others and that these internal images significantly influence interpersonal relationships later in life. In this context, the word object refers to any person or thing, or representational aspect of which the subject forms an intense emotional relationship. Object

relation theory emphasizes the importance of early attachments to the development of the child's ego, self-image and interpersonal relationships (Goldstein, 2011).

The theory postulates that personality development is the product of a person's striving to relate to others in emotionally satisfying ways. The major contributors of the theory according to Mahmoud, (2011) charted the process by which children separate themselves psychologically from their caregivers. (Holmes, 2011). Constructivists view young children as active participants in the learning and development; that children are ready for school when they can initiate many of the interactions they have with the environment and people around them. Klein concluded that the way we relate to objects during childhood shapes our development throughout life. This theory is linked with the present theory because it stresses the importance of early family interactions primarily the mother – child relationship.

2.1.4 Bowlby's Attachment theory.

Mcleod (2017) explained that, John Bowlby (1907-1990) was a psychoanalyst like Freud and believed that mental health and behavioral problems could be attributed to early childhood. Bowlby's evolutionary theory of attachment suggests that children come into the world biologically pre-programmed to form attachments with others, because this will help them to survive. Bowlby believed that attachment behaviors are instinctive and will be activated by any conditions that seem to threaten the attachment of proximity, such as insecurity, fear, and separation. The theory provides an explanation of how the parent – child relationships emerge and influences subsequent development.

The attachment theory has a basis in three theoretical approaches and was first related to primate and mother-child studies. The three (3) approaches include a psychoanalytic approach, the social leaning approach and the ethological theory of

attachment (Ainsworth, 1969). The theory shows positively formed attachment heightens the chance for a well-adjusted life, regardless of the biological relation of the attachment figure (Juffefr, Stams and Van Ijzendoorn, 2012)

Bowlby hypothesized that both children and mothers have evolved a biological need to stay in contact with each other. These attachment behaviors initially function like fixed action patterns and all share the same function. The child produces innate 'social releaser' behaviors such as crying and smiling that stimulate care giving from adults. The determinant of attachment is not food but care and responsiveness. Bowlby suggest that a child would initially form only one attachment and that the attachment figure acted base for exploring the world. The attachment relationship acts as a prototype for all future social relationships, so disrupting it can have severe consequences. Bowlby highlighted some points regarding his theory as follows:

1. A child has an innate, inborn need to attach to one main attachment figure (that is monotropy). Although Bowlby did not rule out the possibility of other attachment figure for a child, he did believe that there should be a primary bond which was much more important than any other (usually the mother). Bowlby believes that this attachment is different in kind (qualitatively different) from any subsequent attachments. Bowlby argues that the relationship with the mother is somehow different altogether from other relationships. Essentially, Bowlby (1988) suggested that the nature of monotony (attachment conceptualized as being a vital and close bond with just one attachment figure) meant that a failure to initiate, or breakdown of, the maternal attachment would lead to serious negative consequences, possibly including affectionless psychopath.

2. A child should receive the continuous care of his single most important attachment figure for approximately the first three years of life. Bowlby (1988) claimed that mothering is almost useless if delayed until after two and half to three years and, for most children, if delayed till after 12months there is a critical two year period the child will suffer irreversible long-term consequences of this maternal deprivation. Disruption of the attachment between child and mother could result in long term cognitive, social, and emotional difficulties for the child.

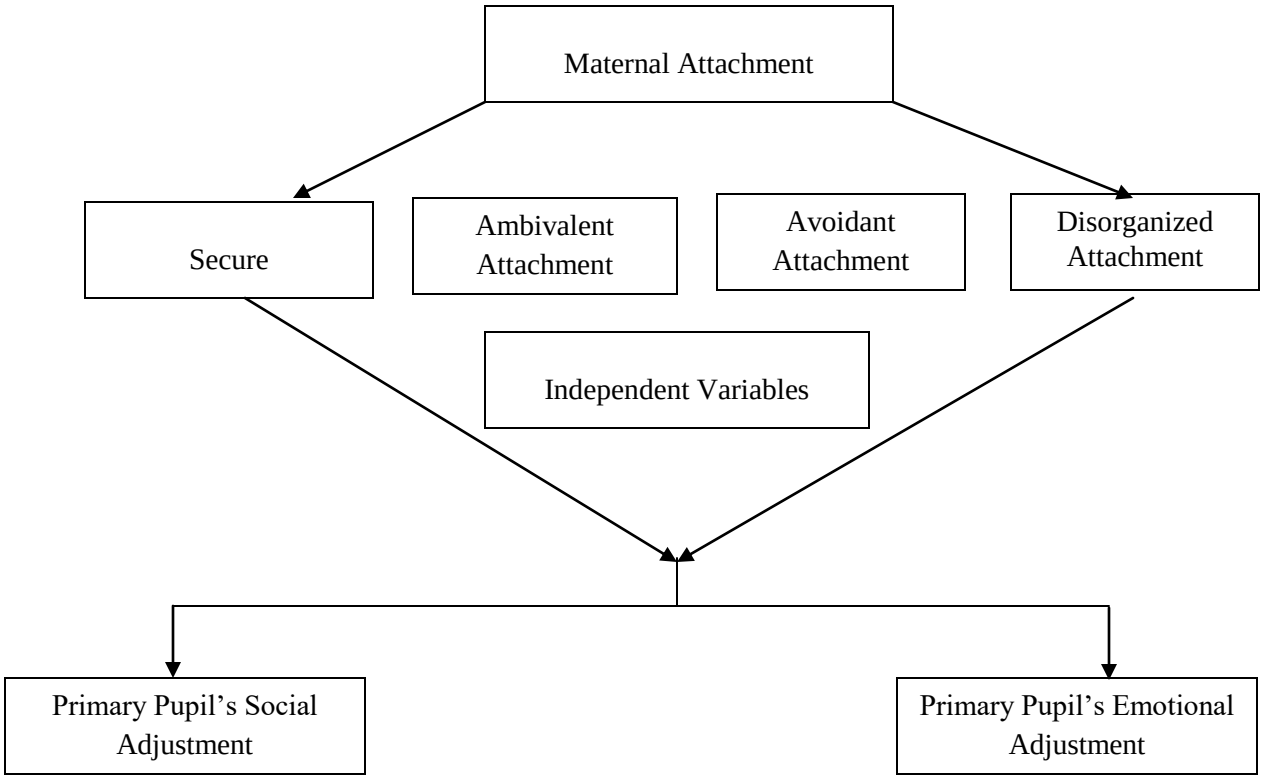
3. The long term consequences of maternal deprivation might include the following:

    a. Delinquency.
    b. Reduced intelligence.
    c. Increased aggression.
    d. Depression.
    e. Affectionless psychopathy.

Gohal (2016), observed that, attachment theory describes the most important principles that a human needs to develop a secure relationship in children, this relationship is with their primary caregiver. Attachment theory is the joint work of John Bowlby and Mary Ainsworth. Mcleod (2017) formulated the basic tenets of the theory, and innovated thinking about the child's tie to the mother and its disruption through separation. Ainsworth's innovative methodology and observational studies reinforced the basic concepts of Bowlby's attachment theory.

2.2 Conceptual Framework

This has to do with the general knowledge of the concepts under study as they relate to the present study.



Dependent Variable

Fig 1: The schematic Representation of the Conceptual Framework.

2.2.1 Concept of Attachment

Conceptual framework for research purpose is a schematic description and illustration of the causative mechanisms and relationship deducible from the research problems (Eboh, 2009). Conceptual framework depicts a schema providing structural meaning and linkages among major concepts or variables in a phenomena being investigated, their interdependence and relationship with each other. The conceptual framework of this study will address maternal attachment influence on the social and

emotional adjustment of primary school pupils. The schematic representation of the conceptual framework for the study is diagrammatically presented in page 20. The knowledge of these theories is important to the researcher because they have similar views with the present study.

Attachment is a strong emotional connection, such as the bond between a child and a caregiver. An attachment to someone or something is a love or liking for them. Molanders, (2008) believed that attachment is the bond resulting from the process of interaction that occurs between a child and a caregiver during the first few years of the child's life. When a child has a need to be met, and expresses the need through crying, murmuring, or refusing to eat, ideally, the mother should be able to recognize and satisfy the need. Through this interaction the child learns that the world is a safe place to live and develop. Attachment is therefore, a reciprocal process and an emotional connection that is formed between the mother and the child. This connection allows the child to feel safe in the environment. This basic safety works as a secure base from which the child can confidently explore the world around. Attachment is essential for optimal development. Drawing on concepts from ethnology, cybernetics, information processing, developmental psychology, and psychoanalysis, Bowlby (1958), formulated the basic tenets of attachment theory. John Bowlby was the first attachment theorist, describing attachment as a "lasting psychological connectedness between human beings". Bowlby (1958) believed that the earliest bonds formed by children with their mothers have a tremendous impact that continues throughout life. Attachment is the connection a child forms with its mother to ensure basic needs of safety, comfort, care and pleasure are met. It is a lasting psychological connectedness between human beings. According to Boris (2013),

Attachment is the emotional link that is formed between a child and a mother which physically binds them together over time.

According to Bowlby, attachment also serves to keep the infant close to the mother, thus improving the child's chances of survival (Bowlby, 1958). The major components of attachment are four:

1 **Safe Haven:** When the child feels threatened or afraid, he or she can return to the mother for comfort and soothing.

2 **Secure Base:** The mother provides a secure and dependable base for the child to explore the world. Bowlby (1958) emphasized that children's sense of having a secure base resides in their confidence that parental sensitivity responsiveness will be provided when needed.

3 **Proximity Maintenance:** The child strives to stay near the mother, thus keeping the child safe.

4 **Separation Distress:** When separated from the mother, the child will become upset and distressed.

In 1970's psychologist Mary Ainsworth expanded greatly upon Bowlby's original work. Her ground breaking "Strange Situation" study revealed the profound effects of attachment on behavior. In the study, researchers observed children between the ages of 12 and 18 months as they responded to a situation in which they were briefly left alone and then reunited with their mothers (Cherry, 2012). Based upon the responses the researcher observed that, Ainsworth described three major styles of attachment: secure attachment, ambivalent-insecure attachment and avoidant-insecure attachment. Later, researchers such as, Main & Solomon (2010) added a fourth attachment style called disorganized-insecure attachment based upon their own research. A number of studies since then have supported

Ainsworth attachment styles and have indicated that attachment styles also have an impact on behaviors later in life. Cassidy (2013) argued that when initial attachment is lacking, such child/children do not develop the ability to form and maintain intimate relationships. They grow up with an impaired ability to trust that the world is a safe place and that others will take good care of them. These type of children are hyper vigilant in order to look after their own safety. They often have an unusually high level of stress hormones, which have effect on the way the brain and body develops.

2.2.2 Concept of Maternal Attachment.

Maternal Attachment is a deep and enduring emotional bond that connects one person to another across time and space. (Bowlby, 1982). Maternal attachment is a specific and circumscribed aspect of the relationship between a child and caregiver that is involved with making the child safe, secure and protected. Maternal attachment is developed between a caregiver who provides regular physical and emotional care, regardless of the quality of that care. In fact, children develop attachment relationships even with the most neglectful and abusive caregiver. Therefore, the question is, never is there an attachment between this caregiver and this child.

Maternal attachment is not bonding. Bonding was a concept developed by Klaus & Kennell, who implied that parent–child bonding, depended on skin-to-skin contact during early period. This concept has nothing to do with attachment. Bonding is quite different from attachment because bonding has not been shown to predict any aspect of child outcome, whereas attachment is a powerful predictor of a child's later social and emotional outcome.

Children develop a hierarchy of attachments with their various caregivers. For example, a child with three different caregivers (Mother, Father, & Nanny), will have a

specific attachment relationship with each caregiver based on how that specific caregiver responds to the child in times when the child is physically hurt, ill, or emotionally upset; particularly, when frightened. If the mother reacts in loving ways most of the time, the child will develop an organized and secure attachment with the mother. That same child could develop an insecure attachment with the father if the father reacts in rejecting ways to the child's distress most of the time. That same child could develop a disorganized attachment with the nanny if the nanny displays a typical behavior during interactions with the child and has unresolved trauma. (Waters, 2010).

2.2.3 Concept of Adjustment.

The term adjustment originates from the biological term" Adaption. Biologists used the term adaption strictly for the physical demands of the environment, but psychologists used the term Adjustment" for varying conditions of social or inter-personal relations in the society. Adjustment means the reaction to the demands and pressures of social environment imposed upon the individual. The demand to which the individual has to react may be external or internal.

Attachment is a deep and enduring emotional bond that connects one person to another across time and space (Ainsworth, 1973, Bowlby, 1969). Attachment is characterized by specific behaviour in children, such as seeking proximity with the attachment figure when upset- or threatened (Bowlby, 1969). Expectant attachment in adults towards children includes responding sensitively and appropriately to the children needs. The term adjustment refers to active and creative efforts to live effectively within one's environment. It is a relationship established between the individual and the environment. Every individual lays a certain position in his social relation. The child is trained to play role in such a way that is maximum needs will be fulfilled, If he does not

play his role according to standards and training to received the child's needs may not be fulfilled and may get frustrated. This requires gaining skills through interaction with one's world, acquiring a degree of control over one's daily life, successfully meeting life challenges and self understanding with the ability to make accurate and rationale judgment about people, places and phenomena.

Dhengra & Thakur (2015) affirmed that adjustment is a continuous process through which an individual achieves a proper adjustment with his environment, others and his personal self. The goal of adjustment is to make a balance with one's wishes and social expectations that affects all aspects of one's life and as a result, the person can respond properly to all environmental stimuli to acquire his favorable stimuli and reinforcements.

Adjustment is an innate psychological disposition that could help people to cope with challenges confronting them in any given situation or environment and the innate strength to accommodate or tolerate any possible outcome or changes. He stressed further that the term adjustment is often used as a synonym for accommodation and adaptation which explains the result of equilibrium. Mahmud (2017) stated that adjustment is very crucial to the development of all pupils.

Development of Attachment

Shaver (2010) described the development of attachment in four (4) phases as stated below:

Phase I: The child indiscriminately orienting and signaling to people. The child sends and tuned to certain wave lengths of signals from the environment. These signals are mostly of human origin for example the sound of voices.

Phase II: During the second phase starts by perceiving of smell and then by sight. The baby develops preference for one or more mothers not until the child is able to show active

attachment behavior such as actively seeking proximity to and following the attachment figure; then the child enters the 3rd phase.

Phase III: The attachment proper is developed. The child starts staying near a specific person by means of signaling and movement.

Phase IV: The goal corrected partnership when the child can imagine the parent/mother's plan and perceptions and fit their own plans and activities according to these.

Characteristics of a Well Adjusted Person

A healthy and well adjusted person should posses/display some observable behavioural patterns. These behavioural patterns must be according to the social expectations of an individual. These patterns are as follows:

I. Maturity in thinking.

II. Emotional balance

III. Warm and understanding towards others

IV. Free from tension due to routine events

V. Independent in decision making (Cassidy & Shaver, 2013).

Elements in Adjustment

There are certain prime elements for fulfillment of needs necessary for healthy adjustment of a person. They are as follows:

I. Satisfaction of needs

II. No obstacle in achieving needs

III. Strong motives in realizing needs

IV. Feasible geographical atmosphere to fulfill needs (Cherry, 2012)

2.2.4 Concept of Social Adjustment

Social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted. (DeRosier. 2011). It involves coping with new standard and values. The term social adjustment has evolved several definitions and many still emerging among professionals. Some of these definitions are given below:

Social Adjustment refers to the individual development of social cognitive understanding that contributes to social competence, interpersonal relationship or sensitivity and social awareness of how the self-related to other individual and groups in a complete social world (Thomson, 2016).

Social adjustment is an important part of social nature of human life. It relates to how often individual social experience response to communication about the thought of social practice, and which social script are to be used for which social situation (Towmoepeau and Ruffman, 2018).

According to Nwoke (2014), social adjustment is an innate psycho local disposition to cope with standards, values and needs of a society in order to be acceptable, it involves coping with new standards of individual value, it refers to coping with social challenges confronting one in any given situation or environment and the innate strength to accommodate any possible outcome or change. According to Santrock (2010), social adjustment involves changes in the individual relation with other people companionship, it affirms that social adjustment remains a highly functional or serviceable in psychology because it concerns with many ways in which an individual manages their affair so, they have the function of reflecting demands made upon a person by the environment. For example, people's clothing pattern varies with the climate in which they live. It represents

social adjustment to the weather and has the function of helping to maintain a relatively constant body temperature and making people feel more comfortable.

Myers (2012) stated that social adjustment is that value prevalent in any ethnic group or culture that could affect personality development and adjustment pattern of individuals. In this sense, social adjustment of pupils depends on what the ethnic group or culture had laid down as values for the growing individual.

Characteristics of a Well Socially Adjusted Person

A well socially adjusted person is supposed to possess the following characteristics

A good awareness of his own strength and limitations: a well-adjusted person knows his strengths and weakness. Respecting the child and others: the dislike of oneself is a typical symptom of maladjustment. An adjustment individual has respect for himself and as well as for others.

An adequate level of aspiration: This level of aspiration in term of own strengths abilities. He does not try to reach for the stars and also does not repent over selecting an easier course for his advancement.

