ATTACHMENT STYLE AND SOCIO-EMOTIONAL BEHAVIOUR IN YOUNG CHILDREN

By

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DECLARATION

I declare that unless specifically indicated to the contrary, this research is a product of my own work..

Signed

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ABSTRACT

Attachment research overlaps with many fields within psychology and is a highly under-researched topic in South Africa.

This study examined the relationship between the attachment style of Grade 1 learners and their socio-emotional behaviour. The following hypothesis was examined: Grade 1 learners who are securely attached display more age-appropriate socio-emotional behaviors than their counterparts who are not securely attached. The aims of the research were to: i.) describe mothers' perceptions of their children's attachment styles; ii.) investigate children's perceptions of their relationship with their primary caregiver and, iii.) describe the nature of the relationship between attachment style and certain aspects of socio-emotional behaviour in young children. In order to meet the above aims, the researcher constructed the Childhood Attachment Style Questionnaire (CASQ). In addition to the CASQ, the Preliminary Screening Checklist (PSCL), the Child Behaviour Scale (CBS) and the Kinetic Family Drawing test (KFD) were used to achieve the aims of the study. The sample consisted of 100 subjects who had met the criteria for participation in the study. Statistical and qualitative analyses of the data partially confirmed the hypothesis that secure Grade 1 learners were more likely to display age-appropriate socio-emotional behaviour as opposed to their insecure counterparts.

Based on the findings of the study, various recommendations are made which have widespread relevance to the issues of behaviour problems, custody disputes and HIV/AIDS.

CHAPTER 1

INTRODUCTION

1.1 Background to Attachment Theory

The theoretical efforts of John Bowlby and Mary Ainsworth, two of the foremost pioneers of attachment theory have spawned one of the most prolific and creative lines of research in the twentieth century. A literature search conducted on the topic of "attachment" will yield a vast number of entries ranging across hundreds of physiological clinical, developmental and social psychology journals. Attachment research covers the entire life span of human development, from infancy through to old age.

In the field of social and emotional development, attachment theory is one of the most prominent empirically grounded conceptual frameworks. Attachment theory explores the effects of early parent-child relationships on various aspects of the child's development. In addition, it also focuses on problematic and abusive relationships. It examines the close relationships of adolescents and adults, including romantic, marital and other love relationships. It is one of the best current examples, which emphasises the value of coherent theorising in psychology. It clearly depicts the two-way relationship between clear conceptualisations and in-depth empirical research, which is one of the fundamental principles of sound scientific research. Over the years, an enormous volume of literature has been generated in the field of attachment. While the attachment theory of today is, in many respects, similar to that of the past, it has become more specific and has significantly branched out into new and creative directions.

Despite the popularity and prominence attachment theory has received in the international world of psychological research, it appears to be one of the least commonly researched topics among South African researchers. Upon browsing through the local literature, it becomes evident that there appears to be a lack of attachment research specifically relating to the South African context. While some attachment research has been conducted in a few African countries such as Uganda, Kenya and Mali, there appears to be a dire need to conduct attachment research that is specific and relevant to the unique South African context.

Before proceeding any further, it is important that the reader be familiarised with the origins of attachment theory, i.e. how attachment theory came about. During the 1940's and 1950's the results of a number of studies found that children who experienced prolonged separation from their mothers went through a series of reactions. These studies also found that despite variations in settings, type of care received, etc., these reactions appeared to be commonly experienced by children who were subjected to prolonged separation from their mothers (Marvin & Britner, 1999).

While at an institution for juvenile delinquents, John Bowlby began to observe the significant effects of disruptive mother-child relationships on children (Cassidy & Shaver, 1999). Bowlby departed from contemporary scientific belief and maintained that the loss of the specific mother figure proved to be the most important factor in a child's reactions to separation (Marvin & Britner, 1999). Hence, Bowlby's research into the pervasive and adverse effects of hospitalisation and institutionalisation on infants and young children was the main impetus behind his move to develop a theory of attachment.

His research on the effects of maternal deprivation showed that children raised under such circumstances were seriously affected in their physical, intellectual, emotional and social development. In developing his original theory of attachment, Bowlby used the predominant psychoanalytic theories of the time as his main frame of reference. In his 1958 paper, Bowlby referred to psychoanalytic theories to explain the infant-mother relationship. According to secondary drive theory, the main reason for the infant engaging with its mother was the satisfaction of its basic needs for food and warmth (Meins, 1997).

Bowlby's interest in ethology eventually led him to reject the notion that only physiological needs (for food and warmth) were innate and that the infant's only interest in the attachment figure was the satisfaction of these needs. Instead, he argued that attachment behaviour stemmed from a set of innate instinctual responses (sucking, clinging and following) that are independent of physiological needs. Bowlby's arguments were supported by Harlow's (1961, in Meins, 1997) classic studies of rhesus monkeys, which showed that when given a choice of surrogate mothers, infant monkeys chose terry-clothed mother dolls offering warmth over wire mother dolls with feeding bottles attached to them. Hence, seemingly lending support to the idea that comfort as opposed to food is of greater importance in the establishment of the attachment relationship.

Bowlby revised and adapted his original theory in response to research findings that either supported or refuted his ideas. In his subsequent works, he included concepts such as behavioural systems, internal working models, multiple attachments, etc (Meins, 1997). Some of these concepts will be discussed at a later stage. Although Bowlby turned to alternate theories in an attempt to explain the mother-child relationship, he did not completely reject psychoanalytic explanations. Instead, he focused more on Freud's emphasis on the

quality of significant early relationships. Freud described the mother-child relationship as "unique, without parallel, established unalterably for the whole lifetime as the first and strongest love object and as the prototype for all later love relations- for both the sexes" (Freud, 1940, p.188, in Meins, 1997). Freud believed that early relationship experiences determine the ways in which individuals react to a threat of significant interpersonal loss, the occurrence and magnitude of accompanying feelings of anxiety and the ways in which individuals deal with conflict and anxiety.

Another important contributor to the field of attachment research was Mary Ainsworth. Her relationship with Bowlby began when she responded to a newspaper advertisement to work as a post-doctoral researcher for him. Their partnership which spanned almost 40 years attempted to shed light on the complexities of the mother-child relationship with a specific focus on separation and loss, the phases of loss, the nature of the mother-child bond, continuity of the attachment bonds and disruptions in mother-child attachment relationships. During the course of his research into these issues, Bowlby made the shift from studying attachments of dysfunctional children to studying the attachment relationships of 'normal' children. Bowlby rationalised that an understanding of the formation and functioning of these bonds within the context of 'normal' relationships would facilitate a clearer understanding of how these relationships malfunction.

This shift of Bowlby's prompted Ainsworth's famous Ugandan and Baltimore studies. These were naturalistic, observational studies designed to categorise infant's attachment styles on the basis of their reactions to a series of controlled separations and reunions with their mothers. Ainsworth's studies led to the development of the famous A-B-C classification

system of attachment styles and gave rise to the concept of a 'secure base' (these concepts are discussed in Section 2.2) (Marvin & Britner, 1999).

1.2 The Relevance of Attachment Theory

More than four decades ago Bowlby began to notice the ill effects of disruptions in mother-child relationships. The nature of the mother-child relationship influences many aspects of a child's development. The results of many studies have indicated that the nature of the mother-child relationship particularly during infancy and toddler-hood is one of the most influential factors in the development of the child's personality. A substantial volume of empirical findings indicate that the formation of a secure mother-child attachment in the first two years of life is associated with greater social competence with other adults and children, higher levels of compliance with parents, as well as more effective emotional regulation (Greenberg, 1999).

Attachment theory provides insight into the formation and functioning of social relationships. Social relationships both affect and are affected by developing psychopathology. Hence, attachment theory further provides insight into the link between social relationships and psychopathology. An understanding of attachment theory can contribute to a better understanding of certain forms of psychopathology (e.g. Reactive Attachment Disorder, Separation Anxiety Disorder, Oppositional Defiant Disorder, Conduct Disorder, etc.).

Attachment studies, in general, are relevant to many of the issues faced by individuals today. For example, an understanding of the mother-child attachment relationship provides important insight into various issues such as the dynamics of dysfunctional families and individuals' choices of romantic partners and their behaviour towards their partners with

regard to trust, intimacy and independence in relationships. Attachment studies have further revealed that a mother's relationship with her child is influenced by her relationship with her own mother.

A knowledge of attachment theory has particular relevance to the issues of divorce and custody disputes. In such cases, psychologists and psychiatrists can use their knowledge of a child's attachment history to substantiate their opinions in court. The loss of an attachment figure due to death is particularly relevant in South Africa where thousands of infants and children are orphaned every year due to HIV/AIDS.

Attachment studies, including the present study, have examined the link between children's attachment styles and certain aspects of their socio-emotional behaviour. According to attachment theory, the mother-child relationship provides the basis for healthy social and emotional development during later childhood. Disruptions in the mother-child relationship have been found to have far-reaching consequences for the child's social and emotional behaviour. Children who have formed secure attachment relationships have been found to be more sensitive and responsive in their interpersonal relationships (Weinfield, Sroufe, Egeland & Carlson, 1999). Children with insecure attachments often have problematic interpersonal relationships. Insecure children often experience a number of behavioural and emotional problems. For example, such children are viewed as aggressive, mistrustful and insensitive (DeMulder, Denham, Schmidt & Mitchell, 2000). These behaviours are problematic and can have serious consequences on a child's later development. Teachers often experience insecure children as being more dependent, more attention seeking and demanding of contact. These children are easily frustrated and highly impulsive. These behaviours often hinder a child's academic and social experiences both within and out of the school environment.

For more information regarding the particular behaviours associated with secure and insecure attachments, see Section 2.3

1.3 Rationale

According to Booth, Rubin and Rose-Krasnor (1998), there is a paucity of research on attachment security during middle childhood. This is largely due to the absence of adequate age-appropriate assessment strategies. Unlike with young children, typical laboratory separation procedures can not be expected to elicit behaviours reflecting the child's underlying cognitive representation of the primary attachment relationship (Thompson, 2000). Therefore, what is needed, is a more holistic approach to assessing children's attachment styles that is based on age-appropriate assessment techniques.

Having previously conducted informal research in the area of attachment during her Honours year, the researcher became aware of the phenomenal impact of attachment style on various aspects of an individual's life. The way in which attachment style impacts on socio-emotional behaviour has important implications for Grade 1 learners, particularly because this is their first point of entry into the formal schooling environment. Whilst research into attachment seems to have generated considerable interest abroad, it would appear that not much attachment research is being conducted in South Africa. The proposed research hopes to provide information about the relationship between attachment style and socio-emotional behaviour of Grade 1 learners. This information could prove useful in terms of assisting both parents and teachers to understand the child's social and emotional behaviour within the school environment and could have important implications for the management of children manifesting behavioural and/or emotional problems.

In addition, this research may contribute to our understanding of how a child's socio-emotional behaviour can influence his/her academic performance. The study of attachment styles falls mainly within the domain of developmental psychologists and therefore has a profound relevance to many of the problems that are experienced by people today. As previously mentioned, it can be of relevance to educators in terms of furthering their understanding of children who manifest behavioural and/or emotional problems.

The present study should prove relevant to families who are undergoing the trauma of divorce or separation. Professionals (such as psychologists or psychiatrists) are often called in to provide expert opinion in order to assist the family courts in matters of custody disputes. The study could prove useful in contributing to the professional's understanding of the child's attachment to both parents, thereby enabling the professional to formulate a more informed opinion about who is the child's primary attachment figure and who provides for most of the child's emotional needs.

This study may also contribute to our understanding of the needs and behaviours of HIV/AIDS orphans. Such children are often bereft of primary attachment figures and may have no one to take care of their emotional needs. By understanding the importance of the primary attachment figure to a child's social and emotional development, one might be able to understand the consequences of the lack of such a figure in a child' life and the subsequent effect of this on the child's emotional and social behaviour.

1.4 Critical Questions, Aims and Hypothesis

As briefly mentioned in the above section, research has indicated that children with secure attachments differ in their socio-emotional behaviour from children with insecure

attachments. The present study specifically focuses on the issue of attachment during middle childhood within the South African context. It examines the relationship between attachment style and certain aspects of socio-emotional behaviour in young children aged 6-8 years. The results of the present research are then compared and discussed in the light of the existing literature.

1.4.1 Critical Questions

This research addressed the following critical questions:

1.4.1.1 What is the nature of the relationship between the attachment style of Grade 1 learners and their socio-emotional behaviour?

1.4.1.2 To what extent do Grade 1 learners who are securely attached differ with regard to aspects of their socio-emotional behaviour from Grade 1 learners who are insecurely attached?

1.4.2 Aims

The aims of the research were:

1.4.2.1 Describing mothers' perceptions of their children's attachment styles.

1.4.2.2 Investigating children's perceptions of their relationship with their primary caregivers.

1.4.2.3 Describing the nature of the relationship between attachment style and certain aspects of socio-emotional behaviour in young children.

The Childhood Attachment Style Questionnaire (CASQ) was constructed in order to meet the aim of describing mothers' perceptions of their children's attachment styles. It was therefore necessary to establish the reliability and validity of this instrument. Hence, in addition to the

aims stipulated above, a further aim of this study was to establish the reliability and validity of the CASQ.

1.4.3 Hypothesis

This study attempted to test the following hypothesis:

1.4.3.1 Grade 1 learners who are securely attached display more age-appropriate socio-emotional behaviours than their counterparts who are not securely attached.

The present study commences with an examination of current attachment literature and then proceeds to an examination of the link between attachment and socio-emotional behaviour of children. The methodology incorporated in the study, along with the research instruments are then discussed. This is followed by a presentation of the results of the field research and a brief discussion thereof. It concludes with a few comments on the potential benefits as well as the shortcomings of the study. Comments on recommendations for future study are also included.

CHAPTER 2

LITERATURE REVIEW

This chapter describes the concept of attachment, the theory of attachment, and the development of attachment relationships in infancy and childhood. It further describes the development of the different attachment styles and their associated characteristics. The influence of children's attachment styles on their socio-emotional behaviour is then discussed.

2.1 Attachment and Attachment Theory

What is Attachment?

According to Bowlby (1988a), attachment behaviour may be conceptualised as any form of behaviour by a person in distress that is aimed at attaining/maintaining proximity to a particular individual (the primary caregiver) who is perceived as being better equipped to cope with the world. Macoby (1980, in Flanagan, 1999) identified four characteristic behaviours associated with attachment. These include: proximity-seeking behaviours, distress caused by separation, pleasure upon being reunited, and general orientation of behaviour towards the primary caregiver. According to Maurer and Maurer (1989, in Flanagan, 1999, p.40), another important aspect of attachment is its interactive nature. These authors maintain that "Attachments are not formed by a congenital glue held in limited supply: they are welded in the heat of interactions."

What is a Theory of Attachment?

According to Flanagan (1999, p.98), a theory of attachment seeks to account for several things including the following:

- The characteristics of the child's primary attachment figure.
- The reasons as to why children become attached to one particular person.
- The long and short-term functions of attachment.
- The consequences of good and poor attachments.

Attachment Theory

According to Parkes and Stevenson-Hinde (1982), a child's first attachment to the primary caregiver (usually mother) gives rise to expectations and assumptions about the world, which will invariably impact on the child throughout his/her lifetime. These authors discuss the work of John Bowlby, one of the founding figures of attachment theory, who stressed the view that the complex interweaving of reciprocal expectations and behaviours arising out of the child-mother relationship forms the starting point for later relationships.

Hence, according to Bowlby (1977), attachment theory is a way of conceptualising the propensity of human beings to form strong affectional bonds with significant others and of providing an explanation for various forms of emotional distress, personality disturbances, etc. which unwilling separation and loss may give rise to.

According to attachment theory, human beings have an innate predisposition to form close relationships, and behaviour in such relationships is partially regulated by a set of innate behavioural systems (Bowlby, 1973). The term "behavioural system" refers to the organisation of observable behaviours and their corresponding cognitive and emotional

components. Bowlby proposed that behaviours associated with each of these behavioural systems primarily serve two functions. Firstly, they serve an evolutionary function i.e. they help to ensure the survival and reproductive success of the individual. Secondly, they serve a biological function of exploratory and social behaviour, which facilitates the learning of the skills necessary for self-reliant behaviour and for integration into a social group. Whilst the list of behavioural systems is inexhaustive, most attachment researchers have focused on four specific ones, viz. the attachment, fear/wariness, exploration and sociable behavioural systems (Marvin & Britner, 1999).

Internal Working Models

Attachment theory is, on the one hand, a biological theory concerned with the physical protection and survival of the infant and the species. On the other hand, attachment theory is concerned with hypothetical constructs such as internal working models (IWM's) or representational models (Colins, 1996). IWM's refer to the dynamic, internal representation of relevant aspects of the self, one's behaviour, the environment and the person towards whom the behaviour is directed. Bowlby also referred to the IWM as a "representational model" and it is similar to the Piagetian concept of "schemas." IWM's are dynamic, flexible models that enable the organism to understand and predict its relation to the environment and to construct complex sequences of behaviours (Marvin & Britner, 1999). The function of these models is to simulate happenings in the real world, hence facilitating the planning of behaviour with the added advantages of foresight and insight. The more accurate the simulation the more likely the behaviour based on it will be better adapted (Bowlby, 1988b). By observing the organisation of behaviours across situations, it is possible to infer the structure of the IWM's (Marvin & Britner, 1999).

IWM's guide the formation of individual differences in the understanding of the self, in the willingness to trust others, in abilities to perceive and express emotions, in abilities to recognise recognise and use information, and in the desire and tolerance for intimacy (Colins, 1996). IWM's are responsible for guiding the child in the formation and development of relationships with others.

It is a fundamental assumption of attachment theory that for activation and deactivation of the attachment system, it is essential for a child to develop internal working models (IWM's) of the attachment figure and of the self in interaction with the attachment figure (Bowlby, 1988a). According to Bowlby (1973), models of the self and of the primary attachment figures are the most important. Key features pertaining to the model of the self include how acceptable, loveable, worthy and competent the self is. Important aspects pertaining to the model of the attachment figure include his/her accessibility and emotional supportiveness.

It is presumed that as a child matures, IWM's are continually validated by the care-giving environment and as a result, become ingrained and more stable. Bowlby (1977) believed that internal working models formed by children during the initial few years of life are the main means by which early experiences influence later development and outcomes. A child with supportive parents is likely to develop an IWM of others as helpful and responsive and a model of the self as worthy of respect and deserving of care. Children with secure attachment representations are likely to approach novel experiences with confidence and trust.

In contrast, children faced with early experiences of rejection or neglect are more likely to develop insecure working models. Such children are generally more vulnerable in

approaching new people and situations because they lack the confidence that others will respond to them in a sensitive manner (Jacobson & Hofmann, 1997).

It is also possible that a child's IWM may become self-reinforcing. Because the way in which a child expresses his/her behaviour is guided by the IWM, it is expected that the child would engage in interactions within relationships that would serve to strengthen the IWM and therefore, increase the likelihood of the continuance of these behaviours (Booth et al., 1998). For example, a child's cognitive representation of the self as unworthy and ineffective, together with his/her feelings of insecurity may be expressed in the form of dependent, immature behaviour with others (Bowlby, 1973). Such behaviours could in turn, lead to avoidance or rejection by others hence, reinforcing the IWM (Booth et al., 1998).

2.2 Attachment during Infancy and Middle Childhood

Attachment during Infancy

According to attachment theory, with regards to normal development, the operation of these four systems is affected by specific environmental and organismic events. The complex, dynamic balance between the systems ensures the development of sophisticated coping skills within the protective bond to the attachment figure. When the child's attachment and/or wary behavioural systems are minimally activated, the exploratory and/or sociable behavioural systems can be easily activated. Should the wary system thereafter be activated, termination of the exploratory and/or sociable systems occurs with simultaneous activation of the attachment system. Proximity to or contact with the attachment figure then serves to minimise activation of the attachment system, which in turn can lead to re-activation of the exploratory and/or sociable systems (Marvin & Britner, 1999).

During infancy, the attachment system serves primarily to regulate proximity to the attachment figure and operates in a homeostatic manner incorporating a "set goal" for proximity (Bowlby, 1973). When the attachment figure exceeds the set goal for proximity, the attachment system is activated. Upon activation, the attachment system triggers off a series of behaviours (e.g. crying, calling and clinging), the purpose of which is to restore proximity to the attachment figure. Bowlby (1973) refers to these attachment behaviours as "separation protest."

The attachment system operates according to the principles of Cybernetic or Control Systems Theory, which assumes that the control system is activated by a set of environment features (loss of proximity) and once engaged, the system will attempt to achieve the set goal by crying, calling and clinging. Once the goal is reached, the system is deactivated and proximity-maintaining behaviours are engaged in (e.g. smiling and hugging).

Further evidence supporting the view of attachment as a behavioural system arises out of the work of Ainsworth et. al (1978) whose laboratory observation technique dubbed "The Strange Situation" led to the proposed view that attachment serves as a "secure base" from which to engage in activity. A secure base permits the infant to explore the outside world safe in the knowledge that he/she is able to return to the care of an available, responsive and nurturing caregiver (Bowlby, 1988a). Ainsworth (1978) found that securely attached infants whose mothers were responsive, sensitive and affectionate were more likely to become sociable children compared to insecurely attached infants.

Erikson (1963) believed that a strong emotional relationship (a secure social attachment) between an infant and its caregiver in which the infant's needs are consistently satisfied

helped the infant to develop a sense of trust. A child who trusts in the availability of its caregiver is confident that its base is secure and will venture further away from the base for increasing periods of time (Bowlby, 1988a). A child who has developed a sense of trust and who is encouraged to do things at his own pace under the supervision of his caregiver, will develop a sense of autonomy (Erikson, 1963). According to Bowlby (1988a), parents who encourage their child's autonomy while remaining available and responsive when called upon, foster emotional stability within their child.

Attachment during (Middle) Childhood

According to Bowlby (1969, in Marvin & Britner, 1999), the attachment behavioural system remains important throughout the life span although it does undergo significant changes. One implication of this is that it becomes increasingly difficult to measure attachment as it becomes more sophisticated, more abstract and complex and less dependent on proximity to or contact with the attachment figure.

A significant change in the attachment behavioural system becomes evident during the middle childhood phase (age 7-12 years). Children continue to use their attachment figures as secure bases from which to explore. However other adults (besides caregivers) as well as specific peer groups are also used in much the same manner. Due to their much more sophisticated communication skills and IWM's, children in this phase become more responsible for their own protection by becoming part of a larger social structure while being physically separated from their parents for longer periods of time. Nevertheless, the child-parent relationship remains a close one and the attachment behavioural system remains as important for the school-age child as it does for the infant (Marvin & Britner,1999).

School-age children do not yet possess the wisdom or the knowledge to make completely independent decisions regarding their activities or their protection in the absence of their parents. It is important for children to know the whereabouts of their parents and to know with certainty that they are accessible. Likewise, it is important for parents to know the whereabouts of their children and to know who is responsible for their protection. Bowlby believed that in older children and adults, availability as compared to physical proximity of the attachment figure becomes the set goal of the attachment system (Marvin & Britner, 1999). For the child to determine the availability of the attachment figure, he/she must believe that it is possible to communicate openly with the attachment figure, that the attachment figure is physically accessible and will be responsive if called upon for help (Ainsworth, 1990).

Marvin (1977, in Colin, 1996) believed that the set goal for a school-age child involves the matching of the internal perspectives between parent and child as well as the sharing of control within the relationship. He concurred with Bowlby that physical proximity becomes less important to the school-age child as the child is now able to appreciate that the parent-child relationship continues to exist even though the parent and the child are not in physical proximity of each other. According to Marvin (1977, in Colin, 1996), the sharing of ideas, values, attitudes, goals and plans with the caregiver becomes increasingly important to the child. He argues that although proximity and intimate contact continue to be important factors in the parent-child relationship, the child's set goal is not so much directed towards physical proximity as it is towards achieving a mutual regulation in the parent-child relationship. This involves finding a balance between the child's and the parent's perspectives.

A school-age child is consciously aware of himself/herself and is thus able to engage in self-reflection. A child who has had favourable experiences will be able to assimilate information that has been encoded in different ways or in different memory systems in order to build a single, coherent, hierarchically organised model of the self. This model will include opposite qualities of the self such as the tendency to be 'naughty' at times and 'good' at other times. Such a model enables the child to represent and simultaneously consider two points of view (such as the child's point of view as well as that of the attachment figure's) and assess how they match (Colin, 1996).

According to Main (1991, in Colin, 1996), secure children differ with regard to their thought processes. Secure children believe that they are worthy of love and are competent at what they do. The opposite is true for insecure children, who believe that they are unworthy and ineffective (Bowlby, 1973).

According to Crittendon (1994, in Colin, 1996), avoidant children are prone to developing two isolated, incoherent and unintegrated models of the self in keeping with the experiences they have had. The one model represents the self as the way in which the child acts towards adults (e.g. polite and pleasant). This is the child's idealised version of the self. The other model represents the self as bad, angry and unworthy of love. This represents the child's feelings about the self as a result of the kind of treatment received from his/her parents. Because almost all of the child's attachment related memories would be conflicting and painful, the child is not likely to willingly explore his/her personal history. Because these old models (upon which the memories are based) guide the child's current perceptions, interpretations and behaviour, any new experiences which may be quite different to the old

ones, often go unnoticed by the child. The representational model of the avoidant child is likely to remain the same, as the child will find it too painful an experience to re-evaluate, question, integrate and update this old model of the self.

2.3 Childhood Attachment Styles

The dominant approach to developing classification systems for children's attachment behaviour beyond infancy is based on the assumption of continuity of attachment style from infancy through to adulthood and makes allowances for changes in the actual behaviours that are indicative of the various attachment styles (Solomon & George, 1999).

Many measures of attachment during infancy, the pre-school years and beyond are based on Ainsworth et al.'s (1978) classic Strange Situation study. This laboratory observation technique predicted that behaviours observed during threats, separations and reunions were indicative of the nature of the parent-child bond (Clark & Ladd, 2000). The Strange Situation study highlighted three different attachment groups, viz. Secure (B), Avoidant (A) and Ambivalent (C). A fourth group referred to as the Disorganised/Disorientated (D) group was identified by Main and Solomon (1986, in Solomon & George, 1999) to account for behaviours manifested by infants that were unclassifiable according to the traditional A-B-C classification. Subsequent studies based on the Strange Situation identified similar as well as additional attachment categories.

The four childhood attachment categories referred to above are as follows:

- **Secure** - research has shown that children who evidence a secure attachment style are generally more relaxed and intimate. They are able to express their feelings and desires directly and can engage in positive reciprocal interaction and conversation.