Satisfaction of basic need: his basic organic emotional and social needs are fully satisfied or in the process of being satisfied. He does not suffer from emotional craving and social isolation. He feels reasonably secure and maintains his self-esteem.

Flexibility: He is not rigid in his attitude or way of life.

He can easily accommodate or adapt himself to changes or circumstances by making necessary change in his life.

The capacity to deal with adverse circumstance: he is not easily overwhelmed by adverse circumstance and has the will and the courage to resist and fight others. He has an inherent drive to master his environment rather than to passively accept it.

A realistic perception of the world he holds a realistic vision and is not given to fight of fancy. He always plans, thinks and acts programmatic.

A feeling of ease with his surrounding: well-adjusted individual feels and others satisfied with his surroundings. He fits in good home family, neighborhood and other social surrounding. If a student like school, schoolmates and teachers and feel satisfied with his daily routine. When he enters a profession, he has love for it and maintains his zeal and enthusiasm despite all odds,

A balance philosophy of life: a well-adjusted person has a philosophy which gives direction to his while keeping in view the demands of changed situation and circumstance. The philosophy in central around the demands of the society, cultural and his own self so that he does not clash with his environment with himself (Mangal, 2013).

Adjustment describes various types of social and interpersonal relation to the demands and pressures of social setting imposed upon the individual. Social skills refer to specific set of abilities including cognitive, verbal and non-verbal behaviors that are required for effective social performance. On the other hand, social competence is referred as overall ability of the individual to impact favorably on the social setting.

Verbal behavior such as aggressiveness with peers brings rejection. (Haselager et al 2011). Aggression is an independent risk factor that has been found to add to the prediction of negative outcomes beyond social acceptance. When physical and verbal aggression persists at a high level compared to developmental norms such as significantly decline as children enter middle childhood, aggressive children are particularly likely to experience concomitant social and behavioral problems. Further, aggressive children tend to see school discipline as overly harsh and unfairly applied. (Brand, 2013). The school environment is

thus seen as negative and unsupportive. The underlying disorders are as a result of poor quality maternal/attachment development (Parker and Ashe 2016).

Social-emotional adjustment of a child includes the child's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others (Cohen, 2015). Social behavior is behavior among two or more organisms. There are different types of social behavior:

Aggressive behavior is a type of behavior that can potentially cause physical or emotional harm. People who suffer from aggressive behavior are most likely to be irritable, impressive and restless hence, why this type of behavior can change from verbal abuse to damaging victim property.

An individual that threatens or physically harms another individual is classified as exhibiting a violent behavior. Violent behavior usually starts off with verbal abuse but then escalates to physical harm such as hurting or hitting. Violent behavior in mainly is either as a result of poor parenting, marital break ups, genetic factors or brain damage.

Nature of Social Adjustment

As Prior (2016) says man is a social animal '. We live in a society and form opinion about others and others have opinions about us. We try to behave according to the norms of the society so that we can adjust with others, but it is not an easy talk because the personality of each individual is a unique organization. Social adjustment is the direction parents try to instill in children: Mothers should emphasize on the adjustment of children in the school. Mothers help the children cope with the existing situations of the school. Mothers should contribute to improve the social environment of the school. Psychologists use the term adjustment of varying conditions of social and interpersonal relation in the

society. Thus adjustment can be called the reaction to the demands and pressures of the social environment imposed upon the individual.

Factors Which Influence Social Adjustment

Proper Relationships between Mother and Child.

The**re** should be proper relationships between mother and child. It can produce a positive influence on child's adjustment.

Proper Training of Mothers.

If the mothers of the pupils are well trained in attachment styles and its influence on adjustment, there will be proper adjustments in school.

Adequate Curriculum.

The curriculum of school also influences pupil's adjustment. If the curriculum of school is need based and planned psychologically then pupils can adjust themselves effectively.

Classroom Climate.

Classroom climate influences pupils' adjustment very much. If classroom climate is democratic, affectionate and cooperative then we can expect that pupils would adjust themselves sufficiently.

Adequate Recreational Facilities

If pupils are provided essential and enough opportunity to take part in recreational activities according to their interest, needs and ability then they can adjust themselves positively.

2.2.5 Concept Emotional Adjustment

Emotional adjustment is a child's ability to express feelings and adapt with people in which the child finds himself. (Blumenthal 2010). Emotional adjustment is a form of behavior that causes individuals to behave well within groups and individually. Children's

response to different feelings, recognizing feelings of others, and developing effective ways of managing them is also referred to as emotional adjustment. Mothers have an important role to play in supporting children's emotional adjustment. Mothers do this through responding effectively to children's emotions, providing examples of how to manage feelings.

Emotional adjustment is the condition of personal acceptance of and adaptation to one's circumstances, which may require modification of attitudes and the expressions of emotions that are appropriate to a given situation. It is also called personal adjustment or psychological adjustment.

The attachment relationship with mother is the initial context in which a child's needs, to internalized the notion that the world is a safe place and that others are trustworthy and responsive. The child is then secure in his/her attachment to the caregiver. The caregiver- child relationship establishes the foundation for the adjustment of emotional skills. A secure attachment leaves the child free to explore the world and engage with peers. The affirmation that the world is responsive and a reliable aid in a child's adjustment ability to self regulate. (Saarni, 2013). In contrast, a child who experiences the world as unpredictable, unresponsive and/or hostile must expend a tremendous amount of energy managing emotional arousal. Insecure attachment is associated with emotional and social incompetence, particularly in the area of emotional understanding and regulated anger.

Emotional symptoms include, trust, frustration, anger, sadness, fear, pride, and guilt. Many things influence the ways that children express emotions, both through words and behaviors. These influences include:

Child's temperament.

How effectively children's emotional needs are usually met.

Values and beliefs about appropriate and inappropriate ways of expressing emotions those children learn from parents, caregivers. And school staff.

Emotional behaviors that children have learned through observation or experience.

The extent to which families and children are under various kinds of stress. (Shields, Dickstein, 2001).

An emotionally disturbed child exhibit some characteristics such as querrelling, nail biting, thumb sucking, and become maladjusted. The characteristics of such children are:

Isolation. Maladjusted children suffer from a feeling of isolation. This feeling does not allow them to mix and interact with other members of class, school, or society. In families where parents are extremely busy and neglect their children, the children develop a feeling of isolation or dejection. This makes them maladjusted.

Sensitivity. Maladjusted children are very sensitive. They get hurt easily, for instance, on being teased by peer, or family or member of a society.

Temper –Tantrums: When there is a bad tempered outburst, this is known as a temper tantrum, for example; if a child does not get fare treatment, support, cooperation and freedom of action within reasonable limits, he feels maladjusted.

2.3 Types of Maternal Attachment Styles

Attachment as a concept is primarily evolutionary; for decades, Mercer (2016) have wondered what encourages a baby's attachment to parents. Is it that a mother provides food and other necessities or is it the emotional comfort that a mother offers? Cohen (2015) set out to answer these questions in series of now classic studies. Immediately After the WWII, homeless and orphaned children presented many difficulties and psychiatrist and psychoanalyst John Bowlby was asked by the UN to write a pamphlet on the matter.

Bowlby as cited in Van de Horst (2011) wrote a monograph on *maternal care and mental health* in which he explained the nature of child's tie to the mother.

In the monograph he put forward the hypothesis that "the infant and young child should experience a warm, intimate, and continuous relationship with his mother (or permanent mother substitute) in which both find satisfaction and enjoyment", the lack of which may have significant and irreversible mental health consequences. This was also published as *'Child Care and the Growth of Love'* for public consumption. The central preposition was influential but highly controversial. At the time there was limited empirical data and no comprehensive theory to account for such a conclusion. Nevertheless, Bowlby's theory sparked considerable interest in the nature of early relationships, giving a strong impetus to, (in the words of Mary Ainsworth), a "great body of research" in an extremely difficult, complex area. Bowlby's work (and Robertson's films) caused a virtual revolution in hospital visited by parents, hospital provision for children's play, educational and social needs and the use of residential nurseries. Over time, orphanages were abandoned in favor of foster care or family-style homes in most developed countries (Rutter, 2012).

Harwood (2011), working with primates, provided experimental proof of the independence of attachment and the satisfaction of physiological needs. This was demonstrated by separating new born monkeys from their natural mothers, providing them instead with surrogate, one made of stiff, bare wire and the other covered with soft terry cloth. Holmes, (2011) found that even though the wire mother was equipped with a milk dispenser, the babies still preferred the terry cloth mother. They spent a great deal of time clinging to its soft body, just as baby monkeys cling to their real mother's fur. When alarmed, the infant monkeys always ran to their terry cloth mothers. They concluded that

the tactile sensations a mother monkey provides seem to encourage the formation of attachments (Harlow and Harlow as cited in Van de Horst, 2011; Holms, 2011).

Based on his initial work and Harlow's experiment, Bowlby as cited in Holms, (2001) proposed the concept of "attachment behavior" and emphasized its importance for normal development. To him, attachment is a behavioral control system of biological origin which involves the use of the attachment figure by the child as a secure base from which it can explore the environment. That the form assumed by the child's attachment is based on its actual interactive experiences with its attachment figures and not with the fantasies they arouse. These feelings of security or insecurity about the parental figures are organized during the first year of life in the form of an 'Internal model of work' that will give rise to stable forms of reaction in the face of distress and novelty.

A developmental psychologist and student of Bowlby, Mary Ainsworth in the 1960s and 70s reinforced the basic concepts of attachment; she introduced the concept of the "secure base" and developed a theory of a number of attachment patterns in infants: secure attachment, insecure-avoidant attachment and insecure-ambivalent attachment. A fourth pattern, disorganized attachment, was identified later (Bretherton, 2010).

Mercer, (2013) argued that attachment is not a psychoanalytic concept but it is part of ethology. However, the concept was developed and applied within the context of psychopathology and the study of infant development by a psychoanalyst, a leading member of the British Society of Psychoanalysis, who had been responsible for training for many years. To the great regret of its inventor, the concept of attachment, although it underwent considerable development in the field of developmental research, was not extensively used in clinical practice, at least, not until recently. Of course, the concept of attachment clashes with the classical theory of psycho-analysis. It is also true that from the

point of view of attachment theory, infantile sexuality is of little importance and the emphasis is on the real and repeated experiences of early childhood (Main and Solomon 2010). However, contemporary Psychoanalysts would be wrong to neglect this essential dimension of human relations, important because of its development in the first year of life.

Therefore, attachment as a concept is primarily evolutionary and ethological. In relation to infants, it primarily consists of proximity seeking to an attachment figure in the face of threat, for the purpose of survival. Although an attachment is a "tie" it is not synonymous with love and affection although they often go together and a healthy attachment is considered to be an important foundation of all subsequent relationships. Infants become attached to adults who are sensitive and responsive in social interactions with the infants and who remain as consistent mothers for some time. Parental responses lead to the development of patterns of attachment which in turn lead to 'internal working models" which will guide the individual's feelings, thoughts and expectations in later relationships (Hinde, 2011).

Attachment is not something that parents do to their children; rather, it is something that children and parents create together, in an ongoing reciprocal relationship. Attachment to a protective and loving mother who provides guidance and support is a basic human need, rooted in millions of years of evolution. There is an instinct to attach: babies instinctively reach out for the safety and security of the "secure base" with mothers; parents instinctively protect and nurture their offspring. Attachment is a physiological, emotional, cognitive and social phenomenon. Instinctual attachment behaviors in the baby are activated by cues or signals from the mother (social releasers). Thus, the attachment process is defined as a "mutual regulatory system"-the baby and the mother influencing one another over time (Cassidy and Shaver, 2010)

Molander, (2010) believed that attachment is the bond resulting from the process of interaction that occurs between a child and a mother during the first few years of the child's life. When the infant has a need, she or he expresses the need through crying. Ideally, the caretaker is able to recognize and satisfy the need. Through this interaction, the child learns that the world is a safe place and trust develops. Attachment is therefore, a reciprocal process and an emotional connection that forms between the child and the mother. This connection allows the child to feel safe in the environment. This basic safety works as a secure base from which the child can confidently explore the world around. Attachment is essential for optimal brain development and emotional health, and its effects are felt physiologically, emotionally, cognitively and socially.

Cassidy & Shaver, (2010) argued that when initial attachment is lacking, such children do not develop the ability to form and maintain intimate relationships. They grow up with an impaired ability to trust, that the world is a safe place and that others will take good care of them. Children with insecure attachments are hyper vigilant in order to look after their own safety. This means they don't allow others to take care of them, love or nurture them and they become extremely demanding and controlling in response to fear. Emotionally they believe that if they don't control their world they will die. Because these experiences happen so early in life the children have learned these lessons at a preverbal stage. They also have an unusually high level of stress hormones, which have effect on the way the brain and body develops.

There is remarkable convergence between the concept of attachment and psychoanalytic theory in the work of John Bowlby and Mary Main on the trans-generational transmission of styles of attachment through the consistency of parents' speech concerning their own infancy. Starting from the "secure base" represented by the

analyst, the patient can explore the disturbances in his earliest relationships and eliminate their continuation in his interpersonal relations and their transmission to his own children through the expression in narrative form of his emotional experience which is re-expressed in the transference. They came up with four different styles of attachments; coherent, avoidant, involved, and disorganized (Prior and Glaser, 2016).

Although attachment styles tend to occur in the context of some institutions, repeated changes of primary mother or extremely neglectful identifiable primary mothers who show persistent disregard for the child's basic attachment needs result in insecure attachment but that not all children raised in these conditions develop attachment problems (Prior and Glaser 2016).

Furthermore Molander, (2010) argued that having attachment difficulties is the same as having an attachment disorder. Many adoptive and foster families deal with attachment and bonding issues but that does not mean the child has reactive attachment problems. Neglect and psychological care don't always result in reactive attachment problem and the disorder seems to be uncommon. In another perspective, Mercer (2013) argued that insecure attachments is most often used to describe emotional and behavioral problems of young children, but is sometimes applied to school-age children or even to adults. The specific difficulties implied depend on the age of the individual being assessed and a child's attachment-related behaviors may be very different with one familiar adult than with another, suggesting that the problem is within the relationship and interactions of the two people rather than an aspect of one or the other personality.

There are currently two main areas of practice relating to the definition and diagnosis of insecure attachment behaviors. The first main area is based on scientific enquiry, found in academic journals and books and pays a close attention theory. It is

described in International Classification of Diseases (ICD-10) as reactive attachment disorder (RAD) for the inhibited form, and disinherited attachment disorder (DAD) for the disinherited form. In Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) both comparable inhibited and disinherited types are called reactive attachment disorder (Cassidy and Shaver, 2010; Mercer 2013).

Prior & Glaser, (2016) argued that the absence of officially recognized diagnostic criteria, and beyond the ambit of the discourse on a broader set of children whose behavior may be affected by lack of primary attachment figure, a seriously unhealthy attachment relationship with a primary mother, or a disrupted attachment relationship. Although there are no studies examining diagnostic accuracy, concern is expressed as to the potential for over-diagnosis based on broad checklists and 'snapshots'. This form of therapy, including diagnosis and accompanying parenting techniques, is scientifically invalidated and is not considered to be part of mainstream psychology despite its name, to be based on attachment theory with which it is considered incompatible. It has been described as potentially abusive and pseudoscientific intervention that has resulted in tragic outcomes for children.

A common feature of this form of diagnosis within attachment therapy is the use of extensive lists of symptoms which include many behaviors that are not related to attachment or to any clinical disorder at all. Such lists have been described as wildly inclusive. The American Professional Society on the Abuse of Children (APSAC) Taskforce (2006) gives example of such lists ranging across multiple domains from some elements within the DSM-IV criteria to entirely nonspecific behavior such as developmental lags, destructive behaviors, refusal to make eye contact, cruelty to animals and siblings, lack of cause and effect thinking, preoccupation with fire, blood, poor peer,

relationships, stealing, lying, lack of a conscience, persistent nonsense questions or incessant chatter, poor impulse control, abnormal speech patterns, fighting for control over everything and hoarding of food. The APSAC Tibbetts, (2006) expresses concern that high rates of false positive diagnoses are virtually certain and that posting these types of lists on websites that also serve as marketing tools may lead many parents or others to conclude inaccurately that their children have attachment problems (Chaffin, 2013).

Thus, there is a lack of consensus about the precise diagnoses of insecure attachment behavior although there is general agreement that such problems only arise following early adverse care-giving experiences (Cooper et al 2014). Many leading attachment theorists, such as Zeanah and Leiberman, (2010) have recognized the limitations of the DSM-IV-TR and ICD-10 criteria and proposed broader diagnostic criteria. There is yet no official consensus on these criteria. The APSAC Taskforce recognized in its recommendations that insecure attachments extending beyond RAD are a real and appropriate concern for professionals working with children to set out recommendations for assessment is important (Chaffin, 2006).

Boris & Zeanah (2015), have offered an approach to insecure attachment styles that considers cases where children have had no opportunity to form an attachment, those where there is a distorted relationship, and those where an existing attachment has been abruptly disrupted. This would significantly extend the definition beyond the ICD-10 and DSM-IV-TR definitions because those definitions are limited to situations where the child has no attachment at all or no attachment to a specified figure.