Children who form a secure attachment bond during infancy later tend to communicate in a more emotionally open, fluent and coherent manner than their insecurely attached peers. Secure children have been found to be more empathic towards their peers in pre-school (Solomon & George, 1999). Children in this category appear to be more popular, co-operative, affectively positive and socially competent with familiar peers and friends compared to insecure children. They are able to negotiate conflict and disagreement. (Kerns, Klepac & Cole, 1996). McAdams (1989) confirms that Grade 1 children who formed a secure attachment bond during infancy were described by their teachers as socially competent and popular and showed more dominance and initiative than insecurely attached children.

The Insecure attachment groups can be classified into two categories:

- **Avoidant** - avoidantly attached children behave in such a manner so as to minimise emotional involvement or confrontation. They tend to minimise opportunities for interaction and avoid psychological and physical intimacy. Avoidantly attached children are often neutral with respect to the expression of their feelings (Solomon & George, 1999). They appear to be more negative in their evaluations of others (Kerns et al., 1996).
- **Ambivalent/Resistant** - the child who develops this particular attachment style attempts to maximise involvement with the parent and tends to exaggerate problems and conflict. Some of the behaviours manifested by such children include coercive, threatening, resistant and/or disarming, innocent and coy. They tend to manifest excessive dependency on their parents (Solomon & George, 1999).

The category below accounts for all children who cannot be classified into any of the above three categories.

- **Disorganized/Disorientated** - Using the original A-B-C criteria for classifying infants in the Strange Situation, approximately 15 % of attachments in the normative sample are difficult to classify. The infants in this category manifest a diverse range of behaviours characterised by a lack of observable goal, purpose or explanation in the immediate situation. This suggests that these children appeared to lack a coherent attachment strategy with respect to the parent (Solomon & George, 1999).

2.4 Attachment and Socio-emotional Behaviour

According to theory, some of the variables that are likely to be influenced by a child's attachment style include: the child's basic trust, capabilities and tendencies in social interaction, openness to involving himself/herself in new relationships and the child's ability to adapt his/her behaviour under different circumstances and with various partners (Colin, 1996). Bowlby (1973) believed that attachment theory is one of the most influential and useful theories when it comes to explaining the relationship between children's family experiences and their social and emotional development. A strong mother-child attachment provides the basis for healthy emotional and social development during later childhood. The results of several studies have shown that a connection exists between children's quality of attachment and their socio-emotional competence in school (Verschueren & Marcoen, 1999).

The impact of attachment relationships on social competence is twofold. First, attachment relationships provide the foundation for the child's expectations about and approach to other relationships. Infants in secure attachment relationships are valued, supported and cared for

(DeMulder et al., 2000). These infants hold positive expectations that their social partners will be responsive towards them and that they are worthy of such a response (Weinfield et al., 1999). They develop a give and take approach to interpersonal relationships and a sense of self-worth and efficacy. Insecure attachment relationships in which the child feels unsafe and unvalued often leads to the child developing negative expectations and beliefs which may give rise to mistrust, insensitivity, anger, aggression and a lack of empathy in later relationships (DeMulder et al., 2000). As they develop, anxiously attached infants often expect inconsistent treatment and rejection by social partners and feel that they are unworthy of better treatment. The second way in which attachment relationships influence social competence deals with the way in which parents teach their infant about behavioural synchrony and communication. The secure infant whose caregiver is sensitive and responsive teaches the infant about the importance of a partner's cues and responses in communication. The anxiously attached infant, on the other hand, through insensitive and uncoordinated interactions with the caregiver, learns that communication is not a responsive interaction (Weinfield et al., 1999).

During middle childhood, the child faces the complex challenges of not only having to interact with others but also having to form and maintain personal relationships (like friendships) over time, having to fit into a peer group and having to balance friendships with group functioning (Kobak, 1999).

A study by Elicker et al. (1992, in Colin, 1996) revealed that teacher ratings of children with secure attachment histories showed them to exhibit greater interpersonal competence. Secure children (compared to insecure children) formed more friendships, were more easily accepted

into a group, adhered to group norms and were better able to co-ordinate tasks by including others into their activities whilst still maintaining a reciprocated focus with their partners.

Sroufe, Fox and Pancake (1983, in Colin, 1996) conducted a study on a group of nursery school children whose attachment patterns had been established during infancy and had been shown to be stable across time. The study was conducted on 40 children and utilised a variety of measures such as observer ratings, teacher ratings and the number of contact initiations between the teacher and the child) to assess over-dependency. The results of this study revealed that children who were anxiously attached during infancy showed considerably more dependency during their pre-school years as compared with secure children. These children often demanded more contact, guidance and discipline from their teachers. They engaged in higher levels of attention-seeking behaviours and displayed more neediness, tenseness, impulsivity, frustration, passivity and helplessness. Secure children were found to be less dependent on their teachers and were more likely to call on their teachers when they needed help and could not manage on their own. Avoidant children were found to be less likely to call upon their teachers for help. An interesting finding of this study was that teachers, without knowing the children's attachment patterns, appeared to react differently to children with different attachment patterns. They demanded more mature behaviour from, held more positive expectations of, and showed a lesser tendency to control secure children.

According to Crittendon (1993, in Colin, 1996), the majority of children referred for psychological services are ambivalently attached and display coercive/threatening patterns of behaviour. These children often present as loud, demanding and disruptive. They attend to affect and downplay cognition. They fail to regulate their emotions or control their behaviour.

They are uncertain and anxious about their relationships and they therefore demand attention. At times, they may even appear to be unable/unwilling to concentrate on teacher-assigned activities for long periods of time. As a result of their behaviour, they were often diagnosed with Attention Deficit Hyperactivity Disorder or Learning Disabilities. Such children frequently antagonised others with their temper outbursts, irrational demands and arguments. As such, they invariably became the victims of violence or, they themselves instigated violence and became bullies.

Kobak (1999, p.37), emphasises that "Failure to understand the fundamental importance of the attachment relationship in the emotional lives of young children leads many parents and child care workers to ignore the potential impact of disturbances in attachment relationships." According to Bowlby (1969, in Marvin & Britner, 1999), throughout one's life one's appraisal of the availability of the attachment figure is accompanied by very specific emotions. These emotions serve important motivational, self-monitoring and communication functions for the individual. An individual who has confidence that his/her attachment figure is responsive will maintain open communication. Hence, any disruptions in physical access or perceptions of threat can be managed in such a way that access is regained. Open parent-child communications fosters within the child the development of secure expectations of the caregiver's responsiveness.

According to Kobak (1999, p.37), "Secure attachment relationships often foster a self-sustaining virtuous cycle." In relationships characterised by secure IWM's the child will be able to cope with normal disruptions in the attachment relationship by engaging in conversation with the caregiver in order to restore his/her confidence in the availability of the

caregiver. The child's expression of negative feelings will be met with reassurance, understanding and sympathy from the caregiver.

Dysfunctional patterns of communication can also become self-sustaining. When the child's expression of negative emotions fails to restore access to the attachment figure, these emotions can become dysfunctional and can result in many problems including distorted expressions. Emotions such as fear, anger and sadness are commonly distorted. Anger resulting from disruptions in attachment relationships appears to be especially prone to distortion. Young children have been known to displace felt anger towards parents onto other targets like their peers, for example. A study conducted by George and Main (1979, in Kobak, 1999) showed that children who had been physically abused by their parents were more likely to attack their peers than non-abused children. Bowlby believed that separations and threats to the availability of attachment figures could lead to the emergence of a number of difficulties as well as psychopathology later on in children's lives. He believed that these experiences could leave the child vulnerable to later depression, anxiety and defensive distortions of vulnerable feelings in close relationships (Kobak, 1999).

2.5 Attachment and Culture

There are mainly two approaches to any cross-cultural research, viz. the "etic" and the "emic" approaches. The "etic" approach focuses on those characteristics of attachment that are regarded as universal, whereas the "emic" approach emphasises the culture-specific characteristics of attachment behaviours. The "etic" approach places an emphasis on theories and assessments that have been developed within a specific culture (normally, a Western, industrialised society) and then applied to other cultures in order to assess whether they are

cross-culturally valid or not. The "emic" approach attempts to understand a specific culture from within its own frame of reference by focusing on its specific social and behavioural structures and developmental trajectories. One of the main reasons why cross-cultural attachment research has adopted an "etic" approach may be attributed to the ethological foundations of attachment theory (van IJzendoorn & Sagi, 1999).

Bowlby (1988b) suggested that infants have an innate bias to form attachments to their caregivers. The universality of this bias of infants to form attachments regardless of their specific cultural niche, is thus a core element of attachment theory. Despite the universality thesis, the development of attachment is not insensitive to culture-specific influences. It's evolutionary perspective does allow for and accept culture-specific behaviour adaptations in accordance with the specific cultural niche in which children survive. For example, if a certain cultural niche requires suppression of negative emotions, infants may develop an avoidant pattern in order to meet this demand. This attachment pattern may well be normative in such a culture as it promotes inclusive fitness and general adaptation. Hence, it may well be observed in the majority of cases within this particular culture. Thus, the universality thesis only predicts that attachment bonds will be established in any known culture, irrespective of child-rearing arrangements and family structures. It does not imply that any one of the three main attachment patterns is universally normative (van IJzendoorn & Sagi, 1999).

Attachment patterns among selected African cultures

Mary Ainsworth was one of the pioneers of cross-cultural research into attachment patterns. Her short term longitudinal study (1954-1955) on Ugandan infants led to the creation of the

famous tripartite classification system of infant mother attachment relationships, viz. "Avoidant" (A), "Secure" (B) and "Resistant/ambivalent" (C). This study, better known as the "Strange Situation" raised some important cross-cultural issues such as the universality of the infant-mother attachment relationship and the universality of the nomological network surrounding the concept of attachment. The subsequent Baltimore study conducted by Ainsworth in 1967 was aimed at testing the replicability of the Ugandan study in a Western culture. The results of the Ugandan study showed that attachment security was determined not by the number of caretakers that looked after the infant, but was decisively influenced by the quality of the mother-child interactions (van IJzendoorn & Sagi, 1999).

Kermoian & Leiderman (1986, in van IJzendoorn & Sagi, 1999) conducted research on attachment patterns among the Gusii infants of Kenya. In the Gusii culture, child rearing tasks and responsibilities are shared between a number of caregivers. There is, however, a strict division of tasks between mothers and other caregivers. Mothers provide most of the physical care and are responsible for the child's health, whereas caregivers are restricted to social and playful activities. A variation of the "Strange Situation" study was used to classify infant's attachment styles. This study demonstrated that Ainsworth's A-B-C classification system could be universally used to classify attachment styles even within African cultures.

In another study conducted on the Dogon people of Mali, West Africa in which infants are also left in the care of multiple caregivers, True (1994, in van IJzendoorn & Sagi, 1999) demonstrated that the "Strange Situation" could effectively be used to classify infants into the various attachment categories. Hence, lending further support to the universality hypothesis. True's study further provides support for the 'normativity' hypothesis, which states that a

secure attachment pattern is the primary strategy for adapting to a social environment that is supportive of the infant. In light of this hypothesis, insecure strategies are viewed as secondary and as constituting deviating but adaptive patterns that are provoked by less supportive contexts (Main ,1990 in van IJzendoorn & Sagi, 1999).

Upon browsing through some of the literature on attachment and culture, it becomes evident that while a number of these studies have been conducted on infants in African tribes, very little attachment research has been conducted on children in the middle childhood phase in South Africa.

2.6 Conclusion

Attachment refers to the innate pre-disposition of human beings to form relationships. It is a continuous process spanning the entire life of an individual. Attachment behaviours enable an individual to attain or maintain proximity to a caregiver. Attachment theory investigates the nature of attachment relationships, the reasons why individuals form attachments to one another, the purposes served by these relationships and, the consequences of attachment relationships. Attachment theory facilitates an understanding of how attachment relationships influence many important aspects of individuals' lives. Attachment research posits that the quality of mother-child interactions has been found to significantly influence individuals' social and emotional development.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the research process and the instruments that were employed to achieve the research aims. It commences with a description of the sampling procedure, sampling criteria and the sample characteristics and concludes with a description of the research instruments and the research procedure.

3.1 The Research Design

3.1.1 Sampling and Sample Criteria

This research was essentially a cross-sectional field study wherein subjects were studied in their natural environment. The research was conducted in the form of a survey intended to examine the relationship between the attachment style of Grade 1 learners and their socio-emotional behaviour. It was primarily a quantitative study.

The population from which the sample of parents and children was drawn consisted of mainly affluent, middle-to-upper class, English-speaking individuals. The sample was drawn from 6 English-medium independent schools in 3 suburbs of the Greater Pretoria-West region (also known as the Tshwane Metropolitan) viz. Erasmia/Christoburg, Claudius and Laudium. These 3 suburbs fall under Ward 61 of the Tshwane Metropolitan. The estimated combined population of the suburbs in Ward 61 is 26 251 with 12.8% African, 1.4% Coloured, 58.6% Indian, 26.3% White and 0.8% Other (Census, 1996). A convenience sample comprising 100 Grade 1 children and their mothers was selected. A total number of 100 children made up the sample.

In order to participate in the study, the following criteria had to be fulfilled: the subjects had to be Grade 1 learners between the ages of 6-8 years old. At the time of the study, the subjects had to be residing with their (intact) nuclear family. Subjects must have lived with their family for at least 80% (approximately 58-77 months) of their life. In addition, the subjects must not have been diagnosed with any psychological or psychiatric disorder. The above criteria were built into the research design in order to minimise the effects of confounding variables such as divorce, single parent families, adoption, foster care and psychiatric illness on attachment style and socio-emotional behaviour.

3.1.2 Sample Characteristics

- ***General Characteristics of the Sample of Mothers and their Children***

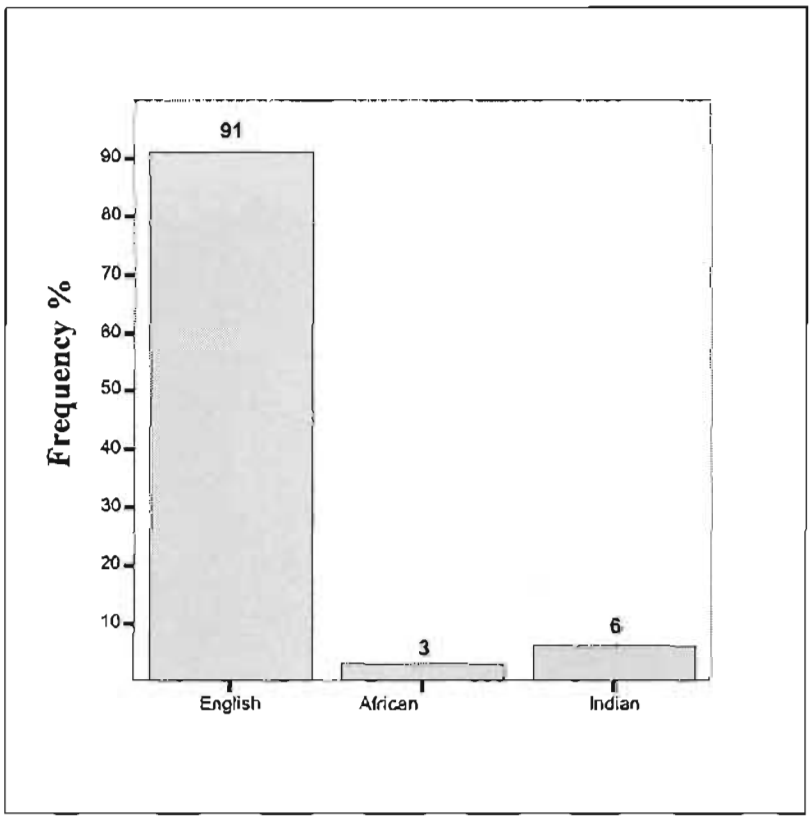

Figure 1: Home language of the sample (N=100)

Figure 1 shows that 91% of the respondents were English speaking, 6 % spoke an Indian language at home and only 3 % spoke an African language.

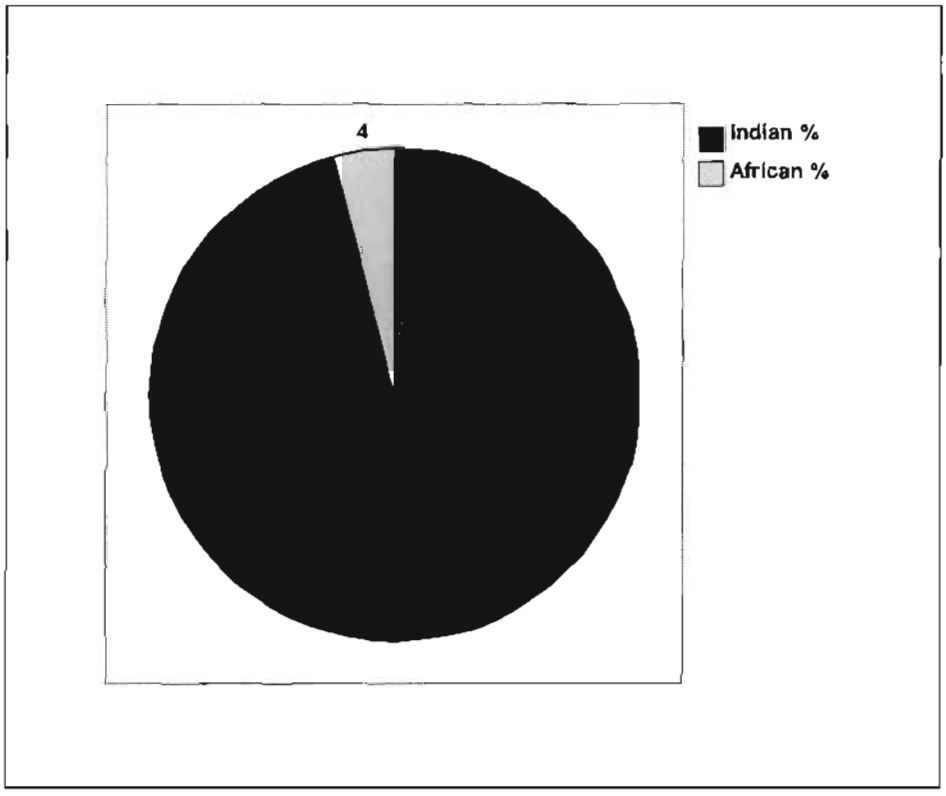

Figure 2: Sample distribution by race (N=100)

In the pie chart (Figure 2), it can be seen that 96% of the respondents were Indian, while only a small percentage (4%) were African.

- ***Characteristics of the Sample of Mothers***

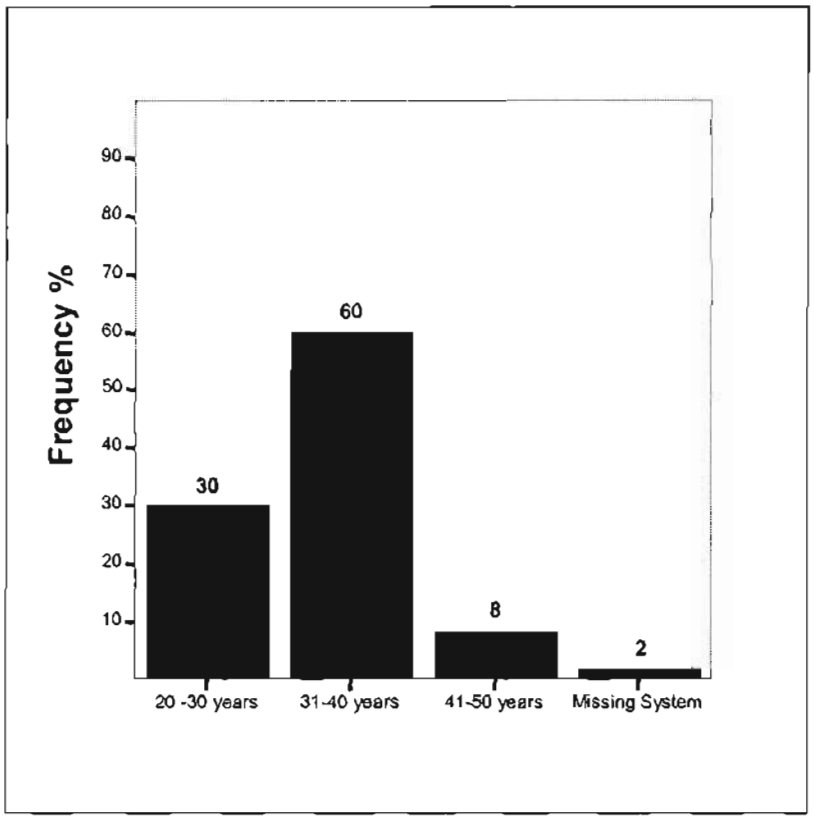

Figure 3: Distribution of mothers according to age (N=100)

As can be seen in Figure 3, 60% of the mothers were between the ages of 31-40 years old, 30% were younger and fell between the ages of 20-30 years and 8% fell within the age group of 41-50 years old. 2% of the mothers did not give their ages and were categorised as a missing system.

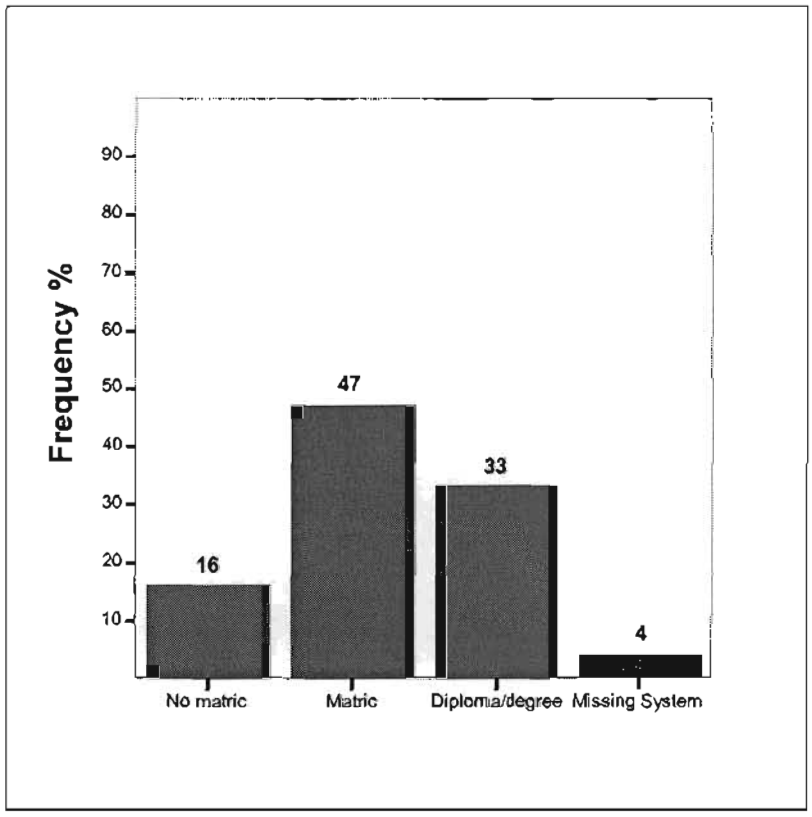

Figure 4: Distribution of mothers according to highest level of education attained

As indicated in Figure 4, the majority of mothers in the sample had matriculated (47%), 33% had obtained a tertiary education in the form of either a degree or a diploma and 16% of the mothers have not matriculated. The balance (4%) reflects the missing system, in which the respondents did not give their highest level of education.

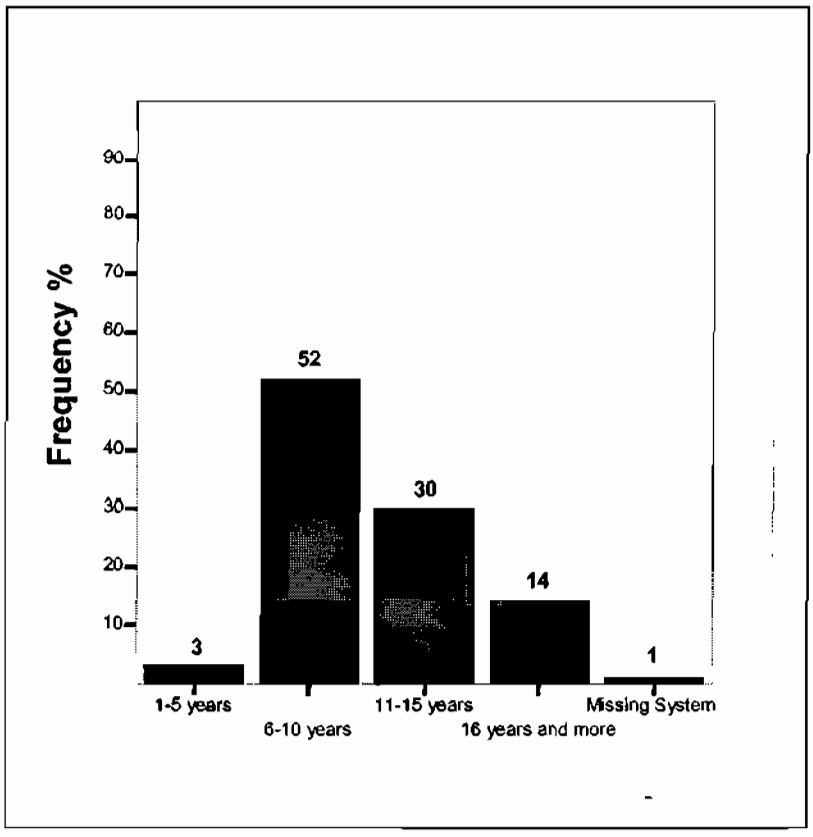

Figure 5: Duration of marriage of mothers

Figure 5 indicates that 52 % of the mothers had been married for between 6-10 years, making them the largest group, 30 % of the mothers had been married between 11-15 years, and only 3 % had been married for 1-5 years.