Although nearly all children form attachments of some kind during infancy, the strength and quality of those attachments vary greatly. Ainsworth and her colleagues in McLeod (2015) demonstrated that the sensitivity of the mother is a critical determinant in

the quality of the child's attachment. When a mother responds to the baby's needs promptly, appropriately, and consistently, the child tends to develop a 'secure attachment'. That is, the infant comes to expect that the mother will be available and responsive, quickly and effectively remedying any distress the child may experience. In contrast, a baby whose mother cannot be counted on for comfort when it is needed develops 'anxious attachment'. Such mothers are emotionally indifferent or even rejecting toward the baby, often showing their feelings in an intrusive, over controlling style of care that totally ignores the infant's needs. Others try to respond to the baby some of the time, but at other times fail to do so, only adding to the child's distress.

McLeod (2015), revealed the experimental paradigm of the "strange situation", which could be used in the laboratory or At home to study the reactions of infants of a year old in the presence of a stranger followed by a short separation and reunion. It was used to classify attachment behavior with either of the parents into types: secure attachment (type B) against various insecure attachments (anxious-avoidant, or type A; anxious-resistant, or type C, and disorganized, or type D).

Attachment style or pattern refers to the various types of attachment arising from early care experiences called secure, anxious-ambivalent, anxious-avoidant, (all organized), and disorganized. Some of these styles are more problematic than others although they are not disorders in the clinical sense but are sometimes discussed under the term 'attachment disorder'

1. Secure Attachment Style

Ainsworth as cited in Mcleod (2015), described the securely attached child as one who rests comfortably in mother's arms and makes good eye contact with mother. Eye contact between mother and child is reciprocal and both of them feel as one. When mother

leaves the child and separation occurs, the child feels distress. When mother returns, the child is delighted to see the mother and the mother is delighted to see the child. This child will quickly settle into mother's arms and refuel. The child will be ready for a nap or will be ready to venture into the world until when tired and is ready to refuel again. This process will be repeated thousands of times until object constancy is attained. A child who seeks primary mother when distressed is easily comforted; can become absorbed in play; is curious and responsive to environment.

Lynette, Jidith & Love (2011), argued that secure attachment is the strongest type of attachment. A child in this category feels he can depend on the parent or mother, the child knows that person will be there when support is needed support and knows what to expect. The secure child usually plays well with other children of his age. He may cry when the mother leaves but will settle down if a friendly adult is there to comfort. When parents pick him up from childcare, he is usually very happy to see them but may have a hard time leaving childcare. This can be confusing if the child was upset when the parents left at the beginning of the day but it does not mean that the child is not happy to see the parents.

Welsh, (2011) summarized the features of children with secure attachment as competent, self-confident, resilient, cheerful much of the time, anticipating people's needs (not from a codependent place), empathic, humorous, playful, tries harder in the face of adversity; not vulnerable to approach by strangers because won't go to strangers, good self-esteem, achieving, able to use all mental, physical, emotional resources fully, responsive, affectionate, able to make deep commitments as appropriate, able to interact well with others at school and in job/careers, likely to be more physically healthy throughout life, self-responsible, giving from a "good heart" place of compassion, has true autonomy, no

co-dependent self, because of well developed internal modulation system, less likely to turn to external devices (addictions) to modulate effect.

2. Ambivalence Attachment Style

Ambivalence (not being completely sure of something) is another way of showing that a child may be insecurely attached to his parents. Children who are ambivalent have learnt that sometimes their needs are met and sometimes they are not. They notice what behavior got their parents' attention in the past and use it over and over. They are always looking for that feeling of security that they sometimes get. Ambivalent children are often clingy, they tend to act younger than they really are and may seem over-emotional. When older preschoolers or early-elementary children want an adult's attention, they might use baby talk or act like a baby. Ambivalent children often cry, get frustrated easily, and love to be center of attention. They get upset if people aren't paying attention to them and have a hard time doing things on their own. They seem to latch onto everyone for short periods of time and have a very hard time letting parents go at the beginning of the day and the crying may last a long time (Lynette, Judith and Love, 2011).

Dicke, (2012) sees these children alternating between seeking proximity and resisting contact, they have problems directing attention to the environment; and anxiety and fear is prominent. As they grow older, the insecure ambivalent child is likely to be clinging and shadowing with adults; whiny, dependent and demanding; eager to please; intrusive on adult space; pouty when limits are set; have excessive separation problems and lack confidence. They easily feel rejected or betrayed and exhibit regressive or immature behaviors when craving for love or affection. Although they are likely to sabotage the relationship when parents are feeling emotionally close the child tries to engage the parent through manipulation when the later is distant.

Welsh, (2011), described the anxious/ambivalent insecure attachment as being resistant that the child is clingy, sometimes rebuffing, or clingy and rebuffing, tense a lot (the physiology of stress physiology of separation), impulsive; the mother's presence modulates the child's physiological state which helps as control in behavior, passive, defeatist-not trying harder in face of adversity, volatile temper tantrums, difficulty making commitments and following through, difficulty in school and at work, irritable, reactive, more likely to engage in high risk activities (takes up more dangerous hobbies), more likely to depend on external modulation devices to control affect, more likely to develop a co-dependent way of giving and relating to others (I'll take care of you, if you'll take care of me), not fully self-responsible, at risk for more physical illness throughout life.

3. Avoidant Attachment Style

These children are insufferable and cry constantly because their mothers drive them crazy. Their mothers miss many cues as to the needs of their children and consequently, the children are constantly frustrated. Frequently, these mothers are alternatively abandoning or intrusive. They may need to control children for their own narcissistic gratification by intruding on them when the child does not want to be intruded upon. Or they alternatively ignore the child when the child has a legitimate need to be met. These children are very angry, anxious and depressed. They frequently become personality disordered, borderline or narcissistically disordered delinquents (Ainsworth as cited in McLeod, 2011).

These children are friendlier with strangers than with parents; they do not look to mothers for comfort; they pay more attention to the environment than to people. Gradually they become hostile and distant with peers and teachers alike, socially isolated, less compliant with rules and more expressive of negative emotions. As they grow older, these children are frequently very independent, sullen and oppositional; not likely to seek help

when injured or disappointed; angry and distant' lacking in empathy; omnipotent in their approach to the world and rejecting of nurturing. Avoidant attached children are disproportionately represented in samples of abused or neglected children.

Dicke, (2012) postulated that avoidant attachment style is characterized by anxiety and fright within the child because of the mobility to feel safe when the child attempts to secure attachment with mom failed. Mom may well be anxiously avoidant attached herself and doesn't trust physical closeness. The child is aware of her discomfort and tends to keep the mother at a distance, thereby preventing the child from being injured should he attempt to attach and be rejected. The child, does not allow the mother to get too far away lest the child abandonment anxiety become so great and should panic. This attachment style keeps the child in tension all of the time but prevents the child from having an acute anxiety attack should too much separation occur in narcissistic injury the child be rejected.

Welsh, (2011) enumerated the problem behavior of the avoidant attachment child as actively hostile, bullying, whiny, needy but distant, compulsively self-sufficient – "I don't need you", not able to give and take but can take in negative ways, cannot receive as part of reciprocal cycle, unable to make commitments, isolating/withdrawing, difficulty developing and maintaining good relationships, can go as far as to be sociopathic-a "user/taker" in the world, blames others for self-mistakes, unable to show affection, easily angered, takes others' actions personally and may seek revenge, often depends on external modulation devices to control affect (esp. alcohol/drugs), often engages in dangerous hobbies; prone to physical illnesses throughout life.

Avoidant children have learned that depending on parents will not get them that secure feeling they want, so they learn to take care of themselves as such they may seem to be too independent, they do not often ask for help, but they get frustrated easily. They may

have difficulty playing with other children of their age and may be aggressive at times. Biting, hitting, pushing, and screaming are common for many children, but avoidant children do those things more than other children. Avoidant children usually do not build strong relationships with mothers in their childcare setting, they don't complain when the parents leave them, and they usually do not greet them when the parents return. They know that the parents have returned, but it is almost like they want to punish them by ignoring them (Lynette, Judith and Love 2011).

Research things you should know about attachment styles by Cherry, (2012) suggests that there are possible connections among perceived child-rearing practices with parents' attachment styles, endorsed cultural values and self-construal. Children whose parents are neglectful develop the sense that other aspects of the parents' lives are more important than they are. Many children of this parenting style often attempt to provide for themselves or halt depending on the parent to get a feeling of being independent and mature beyond their years. Thus, parents and their children, often display contradictory behavior. Children become emotionally withdrawn from social situations. This disturbed attachment also impacts relationships later on in life. In adolescence, they may show patterns of truancy and delinquency.

4. Disorganized Attachment Style

Disorganized attachment refers to momentary behaviors displayed by children if they find themselves in anxiety-provoking situations. Disorganized attachment is actually the lack of a coherent style or pattern for coping. Disorganized attachment has been defined by Holmes, (2011) as the momentary breakdown of the usual organized attachment strategies. It is thought to be caused by frightening or frightened parental behavior, or loss or trauma in the parents .(Main & Hesse 2010).Because they don't know what to do, they

experience what American academic Mary Main called “fear without solution” and end up behaving in bizarre ways, albeit only for a few seconds.

When a child has an ideal attachment, the primary mother provides the child with a secure base from which the child can venture out and explore independently but when a mother is abusive, the child may experience the physical and emotionally abuse and scary behavior as being life-threatening. The child is stuck in an awful dilemma, the child survival instincts tell the child to flee to safety, but safety may be in the very person who is frightening her. The attachment is thus, the source of the child’s distress. In these conditions, children often dissociate from their selves. They feel detached from what is happening to them. A child in this conflicted state develops a disorganized attachment with their parental figures.

Disorganized attachment arises from fright without solutions. Parents can frighten their children in different, often unconscious ways. It might be through abuse, or neglect, but it could also be through unresolved trauma and loss in the parent’s own life that leaves him/her feeling afraid, which unintentionally scares the child. Disorganized attachment is the most insecure type of attachment and constitutes a risk factor for a range of psychopathologies.

2.4 Types of Adjustment

Literature is relatively scanty on types of adjustment. This might be that researchers do not develop much interest in this area in the past or the available records on the construct could not be easily reached. Some little information presented on the type of adjustment focused on two significant types which are the normal and abnormal with little supportive empirical evidence.

1. **Normal Adjustment**: When a relationship between an individual and his environment is according to established norms then the relationship is considered as normal adjustment. A child who obeys his parents, who is not unduly stubborn; who studies regularly and has neat habit is considered adjusted.

2. **Abnormal Adjustment**: Abnormal adjustment means problem or popular speaking maladjustment. Maladjustment takes place when the relationship between an individual and his environment is not according to the established standards or norms. A delinquent child adjusts with his environment but he is maladjusted child because ke is violating certain moral codes.

2.5 Characteristics of Maternal Attachment

Mary Ainsworth (1978, postulated four characteristics of maternal attachment. These maternal characteristics predict a child's attachment pattern.

Sensitivity Vs Insensitivity to a Child's Signal

The first aspect of this characteristic is for the mother to respond to the child's needs promptly. A highly sensitive mother is one that is very aware of her child's communications and is able to determine her child's needs without projecting her own perception. An example of being sensitive to her child's needs is feeding on demand.

Cooperation Vs interference

This characteristic analyzes to what extent the mother's actions disrupt the child's activity on interest. This can come in physical disruption (constant moving of the child, either from one relative to step mother or grandmother), or a less physical form in which the mother is constantly dictating the child's actions.

Mothers that are highly disruptive of a child's environment do not respect the desires of the child. In contrast, a cooperating mother guides her child using his cues. The mother's decisions take the child into account. The interfering mother has a predetermined mind that she will always impose on the child, despite the child's current wants.

Physical and Psychological availability

This scale primarily rates the mother's availability and accessibility to her child. There are mothers who are simply more interested in their lives than those of their children. They have their own goals, personal and professional, that they chose to attend to over the needs of the child. After an extended period of being with an unresponsive mother, the child develops attachment disorders such as being arrogant, aggressive, not wanting to cooperate with peers and unfriendly to mothers.

Acceptance Vs Rejection

This characteristic looks at how the mother is coping with the positive and negative emotions that dealing with a particular child brings. There are obvious joys and frustrations of parenthood such as love, tenderness, but also times of irritation and exasperation. The accepting mother is loving and accepting towards the child, even in difficult moments. Of course, even the accepting mother has occasional outbursts and periods of frustration, but she does not target these short lived emotions at the child. In contrast, the rejecting mother is overcome with negative emotions and often takes them out on the child, most often, as the name implies, in the form of rejection.

2.6 Factors Influencing Attachment Styles

Mothers have a role to play in shaping the attachment patterns and behavior of a child right from the beginning of life. Children characteristics influence development of

good quality attachment. Some children characteristics that have been studied by attachment researchers such as Cherry, 2012, Holmes, 2011.

1. Care giving Factors and Attachment

This affects a child's attachment classification. Mothers who are constantly available and sensitive to their children's needs, and receptive and accepting of their distress tend to have children who are securely attached with them. In contrast, mothers of children with insecurely attachment tend to be less responsive to their children's distress, needs, comfort and protection.

Parental attachment style predicts a child – mother attachment. One review of nine studies found 77% classified as autonomous had children classified as secure. 57% of dismissing adults had avoidant children, 21% of preoccupied adults had resistant children and 52% of unresolved adults had disorganized children. There is little evidence that specific personality traits in the mother are associated with particular pattern in child – mother attachment. But there is evidence that general parenting style may significantly influence children and even future general attachment outcomes.

2. Infant Factors

Temperament refers to those aspects of a child's behavior and emotional responsiveness which are genetically determined. It is impossible to get a pure measure of temperament since experience always has an influence on behavior. But in general, infants tend to display noticeable differences in behavior that are present immediately after birth that likely have a significant genetic influence. An infant's threshold for expressing distress is temperament factor. Infant distress is a central component of attachment theory. It follows that infant temperament has a role in the development of attachment styles.

Attachment research on children with medical conditions provides insight into the role of infant factors in the development of attachment. The lives of infants with medical conditions are often very different from those of healthy infants. Studies have shown that infants with medical conditions are more often involved in insecure attachment relationship than other children.

Alhusen (2016) illustrates and provides explanation of the interaction of infants with mothers predisposes infants into a high level of distress, and strong emotions upon separation from mother as well as vigorous contact seeking upon reunion.

Role of Environment in Attachment

Researchers have also looked at the type of environment a child is in and how that affects attachment styles (Kyrias, 2012). The child's environment consists of where child primarily spends time and the conditions of those surroundings, whether they are at home with parents, with relative or friend. Pool (2010) conducted a study on peer environment of primary settings and how it affects the emotional development of the child. Assessed the parent – child attachment relationships of 45 children, ranging in age from 2 to 6 years old. The study compared the parent – child attachment of children who are in a mixed-age primary setting to children in a same – age primary setting. (Pool, 2010).

2.7 Review of Related Empirical Studies

The review of related empirical study give an overview of what the researcher worked on, relating and comparing the study with similar studies that have been conducted by other researchers. The studies highlighted below are local and international studies on variables of this study such in Maternal Attachment, Social and Emotional Adjustment.

Van Ijzendoorn, (2010) conducted a study titled "Assessment of Attachment among mothers and their infants" at London, United Kingdom. The research design adopted for the study was survey and descriptive designs. The population consisted of four hundred mothers with their infants. Simple random sampling technique was used to select twenty five (25) mothers and their infants as sample size for the study. The instrument used for data collection was structured questionnaire. The instrument was tested on forty mothers and their infants outside the sampled. Reliability coefficient of 0.81 was realized .The study adopted a semi-structured interview consisting of 18 items questions. The researcher also used audio tape and verbatim interview in collecting data. Data collected were analyzed using ANOVA research technique.

The result of the study revealed that:

i. Sixteen (16) out of the 25 mothers were classified as securely attached five (5) classified as avoidant and four (4) as insecure. The study also had limited number of respondents. The reviewed study has similarity with the present study, in that both studies deal with mother –child relationship. Ijzendorn's findings on mother-child relationship having impact on quality attachment formation could be used in discussing the present study.

However, the work of Ijzendorn (2010) fall short of desired expectation because it did not have defined objectives, no research questions and no stated hypotheses. Also, the work only worked with infants thus narrowing the scope, because infants' maternal attachment cannot be used to generalize it relationship on social and emotional adjustment. But the current study worked with pupils within the age range of 7-10. However, the former study has direct impact on the present study because the study revealed that, Attachment formed during infancy has relationship

with a child's well-being in later life. The gap created is to serve as platform in creating awareness on the relationship of maternal adjustment of children.

Another study was carried out by Granot & Mayseless (2011) on the Association between security of attachment and Adaptive functioning at schools of middle childhood children. The population for the study was three thousand (3000) and three hundred (300) respondents were sampled representing 10% of the population. Survey research design was used for the study. To achieve the purpose of the study, six objectives, six research questions and three null hypotheses were formulated and tested. The stated objectives include: Assessing the quality and the security of attachment with the mother, and identifying types of attachment styles and its determinants. Data collected were analyzed using logistic regression in testing the three hypotheses. The major finding of the study established that, children with secure attachment showed better behavior in school as well as in peer-related social status. More so, the study result shows that security of attachment makes a child function well in the society.

The reviewed study is significantly relevant to the present study since both studies aim at formation of secure attachment which aids functioning well in the society. The study provides background literature on the meaning of Attachment and Maternal Attachment. It is interesting to note that, the study shared similarities with the current study. Both studies adopted descriptive survey research design and equally make use of questionnaire to generate data for the study. However, one major limitation of the study is that, it did not focus on the relationship of the attachment styles on both social and emotional adjustment of children. The two studies differ in their focus and areas where the researches are being carried out. Granot & Mayseless's (2011) focused on security of attachment and Adaptive functioning of middle childhood children in U S A, while the present study focuses on the

assessment of maternal attachment on social and emotional adjustment of primary school pupils in south west Nigeria.