- ***Characteristics of the Sample of Children***

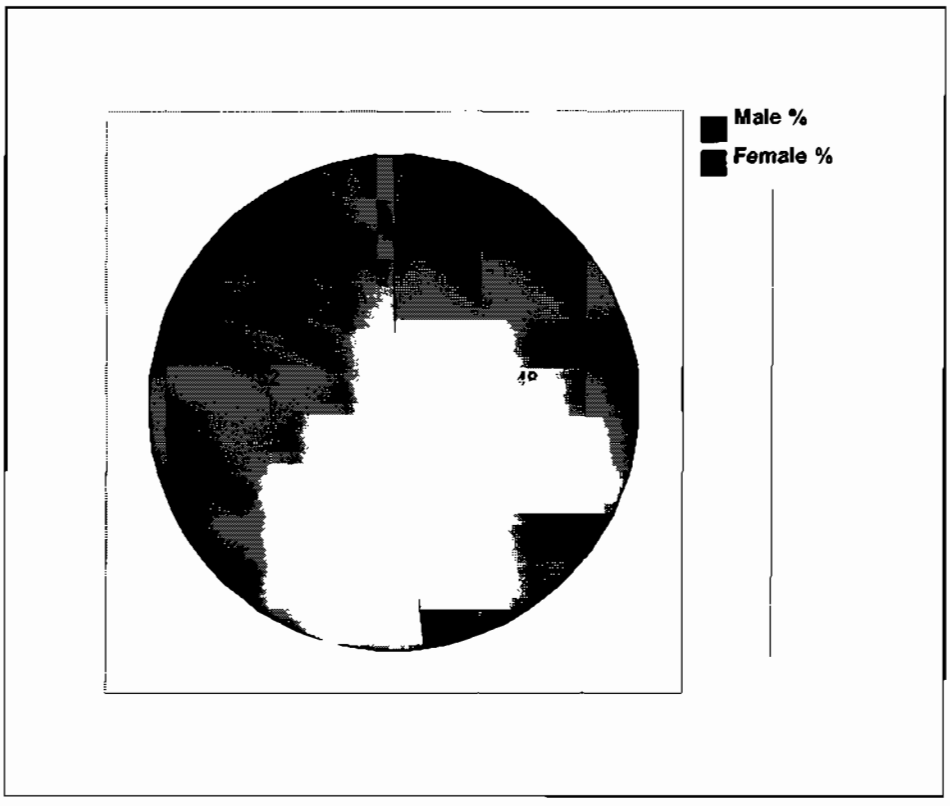

Figure 6: Distribution of the children according to gender (N=100)

Figure 6 shows a satisfactory distribution of the sample of children according to gender: 52% girls and 48% boys.

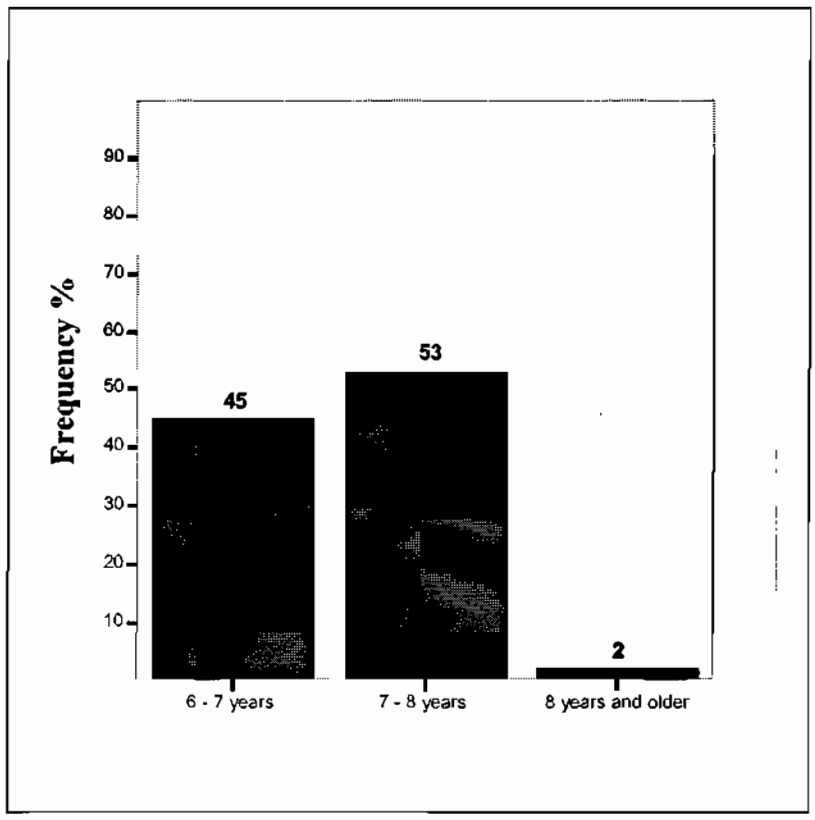

Figure 7: Distribution of the children according to age

Figure 7 shows that 53 % of the children were between the ages of 7-8 years, followed by 45% between 6-7 years and only 2 % were above the age of 8.

3.2 The Research Instruments

The following assessment instruments were used to obtain the data necessary to test the hypothesis:

- A questionnaire designed by the researcher in order to assess the relationship between attachment style and socio-emotional behaviour in Grade 1 learners (The Childhood Attachment Style Questionnaire).
- A questionnaire obtained from the literature in order to assess certain aspects of a child's socio-emotional behaviour (The Child Behaviour Scale, Ladd & Profilet, 1996).
- The Kinetic Family Drawing Test in order to assess the children's perceptions of their relationship with their primary caregiver.

Responses from the Kinetic Family Drawings were qualitatively analysed by the researcher who is presently completing a twelve-month internship in Educational Psychology. Responses to the Childhood Attachment Style Questionnaire and the Child Behaviour Scale were statistically analysed in order to understand the nature of the relationship between children's attachment styles and certain aspects of their socio-emotional behaviour.

3.2.1 The Preliminary Screening Checklist (PSCL) (Appendix 1)

A structured preliminary screening checklist comprising a biographical questionnaire and 5 items was compiled. The checklist was accompanied by a brief covering letter explaining the purpose and potential benefits of the study as well as what was required of all the participants in the study. It took approximately 5-10 minutes to complete. The PSCL was developed by the researcher for the purpose of determining if subjects met the criteria for inclusion in the sample (refer to Section 3.1 for further information).

Also attached to the PSCL, was a consent form for completion by the mothers. The PSCL together with the Childhood Attachment Style Questionnaire (CASQ) and the Child Behaviour Scale (CBS) were handed to the form teachers of the children. The teachers then distributed the PSCL/CASQ questionnaire package to the children to take home for completion by their mothers. The mothers were requested to complete the forms as soon as possible. The teachers then administered the Kinetic Family Drawing to those children whose mothers had completed and returned the forms. Teachers further completed the CBS for the same children. Upon completion and return, the information obtained from the PSCL was then analysed. Those subjects who met the criteria for inclusion in the study and whose mothers had consented to participate in the study, were identified and the data obtained from these questionnaires was used for the purposes of this study.

3.2.2 The Childhood Attachment Style Questionnaire (Appendix 2)

A structured questionnaire was constructed by the researcher for completion by the mothers of selected Grade 1 learners. The purpose of the scale was to elicit mothers' perceptions of their Grade 1 children's attachment styles. The original scale used in the pilot study comprised 3 sub-scales (each with 8 items). However, the final scale used in the actual study comprised 21 items and the same 3 sub-scales. (See Section 3.3 for further information). The 3 sub-scales measured the 3 attachment styles and were labelled Secure, Anxious/Ambivalent and Avoidant. The questionnaire consisted of 5-point Likert scale statements. Mothers were requested to rate their level of agreement with each statement. The scale points were labelled as 1= Strongly Agree; 2= Agree, 3= Neutral; 4= Disagree; 5= Strongly Disagree. A number of factors were identified by Bowlby (1988a), as being key components in assessing attachment relationships during middle childhood.

These included the following: the extent to which children perceive the availability of the attachment figure, that the attachment figure is physically accessible and will be responsive if called upon for help and lastly, that there exists an open/relaxed communication with the parent. Each item comprising the scale was based on one of the above components.

In order to establish the face validity of the CASQ, the scale was reviewed by two psychologists who were familiar with the topic of childhood attachment. The consensus was that the CASQ possessed sufficient face validity. The reliability of the CASQ was established through analyses of the data obtained from the pilot study. An item analysis was performed on each of the 3 sub-scales and the Cronbach alpha co-efficient was calculated as a measure of the internal consistency reliability of the sub-scales. The item analysis showed that each of the 3 sub-scales had fairly high alpha values: Secure: $\alpha = 0.8162$, Avoidant: $\alpha = 0.7464$ and Anxious/Ambivalent $\alpha = 0.8175$. It is important to note that the α values for each of the 3 sub-scales indicated high internal consistency reliability. However, due to the small number of cases that were used in the pilot study, these values were re-calculated on the data obtained from the actual study.

In the actual study, a factor analysis was conducted in order to determine the number of factors/dimensions that made up the scale. The results indicated the presence of 4 factors. It is important to recall that the scale was originally designed as having 3 sub-scales/factors (viz. Secure, Anxious/ambivalent and Avoidant). Factor 1 was confirmed as the Secure attachment style. The Anxious/ambivalent factor seemed to split up into 2 factors (labelled Factors 2 and 3). Factor 4 was confirmed as the Avoidant attachment style. Hence, the factor analysis yielded a total of 4 factors instead of the pre-supposed 3 factors.

The Secure and Avoidant factors (Factors 1 and 4) were combined to form a bi-polar factor viz. Secure-Avoidant. The Anxious/Ambivalent Factor 2 was excluded and Factor 3 was retained. Factor 3 was then taken as the Anxious/ambivalent factor. Ultimately 2 factors, viz. Secure-Avoidant and Anxious/ambivalent were retained in order to facilitate meaningful statistical analysis of the data. The internal consistency reliability of these two factors was calculated and the Cronbach alpha values were as follows: Secure-Avoidant: $\alpha = 0.8484$ and Anxious/ambivalent: $\alpha = 0.7064$. Both these alpha values indicate acceptably high internal consistency reliability. Although the factor analysis revealed the presence of 4 factors instead of 3, it did confirm the existence of both the Secure and Avoidant sub-scales/factors. Only the Anxious/ambivalent factor proved to be problematic in that it split up into 2 factors. However, this does not in any way negate the factorial validity of the CASQ. (Refer to Section 4.1 for an in-depth discussion of how and why the above two factors were created).

3.2.3 The Child Behaviour Scale (Ladd & Profilet, 1996) (Appendix 3)

The Child Behaviour Scale (CBS) is a teacher-report measure of young children's behaviour with their peers at school. It is a reliable and valid means of assessing young children's behaviours with their peers within the school environment, using the teachers as informants (Ladd & Profilet, 1996). The CBS consists of 59 items. The items are in the form of a 3-point response scale and teachers are required to rate the behaviour described in each item in terms of how characteristic the behaviour is of every child that is being rated. Scale points were labelled and defined as follows: 1= doesn't apply (child seldom displays the behaviour); 2= applies sometimes (child occasionally displays behaviour); 3= certainly applies (child often displays behaviour).

The CBS taps into the following 5 behavioural constructs: aggressive behaviour with peers, pro-social behaviour with peers, asocial with peers, excluded by peers and anxious-fearful behaviour.

In addition, the CBS contains a sub-scale that taps hyperactive-distractible behaviours. For the purpose of the CBS, each of the 5 behavioural constructs was clearly defined by the constructors of the scale as follows (Ladd & Profilet, 1996, p.1010):

- **Aggression:** any behaviour likely to cause harm to peers. This sub-scale includes items representing both physical and verbal forms of aggression.
- **Asocial behaviour:** refers to self-imposed solitude. Items reflecting children's inclination to distance themselves from their peers or to pursue solitary activities were used to measure this construct.
- **Excluded by peers:** refers to peer-imposed isolation. This construct was measured by items depicting children's tendencies to be ignored, avoided and excluded by their peers.
- **Anxious-fearful behaviour:** conceptualised as manifest distress in social contexts and is measured by items depicting children's propensity to cry, worry or be fearful.
- **Pro-social behaviour:** defined as children's tendencies to be empathic, co-operative and self-sacrificing with peers. Items depicting behaviours such as helping, concern and kindness were used to measure this construct.

The reason for using the CBS in this study was to obtain information about specific aspects of children's socio-emotional behaviour that is thought to be associated with the 3 different types of attachment styles (Refer to Section 2.4 for further information).

3.2.4 The Kinetic Family Drawing (KFD)

The KFD is a projective measure that is commonly used by psychologists in assessing socio-emotional behaviours of children and adolescents. It was developed in 1970 by Burns and Kaufman. The rationale behind the use of family drawings is that children are able to provide important information regarding their perspective on issues such as family dynamics, emotional relationships, and their place within the family. This is achieved through the process of drawing a pictorial representation of the family. The technique involves providing the child with a sheet of white paper and a pencil. The child is then asked to draw a picture of everyone in his/her family, including the child, doing something. While the drawing is being completed, the examiner records verbal statements and makes behavioural observations. However, due to the fact that the KFD was administered by class teachers, the recording of verbal statements and behavioural observations was not possible and was excluded from the procedure. Although there is no specified time allocation for the KFD, children aged between 6-8 years generally complete the drawing in 10-15 minutes (Merrell, 1999).

The main reason for using the KFD in this study was to obtain an indication of the mother-child relationship without specifically singling out the child's relationship with his/her mother.

The following criteria as suggested by Reynolds (1978, in Wallis, 1998) were used for analysing the drawings:

- Physical Proximity: isolation/rejection vs. support/acceptance.
- Barriers between figures: objects between the child and another figure-defensiveness/conflict.

- Relative height of the respondent: power/domination vs. inadequacy, self-concept within the family structure.
- Pencil erasures: ambivalence/conflict, insecurity.
- Arm extensions: insecurity.
- Shading/cross-hatching: pre-occupation with and/or anxiety towards the figure/object concerned.
- Compartmentalisation of figures: isolation, inability to communicate openly.
- Edged placement of figures: resistance, defensiveness or dependency.
- Number of household members: omitted figures associated with rejection, denial and/or isolation.
- Ordering of figures: relative importance within family structure.
- Jagged figure, toes or teeth: anger, aggression.
- Isolation of self: self removed from the rest of the group or not drawn at all- rejection by family.
- Stick figures: resistance, defensiveness or use of regression as a defence mechanism.

3.3 The Pilot Study

As previously mentioned, the pilot study was conducted in order to assess the reliability of the CASQ. The complete questionnaire package consisting of the PSCL, CASQ, brief covering letter and consent form, was handed out for completion by subjects' mothers. Of the 30 questionnaires handed out, only 10 (33%) were fully completed and returned. The pilot study data consisted of 10 observations (cases) on the 24 original items of the CASQ. The Childhood Attachment Style questionnaires were scored and the data obtained from them were statistically analysed to obtain an idea of the extent to which the items were effective in

measuring that which they have been designed for (i.e. mothers' perceptions of their children's attachment style).

A three-step analysis was conducted:

- Frequency tables were drawn up for each item as it appears in the questionnaire (at this point, no re-scaling of the items had been done). The purpose of the frequency tables was to indicate which items appeared to measure across the full spectrum of the 5-point scale and which items did not.
- A Principle Component Analysis was conducted on every item making up each of the 3 sub-scales viz. Secure, Anxious/Ambivalent and Avoidant. The purpose of this analysis was to determine if each of the 8 items making up the 3 sub-scales measured in the same direction. This is made possible by analysing the loadings of each item. Items with a low absolute loading are troublesome and do not contribute to the sub-scale or the scale as a whole.
- An Item Analysis was performed on each of the 3 sub-scales and the Cronbach alpha co-efficient was calculated as a measure of the internal consistency reliability of the sub-scales.

3.3.1 Results of the Pilot Study (Appendix 4)

- A review of the Frequency tables for each of the 24 items revealed that items 1, 4, 5, 7 and 22 did not appear to measure well across the spectrum of the 5-point scale. These items were mostly assigned scores of 1 and 2, in accordance with responses of 'Strongly Agree' and 'Agree.' However, it was decided to retain these items in the scale as the pilot study was conducted on only 10 subjects.

- It was assumed that a better spread of scores would be obtained in the actual study, which would have a greater number of subjects. (Note: the frequency tables are not shown in Appendix 4)
- .The results of the Principle Component Analysis showed that all the items making up Scale 1 (Secure) loaded substantially in the same direction. It was therefore expected that all these items would contribute to the internal consistency reliability of the scale. All these items were re-scaled such that high scores on the Secure scale indicate high levels of attachment security and low scores indicate low levels of attachment security. With regards to Scale 2 (Avoidant), items 5 and 11 were found to have small absolute loadings and were thus omitted. Item 17 had a high loading which was negative, indicating that it did not measure in the same direction as all the other items in that sub-scale. All the items in this sub-scale were re-scaled such that they measured in the same direction (correlated positively with each other). In other words, high scores on the Avoidant scale indicate high levels of Avoidant behaviour and low scores indicate low levels of Avoidant behaviour. With regards to sub-scale 3 (Anxious/Ambivalent), it was found that item 9 loaded negatively (i.e. it did not measure in the same direction as the other items in that sub-scale). Also, item 24 was found to have a small absolute loading and did not contribute to the scale. Item 9 was therefore excluded and all items were re-scaled such that they measured in the same direction (correlate positively with each other). High scores on this scale indicate high levels of Anxious/Ambivalent behaviour and low scores indicate low levels of Anxious/Ambivalent behaviour. (See **Appendix 4**)
- The reliability analysis showed the following alpha values (α) for the 3 sub-scales: (See **Appendix 4**)

Secure: $\alpha = 0.8162$

Avoidant: $\alpha = 0.7464$

Anxious/Ambivalent: $\alpha = 0.8175$

Each alpha value indicates high internal consistency. These values were re-calculated on the data obtained from the actual study (See Section 4.1).

- The pilot study, together with the statistical analyses, was completed in 14 days.

3.4 The Fieldwork

As previously mentioned, this study was conducted on 6 independent schools in the Laudium Erasmia/Christoburg and Claudius areas of the Pretoria West region. A list of the independent schools in these areas was obtained and a convenience sample of 6 schools was selected. The principals of each school were telephonically contacted and appointments were scheduled. The principals were informed of the aims and purpose of the study and of exactly what would be required of all the participants (teachers, parents and the children). Verbal and written consent was then obtained from the principals of each school. In cases where written consent could not be immediately obtained, arrangements were made to collect them at a later pre-arranged date. Verbal consent was obtained from all 6 schools, although 5 of these provided written consent. Due to the fact that the study was conducted in independent schools, it was not necessary to obtain permission from the Gauteng Department of Education. (See **Appendix 5** for letters of consent from schools).

The total number of Grade 1 learners in each school was identified with the help of either the school principal or teachers. A total of 225 questionnaire packages comprising the PSCL, CASQ and the CBS were handed out to the selected schools.

Of these, approximately 153 (68%) were returned, from which 100 subjects were selected. These 100 subjects were selected on the basis that they had fully completed the questionnaires and had met the criteria for participation in the study (See Section 3.1 for further details). The remaining 53 questionnaires were discarded as they were either incomplete or the subjects had not met the criteria for participation in the study.

The questionnaires (PSCL, CASQ and CBS) were hand delivered by the researcher during and after school hours. Appointments were scheduled with teachers over the telephone. On the day of the appointment the questionnaire packages were handed to the teachers with accompanying verbal and written instructions. The written instructions took the form of a covering letter addressed to the teacher. General procedural instructions as well as instructions for the administration of the Kinetic Family Drawing were also included. (See **Appendix 6** for the covering letter to teachers). Teachers were given a general time guideline of 2 weeks for the completion of all tasks. In most cases, teachers abided by this guideline and the researcher was promptly able to collect questionnaires as scheduled. The fieldwork (which included the distribution, completion and collection of questionnaires and drawings) was completed within a period of a month.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter presents the findings and discussion in respect of two broad aspects:

(a.) the reliability and validity of the research instrument developed by the researcher and,

(b.) the aims, critical questions and hypothesis postulated in Section 1.4.

The aims will be re-iterated in the course of the chapter and the findings will be discussed in light of these aims.

As previously mentioned, a total of 225 questionnaire packages were handed out to subjects in selected schools. Of these, 100 subjects who had fully completed their questionnaire packages and who had met the criteria for participation in the study were selected. The biographical information (such as race, home language, gender of the child, etc.) from the questionnaires was coded by assigning appropriate numerical values to represent individual responses. For example, a male child was assigned a numerical code of 1 and a female was assigned a numerical code of 2. These values together with the subjects' scores on the CASQ and the CBS were then captured in an electronic database format supporting the statistical software package, SPSS (Statistical Software Package for the Social Sciences).

A number of statistical procedures were employed in order to analyse the data from the CASQ and CBS. The usual descriptive statistics such as frequencies, means and standard deviations were calculated to describe biographic, demographic and other variables in the present study. Where functional, graphical displays of frequency distributions were made.

Further statistical techniques that were used included the following: Factor analysis, Pearson's Product Moment Correlation, Analysis of Variance (ANOVA) and post-hoc Scheffé tests.

4.1 Validity and Reliability of the CASQ

The CASQ was constructed in order to meet the aim of describing mothers' perceptions of their children's attachment styles. A further aim of the study was to establish the reliability and validity of this instrument. Section 4.1 discusses the procedures that were used in the study for establishing the reliability and validity of the CASQ.

4.1.1 Factorial Validity and Reliability

Factor analysis is considered to be an excellent statistical technique for the investigation of the underlying structure of a questionnaire (Kerlinger, 1986). It is especially useful for uncovering the dimensions of a questionnaire. Those items that refer to or share the same dimension should correlate highly with one another and factor analysis uses this principle to uncover factors or dimensions.

Kerlinger (1986, p.569) describes factor analysis as follows:

> *"Factor analysis serves the cause of scientific parsimony. It reduces the multiplicity of tests and measures to greater simplicity. It tells us, in effect, what tests or measures belong together - which ones virtually measure the same thing, in other words, and how much they do so. It thus reduces the number of variables with which the scientist must cope. It also helps the scientist locate and identify unities or fundamental properties underlying tests and measures."*

In the present study, factor analysis was used to uncover the factors/dimensions of the CASQ, which consisted of 21 items. These items were designed to measure the 3 attachment styles/factors. Therefore, from the theoretical perspective, the researcher expected to find that the factor analysis procedure would yield three factors/dimensions. (See Section 3.2.2 for a complete discussion of the construction and rationale of the CASQ).

The strategy of this study was to perform a principle axis factor analysis or "Principle factors method" (Kerlinger, 1986, p. 576) on the 21 items of the CASQ. The factor analysis programme of the statistical software package SPSS was used for this purpose.

The steps followed in the factor analysis were as follows:

1. First, a matrix of inter-correlations between the items was computed.
2. Secondly, a decision was made on the number of factors (dimensions) to be extracted. For this purpose, the eigenvalues associated with the underlying factors were plotted against the factor numbers and Cattell's so-called scree test (Cattell, 1978; Stevens, 1992) was performed which involved studying the slope of the plotted eigenvalues. The eigenvalue of a factor indicates the amount of variance that factor explains of the data. The larger the eigenvalue of a factor, relative to the size of the eigenvalues of the other factors, the more variance that factor explains. Cattell suggested that one should extract factors that account for the majority of the variability in the original data. An inspection of the eigenvalues usually reveals that the initial drop in the eigenvalues of the first one or two consecutive factors (factors 1 and 2 for instance) is large but grows less and less as more factors are considered. At a particular stage, the drop becomes small and constant so that the shape of the graph is that of a straight line

with a gradual downward slope. This "straight-line" segment is referred to as a "scree" and there can be more than one such scree. According to Cattell, one should note the number of the factor at which the first "scree" begins. This number indicates the true number of factors to be extracted.

The above approach was used in this study in order to determine the number of factors underlying the CASQ.

Figure 8 illustrates the eigenvalues associated with the possible factors underlying the Childhood Attachment Style Questionnaire (CASQ). The graph drops sharply until Factor 4. From Factor 5 onwards, the drop in eigenvalues is small and relatively constant and is represented by a relatively straight line that is known as the "scree" of this graph. This indicates the existence of four factors.

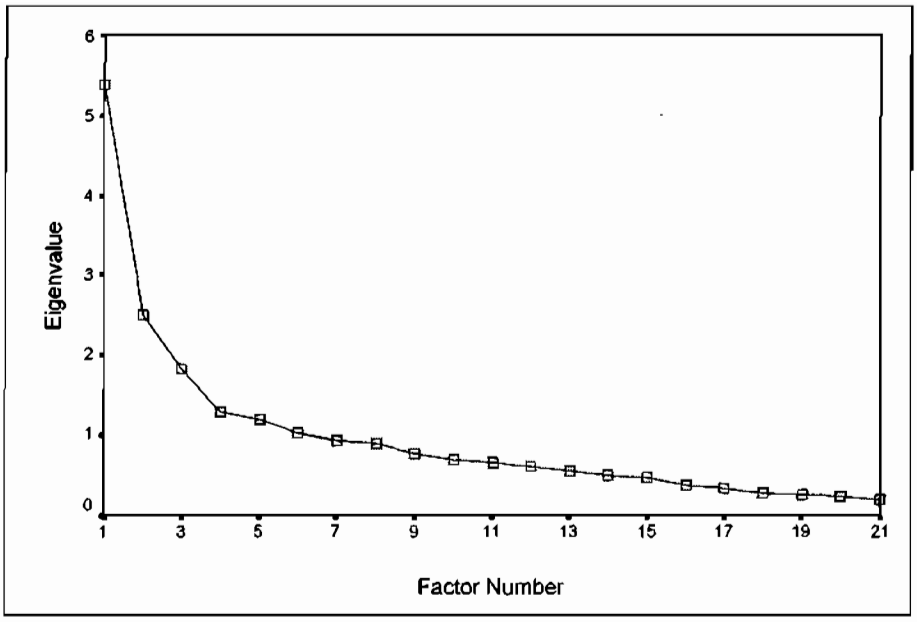

Figure 8: Eigenvalues for the CASQ

The 21 items of the CASQ were designed to measure three attachment styles/factors. On this basis, a three-factor solution was initially extracted as well as a four-factor solution indicated by the graph of the eigenvalues in Figure 8. The three-factor solution proved more difficult to interpret than the four-factor solution and it was decided to report only the latter solution. See Table 1 for the four-factor solution.