Green et al (2011) carried out a study on Attachment Style and intimacy in relationships in school setting in the United States of America. Descriptive survey research design was used in the study. The objective of the study was to examine parent-child relationships and the role of intimacy relationships on attachment formation. Population of the study comprised of mothers and their infants. The total number of two hundred and fifty (250) sample sizes was used. Semi-structured interview was adopted as instrument for data collection. Data collected were analyzed by the use of Pearson Product Moment Correlation (PPMC). The result of the study indicated that, a secure attachment style is attributed to the availability and responsiveness of an attachment figure that provides a "secure base", particularly in times of stress. Green et al (2011) study is highly significant and relevant to the present study. The study has similarities with the current study because both works studies attachment styles. Both works utilized PPMCC for data analysis. Meanwhile, the major difference between Green et al (2011) work and the present study is that, the current study used mothers and their children in primary schools within the age range of 7-10 while the previous study used infants. Nevertheless, the study provides useful material for the current study on intimacy relationships on attachment formation.

Results of study by Green (2011) has been found suitable and relevance to the present study. It provides background literature on secure attachment styles, and also helps in discussing attachment styles which they found to be attributed to the availability and responsiveness of an attachment figure –the mother. However, the present study differs in terms of it focus. While Green et al (2011) focused on intimacy relationship in attachment,

the present study focuses on Maternal attachment and it relationship on social and emotional adjustment of primary school pupils in South West, Nigeria.

Another study was carried out by Browns & Winkelman (2012). The study was aimed at identifying the relationship between secure peer attachment and positive self-esteem. A survey research design was adopted for the study. Five research questions and five hypotheses were generated for the study. Population consisted of three hundred and five children of working mothers in New Zealand .Sample size used was eighty five (85).A cross-section of a community, comprising children between ages 2-3 years were used for the study. Instrument used for data collection was "Attachment Q-Sort questionnaire. Attachment-Q-sort is a self designed report questionnaire aimed at getting information's from respondents. Data collected were analyzed using Pearson Product Moment Correlation. The findings of the study revealed that, a secure parent attachment have higher levels of self-esteem. Other includes; the relationship between secure peer attachment and positive self esteem has been found to be strongly mediated by pro-social behavior and empathy. From the findings of the study, it was concluded that children with secure parent attachment have better and higher levels of self- esteem. The study of Browns & Winkelman (2012) focused on identifying the relationship between secure attachment and positive self-esteem.

The study has similarities with the current study because both work on the relationship between secure attachment and both studies used Pearson Product Moment Correlation Coefficient in data analysis. Both study equally adopted descriptive survey design. However, there are quite number of dissimilarities between the two works. First, the former work was conducted with cross-section of children of a community comprising of children between ages 2-3 only, against the present study that used primary school pupils

within the age range of 7-10 in South west Nigeria. There is also variation in terms of sample size and instrument used. The present study used two modified instruments while the former used only one. The study significantly contributed to the body of literature for the current study on the development of secure attachment.

Another study was carried out by LaMonth, (2012) on Mother-Child attachment and preschool behavior problems in children with Developmental Problems in USA. The objective of the study was to determine the level of attachment of children with developmental problems. The Population consisted of 174 mothers of 2year old children. Random sampling of 87 children was used as sample size. The researcher used series of questionnaire: Child Attachment Questionnaire and the Attachment Q-Sort Questionnaire {AQSQ} .The questionnaire instruments were used to generate data. The Findings revealed that children with developmental delays fell into secure and insecure attachment categories of attachment. It was also found out that maternal psychological problems predicted a higher degree of security. Thus, the study concludes that, the degree of mother-child attachment enhance good school behavior.

The study shared similarities with the current study because both understudy that mothers/caregivers responsiveness and availability enhances good behavior. Both study equally adopted same instruments for data collection. The empirical investigation is highly significant and relevant to the present study. However, Lamonth's (2012) study differs from the present study in the sense that the author's work was on children with developmental problems and mother- child attachment of 2year old children, the present study focuses on maternal attachment, it relationship to social and emotional adjustment of primary school pupils in South West Nigeria.

Condelaria (2013) conducted a study on Attachment and Accompanying stressors among African-American women with their children in America, with the aim of identifying stressors influencing quality attachment. The research design adopted for the study is survey design. Population of the study comprised of women and children between ages 5-7 years. The sample size for the study was one hundred and seventy (170) using proportionate random sampling technique. Instrument used for data collection was strange situation procedure tool. This is also used for attachment measurement assessment. Data collected were analyzed using SPSS version 19. The Results of the study revealed that exposure to neighborhood crime and violence, urban poverty, housing instability, can breed fear and mistrust and undermine the ability to develop and maintain secure attachments. The similarities between this work and the current study is that both deal with issues regarding the development of quality attachment of children. Both studies stress that mistrust undermine the ability to develop and maintain secure attachment.

The work of Condelaria (2013), fall short of desired expectation because it did not have defined objectives and no stated research questions. Also, one major limitation of the study is that, it used only one instrument for attachment assessment. The study of Condelaria (2013) is limited in scope because of the sample size used, which is not a good representative sample for generalization, but the current study has wider coverage because it covers many states and age group in South West Nigeria. However, the former study has direct impact on the current study because it also assesses maternal attachment. The previous study is very significant to the current study because it provides vital material for literature review on factors influencing attachment in children and on qualities of secure attachment.

Ahmad & Mohammed (2013) carried out a study on the relationship between parenting styles and attachment styles in Japan. The major purpose of the study was to determine relationship between parenting styles and attachment styles. Five objectives, five research questions and five hypotheses were formulated for the study. The population comprised of five hundred and sixty-four (564) male and female students of a secondary school in Japan. Two questionnaires on attachment styles and parenting styles were used as instrument to generate data and the data collected were analyzed using percentages and mean scores.

Data collected were tested using statistical package for social science (SPSS). Hypotheses were also formulated to test the relationship between parenting styles and attachment styles. The findings of the study indicated that, significant correlations exist between the authoritative and authoritarian parenting styles. Result also indicated that parenting styles explain the attachment styles a child forms in life. This work differs from the past work both in subjects used and the topic. The former study differs from the present study too because it was carried out in Japan in Asia while the present study is carried out in Nigeria, African country.

The research work has been found suitable and relevant to the present study. It findings would be of importance in discussing each concept of attachment styles. It provides background literature on attachment styles, but the study did not consider the relationship of maternal attachment on the social and emotional adjustment of children. The researcher failed to give cognizance to adjustments later in life. However, the present work aim at discussing the attachment styles and its relationship on social and emotional adjustment of primary school pupils in south west Nigeria, which the former did not

discuss. Ahmad & Mohammed (2013) study would be of importance to this work in discussing each concept of attachment styles.

Further still, JL Salt (2013) conducted a research on Attachment and social behavior in California, it aimed at identifying causes of antisocial behavior among adolescent students. The study used five (5) electronic databases devices outlined by Petticrew and Roberts (2016) test the data collected. The Population for the study was four hundred (400) adolescents in secondary schools. Random sampling was used in selecting sample size from secondary schools. Sample size used was two hundred (200).Chi-square and PPMC were used for testing the hypotheses. Data were collected through interview. The results of the study hypothesized that; a secure early infant/child attachment can be protected against the development of antisocial behaviors.

The study is similar to the current study because both studies worked on poor formation of maternal attachment leading to so many antisocial behaviors later in life. Also the former work is similar to the present one because they both used the same research technique in data analysis. The reviewed study is significantly relevant to the present study since both studies aim at addressing antisocial behaviors amongst children which are caused by likely poor formation of attachment. JL Salt's (2013) study differs from the present study because the present study focused on social and emotional maladjustments seen in children of primary school in south west Nigeria as a result of faulty maternal attachment, while the former work aimed at identifying causes of antisocial behavior among adolescent students. The findings of JL Salt (2013) would be useful to the present work in discussing secure attachment formation. The gap created is one of the issues the present study intends to fill.

In another study, Werner Wilson's (2013) carried out an investigation to examine attachment and children's management of Emotion in Uk. Five Objectives and five hypotheses were formulated for the study .The population for the study was six hundred (600).The sample size for the study was 200 comprising of middle age primary school children. The study adopted semi-structured interview-verbatim interview. Data collected were analyzed using correlation analysis. Results revealed that:

Children with history of attachment security are capable of managing intense emotions.

Children with organized attachment history showed proper ability to manage emotions. The study of Werner (2013) is in consonance with the present study in the sense that both studies dwell on management of emotion and attachment style. One major critic of the study is that it did not discuss anything on the social aspect/adjustment of children. Also, there are no research questions for the previous work, but the present study will fill the gap by raising and answering relevant research questions in a bid to provide useful solutions to social and emotional adjustment of pupils. Werner (2013) findings would be useful for the present study on the area of pupils' social and emotional adjustment. He found out that children with history of attachment security are being capable of managing intense emotions. It also provides literatures on attachment styles.

Moss & Dubois-com (2014) conducted a study on Attachment style and social risk done in European and U.S. settings in United State of America. The aim of the study was to assess the parent-child attachment quality in children. And also to find out characteristics of parents that enhances quality attachment. Two research objectives, two research questions and two research hypotheses were formulated. The population for the study was four hundred and sixty (460) comprising of males and females children of 9-14 years.

Stratified random sampling was used to obtain a sample size of two hundred and twenty (220) children.

Data collected were analyzed and the results revealed that, there is a significant positive correlation between mother attachment relationships and friendship quality as a measure of social competence. The reviewed study shared similarities with the current study because both understudy mother – child attachment and attachment styles. However, this study differs from the present in terms of their focus. While Moss & Dubois (2014) focused on social risk of adolescents in Europe and United State of America, the present study focuses on the assessment of maternal attachment on social and emotional adjustment of primary school pupils in south west Nigeria. Also, the former work was conducted among a higher age group of 9 years and above while the present study used 7 – 10 years. The study significantly add to the body of literature for the current study on the maternal characteristics affecting the social and emotional adjustment of pupils in south west zone of Nigeria.

Juffer et al, (2014) conducted a research on Infants with ambivalent attachment. An attachment intervention of infants in London. Four research questions, guided the study. The major objective of the study was to identify risk factors for later psychopathology. The study therefore addressed the following research questions: What is the level of cognitive development of infant with ambivalent attachment? What are the risk factors for later psycho-pathology? The study Population of the study comprised of children between 1-2year of age and their mothers .The children were divided into control and intervention groups respectively .Attachment, cognitive development, temperament, and observed social behavior of the two groups were studied, as was the quality of care by mothers.

The findings of the study revealed that, sixty-six percent of infants reared in residential group care showed disorganized attachment to their mothers, compared with 25% of group care infants. The reviewed study is significantly relevant to the present study since both studies aim at addressing maternal attachment care in developing quality attachment. The fact that the study is conducted in different environment makes it useful to the present study as it provides information on a part of attachment style. However, the two studies differ in their focus and areas where the researches are being carried out. Juffer et al's (2014) study, focused on only one risk factor of insecure attachment among infants in London, while the present study focuses on both social and emotional risks of primary school pupils in south west Nigeria. Also, the former study did not postulate hypotheses for the work while the present study postulated hypotheses. The study did not discuss elaborately, the relationship of the insecure attachment on social and emotional adjustment later in life. The gap created is one of the areas the present study intends to fill.

Kitamura (2014) carried out a research on mother-child bonding Assessment. The main objective of the study aimed at detecting mothers with bonding alterations in relation to their children. The study highlights the possible solutions to poor attachment formation; the study adopted a survey research design while the Population for the study was made up of three hundred and ninety six fathers (396) and three hundred and eighty three (383) mothers in Accra. The instrument for data collection was questionnaire. ANOVA was used to analyze the data collected. Fathers and mothers were required to respond to questions set by the researcher. The results revealed that attachment disorders detected by the MIBS are related to the fact in the post partum period; women have more mood savings, which may comprise the establishment of bonding with the child.

The findings from the study of Kitamura & Takauma (2014) provided some support and relevant information for the present study. But one major critic of the study is that, it only worked on quality development of attachment; it failed to investigate the relationship of these attachments on social and emotional adjustment. The study also made use of fathers – child bonding as the only stressor to development of quality attachment. This gap created is one of the areas the present study ties to fill. Nevertheless, the study is relevant to the current study because it has helped to provide some information on factors influencing quality attachment formation in children.

Love & Murdock, (2015), conducted a study on "Differences in attachment patterns between intact families and stepfamilies" in America. The researcher postulated three research questions, and three research hypotheses. The study was aimed at finding out how the attachment patterns factored into the young adult's adjustment and sense of well being. The population comprised of two hundred (200) intact families and two hundred (200) stepfamilies while a sample size was a large ethnically diverse sample of American college students from both intact and stepfamilies. The instrument was used to generate data. The instrument used was semi –structured interview. Data collected were analyzed. The following are findings revealed:

Young adults from stepfamilies have less secure attachment and were hypothesized that the less attachment were the reason that those from stepfamilies were generally less well adjusted.

That there were significant differences between the attachment patterns of young adults from intact families and step families, with those from stepfamilies having more unsecured maternal attachment patterns.

That maternal attachment played a significant role in social and emotional adjustment. Their findings confirmed that quality maternal attachment pattern is a predictor of social and emotional adjustment in young children later in life.

Love & Murdock (2015) study has a lot of shortcomings among which include lack of population, research objectives as well as method of data analysis. The study is not explicit enough to admit its generalization. Although the study is relevant to the present study because it provides material in the aspect of the roles of attachment styles on child's academic performance of college students from intact and step families. The shortcomings of the previous study indeed necessitate the need for the present study.

2.8. Summary of Reviewed Literature

The chapter reviews related literature on maternal Attachment on social and emotional adjustment of primary school pupils and other attachment related issues. Furthermore, theories guiding the study were reviewed. It was noted that, the type of attachment developed by a child has great relationship with the child's social and emotional adjustment later in life. It was also noted that, lack of satisfaction of basic needs by caregivers lead to wrong or poor attachment style. Thus, this research work becomes very important in this contemporary period.

It could be observed that, most of the studies focused mainly on infants, thus narrowing the scope. The reviewed studies are on development of attachment styles, characteristics of attachments, child –rearing practices and attachment. The gap between knowledge and practice underscores the relevance and need for this present study.

Therefore, the researcher intends to fill this gap by carrying out a study on assessment of maternal attachment on social and emotional adjustment of primary school pupils in south west Nigeria.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter describes the methodology and procedures used for the study. These procedures are discussed under the following sub-headings:

3.1 Research Design.

3.2 Population for the study.

3.3 Sample and Sampling Techniques.

3.4 Instrument for Data Collection.

3.4.1 Validation of Instrument.

3.4.2 Pilot Study.

3.4.3 Reliability of the Instrument.

3.5 Procedure for Data Collection.

3.6 Procedure for Data Analysis.

3.1 Research Design

This study employed descriptive survey design. Descriptive Survey design comprises of methods which facilitate collection of data from a large population. It concerns itself with collection of data on anticipated condition, practices, beliefs, processes, relationships or trends. (Best and Khan, 2007). Olayiwola, (2007) stated that survey research design involve a clear definition of the problem, collection of the relevant and adequate data, careful analysis and interpretation of the data and professional report of the findings. According to Olayiwola (2007) survey method is a very useful means of obtaining data which will be derived from questionnaire. Ibrahim (2011) and Tony- Okeme (2016) affirmed that descriptive survey research design enables a number of data- gathering

tools such as questionnaire, rating scales, among others to seek for people's opinion and information. Survey research employs application of scientific method that can critically analyze and examine source of materials for logical empirical generalization and prediction of causes and effect. Psychologists like Moreno (2004), Coutinho (2007) and Kazak (2010) have been employing this method to investigate psychological issues similar to the ones in the study. Survey method is suitable for research where the population is scattered over a wide area. This design was adopted because it allowed for the collection of information, peoples opinion and attitudes about a phenomenon at a particular time and place.

3.2 Population For The study

The population for the study is 26,256 made up of primary school pupils' within age range of 7-10 years in South West, Nigeria. The distribution of the population is shown in Table 3.1. The total population of all primary school pupils within the age range of 7-10 during 2017/ 2018 session in three (3) states of South West, Nigeria was one hundred and twenty-two thousand, eight hundred and ninety six (122,896) See appendix A. The total population of primary school teachers used were (42) they are teachers assigned to class II, III and IV.