Table 1: Four-factor promax-rotated solution for the CASQ (N = 100)

Items	Item Description	Factor			
		1	2	3	4
ITEM17_S	Easily initiates contact with other kids	.953	-.046	.071	.215
ITEM20_S	Communicates openly with others	.774	.046	-.020	-.056
ITEM11_S	Easily chats with other children	.686	.162	-.065	-.042
ITEM4_S	Openly expresses himself/herself	.548	-.147	.044	-.033
ITEM14_S	Interacts & co-operates with other kids	.526	-.093	-.067	-.150
ITEM6_S	Shows emotion easily	.505	.001	-.053	.177
ITEM1_S	Enjoys exploring environment	.435	-.149	.124	-.053
ITEM9_S	Effectively handles arguments	.415	.159	-.335	.089
ITEM15_S	Gets along well in group situations	.411	-.134	.040	-.284
ITEM10_AN	Often exaggerates problems	-.062	.913	.007	-.235
ITEM13_AN	Make problems more serious than they are	-.039	.784	.068	.025
ITEM16_AN	Threatens others to get his own way	-.023	.459	-.092	.110
ITEM5_AN	Often clings to me	.151	.115	.893	.067
ITEM3_AN	Insists on remaining close at all times	.005	-.030	.738	-.141
ITEM8_AN	Easily leaves to play with other children	.218	.077	-.568	.101
ITEM19_A	Gets angry when left alone for a while	.060	.234	.348	.170
ITEM21_A	Has difficulty getting close to others	-.182	-.100	-.076	.700
ITEM7_A	Emotionally detached	.099	.265	-.008	.426
ITEM2_A	Does not like hugs and kisses	.128	-.032	-.072	.408
ITEM12_A	Prefers to be on his own	-.072	-.098	.235	.324
ITEM18_A	Has difficulty trusting others	-.144	.224	.054	.243
Extraction Method: Principal Axis Factoring. Rotation Method: Promax with Kaiser Normalization.					
a Rotation converged in 6 iterations.					

It is evident from Table 1 that factor 1 consists of Secure attachment style items (indicated by S in the item name). Factors 2 and 3 are both made up of Anxious/ambivalent attachment style items (indicated by AN in the item name). It therefore appears that the Anxious/ambivalent attachment style factor split into two separate factors. A closer examination of the items that loaded onto factor 2 (items10,13 and 16) reveals that they could possible be understood in ways not related to anxious or ambivelent behaviours. For example, these behaviours could be associated with aggressive tendencies and not necessarily anxious/ambivalent behaviours. In light of the fact that the items comprising factor 2 could possibly be explained in ways not related to anxious/ambivalent behaviours, it could therefore be regarded as constituting a separate factor. The exact nature of this factor is however unclear. For this reason, together with the low correlation that this factor (factor 2) has with the other factors (as seen from Table 2), it was decided to exclude this factor from the CASQ. Factor 4 in Table 1 clearly consists of "Avoidant" items (indicated by A in the item name) and will be considered to be an "Avoidant" attachment style factor. Table 2 gives the correlations between the four factors in Table 1.

Table 2: Correlation between the factors of the CASQ

Factor	1	2	3	4
1	1.000	-.086	-.363	-.577
2	-.086	1.000	.275	.321
3	-.363	.275	1.000	.367
4	-.577	.321	.367	1.000
Extraction Method: Principal Axis Factoring. Rotation Method: Promax with Kaiser Normalization.				

There is a significantly high negative correlation (-.577) between factors 1 (Secure) and 4 (Avoidant). From a theoretical point of view, one would expect to find a negative correlation between these two factors. Secure children easily engage in intimate behaviours and are able to openly express their feelings and desires (Colin, 1996). Avoidant children, on the other hand, avoid psychological and physical intimacy and involvement (Cassidy & Shaver, 1999). These children are often neutral with respect to the expression of their feelings (Cassidy & Shaver, 1999) as opposed to secure children who are more expressive. Due to the negative correlation between the Secure and Avoidant factors, it was decided to merge the items of these two factors into a single bi-polar factor called the "Secure-Avoidant" factor. High scores on this factor would indicate high levels of secure attachment behaviours (or low levels of avoidant behaviours), whereas low scores indicate low levels of secure attachment behaviours or high levels of avoidant behaviours. A separate factor analysis was performed on the items of these two factors and the single-factor solution obtained is reported in Table 3.

Table 3: Single factor solution for the Secure-Avoidant factor

Item	Factor
	1
ITEM20_S	.810
ITEM17_S	.716
ITEM11_S	.685
ITEM14_S	.663
ITEM21_A	.619*
ITEM15_S	.608
ITEM4_S	.594
ITEM9_S	.486
ITEM1_S	.446
ITEM6_S	.394
ITEM18_A	.385*
ITEM12_A	.380*
ITEM7_A	.256*
ITEM2_A	.139*
Extraction Method: Principal Axis Factoring.	
* These items were reverse-scaled	
Cronbach Alpha = .8484	

Some of the items that formed part of the Secure-Avoidant factor were reverse-scaled so that all the items measured in the same direction (See Table 3). This is the reason why all the loadings in Table 3 are positive. Also note that all the items load higher than 0,3 except items two and seven. It was decided to exclude the latter two items from the scale. The Cronbach alpha value reported in the Table 3 is thus based on a scale consisting of all the items in the sub-scale except items two and seven. The Cronbach alpha value of .8484 indicates a high internal consistency reliability for this scale.

From Table 2, it appears that factors 1 (Secure-Avoidant) and 3 (Anxious/ambivalent) are also negatively correlated. From a theoretical point of view, this would be expected given that the characteristics of secure children are almost completely opposite to that of insecure children. For example, secure children are more empathic towards and tend to communicate better with their peers as opposed to Anxious/ambivalent children who tend to display exaggerative patterns of communication and who are more likely to threaten or coerce their peers (Colin, 1996). Secure children also tend to be more independent as opposed to Anxious/ambivalent children (Main & Cassidy, 1988). The correlation of –0.363 between factors 1 and 3 (see Table 2), although statistically significant, is moderate and does not justify combining both these factors. It was decided to keep factor 3 as a separate scale consisting of Anxious/ambivalent attachment style items. The single factor solution for the Anxious/ambivalent factor is given in Table 4.

Table 4: Single factor solution for the Anxious/ambivalent factor

Item	Factor
	1
ITEM5_AN	.867
ITEM3_AN	.673
ITEM8_AN	.467*
ITEM19_AN	.453
Extraction Method: Principal Axis Factoring.	
* This item was reverse-scaled	
Cronbach Alpha = .7064	

The Anxious/ambivalent factor also has a moderately high Cronbach alpha value (.7064), indicating an acceptably high internal consistency reliability for this scale.

4.2 Reliability and Validity of Child Behaviour Scale (CBS)

4.2.1 Reliability of the CBS

Each sub-scale of the CBS was analysed in terms of its reliability. The Cronbach alpha values as indices of the internal consistency reliability of the scales, are given in Table 5.

Table 5: Internal consistency reliabilities of the dimensions of the CBS (N = 100)

Subscales of the Child Behavior Scale	Items in scale	Cronbach Alpha
Aggressive with Peers	4,16,23,35, 36,38,48	.9254
Prosocial with Peers	26,28,34,40, 46,53,56	.8921
Asocial with Peers	25,31,32,51, 55,57	.8785
Excluded by Peers	5,27,30,33, 43,45,54	.9391
Anxious-Fearful	6,8,12,19	.7949
Hyperactive-Distractible	1,2,11,17	.8821

The Cronbach alpha values from Table 5 indicate that all of the sub-scales have acceptably high internal consistency reliabilities.

4.2.2 Validity of the CBS

In the original study by Ladd & Profilet (1996), the construct validity of the CBS was established by computing correlations between the CBS sub-scales and concurrently administered measures of children's behaviour.

Two aspects of criterion related validity (viz. concurrent and predictive validity) were examined by comparing mean scores for boys and girls on the CBS sub-scales with the average sociometric ratings that children received from classmates. The results of the validity investigations in the original study showed that the sub-scales of the CBS provide valid information about several types of behaviour among young children. The validity studies are extensively explained in the original paper by Ladd and Profilet (1996) therefore, the validity was not re-established as part of this study.

Having dealt with the reliability and validity of the CASQ and the CBS, the following section deal with the findings with regard to the aim of describing mothers' perceptions of their children's attachment styles (See Section 1.4.2.1).

4.3 Descriptive statistics for the total sample on the scales of the CASQ

The two factors/scales, viz. Secure-Avoidant and Anxious/ambivalent were used for all further statistical analyses in the study. After identification of these two factors by means of the factor analysis procedure, it was decided to compute a score for each respondent on each of the derived factors. The "raw score" means ranged from 1-5 (i.e. the respondent could obtain a score of 1-5 on the Likert scale-type response format – see Section 3.2.2 for more information on the CASQ) whereas the "after transformation" score ranged from 0-100. The transformation was done by taking the means of the items that made up each scale/factor and scaling the scores in such a way that each scale measured from 0 (which indicated a small extent) to 100 (which indicated a large extent). The formula for the transformation to a scale ranging from 0-100 was: Transformed score = (old score – 1)/4x100. In Table 6, the mean levels of the groups on the two factors are given.

Table 6: Means and standard deviations of the factors of the CASQ

	Factor	N	Mean	Std. Deviation
Raw score	**Secure-Avoidant**	100	2.11	.481
	Anxious/ambivalent	100	3.81	.754
After transformation	**Secure-Avoidant**	100	27.99	12.046
	Anxious/ambivalent	100	70.31	18.852

It would appear from Table 6 that the transformed score for the Anxious/ambivalent scale tends to be high (70,31 is clearly higher than 50) which indicates moderate to high levels of anxious/ambivalent behaviours in the group as a whole. The Secure-Avoidant score is low (the mean of 27.99 is clearly lower than 50) indicating low levels of secure behaviours or high levels of avoidant behaviours in the group.

Hence, in light of the results, it would appear that mothers' described their children as displaying higher levels of anxious/ambivalent behaviours and low levels of secure behaviours (or high levels of avoidant behaviours). It therefore appears that mothers' perceived their children as displaying higher levels of insecure behaviours.

Sections 4.4-4.7 deal with the findings with regard to the aim of describing the nature of the relationship between attachment style and certain aspects of socio-emotional behaviour in young children.

4.4 The Dominant Attachment Style Groupings

It was decided to divide the respondents into groups based on their scores on the two factors, viz. the Secure-Avoidant and Anxious/ambivalent attachment styles. The mean scores of each

respondent for each of the factors were first calculated. The scores on the two scales measure as follows:

- High scores on the Secure-Avoidant factor/scale indicate high levels of secure attachment behaviours and low scores indicate high levels of avoidant behaviours (or low levels of secure behaviours).
- High scores on the Anxious/ambivalent scale/factor indicate high levels of anxious/ambivalent behaviours and vice versa.

Note: the scores on each of these two scales/factors were also transformed into a percentage (a score out of 100) to allow a meaningful display of the mean position of the sample on each of these two scales.

The scatter diagram (Figure 9) shows the relationship between the two attachment style factors Secure-Avoidant and Anxious/ambivalent

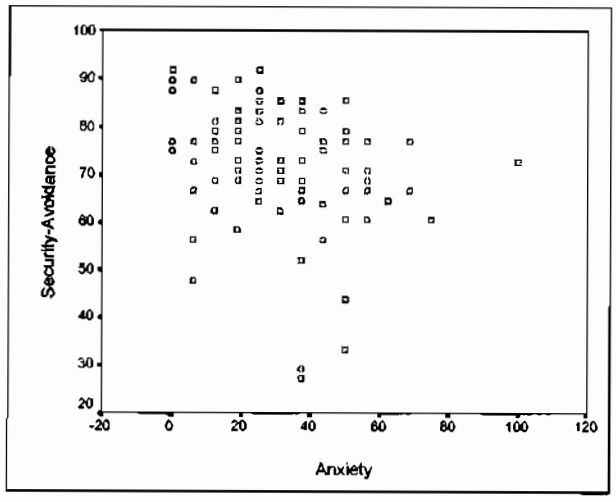

Figure 9: Scattergram of the scores on the Secure-Avoidant and Anxious/ambivalent factors

From the scattergram (Figure 9), it can be seen that on the Anxious/ambivalent scale, about half of the children have a score of below or equal to 35% and half have a score above that.

Similarly, about half of the pupils scored below 70% on the Secure-Avoidant scale. It was decided to use these values to dichotomise each factor and then form four sub-groups by using the combinations possible from the two dichotomised variables. Table 7 gives the sample sizes of the four sub-groups thus obtained.

Table 7: Cross-tabulation between the Anxious/ambivalent factor dichotomy and the Secure-Avoidant factor dichotomy

		Secure-Avoidant		Total
		Medium-Low Secure-Avoidant (<70)	High Secure-Avoidant (>=70)	
Anxiety	Low Anxious/ambivalent (<=35)	24	38	62
	Medium-High Anxious/ambivalent (>35)	23	15	38
Total		47	53	100

The four groups (the four cells of Table 6) are as follows:

Low Anxious/ambivalent and Medium-Low Secure-Avoidant (N=24)

Medium to High Anxious/ambivalent and High Secure-Avoidant (N=15)

Low Anxious/ambivalent and High Secure-Avoidant (N=38)

Medium-High Anxious/ambivalent and Medium-Low Secure-Avoidant (N=23)

These groups were compared with one another on the CBS to assess any differences between these groups in terms of the dimensions of the CBS. (See Section 4.7)

4.5 Profile of the sample in terms of means and standard deviations on the dimensions of the CBS.

The profile of sample in terms of their means and standard deviations on the CBS is given in Table 8 and the mean scores are illustrated graphically in Figure 10.