Table 3.1 Population of the Total Enrolment of Primary Pupils in Three States

S/N	STATE	SENATORIAL ZONE	LOCAL GOVERNEMNT	PRIMARY PUPILS ENROLLMENT AGED (7 – 10) YEARS	NO. OF TEACHERS ASSIGNED TO PRIMARY 2,3,4
1.	Oyo	Oyo North	Akinyele Pri. Sch.	1652	15
			Egbeda Oba	1752	
			Iddo Community	1650	
			Aleshinloye	1658	
			Iyaganku	1680	
			Awodife Pri. Sch.	1750	
			Total	10,142	
		Oyo South	Iseyin Community Pri.	486	6
			Saki	410	
			Fiditi	393	
			Summirire	402	
			Surulere	411	
			Total	2,102	
		Oyo Central	Ori oke Pri Sch,	488	6
			Isale Agbara Comm	440	
			Afijo Ile	422	
			Igba ora pri. Sch	410	
			Oko Community Pri.	410	
			Isale Ora Grammer Sch	410	
			Total	**2,540**	
2	Ondo State	Ondo North	Owo Pri. Sch.	820	4
			Akure Odo Omo Pri.	717	
			Ikare Community Pri	816	
			Ile Oluji	814	
		Ondo South	Aiyetoro Pri. Sch	818	3
			Ilepa Pri Sch	899	
			Isua Community Pri.	821	
		Ondo Central	Orinsunbore Pri. Sch.	821	2
			Akungba Community Pri.	867	
			Total	**7,393**	
3.	Ekiti	Ekiti North	Omuo Ekiti Comm Pri.	820	2
			Aramoko Ekiti	820	
		Ekiti South	Imore Ekiti Gramma Sch.	725	2
			Efon Alaaye Ekiti Pri.	718	
		Ekiti Central	Oye Ekiti	643	2
			Ararami Ekiti Pri. Sch.	311	
			Total	**4037**	
				26,214	**42**
				GRAND TOTAL=	**26,256**

Source: Available records from Universal Basic Education commission. Basic profile in Nigeria, 2018: South West Zone.

3.3 Sample and Sampling Techniques

The sample size for the study is six hundred and forty seven (647) drawn from thirty two (32) local Government Areas of the three sampled states. These local government areas and pupils are selected because they are easily accessible. The Multistage technique was used in the selection of the sample. Stage 1: Simple random sampling by balloting was used in selecting the states. The names of the six (6) states in Southwest were written on pieces of paper squished and put inside a carton box. Each of the squeezed paper was picked by a research assistant, the researcher writes down the name of the picked state. This process was used until the three (3) states were randomly selected. Stage II: All senatorial zones were used based on Krejcie & Mogan (1970) which says, for any population less than (10) all should be used as sample size. Stage III. Based on Kerlinger in Denga (2009) 50% of local Government areas of the states under study were selected. Oyo state has 33 LGA, (50% = 16.5 =17) Ondo has 18, (50% =9) and Ekiti has 12 local Government Areas (50% = 6). Stage IV: Proportionate random sampling technique was used in determining sample size for each school of the sampled local government area. The enrolment per local government, divided by target population, multiply by sample size equal to number of primary school pupils selected.

$$\frac{Total\ \ enrolment}{T\arg et\ \ population} \times \frac{Sample\ size}{1}$$

This was determined using Research Advisors (2006). See Appendix C. Stage V: Systematic technique was used in selecting pupils to be used in each school by choosing every even number. Table 3.2 Shows the distribution of sample size for the study.

Table 3.2 Sample Size for the Study

S/N	STATE	SENATORIAL ZONE	LOCAL GOVERNEMNT	SAMPLE SIZE
1.	Oyo	Oyo North	Akinyele Pri. Schl	**40**
		(12 LGA)	Egbeda Oba	**43**
			Iddo Community	**40**
			Aleshinloye	**40**
			Iyaganku	**41**
			Awodife Pri. Sch	**42**
		Oyo South	Iseyin Community Pri.	
		(10 LGA)	Saki	**10**
			Fiditi	**10**
			Summirire	**10**
			Surulere	**10**
		Oyo Central	Ori oke Pri Schl	**12**
		(11 LGA)	Isale Agbara Comm	**11**
			Afijo Ile	**10**
			Igba ora pri. Sch	**10**
			Oko Community Pri.	**10**
			Isale Ora Grammer Sch	
		(33 LGA)		**349**
2	Ondo State	Ondo North	Owo Pri. Schl.	**20**
		(8LGA)	Akure Odo Omo Pri.	**16**
			Ikare Community Pri	**20**
			Ile Oluji	**20**
		Ondo South	Aiyetoro Pri. Sch	**20**
		(6 LGA)	Ilepa Pri Sch	**10**
			Isua Community Pri	**20**
		Ondo Central	Orinsunbore Pri Sch	**32**
		(4 LGA)	Akungba Community Pri.Sch.	**25**
		(18 LGA)		**183**
3.	Ekiti	Ekiti North	Omuo Ekiti Comm Primary.	**25**
		(4 LGA)	Aramoko Ekiti primary Sch.	**20**
		Ekiti South	Imore Ekiti Gramma Sc	**20**
		(4 LGA)	Efon Alaaye Ekiti Pri	**24**
		Ekiti Central	Oye Ekiti	**16**
		(4 LGA)	Araromi Ekiti Pri. Sch	**10**
		(12LGA)		**115**

Source: Field Survey, 2018.

Sample size total = 647

3.4 Instrument for Data collection

The instruments used for data collection in this study are two (2) sets of modified questionnaires. The first instrument was answered by the sampled pupils using translated version of the questionnaire verbally when and where necessary. The first instrument named a modified questionnaire titled "Child *Attachment Q- SORT Questionnaire". This* was used in assessing pupils' attachment behaviors. The instrument is a semi- structured interview modified on a four point rating scale. It is divided into two sections, sections A&B. Section A consist of six items that elicit information on bio data variables of the respondents. Section B consist of thirty two (32) questions divided into: Secure Attachment, to answer research question one, and to address items on the relationship between secure attachment and social adjustment of primary school pupils, to answer research question two, Insecure Ambivalent Attachment, Insecure Avoidant Attachment, and Disorganized Attachment. This questionnaire is modified on a four point rating scare of Always (A), Many Times (M/Times), Some Times (S/Times), and Never (N) respectively, the values of 4, 3, 2, and 1 respectively.

The second instrument is titled "*Child Adjustment Scale* "questionnaire titled Father's custody and social development in boys and girls by Santrock & Warshak, 1979. The instrument is divided into two sections, section A and B. Section A consist of six (6) items that elicit information on bio-data variables of the respondent. Section B consists of 10 items measuring social adjustment and 10 items measuring emotional adjustment of children. The questionnaire is modified on a 4 point written scale of always (A), many times (M/Times), Sometimes (S/Times) and Never (N) respectively. Values of 4, 3, 2 and 1 are assigned respectively. This questionnaire was answered by the class teachers of the sampled pupils. It measure pupils' social and emotional adjustments. Items number 45 –

54 measures social adjustment while items 55 – 64 measure the emotional adjustment. Sampled class Teachers answered the questionnaire. Items in the instruments were modified on a four point rating scale of Always (A), Many Times (M/Times), some Times (S/Times) and Never (N) on values of 4, 3, 2, & 1 respectively.

Section B. Answers to Research Questions One to Eight.

1. Consist of four (4) items 13 – 16 which answers question on the assessment of secure maternal attachment and social adjustment by primary school pupils in south west zone Nigeria. Research Question 2, Consist of four (4) items 17 – 20 these answers questions on the assessment of secure maternal attachment and emotional adjustment by primary school pupils in south west zone Nigeria. Question 3,Consist of four (4) items 21-24 these answers question on the assessment of ambivalent maternal attachment and social adjustment by primary school pupils in south west zone Nigeria. Question 4.Consist four (4) items 25-28 which answers question on the assessment of ambivalent maternal attachment and emotional adjustment by primary school pupils in south west zone Nigeria. Question 5 Consist four (4) items 29–32 which answers question on the assessment of avoidant maternal attachment and social adjustment of primary school pupils in south west zone Nigeria. Question 6,Consist of four (4) items 33–36 which answers question on the assessment of avoidant maternal attachment and emotional adjustment of primary pupils in south west zone Nigeria. Question 7 Consist of four (4) items 37–40 which answers question on the assessment of disorganized maternal attachment and social adjustment of primary pupils in south west zone Nigeria. Research Question 8 Consist of four (4) items 41 -44 which answers question on the assessment of disorganized maternal attachment and emotional adjustment of primary pupils in South West Zone Nigeria.

3.4.1 Validation of The Instrument

Validity ensures that the instrument measures what it purports to measure and the inferences made from the results of a measure are appropriate. (Salkind, 2006). The instrument was faced- validated by three (3) experts in Faculty of Education, Ahmadu Bello University Zaria. Two professors and one senior lecturer in Home Economics Department and one professor in psychology and counseling Department in Ahmadu Bello University, Zaria. They vetted and corrected the instruments in order to establish content and face validity of the instruments. The validation of the instruments helped the study to achieve its results, because some of the items on the instrument were reframed and some were canceled.

3.4.2 Pilot Study

The essence of pilot study is to examine and to ascertain the reliability of the instrument. For this research, a pilot study was carried out on thirty (30) Primary pupils and their teachers at The Apostolic School Modakeke in Osun State. The reason for the choice of the location is based on the fact that Modakeke is situated also in south west, Nigeria, but not included in the study as part of the respondents for the main work. Also, the place was chosen because the place has similar characteristics and cultural inclinations with the area under study in terms of behavior and environment. It was therefore, ideal for a pilot study. A total of thirty (30) copies of the questionnaire were administered to the respondents by the researcher. The duly completed copies of the questionnaires were retrieved and analyzed to determine the reliability of the instrument. Data collected were analyzed using Cronbach's alpha statistics.

3.4.3 Reliability of the Instrument

The data collected from the pilot test was subjected to analysis using statistical package for social science (SPSS), Cranbach's alpha was used to determine the reliability coefficient of the questionnaires and to ascertain whether the questionnaires used were appropriate for the study. The results obtained were 0.744 and 0.88 alpha levels for the instruments. The reliability coefficients therefore were considered adequate for internal consistency of the instrument. This was a confirmation of test of reliability by Olayiwola, (2010), Stevens, (1996), and Spiegel (1992). According to them, an instrument is considered reliable if it lies between 0 and 1, the closer the calculated reliability coefficient is to zero (0), the less reliable is the instrument, and the closer the calculated reliability coefficient is to one (1), the more reliable is the instrument. This therefore confirms that the instrument is reliable for the study.

3.5 Procedure for Data Collection

For the sake of clarifications in data collection from the three (3) sampled states, the researcher obtained a letter of introduction from the Department of Home Economics, Faculty of Education, Ahmadu Bello University Zaria. The letter duly signed by the Head of Department, served as a means of gaining access to the Headmaster of the sampled schools. The researcher goes to each school a day ahead to familiarize herself with the environment before the exercise. The researcher employed the services of three (3) research assistants in each of the sampled states. They were briefed by the researcher on how to administer the questionnaire to assist in ticking the option chosen when and where necessary. Each of the sampled state was visited one after the other until the sampled respondents are covered. Twelve weeks (12) was used for the administration of the

instruments, meaning, four weeks for each state in the zone. The sampling technique to determine sample size for each school was followed. In all, a total of six hundred and forty seven (647) questionnaires were administered to pupils within the age range of 7 – 10 in the three sampled states. But, out of which six hundred and thirty one (631) of the questionnaire were valid for analysis. This, represent 97% success rate.

3.6 Procedure for Data Analysis

The collected data from the administered questionnaire were categorized based on degree of responses (Always (A)=4, Many Times (MT) = 3, Some Times (ST) =2, and Never (N) =1. Descriptive Statistical tools of frequency distribution and simple percentages were used to organize the bio-data of respondents. Mean, and Standard Deviation statistics were employed to answer research questions 1-8, and the eight (8) null hypotheses were tested using inferential statistics of Pearson Product Moment Correlation. The researcher considered 2.50 as the cut –off mean score to take decisions on whether to accept or reject the questionnaire items. A mean score of 2.50 and above indicated agreement to the questionnaire items, while a mean score of 2.49 and below indicated disagreement to the questionnaire items. The analyses of the hypotheses were done by the use of Pearson Product Moment Correlation (PPMC) run by SPSS (Statistical Package for Social Sciences Version 23). The critical level of significance for acceptance or rejection of the null hypotheses is 0.05 alphas. On the other hand, when the critical value is less than the table value or p-value is greater than ($p > 0.05$), the null hypothesis was retained.

Decision Rule

Mean score that is more than 2.5 signifies relationship and mean score that is less than 2.5 signify lack of relationship. The decision to reject or not to reject any hypothesis is based on P–Value. If the P–value is less than 0.05 level of significance, the null hypothesis is rejected otherwise the null hypothesis is retained.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 This chapter presented the analysis of data collected from the respondents. A total of 647 copies of questionnaires were distributed, however only 631 were correctly filled and collected from the respondents, representing 97% success rate. The data analyses were discussed under the following sub-headings.

4.1 Analysis of Demographic Data.

4.2 Answers to the Research Questions

4.3 Test of Null Hypotheses.

4.4 Summary of Major Findings

4.5 Discussion of the Major Findings

4.2 Answers to Research Questions

This section deals with answers to the research questions stated in chapter one of the study. The keys used stood in for; N value signifies population, x stands for mean and SD signifies standard deviation. Forty two (42) questionnaire items were answered using frequencies, mean and standard deviation. The highest mean value represents the highest significant and the least significant. The four point scale for decision making is 2.50 and above while the decision rule is:

Answer to Research Question 1: What are the Symptoms of Secure Maternal Attachment of Primary School Pupils in South West Nigeria?

Table 4.1 Mean and Standard Deviation of Symptoms of Secure Maternal Attachment of Primary School Pupils in South West Nigeria

S/N	Statement	A	MT	ST	N	Mean	Std.	Ranking	Remark
1	I feel upset whenever my mother leaves the house	336	112	109	74	3.13	1.08	7th	Sometimes
2	My mother spends ample time with me	319	280	2	30	3.40	0.74	4th	Sometimes
3	My mother supplies my needs promptly	460	125	25	21	3.62	0.72	1st	Most times
4	My mother shows love to me even in my difficult moments	337	21	232	41	3.02	1.10	8th	Sometimes
5	My mother and I eat together	446	81	90	14	3.50	0.85	2nd	Most times
6	I share my worries with my mother	361	199	49	22	3.42	0.78	3rd	Sometimes
7	I feel happy whenever my mother is around me	278	275	26	52	3.23	0.87	6th	Sometimes
8	My mother smiles and hugs me when I return from school	452	21	119	21	3.40	1.00	4th	Sometimes
	Cumulative mean					**3.34**			Sometimes

Table 4.1 showed that the mean response of 3.62 revealed that mother supplies children's need as at when due. Similarly, the mean response of 3.50 and 3.42 indicated that mothers and their children eat together as well as the children shares their worries with their mothers' respectively. This can be concluded that for the development of secure maternal attachment children's need must be meet promptly.

Answer to Research Question 2: What are the Symptoms of Insecure Ambivalent attachment exhibited by Pupils of Primary Schools in South West Zone?

Table 4.2: Mean Result and Standard Deviation of the Symptoms of the Insecure Ambivalent Maternal Attachment Exhibited by Primary School Pupils in South West Zone.

S/N	Statement	A	MT	ST	N	Mean	Std.	Ranking	Remark
1	My mother does not supply my needs always	45	343	212	31	2.64	0.69	6th	Sometimes
2	My mother spends most her time outside the home	56	458	103	14	2.88	0.57	5th	Sometimes
3	My mother shout and screams at me whenever I make mistakes	348	166	92	25	3.33	0.87	1st	Sometimes
4	My mother does not ask or assist me in my school work	32	194	146	259	2.00	0.96	7th	Sometimes
5	My mother prefer her profession than attending to my needs	309	197	51	74	3.17	1.00	3rd	Sometimes
6	My mother's presence makes me to be passive	210	346	58	17	3.19	0.71	2nd	Sometimes
7	My mother gets easily irritated with me when I demand something from her	93	459	53	26	2.98	0.63	4th	Sometimes
8	My mother does not share pleasantries with me	124	93	71	343	2.00	1.22	7th	Never
	Cumulative mean					**2.77**			Sometimes

The result of the findings on table 4.2.2 revealed the mean and standard deviation responses of respondents on the symptoms of ambivalent maternal attachment exhibited by primary school pupils in South West Zone, Nigeria. The highest mean score of 3.33, 3.19 and 3.13 revealed that mother's shout and screamed at children whenever they make

mistakes thereby increasing their passivity and tendency for mothers to concentrate on themselves rather than their children

Answer to Research Question 3: What are the Symptoms of Insecure Avoidant Maternal Attachment of Primary School Pupils South West Nigeria

Table 4.3: Mean Result and Standard Deviation of Symptoms of Avoidant Maternal Attachment of Primary School Pupils in South West Nigeria

S/N	Statement	A	MT	ST	N	Mean	Std.	Ranking	Remark
1	I distance myself from the presence of my mother	71	373	161	26	2.78	0.70	8th	Sometimes
2	My mother calls me with abusive names	142	408	67	14	3.08	0.64	2nd	Sometimes
3	I am always happy when my mother travels	142	413	58	18	3.08	0.65	2nd	Sometimes
4	My mother prevents me from social acts	198	233	185	15	2.97	0.84	4th	Sometimes
5	I don't ask for help from my mother when injured or disappointed with issues	133	331	143	24	2.91	0.76	7th	Sometimes
6	I don't care asking for my needs from my mother	278	190	141	22	3.15	0.88	1st	Sometimes
7	I become angry and depressed often when my mother is around	114	420	71	26	2.99	0.68	6th	Never
8	my mother constantly move me from one relative's house to another	94	455	54	28	2.97	0.64	4th	Sometimes
	Cumulative mean					**2.99**			Sometimes

The result of findings on table 4.3 revealed the mean responses of respondent on symptoms of insecure avoidant maternal attachment of primary school pupils in South West Nigeria. The highest mean response of 3.15 was that I don't care asking for my needs from my mother. The second highest mean of 3.08 was that my mother calls me with abusive names always which make them unhappy.

Answer to Research Question 4: What are the Symptoms of Insecure Maternal Disorganized Maternal Attachment of Primary School Pupils in South West Nigeria?

Table 4.4: Mean Result and Standard Deviation of Respondents on Symptoms of Disorganized Maternal Attachment of Primary School Pupils South West Nigeria

S/N	Statement	A	MT	ST	N	Mean	Std.	Ranking	Remark
1	My mother does not respond to my complaint when I do.	149	247	222	13	2.85	0.80	6th	Sometimes
2	I get frightened whenever I see my mother	215	291	106	19	3.11	0.79	3rd	Sometimes
3	My mother neglects me and hardly spends time with me.	254	338	29	10	3.33	0.64	1st	Sometimes
4	I dare not play with my peers in the presence of my mother.	69	471	61	30	2.92	0.63	5th	Sometimes
5	My mother abuses and beat me always for no cause	313	116	170	32	3.13	0.98	2nd	Sometimes
6	My mother goes to functions/ceremonies with me	65	58	120	388	1.68	1.01	7th	Never
7	I have difficulties in expressing myself to my mother	220	318	61	32	3.10	0.88	4th	Sometimes
8	My mother loves watching movies with me	16	16	49	550	1.20	0.61	8th	Never
	Cumulative mean					**2.67**			Sometimes

Table 4.4 revealed the mean responses of respondent on symptoms of disorganized maternal attachment of primary school pupils in South West Nigeria. The highest mean response of 3.33 was that mothers hardly spend quality time with their children. The mean response of 3.13 and 3.11 revealed that mothers beat their children without reasonably just

cause which consequently make them get frightened whenever I see my mother. This can be concluded that children with disorganize maternal attachment had difficulty in adjusting socially and emotionally.

Answer to Research Question 5: What are the Symptoms of Secure maternal attachment and primary school pupils in South West Nigeria?

Table 4.5: Mean Result and Standard Deviation of Respondents on Secure Material Attachment

S/N	Statement	A	MT	ST	N	Mean	Std.	Ranking	Remark
1	I feel upset whenever my mother leaves the house	336	112	109	74	3.12	1.08	7th	Sometimes
2	My mother spends ample time with me	319	280	2	30	3.40	0.73	4th	Sometimes
3	My mother supplies my needs promptly	460	125	25	21	3.62	0.72	1st	Most times
4	My mother shows love to me even in my difficult moments	337	21	232	41	3.04	1.08	8th	Sometimes
5	My mother and I eat together	446	81	90	14	3.52	0.82	2nd	Sometimes
6	I share my worries with my mother	361	199	49	22	3.43	0.78	3rd	Sometimes
7	I feel happy whenever my mother is around me	278	275	26	52	3.23	0.86	6th	Sometimes
8	My mother smiles and hugs me when I return from school	452	21	119	21	3.40	1.00	4th	Sometimes
	Cumulative mean					**3.35**			Sometimes

Table 4.5 above revealed the mean response of respondents and standard deviation of 3.62 which shows that my mother supplies my need promptly most times. All the variables sometimes contributed to the development of secure maternal attachment.

Answer to Research Question 6: What are the Symptoms of all Insecure Maternal Attachment and Primary School Pupils in South West Nigeria?

Table 4.6: Mean Result and Standard Deviation of all Symptoms of Insecure Maternal Attachment

S/N	Statement	A	MT	ST	N	Mean	Std.	Ranking	Remark
1	My mother does not supply my needs always	45	343	212	31	2.64	0.69	6th	Sometimes
2	My mother spends most her time outside the home	56	458	103	14	2.88	0.57	5th	Sometimes
3	My mother shout and screams at me whenever I make mistakes	348	166	92	25	3.33	0.87	1st	Sometimes
4	My mother does not ask or assist me in my school work	32	194	146	259	2.00	0.96	7th	Never
5	My mother prefer her profession than attending to my needs	309	197	51	74	3.17	1.01	3rd	Sometimes
6	My mother's presence makes me to be passive	210	346	58	17	3.19	0.71	2nd	Sometimes
7	My mother gets easily irritated with me when I demand something from her	93	459	53	26	2.98	0.63	4th	Sometimes
8	My mother does not share pleasantries with me	124	93	71	343	2.00	1.21	7th	Never
	Cumulative mean					**2.77**			Sometimes

Table 4.6 revealed the mean responses of respondents and standard deviation on all symptoms of insecure maternal attachment and primary school pupils in South West Zone. All mean responses shows highest score of 3.33, 3.19, 3.17 respectively. All the mean scores are above 2.5 cut off mark. This can be concluded that all symptoms of insecure maternal attachment are revealed above.

Answer to Research Question 7: What is the Social Adjustment of Primary School Pupils with Insecure Maternal Attachment in South West Nigeria?

Table 4.7: Mean and Standard Deviation Scores of Respondents' Views on Social Adjustment and Emotional Adjustment of pupils in Southwest Nigeria

S/N	Social Adjustment	A	MT	ST	N	N	∑	X	Std	Decision
1	The child takes turn in playing with toys with peers.	283	180	92	76	631	1932	3.06	1.03	Agree
2	The child likes to tease other children.	271	243	99	18	631	2029	3.22	0.81	Agree
3	The child listens when other children are speaking.	291	216	86	38	631	2022	3.20	0.89	Agree
4	The child is easily imitate peers.	256	247	66	62	631	1959	3.26	1.00	Agree
5	The child initiates interactions with other children.	295	242	32	62	631	2032	3.22	0.93	Agree
6	The child is independent of adults.	203	310	39	79	631	1899	3.01	0.94	Agree
7	The child solves problems by him/herself.	291	246	18	76	631	2014	3.20	0.97	Agree
8	The child talks a lot.	242	252	43	94	631	1904	3.02	1.02	Agree
9	The child rain abuses on other children with no cause.	254	227	97	53	631	1944	3.11	0.89	Agree
10	The child threatens other peers in the class.	260	230	72	69	631	1943	3.08	0.98	Agree
	Cumulative mean							**3.14**		

Table 4.7 revealed the mean responses of respondent on social adjustment of primary pupils in South West Nigeria. The highest mean response of 3.26 was that the child are likely to imitate their peers. The second mean response of 3.22 was that the child easily initiates interactions as well as tease other children respectively. With the aggregate mean score of 3.14 it can concluded that respondents agreed that there is the tendency that children/pupils with faulty attachment styles (insecure attachment) had difficulty in adjusting socially in school and the society.

Answer to Research Question 8: What is the Emotional Adjustment of Primary School Pupils with Insecure Maternal Adjustment in South West Nigeria?

Table 4.8: Mean Result and Standard Deviation of Respondents on Secure Material Attachment

S/N	Emotional Adjustment	A	MT	ST	N	N	∑	X	Std	Decision
1	The child like sharing things with other children.	253	272	83	23	631	2017	3.20	0.80	Agree
2	The child respects other people's property.	274	227	35	95	631	1940	3.08	1.04	Agree
	The child expresses emotions for peers who gets hurt.	265	236	37	93	631	1935	3.07	1.03	Agree
3	The child like rendering help to other children.	257	244	40	90	631	1930	3.06	1.01	Agree
4	The child feels unhappy when a peer has new things.	259	242	76	54	631	1968	3.12	0.93	Agree
5	The child seldom shares his/ her food with peers who have not.	263	234	81	53	631	1969	3.12	0.93	Agree
6	The child prefers doing things with friends instead of the family.	255	246	50	80	631	1938	3.07	0.99	Agree
7	The child ignores approaches by other children who want to play with him.	261	240	74	56	631	1968	3.12	0.93	Agree
8	The child respects other people's feelings.	253	272	93	13	631	2027	3.21	0.77	Agree
9	The child loves bulling other children.	233	251	48	99	631	1880	2.98	1.04	Agree
10	The child like sharing things with other children.	245	233	61	92	631	1893	3.02	1.02	Agree
	Cumulative mean							**3.41**		

Source: Field Work, 2019

Table 4.8 above revealed the mean responses of respondent on emotional adjustment of pupils in South West Nigeria. The highest mean response of 3.21 and 3.20 was that, the child/pupil respects other children feelings as well as like sharing things with their peers. The mean response of 3.12 was that, the child feels unhappy when a peer has new things as well as seldom shares their meals with peers who have not. The third highest mean response of 2.9 was that the child seldom shares his or her food with peers who have not. With aggregate mean score of 3.41, it can be concluded that respondents agreed that

children with secure maternal attachment have the tendency to adjust emotionally with their peers.

4.3 Test of Hypotheses

The eight (8) null hypotheses earlier formulated in this study were tested using Pearson Product Moment Correlation (r) at probability of retaining or rejecting value of ≤0.05.This statistical tool was used in order to assess the relationship between maternal attachment on social and emotional adjustment of primary school pupils in South West, Nigeria.

Null Hypothesis One:

Ho_1 There is no significant relationship between the symptoms of secure maternal attachment and social adjustment of primary school pupils in South West Nigeria.

Table 4.9: Summary of Pearson Product Moment Correlation (PPMC) (r) statistics of the Symptoms of secure maternal adjustment and Primary School pupils in South West Zone Nigeria.

Correlations

		My mother supplies my needs promptly	The child is easily irritated with peers.
My mother supplies my needs promptly	Pearson Correlation	1	.858**
	Sig. (2-tailed)		.000
	N	631	631
The child is easily irritated with peers.	Pearson Correlation	.858**	1
	Sig. (2-tailed)	.000	
	N	631	631

. P ≤0.05, **. Correlation is significant at the 0.05 level (2-tailed).

Table 4.9 shows the analysis of PPMC between secure maternal attachment and social adjustment. The table revealed a calculated r-value of .858 and a p-value of .000 which is less than alpha level of 0.05. This implies that a significant positive relationship

exists between secure maternal attachment and the pupils' social adjustment. (r= 0.415, p≤ 0.000). The positive relationship (0.415) implies that the more mothers and other care givers provide secure attachment, the greater is pupils' social adjustment in South-west Zone, Nigeria. Therefore, the null hypothesis which stated that there is no significant relationship between secure maternal attachment and social adjustment of primary school pupils in South-west Zone, Nigeria was hereby rejected.

Null Hypothesis Two

Ho_2: There is no significant relationship between the symptoms of secure maternal attachment and emotional adjustment of primary school pupils in South West Nigeria.

Table 4.10: Summary of Pearson Product Moment Correlation (PPMC) (r) statistics of Symptoms of Insecure Ambivalent maternal attachment and Primary School pupils in South West Zone Nigeria.

Correlations

		My mother spends ample time with me	The child like sharing things with other children.
My mother spends ample time with me	Pearson Correlation	1	.843**
	Sig. (2-tailed)		.000
	N	631	631
The child like sharing things with other children.	Pearson Correlation	.843**	1
	Sig. (2-tailed)	.000	
	N	631	631

. P ≤0.05, **. Correlation is significant at the 0.05 level (2-tailed).

Table 4.10 shows the analysis of PPMC result between secure maternal attachment and emotional adjustment of the respondents. The result shows a calculated r-value of .843 and a p-value of .000 which is less than alpha level of 0.05. This means that a significant positive relationship exists between secure maternal attachment and pupils' emotional

adjustment. (r= 0.843, p≤ 0.00). The positive relationship of (0.843) implies that the more mothers and other care givers provide pupils with secure attachment, the greater their emotional adjustment in South West Zone Nigeria. Therefore, the null hypothesis which stated that there is no significant relationship between secure maternal attachment and emotional adjustment of primary school pupils in South West Zone, Nigeria was rejected.

Null Hypothesis Three

Ho_3: There is no significant relationship between the symptoms of insecure avoidant maternal attachment and social adjustment of primary school pupils in South West Nigeria.

Table 4.11: Summary of Pearson Product Moment Correlation (PPMC) (r) statistics of Symptoms of Avoidant Maternal Attachment and primary school pupils in South West Zone Nigeria.

Correlations			
		My mother shout and screams at me whenever I make mistakes	The child likes to tease other children.
My mother shout and screams at me whenever I make mistakes	Pearson Correlation	1	.916**
	Sig. (2-tailed)		.000
	N	631	631
The child likes to tease other children.	Pearson Correlation	.916**	1
	Sig. (2-tailed)	.000	
	N	631	631

P ≤0.05, **. Correlation is significant at the 0.05 level (2-tailed)

Table 4.11 shows the analysis of PPMC on the relationship between insecure ambivalent maternal attachment and social adjustment. The table revealed a calculated r-value of .916 and a p-value of .000 which is less than or equal to alpha level of 0.05. This indicates that a significant inverse relationship exists between insecure ambivalent attachment and pupils' social adjustment. (r= -0.916, p≤ 0.000). The negative relationship

(0.916) implies that the more mothers and other care givers provide avoidant attachment to the pupils significantly influenced primary school pupil's social adjustment in southwest zone. Therefore, the null hypothesis which states that there is no significant relationship between insecure ambivalent maternal attachment and social adjustment of primary school pupils in southwest zone, Nigeria was hereby retained. Thus, significant inverse relationship does exist.

Null Hypothesis Four

Ho_4: There is no significant relationship between the symptoms of insecure disorganized maternal attachment and primary school pupils in South West Nigeria.

Table 4.12: Summary of Pearson Product Moment Correlation (PPMC) (r) statistics of Symptoms of Disorganize Maternal Attachment primary school pupils in South West Nigeria

Correlations			
		My mother shout and screams at me whenever I make mistakes	The child respects other people's property.
My mother shout and screams at me whenever I make mistakes	Pearson Correlation	1	.914**
	Sig. (2-tailed)		.000
	N	631	631
The child respects other people's property.	Pearson Correlation	.914**	1
	Sig. (2-tailed)	.000	
	N	631	631

. P ≤0.05, **. Correlation is significant at the 0.05 level (2-tailed).

Table 4.12 shows PPMC analysis on the relationship between insecure ambivalent attachment and emotional adjustment. The table revealed a calculated r-value of 914 and a p-value of .003 which is less than alpha level of 0.05. The result infers that a significant inverse relationship exists between insecure ambivalent attachment and pupils' emotional adjustment (r .914, p ≤ 0.000). The positive relationship (0.914) implies that the more

attachment are provided by mothers and care givers to the pupils has the tendency to significantly affect and influence their emotional adjustment. Consequently, the null hypothesis which states that there is no significant relationship between insecure ambivalent attachment and emotional adjustment of primary school pupils in South West Zone, Nigeria was hereby retained. Therefore, significant inverse relationship existed between insecure maternal attachment and social adjustment.

Null Hypothesis Five

Ho_5: There is no significant relationship between secure maternal attachment and social adjustment of primary school pupils in South West Nigeria.

Table 4.13: Summary of Pearson Product Moment Correlation (PPMC) (r) statistics of the relationship between secure maternal attachment and social adjustment of primary school pupils in South West Zone Nigeria

Correlations			
		My mother and I eat together	The child initiates interactions with other children.
My mother and I eat together	Pearson Correlation	1	.849**
	Sig. (2-tailed)		.000
	N	631	631
The child initiates interactions with other children.	Pearson Correlation	.849**	1
	Sig. (2-tailed)	.000	
	N	631	631

. P ≤0.05, **. Correlation is significant at the 0.05 level (2-tailed).

Table 4.13 presents of PPMC analysis on the relationship between insecure avoidant maternal attachment and social adjustment. The table revealed a calculated r-value of 0.849 and a p-value of .000 which is less than alpha level of 0.05. This means that a significant inverse relationship exists between insecure avoidant maternal attachment and pupils' social adjustment. (r= 0.849, p≤0.000). The significant relationship (0.849) implies

that the more secure attachment is provided to pupils. the likelihood that it would significantly influence their social adjustment. Therefore, the null hypothesis which states that insecure avoidant maternal attachment has no significant relationship on social adjustment of primary school pupils in South West zone, Nigeria was hereby rejected.

Null Hypothesis Six

Ho_6: There is no significant relationship between secure maternal attachment and emotional adjustment of primary school pupils in South West Nigeria.

Table 4.14: Summary of Pearson Product Moment Correlation (PPMC) (r) statistics of the relationship between insecure avoidant maternal attachment and emotional adjustment of primary school pupils

Correlations

		My mother's presence makes me to be passive	The child ignores approaches by other children who want to play with him.
My mother's presence makes me to be passive	Pearson Correlation	1	.869**
	Sig. (2-tailed)		.000
	N	631	631
The child ignores approaches by other children who want to play with him.	Pearson Correlation	.869**	1
	Sig. (2-tailed)	.000	
	N	631	631

. P ≤0.05, **. Correlation is significant at the 0.05 level (2-tailed).

Table 4.14 shows analysis of Pearson Product Moment Correlation between insecure avoidant attachment and emotional adjustment. The result revealed a calculated r-value of 0.869 and a p-value of .001 which is less than alpha level of 0.05. This shows a significant inverse relationship exists between insecure avoidant maternal attachment and pupils' emotional adjustment (r= 0.869, p= 0.001). There is significant relationship (0.869) implies that the more mothers and other care givers provide insecure attachment to the

pupils, the likelihood that it could significantly affect their emotional adjustment. Therefore, the null hypothesis which states that there is no significant relationship between insecure avoidant maternal attachment and emotional adjustment of primary school pupils in South West Zone, Nigeria is hereby retained.

Null Hypothesis Seven

Ho_7: There is no significant relationship between insecure maternal attachment and social adjustment of primary school pupils in South West Nigeria.

Table 4.15: Summary of Pearson Product Moment Correlation (PPMC) (r) statistics of the relationship between insecure disorganized attachment and social adjustment of primary school pupils

Correlations			
		My mother's presence makes me to be passive	The child feels unhappy when a peer has new things.
My mother's presence makes me to be passive	Pearson Correlation	1	.870**
	Sig. (2-tailed)		.000
	N	631	631
The child feels unhappy when a peer has new things.	Pearson Correlation	.870**	1
	Sig. (2-tailed)	.000	
	N	631	631

. ***P* ≤*0.05, *. Correlation is significant at the 0.05 level (2-tailed).***

Table 4.15 shows the analysis of Pearson Product Moment Correlation between insecure disorganized maternal attachment and social adjustment. The table revealed a calculated r-value of 0.870 and a p-value of .000 which is less than or equal to p- alpha level of 0.05. This shows that a significant inverse relationship exists between insecure disorganized maternal attachment and pupils' social adjustment. (r= -0.870, p≤0.00). There is significant relationship (0.870) implies that the more this insecure disorganized

attachment is provided to the pupils the less their social adjustment in south west zone. Therefore, the null hypothesis which states that there is no significant relationship between insecure disorganized maternal attachment and social adjustment of primary school pupils in South west Zone, Nigeria was hereby retained.

Null Hypothesis Eight

Ho_8: There is no significant relationship between insecure maternal attachment and emotional adjustment of primary school pupils in South West Nigeria.

Table 4.16: Summary of Pearson Product Moment Correlation (PPMC) (r) statistics of the relationship between insecure disorganized maternal attachment and emotional adjustment of primary school pupils

Correlations

		My mother spends most her time outside the home	The child feels unhappy when a peer has new things.
My mother spends most her time outside the home	Pearson Correlation	1	-.694**
	Sig. (2-tailed)		.000
	N	631	631
The child feels unhappy when a peer has new things.	Pearson Correlation	-.694**	1
	Sig. (2-tailed)	.000	
	N	631	631

. P ≤0.05, **. Correlation is significant at the 0.05 level (2-tailed).

Table 4.16 shows the analysis of Pearson Product Moment Correlation between insecure disorganized maternal attachment and emotional adjustment. The table revealed a calculated r-value of -.694 and a p-value of .000 which is less than or equal to alpha level of 0.05. This shows that is a significant relationship exists between insecure disorganized maternal attachment and pupils' emotional adjustment. ($r= -0.694$, $p\leq 0.000$). This means that insecure disorganized maternal attachment is significantly related to emotional

adjustment of primary school pupils in South West Zone Nigeria. Therefore, the null hypothesis which stated that there is no significant relationship between insecure disorganized maternal attachment and emotional adjustment of primary school pupils in South West Zone, Nigeria was hereby rejected.

4.4 Summary of the Major Findings

The findings of the Eight (8) research questions have an agreement mark of 2.5. The major findings based on the data analyzed, from the research questions revealed that:

1. There was a significant relationship between secure maternal attachment and social adjustment of primary school pupils in South-west zone, Nigeria (r= .858, p≤.000)The more the secure maternal attachment, the better social adjustment of pupils.
2. There was a significant relationship between secure maternal attachment and emotional adjustment of primary school pupils in South-west zone, Nigeria (r= .843, p≤.000)
3. There was a significant relationship between insecure ambivalent maternal attachment and social adjustment of primary school pupils in South-west, Nigeria (r= .916, p≤.000)
4. There was a significant relationship between insecure ambivalent maternal attachment and emotional adjustment of primary school pupils in South-west, Nigeria (r= .914, p≤.000)
5. There was a significant relationship between insecure avoidant maternal attachment and social adjustment of primary school pupils in South-west, Nigeria (r= .849, p≤.000)

6. There was a significant relationship between insecure avoidant maternal attachment and emotional adjustment of primary school pupils in South west, Nigeria (r= .869 p≤.000)
7. There was a significant relationship between insecure disorganized maternal attachment and social adjustment of primary school pupils in south west, Nigeria (r= .870, p≤.000)
8. There was high significant relationship between insecure disorganized maternal attachment and emotional adjustment of primary school pupils in south west, Nigeria (r= -.694, p= -.000).

4.5 Discussion of Findings

The research focused on the relationship of maternal attachment on social and emotional adjustment of primary school pupils in Southwest Zones, Nigeria. The findings from the bio- data collected revealed that 67.5 percent of the primary school pupils were primary three (3) pupils while 32.5 were primary two (2) pupils. This shows that majority of the pupils in South West, Nigeria that displayed attachment challenges are primary three (3) pupils. The findings indicated that 29 percent of primary pupils are males from Oyo state. This basically proved that children with maternal attachment disorder are males and mainly from Oyo State. The findings also indicated that 29 percent male teachers are from Oyo State. An analysis of the findings showed that majority of the primary pupils' falls in the hands of male teachers. This may likely be due to the fact that male teachers are assigned to Mann junior classes in South West, Nigeria.

Hypothesis one states that, there is no significant relationship between secure maternal attachment and social adjustment of primary school pupils in Southwest Zone,

Nigeria. It was found that a significant positive relationship exists between secure maternal attachment and social adjustment of primary school pupils in Southwest Zone, Nigeria. This means that secure maternal attachment is related to primary school pupils' social adjustment. This finding is in conformity with that of Lynette, Jidith & Love (2011), who found that secure maternal attachment is the strongest type of attachment that dictates child's level of adjustment in school. The study by Welsh (2011) corroborated that children with secure maternal attachment are competent, self-confident, resilient, and cheerful.

Hypothesis two states that, there is no significant relationship between secure maternal attachment and emotional adjustment of primary pupils in Southwest Zone. The result however, shows that significant positive relationship exists between secure maternal attachment and emotional adjustment of primary school pupils in Southwest Zone, Nigeria. This finding indicates that secure maternal attachment is important to pupils' rate of coping emotionally with other children at school in particular and the society at large. This finding is in tandem with the early work of Mercer (2013), which revealed that insecure attachment is a measure of emotional and behavioral problems of young children. Also,

Hypothesis three states that, there is no significant relationship between insecure ambivalent maternal attachment and social adjustment of primary school pupils in Southwest Zone, Nigeria. It was found that significant inverse relationship existed between insecure ambivalent maternal attachment and social adjustment of the respondents. This finding further implies that insecure ambivalent maternal attachment reduces social adjustment thereby making the child to have a feeling of insecurity while at school. This study is in conformity with the study of Dicke (2012) who found that children in this category of 7 -10 years alternates between seeking proximity and resisting contact, this

group of children have problems directing attention to the environment; and anxiety and fear is prominent.

Hypothesis four states that, there is no significant relationship between insecure ambivalent maternal attachment and emotional adjustment of primary school pupils in Southwest Zone, Nigeria. It was found that significant inverse relationship exists between insecure ambivalent maternal attachment and emotional adjustment of primary school pupils in Southwest Zone, Nigeria. This means that insecure ambivalent maternal attachment is a determinant of emotional adjustment of primary school pupils in Southwest Zone, Nigeria. This finding indicates that insecure ambivalent maternal attachment as a link between the child and mother reduces emotional adjustment thereby making it difficult for the child to cope emotionally. This finding is in line with the findings of Welsh (2011), who described the anxious/ambivalent insecure attachment as being resistant that, the child is clingy, sometimes rebuffing or clingy and rebuffing, tense a lot (the physiology of stress the physiology of separation), impulsive; the mother's presence modulates the child's physiological state which helps them control their behavior, passive, defeatist-not trying harder in face of adversity, volatile temper tantrums, difficulty making commitments and following through difficulty in school and at work, irritable, reactive, more likely to engage in high risk activities (takes up more dangerous hobbies), more likely to depend on external modulation devices to control affect, more likely to develop a co-dependent way of giving and relating to others (I will take care of you, if you will take care of me) not fully self-responsible, at risk for more physical illness throughout life.

Hypothesis five states that, there is no significant relationship between insecure avoidant maternal attachment and social adjustment of primary school pupils in Southwest Zone, Nigeria. It was found that significant inverse relationship exists between insecure

avoidant maternal attachment and social adjustment of primary school pupils in Southwest Zone, Nigeria. This finding is similar with the findings of Ainsworth as cited in McLeod (2011) who found that, children are insufferable and cry constantly because their mothers drive them crazy.

Hypothesis six states that, there is no significant relationship between insecure avoidant maternal attachment and emotional adjustment of primary school pupils in Southwest Zone, Nigeria. It was found that significant inverse relationship exists between insecure avoidant maternal attachment and emotional adjustment of primary school pupils in Southwest Zone, Nigeria. This means that insecure avoidant maternal attachment is a strong determinant of emotional adjustment of primary school pupils in Southwest Zone, Nigeria.

This finding is in line with the findings of Dicke (2012) who found that avoidant attachment style is characterized by anxiety and fright within the child because the child does not feel safe when the child attempts to secure attachment with mother. The child added that Mother may well be anxiously avoidant herself and doesn't trust physical closeness. The child is aware of his discomfort and tends to keep the mother at a distance, thereby preventing the child from being injured should the child attempt to attach and be rejected. The child however, does not allow the mother to get too far away lest his abandonment anxiety become so great.

Hypothesis seven states that, there is no significant relationship between insecure disorganized maternal attachment and social adjustment of primary school pupils in Southwest Zone, Nigeria. It was found that significant inverse relationship exists between insecure disorganized maternal attachment and social adjustment of primary school pupils in southwest zone, Nigeria. This finding indicates that insecure disorganized maternal

attachment has a link between the child and the mother or other child care giver reduces positive social adjustment thereby making the child feeling more insecure and become socially disorganized in the home and among other children both at school and in the society. This finding is similar with the findings if Main & Hesse (2010) who found disorganized attachment as a momentary behaviors displayed by children if they find themselves in anxiety-provoking situations.

Hypothesis eight states that, there is no significant relationship between insecure disorganized maternal attachment and emotional adjustment of primary school pupils in Southwest Zone, Nigeria. It was found that a significant inverse relationship exists between insecure disorganized maternal attachment and emotional adjustment of primary school pupils in Southwest zone, Nigeria. This finding is similar with the findings of Main & Hesse (2010) who found that disorganized attachment as a momentary behaviors displayed by children if they find themselves in anxiety-provoking situations. They further asserted that disorganized attachment is actual lack of a coherent style or pattern for coping, which they defined as the momentary breakdown of the usual organized attachment strategies and thought to be caused by frightening or frightened parental behavior, or loss or trauma in the parents.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter is the summary, conclusions and recommendations of the study. The chapter was discussed under the following sub –headings.

5.1 Summary of the study

5.2 Conclusion.

5.3 Recommendations

5.4 Contribution to knowledge

5.5 Suggestions for further studies

5.1 Summary of the study

The study assesses maternal attachment on social and emotional adjustment of primary school pupils in South West, Nigeria. To attain the objectives of the study, the study postulated eight (8) objectives, eight (8) research questions and eight (8) null hypotheses for the study. The specific objectives of the study were to:

1. assess the relationship between secure maternal attachment and social adjustment of primary school pupils in South West, Nigeria.
2. assess the relationship between secure maternal attachment and emotional adjustment of primary school pupils in South West, Nigeria.
3. examine the relationship between ambivalent maternal attachment and social adjustment of primary school pupils in South West, Nigeria.
4. examine the relationship between ambivalent maternal attachment and emotional adjustment of primary school pupils in South West, Nigeria

5. assess the relationship between avoidant maternal attachment and social adjustment of primary school pupils in South West, Nigeria
6. assess the relationship between avoidant maternal attachment and emotional adjustment of primary school pupils in South West, Nigeria
7. assess the relationship between disorganized maternal attachment and social adjustment of primary school pupils in South West, Nigeria
8. assess the relationship between disorganized maternal attachment and emotional adjustment of primary school pupils in South West, Nigeria. Chapter one of the research works presents the introductory part of the study where the background of the study was stated and statement of the problem was also highlighted. Also, the significance of the study, the scope and delimitation were explicitly discussed.

Chapter two focuses on the review of related literatures that covered three major areas namely; the conceptual framework of the key variables, the theoretical framework which examined some major theories that are related with this study and also link them to the variables of this study and the empirical study of past researches conducted based on the variables of this study were also cited.

Chapter three focused on the research methodology. The design of the study was a survey design. The population of the study consists of 26,256 primary school pupils within the age range of 7-10 years in Government primary schools across the three South western States of Ekiti, Ondo and Oyo states respectively. The sample size was 647 primary two pupils Two modified instruments were used for data collection; the instruments are Child Attachment Questionnaire (CAQ) and Child Adjustment Scale Questionnaire (CAS) titled Father's custody and development in boys and girls by Santrock & Warshak (1979) respectively. Procedure for data collection was also clearly discussed and Pearson Product

Moment Correlation PPMC(r) was used for the hypotheses testing at 0.05 alpha level of significance.

Chapter four contains the analysis of the data obtained from the study. The first part of the analysis presented the frequencies of the demographic variables while the second part presented the testing of all the eight null hypotheses using PPMC (r) and two hypotheses were rejected while six hypotheses were retained, this was also followed by summary of findings and discussion of findings. Following the analysis of the data collected it was found that significant relationship exists between secure maternal attachment and pupils social adjustment $p = 0.033$ implying that the higher the level of secure maternal attachment the stronger pupils social adjustment at home and in the school. This means a positive secure maternal attachment enhances pupils' social adjustment. Based on data collected results reveals that respondents agreed that positive significant relationship does existed between secured maternal attachment on both social and emotional adjustment of primary school pupils. Implying that they higher the level of secure maternal attachment, the stronger pupils adjustment socially and emotionally. The study also shows a significant invest negative relationship of all the insecure maternal attachment on pupils social and emotional adjustment based on p-value calculated. This implies that the more mothers and other caregivers provide insecure maternal attachment, the less pupils social and emotional adjustment.

Chapter five presents summary of the entire research work, conclusion, contribution of the study to knowledge and recommendations based on the findings. Suggestions for further studies were also presented.

5.2 Conclusion

The study concluded that a child has an innate need to attach to one main attachment figure which is more important than any other (usually the mother); a breakdown of which could lead to serious negative consequences. Some of these are lacking in the ability to adjust socially and emotionally in the society. Mothers/caregivers provide children with secure maternal attachment, therefore it aid the social and emotional adjustment of pupils in South West, Nigeria. When initial attachment is lacking in a child such a child will not develop the ability to form and maintain intimate relationships thus, develop insecure attachment styles. These children grow up with an impaired ability to trust the world as a safe place and that other people they come across are not reliable thus, they exhibit maladjusted attitudes. It is therefore vital that, the more mothers/caregivers provide any of the insecure maternal attachments to children, the unacceptable the social and emotional adjustment of these primary school pupils.

5.3 Contribution to Knowledge

Based on the findings of this study, it was established that

The study will help in re-enforcing the need for adequate maternal attachment since the impact of such attachment continues with the child long after. All insecure maternal attachment inhibit proper social and emotional adjustment, thus mothers should be responsive and available to their children always.

5.4 Recommendations

Based on the objectives, major findings and conclusion of this study, the following recommendations were suggested.

1. Mothers and other care givers should provide empathic, humorous and be prompt in supplying children with their needs. They should be educated by Home Economists to

understand the links between attachment styles so as to provide children with good care that will lead to the development of secure maternal attachment.

2. Policy makers should encourage mothers through campaign programmes to be of good integrity in their supportive roles. This will reduce the rate of pupils with insecure maternal attachment, thus improve their emotional adjustment both at home and in the school.
3. Curriculum planners should use the knowledge of attachment styles in planning early childhood education curriculum by selecting appropriate learning experiences, teaching strategies and appropriate instructional materials for effective care and development of the child.

5.5 Suggestions for Further Studies

This study was on the maternal attachment on social and emotional adjustment of primary school pupils in Southwest, Nigeria. The study was carried out in Ekiti, Oyo and Ondo states. However, the following were suggested for further studies.

1. Assessment of maternal depression on social and emotional adjustment in early childhood in South West zone of Nigeria.
2. Assessment of maternal influence on crime rates and socio- emotional adjustment of primary school pupils in South-west zone, Nigeria.
3. Assessment of maternal emotional on child social adjustment in South West, Nigeria.

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APPENDIX A

Table 3.1A Population of Primary II Pupils Enrolment in Southwest Zone Nigeria

S/N	STATE	SENATORIAL ZONE	ENROLMENT OF PRIMARY II PUPILS
1.	Ogun	Ogun North	9,706
		Ogun South	10,200
		Ogun Central	6,652
2.	Ondo	Ondo North	7,245
		Ondo South	3,540
		Ondo Central	8,200
3.	Osun	Osun North	8,012
		Osun South	3,000
		Osun Central	4,402
4.	Oyo	Oyo North	8,770
		Oyo South	5,565
		Oyo Central	7,160
5.	Ekiti	Ekiti North	4,201
		Ekiti South	3,000
		Ekiti Central	1,506
6.	Lagos	Lagos North	12,111
		Lagos South	09,196
		Lagos Central	10,430
			TOTAL 122,896

Source: Universal Basic Education commission. Basic profile in Nigeria, 2017: South West Zone.

APPENDIX B

Home Economics Department,
Faculty of Education
Ahmadu Bello University, Zaria.
15th May, 2019.

Dear respondent,

Request to Complete Questionnaire.

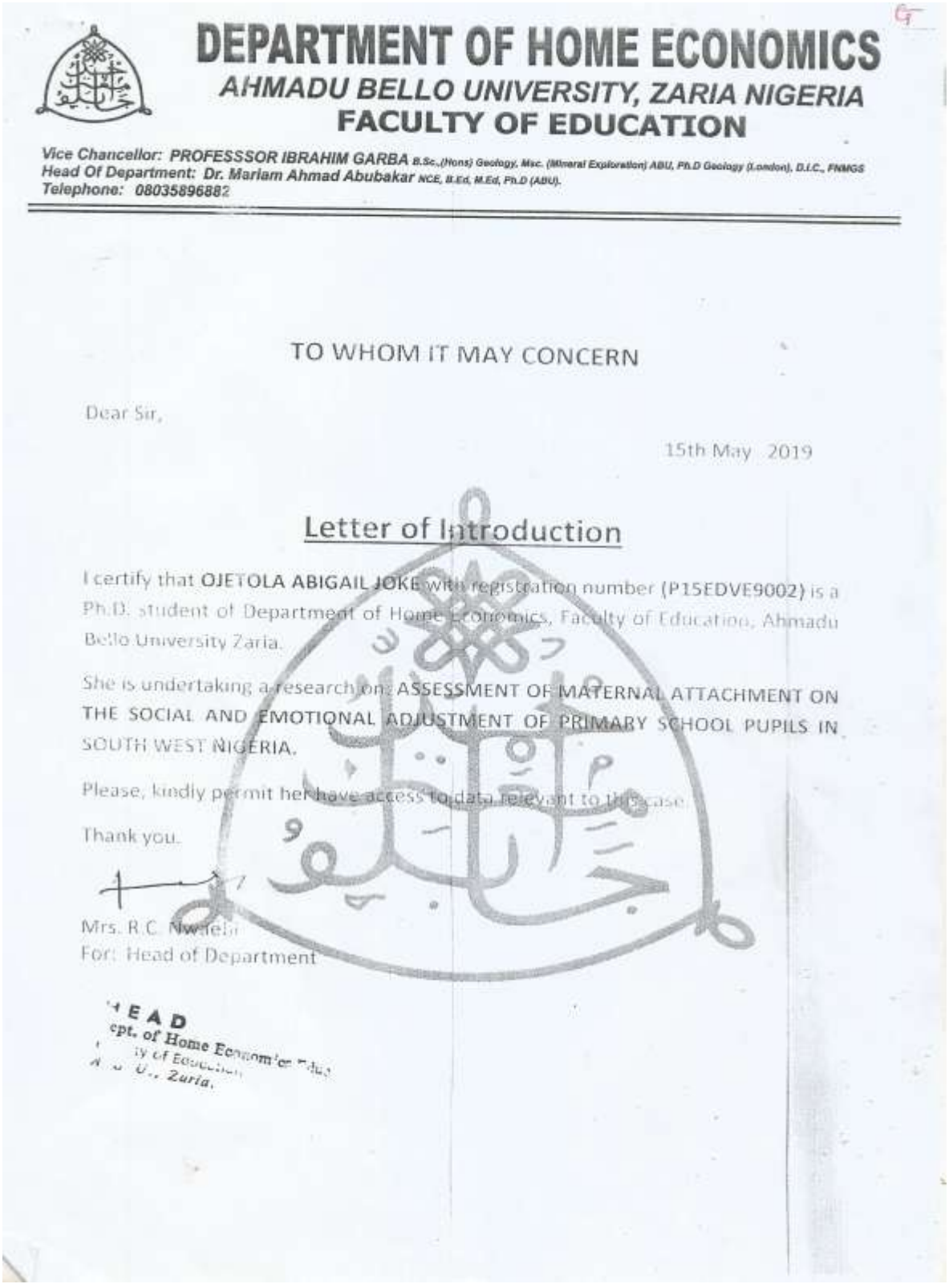
I am a postgraduate student of the above mentioned department. I am soliciting for your co-operation in filling this questionnaire on: Assessment of the relationship of maternal attachment on social and emotional adjustment of primary school pupils in South West Zone Nigeria. The research is a purely academic study. Your responses will go a long way in making this research a success; and your responses will be treated with strict confidentiality.

Thank you.

Yours faithfully,

Abigail Joke Ojetola

APPENDIX C



DEPARTMENT OF HOME ECONOMICS
AHMADU BELLO UNIVERSITY, ZARIA NIGERIA
FACULTY OF EDUCATION

Vice Chancellor: PROFESSSOR IBRAHIM GARBA B.Sc.,(Hons) Geology, Msc. (Mineral Exploration) ABU, Ph.D Geology (London), D.I.C., FNMGS
Head Of Department: Dr. Mariam Ahmad Abubakar NCE, B.Ed, M.Ed, Ph.D (ABU).
Telephone: 08035896882

TO WHOM IT MAY CONCERN

Dear Sir,

15th May 2019

Letter of Introduction

I certify that **OJETOLA ABIGAIL JOKE** with registration number **(P15EDVE9002)** is a Ph.D. student of Department of Home Economics, Faculty of Education, Ahmadu Bello University Zaria.

She is undertaking a research on: **ASSESSMENT OF MATERNAL ATTACHMENT ON THE SOCIAL AND EMOTIONAL ADJUSTMENT OF PRIMARY SCHOOL PUPILS IN SOUTH WEST NIGERIA.**

Please, kindly permit her have access to data relevant to this case.

Thank you.

Mrs. R.C. Nwadeli
For: Head of Department

HEAD
Dept. of Home Economics Edu.
Faculty of Education
A.B.U., Zaria.

APPENDIX D

CHILD ATTACHMENT Q- SORT QUESTIONNAIRE

SECTION A: Bio data of Respondents.

1. Name of child ……
2. Senatorial zone……..
3. Name of school…….
4. Home Address…….
5. Pupil's Age……
6. Class…….

SECTION B

Please tick (√) only one response from 1-4.

Do please respond to every item provided.

Research Questions 1 – 8. Assessment of maternal attachment.

S/N	Symptoms Of Secure Attachment	Always	Many times	Some Times	Never
	Secure Attachment	4	3	2	1
1	I feel upset whenever my mother leaves the house.				
2	My mother spends ample time with me.				
3	My mother supplies my needs promptly.				
4	My mother shows love to me even in my difficult moments.				
5	My mother and I eat together.				
6	I share my worries with my mother.				
7	I feel happy whenever my mother is around me.				
8	My mother smiles and hugs me when I return from school.				
	Insecure Ambivalent Attachment.				
1	My mother does not supply my needs always.				
2	My mother spends most of her time outside the home.				
3	My mother shouts and screams at me whenever I make little mistakes.				
4	My mother does not ask or assist me in my school work.				

5	My mother prefers her profession than attending to my needs.				
6	My mother's presence makes me to be passive.				
7	My mother gets easily irritated with me when I demand something from her.				
8	My mother does not share pleasantries with me.				
	Insecure Avoidant Attachment.				
1	I distance myself from the presence of my mother.				
2	My mother calls me with abusive names.				
3	I am always happy when my mother travels.				
4	My mother prevents me from social acts.				
5	I don't ask for help from my mother when injured or disappointed with issues.				
6	I don't care asking for my needs from my mother.				
7	I become angry and depressed often when my mother is around.				
8	My smother constantly moves me from one relative's house to another.				
	Insecure Disorganized Attachment				
1	My mother do not respond to my complain when I do.				
2	I get frightened whenever I see my mother.				
3	My mother neglects me and hardly spends time with me.				
4	I dare not play with my peers in the presence of my mother.				
5	My mother abuses and beat me always for no cause.				
6	My mother goes to functions/ceremonies with me.				
7	I have difficulties in expressing myself to my mother.				
8	My mother loves watching movies with me.				

Ages & stages questionnaires: second edition (ASQ: SE_2Tm), squires, Brickers & Twombly @2015 Paul H. Brookers publishingco.Inc

APPENDIX E

CHILD ADJUSTMENT SCALE QUESTIONNAIRE

The Child Adjustment Scale is a 20 item measure of children's Social, and Emotional Adjustments that utilizes 4 – point response scale. The following descriptions have to do with children's behavior. Please answer each item about child's typical behavior

1. Teacher's Name……
2. LGA…….
3. Teacher's status……
4. Teacher's duration in the class……
5. Age…….
6. Educational Qualification……

S/N	Items	Always	Many Times	Some Times	Never
	Social Adjustment	**4**	**3**	**2**	**1**
1	The child takes turn in playing with toys with peers.				
2	The child likes to tease other children.				
3	The child listens when other children are speaking.				
4	The child is easily irritated with peers.				
5	The child initiates interactions with other children.				
6	The child is independent of adults.				
7	The child solves problems by him/herself.				
8	The child talks a lot.				
9	The child rain abuses on other children with no cause.				
10	The child threatens other peers in the class.				
	Emotional Adjustment				
1	The child like sharing things with other children.				
2	The child respects other people's property.				
3	The child expresses emotions for peers who gets hurt.				
4	The child like rendering help to other children.				
5	The child feels unhappy when a peer has new things.				

6	The child shares his/ her food with peers who have not.				
7	The child prefers doing things with friends instead of the family.				
8	The child ignores approaches by other children who want to play with him.				
9	The child respects other people's feelings.				
10	The child loves bulling other children.				

SOURCE: Santrock & Warshak, 1979

APPENDIX F(A)

RELIABILITY C[illegible] FICIENT OF THE INSTRUMENT[illegible] VARIABLES

Case Processing S[illegible]mary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.744	64

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
203.00	3121.389	56.829	64

APPENDIX F(B)

Reliability

Assessment of Maternal Attachment on Social and Emotional Adjustment of Primary School Pupils in South-West Nigeria

Adjustment Scale Questionnaire.

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded[a]	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.877	.878	20

Item Statistics

	Mean	Std. Deviation	N
the child takes turn in playing with toys with peers	2.28	1.107	50
the child likes to tease other children	2.40	.926	50
the child listens when other children r speaking	2.78	.975	50
the child is easily irritated with peers	2.94	.935	50
the child initiates interactions with other children	2.80	.881	50
the child is independent of adults	2.64	.827	50
the child solves problems by him/herself	2.90	.789	50
the child talks alot	2.98	.820	50
the child rain abuses on other children with no cause	2.82	.850	50
the child threatens other peers in the class	2.84	.842	50
the child like sharing things with other children	2.44	1.072	50
the child respects other people's property	2.54	.838	50
the child expresses emotions for peers who get hurt	2.36	1.120	50
the child like rendering help to other children	2.42	.971	50
the child feels unhappy when a peer has new things	2.58	.992	50
the child shares his/her food with peers who have not	2.24	1.205	50
the child prefers doing tins wit frnds instead of d family	2.52	1.165	50
the child ignores aproaches by other children who want to play wit him	2.70	.909	50
the child respect other people's feelings	2.26	1.084	50
the child loves bullying other children	2.90	1.093	50

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.617	2.240	2.980	.740	1.330	.060	20

APPENDIX G

Required Sample Size† from:
The Research Advisors

Population Size	Confidence = 95.0% — Degree of Accuracy/Margin of Error				Confidence = 99.0% — Degree of Accuracy/Margin of Error			
	0.05	0.035	0.025	0.01	0.05	0.035	0.025	0.01
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
900	269	419	568	823	382	541	672	854
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,361	378	760	1449	6966	647	1285	2403	10029
54,521	381	773	1494	8165	656	1321	2531	12718
75,000	382	776	1506	8514	658	1330	2563	13583
84,122	382	777	1509	8620	658	1333	2573	13855
198,275	383	781	1525	9160	661	1345	2619	15307
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
264,000,000	384	784	1537	9603	663	1354	2654	16586

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APPENDIX H

FIELD DATA

SPSSS OUTPUT

RQ1

Descriptive Statistics

	N	Mean	Std. Deviation
SecureAttachment	193	25.3518	2.94928
SocialAdjustment	631	13.6482	3.76995
Valid N (listwise)	631		

RQ2

Descriptive Statistics

	N	Mean	Std. Deviation
SecureAttachment	193	22.3059	3.57104
EmotionalAdjustment	631	13.6482	3.76995
Valid N (listwise)	631		

RQ3

Descriptive Statistics

	N	Mean	Std. Deviation
InsecureAmbivalentAttachment	157	25.3518	2.94928
SocialAdjustment	631	22.1823	3.37546
Valid N (listwise)	631		

RQ4

Descriptive Statistics

	N	Mean	Std. Deviation
InsecureAmbivalentAttachment	157	22.3059	3.57104
EmotionalAdjustment	631	22.1823	3.37546
Valid N (listwise)	631		

RQ5

Descriptive Statistics

	N	Mean	Std. Deviation
InsecureAvoidantAttachment	171	25.3518	2.94928
SocialAdjustment	631	23.9144	3.67172
Valid N (listwise)	631		

RQ6

Descriptive Statistics

	N	Mean	Std. Deviation
InsecureAvoidantAttachment	171	23.9144	3.67172
EmotionalAdjustment	631	22.3059	3.57104
Valid N (listwise)	631		

RQ7

Descriptive Statistics

	N	Mean	Std. Deviation
InsecureDisorganizedAttachment	110	25.3518	2.94928
SocialAdjustment	631	21.3613	3.15414
Valid N (listwise)	631		

RQ8

Descriptive Statistics

	N	Mean	Std. Deviation
InsecureDisorganizedAttachment	110	22.3059	3.57104
EmotionalAdjustment	631	21.3613	3.15414
Valid N (listwise)	631		

H1 Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
SecureAttachment	25.3518	2.94928	193
SocialAdjustment	13.6482	3.76995	631

Correlations

		SecureAttachment	SocialAdjustment
SecureAttachment	Pearson Correlation	1	.415**
	Sig. (2-tailed)		.033
	N	631	631
Social Adjustment	Pearson Correlation	.415**	1
	Sig. (2-tailed)	.033	
	N	631	631

H2 Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
SecureAttachment	22.3059	3.57104	193
EmotionalAdjustment	13.6482	3.76995	631

Correlations

		SecureAttachment	EmotionalAdjustment
SecureAttachment	Pearson Correlation	1	.404**
	Sig. (2-tailed)		.033
	N	631	631
EmotionalAdjustment	Pearson Correlation	-404**	1
	Sig. (2-tailed)	.033	
	N	631	631

H3 Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
InsecureAmbivalentAttachment	25.3518	2.94928	157
SocialAdjustment	22.1823	3.37546	631

Correlations

		IncureAmbivalentAttachment	SocialAdjustment
InsecureAmbivalentAttachment	Pearson Correlation	1	-.219**
	Sig. (2-tailed)		.049
	N	631	631
SocialAdjustment	Pearson Correlation	-.219**	1
	Sig. (2-tailed)	.049	
	N	631	631

H4 Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
InsecureAmbivalentAttachment	22.3059	3.57104	157
EmotionalAdjustment	22.1823	3.37546	631

Correlations

		InsecureAmbivalentAttachment	EmotionalAdjustment
InsecureAmbivalentAttachment	Pearson Correlation	1	-.939**
	Sig. (2-tailed)		.003
	N	631	631
EmotionalAdjustment	Pearson Correlation	-.939**	1
	Sig. (2-tailed)	.003	
	N	631	631

H5 Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
InsecureAvoidantAttachment	25.3518	2.94928	171
SocialAdjustment	23.9144	3.67172	631

Correlations

		InsecureAvoidantAttachment	SocialAdjustment
InsecureAvoidantAttachment	Pearson Correlation	1	-.317**
	Sig. (2-tailed)		.040
	N	631	631
SocialAdjustment	Pearson Correlation	-.317**	1
	Sig. (2-tailed)	.040	
	N	631	631

H6 Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Insecure Avoidant Attachment	23.9144	3.67172	171
Emotional lAdjustment	22.3059	3.57104	631

Correlations

		InsecureAvoidantAttachment	EmotionalAdjustment
InsecureAvoidantAttachment	Pearson Correlation	1	-.928**
	Sig. (2-tailed)		.001
	N	631	631
EmotionalAdjustment	Pearson Correlation	-.928**	1
	Sig. (2-tailed)	.001	
	N	631	631

H7 Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
InsecureDisorganizedAttachment	25.3518	2.94928	110
SocialAdjustment	21.3613	3.15414	631

Correlations

		InsecureDisorganizedAttachment	SocialAdjustment
InsecureDisorganizedAttachment	Pearson Correlation	1	-.668**
	Sig. (2-tailed)		.017
	N	631	631
SocialAdjustment	Pearson Correlation	-.668**	1
	Sig. (2-tailed)	.017	
	N	631	631

H8 Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Insecure Disorganized Attachment	22.3059	3.57104	110
Emotional sAdjustment	21.3613	3.15414	631

Correlations

		Insecure Disorganized Attachment	Emotional Adjustment
Insecure Disorganized Attachment	Pearson Correlation	1	.082**
	Sig. (2-tailed)		.069
	N	631	631
Emotional Adjustment	Pearson Correlation	.082**	1
	Sig. (2-tailed)	.069	
	N	631	631