Table 8: Mean scores and standard deviations of the dimensions of the CBS

Dimensions	N	Mean	Std. Deviation
Aggressive with Peers	100	1.31	.469
Pro-social with Peers	100	2.51	.494
Asocial with Peers	100	1.22	.377
Excluded by Peers	100	1.22	.405
Anxious-Fearful	100	1.35	.468
Hyperactive-Distractible	100	1.50	.632

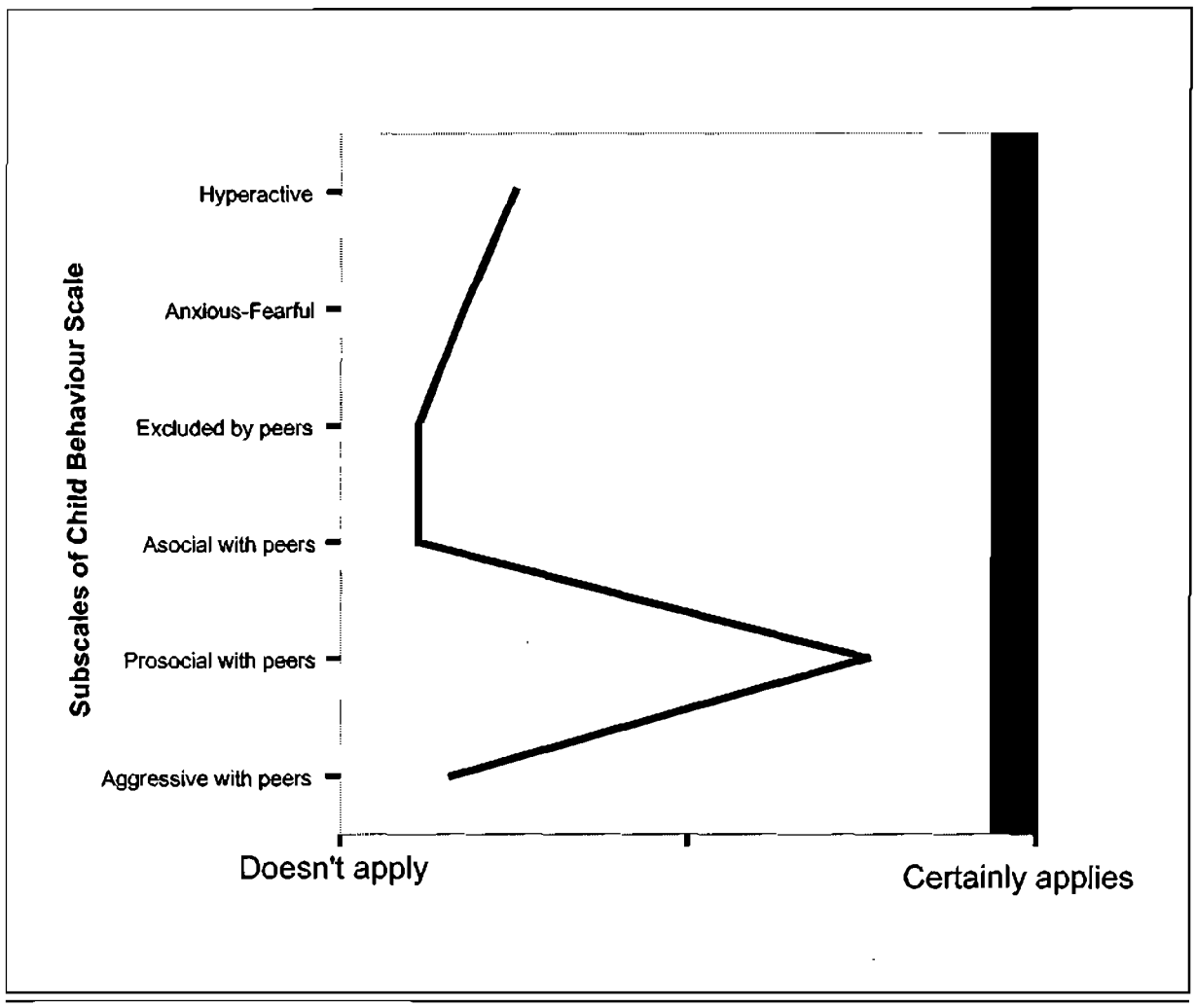

Figure 10: Profile of the Child Behaviour Scale

4.6 The relationship between the factors of the CASQ and the CBS

The correlations between the CASQ scale (comprising two factors/sub-scales) and the CBS scale (comprising six sub-scales) are given in Table 9. These correlations describe the nature of the relationship between attachment style and socio-emotional behaviour in young children.

Table 9: Correlations between the CASQ and the CBS sub-scales

		CASQ sub-scales	
CBS sub-scales		**Secure-Avoidant**	**Anxious/ambivalent**
Aggressive with Peers	**Pearson Correlation**	.080	.041
	Sig. (2-tailed)	.429	.684
	N	100	100
Pro-social with Peers	**Pearson Correlation**	.149	-.149
	Sig. (2-tailed)	.138	.139
	N	100	100
Asocial with Peers	**Pearson Correlation**	-.338(**)	.240(*)
	Sig. (2-tailed)	.001	.016
	N	100	100
Excluded by Peers	**Pearson Correlation**	-.032	.103
	Sig. (2-tailed)	.750	.306
	N	100	100
Anxious-Fearful	**Pearson Correlation**	-.255(*)	.081
	Sig. (2-tailed)	.011	.422
	N	100	100
Hyperactive-Distractible	**Pearson Correlation**	-.017	.169
	Sig. (2-tailed)	.866	.093 (.047)***
	N	100	100

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

** Correlation is significant at the 0.01 level (2-tailed).

*** (one-tailed p-value)

A significant negative correlation (r= -.338 at the 0.01 level of significance) was found between the Secure-Avoidant factor (of the CASQ) and the Asocial with Peers dimension (of the CBS). This indicates that the more securely attached a child is, the less asocial the child's behaviour will be. Ladd & Profilet (1996, p.1010), the developers of the CBS defined asocial

behaviour as self-imposed solitude and the items of this sub-scale/dimension reflect children's inclinations to distance themselves from their peers or to pursue solitary activities. According to attachment theory, secure children are in fact more likely to be pro-social with peers (as opposed to asocial). Secure children generally exhibit greater interpersonal competence, form more friendships and are more easily accepted into groups as opposed to insecure children (Elicker et al., 1992, in Kobak, 1999). The findings of this study indicated that there was a significant negative correlation between the Secure-Avoidant factor (of the CASQ) and the Asocial with Peers dimension (of the CBS). This finding therefore appears to support what is known in current literature about the characteristics of secure children.

In light of existing literature, it was expected to have found a significant positive correlation between the Secure-Avoidant factor (of the CASQ) and the Pro-social with Peers dimension (of the CBS). However, this relationship was not confirmed by the findings of this study. Looking at the data in Table 6, it is evident that the Secure-Avoidant score for the sample as a whole was low. This means that the sample displayed low levels of secure behaviours or high levels of avoidant behaviours. Also, the sample scored high on the Anxious/ambivalent factor, indicating moderate-high levels of anxious/ambivalent behaviours. The fact that there appeared to be higher levels of insecure behaviours in the sample as a whole could possibly explain why a significant correlation between the Secure-Avoidant factor and the Pro-social with Peers dimension was not found.

A significant negative correlation ($r=-.255$ at the 0.05 level of significance) was found between the Secure-Avoidant factor and the Anxious-fearful dimension. This indicates that the more securely attached a child is, the lower the levels of anxious-fearful behaviours

displayed by the child. Ladd & Profilet (1996, p.1010) defined Anxious-fearful behaviour as a manifest distress in social contexts and it is measured by items depicting children's propensity to cry, worry or be fearful. From a theoretical point of view, the above finding is in keeping with what is known of the characteristics of secure children. In other words, these children are confident, independent and enjoy exploring their environment and are less likely to cry, worry or be fearful. On the other hand, one would then expect to find a significant positive correlation between the Anxious/ambivalent factor (of the CASQ) and the Anxious-fearful dimension (of the CBS). However, this was not confirmed by the findings of this study.

A positive correlation (r=.240 at the 0.05 level of significance) was found between the Anxious/ambivalent factor and the Asocial with Peers dimension. This indicates that the greater the levels of anxious/ambivalent behaviours displayed by a child, the more asocial the child's behaviour will tend to be towards his/her peers. From a theoretical point of view, one would expect to find that asocial behaviour is more likely to be associated with avoidant and not anxious/ambivalent children. However, the findings of this study indicate that asocial behaviour correlates positively with the Anxious/ambivalent attachment style. Children displaying the Anxious/ambivalent attachment style are usually distanced (ignored/excluded) by their peers (their isolation is peer-imposed). These children do not distance themselves from their peers (their isolation is not self-imposed) therefore the correlation between these two factors is indeed surprising. A possible explanation for this relationship could be that perhaps, teachers could have confused self-imposed isolation (Asocial behaviour) with peer-imposed isolation (Excluded by peers).

It must be noted that all the p-values in Table 9 are two-tailed and that the one-tailed p-value of only one correlation is given. It is sometimes useful to consider the one-tailed p-value. The one-tailed p-value for the correlation between the Anxious/ambivalent factor and the Hyperactive-Distractible dimension is indicated in brackets alongside the two-tailed p-value. This one-tailed p-value (p=.047) indicates that there is a significant correlation between these two factors at the 0.05 level of significance. This means that anxious/ambivalent children appear to be Hyperactive-Distractible and vice versa. Crittendon (1994, in Colin, 1996) found that because anxious/ambivalent children are sometimes unable/unwilling to concentrate on teacher-assigned activities for too long, their behaviour often results in them being viewed as hyperactive. As a result of their behaviour, these children were often diagnosed as having Attention Deficit Hyperactivity Disorder (ADHD). Sroufe et al. (1983, in Colin, 1996) found that anxious/ambivalent children tended to be more attention-seeking and impulsive. The positive correlation between the Anxious/ambivalent attachment style and Hyperactive-Distractible dimension therefore appears to lend support to both Crittendon's (1994, in Colin, 1996) and Sroufe et al.'s (1983, in Colin, 1996) findings.

4.7 A Comparison of the Dominant Attachment Style groups with regard to the CBS

Table 10: Comparison of the dichotomised sub-groups of the CASQ with the CBS sub-scales: One-way analysis of variance F-tests of the between-groups effects

CBS sub-scales	CASQ GROUPS	N	Mean	Std. Deviation	F	Sig. (p-value)
Aggressive with Peers	Low Anxious/ambivalent and Low-Medium Secure-Avoidant	24	1.32	.458	.027	.994
	Low Anxious/ambivalent and High Secure-Avoidant	38	1.33	.494		
	Medium-High Anxious/ambivalent and Medium-Low Secure-Avoidant	23	1.29	.489		
	Medium-High Anxious/ambivalent and High Secure-Avoidant	15	1.30	.434		
	Total	100	1.31	.469		
Prosocial with Peers	Low Anxious/ambivalent and Medium-Low Secure-Avoidant	24	2.45	.505	1.067	.367
	Low Anxious/ambivalent and High Secure-Avoidant	38	2.62	.407		
	Medium-High Anxious/ambivalent and Medium-Low Secure-Avoidant	23	2.45	.547		
	Medium-High Anxious/ambivalent and High Secure-Avoidant	15	2.40	.588		
	Total	100	2.51	.494		
Asocial with Peers	Low Anxious/ambivalent and Medium-Low Secure-Avoidant	24	1.22	.321	3.152	.028
	Low Anxious/ambivalent and High Secure-Avoidant	38	1.10	.230		
	Medium-High Anxious/ambivalent and Medium-Low Secure-Avoidant	23	1.40	.559		
	Medium-High Anxious/ambivalent and High Secure-Avoidant	15	1.20	.340		
	Total	100	1.22	.377		
Excluded by Peers	Low Anxious/ambivalent and Medium-Low Secure-Avoidant	24	1.19	.331	.158	.925
	Low Anxious/ambivalent and High Secure-Avoidant	38	1.21	.367		
	Medium-High Anxious/ambivalent and Medium-Low Secure-Avoidant	23	1.21	.465		
	Medium-High Anxious/ambivalent and High Secure-Avoidant	15	1.28	.529		
	Total	100	1.22	.405		
Anxious-Fearful	Low Anxious/ambivalent and Medium-Low Secure-Avoidant	24	1.44	.570	1.374	.255
	Low Anxious/ambivalent and High Secure-Avoidant	38	1.23	.376		
	Medium-High Anxious/ambivalent and Medium-Low Secure-Avoidant	23	1.43	.440		
	Medium-High Anxious/ambivalent and High Secure-Avoidant	15	1.38	.524		
	Total	100	1.35	.468		
Hyperactive-Distractible	Low Anxious/ambivalent and Medium-Low Secure-Avoidant	24	1.55	.762	.991	.401
	Low Anxious/ambivalent and High Secure-Avoidant	38	1.38	.529		
	Medium-High Anxious/ambivalent and Medium-Low Secure-Avoidant	23	1.53	.590		
	Medium-High Anxious/ambivalent and High Secure-Avoidant	15	1.69	.712		
	Total	100	1.50	.632		

The four sub-groups formed by the combination of the two factors of the CASQ (see Section 4.4) were compared with regard to the six sub-scales of the CBS. The results of the comparison between the groups in terms of the six sub-scales are given in Table 10.

It is only with regards to the CBS sub-scale Asocial with Peers that there appears to be a difference between the four CASQ groups.

The exact nature of this difference was investigated by means of the post-hoc Scheffé test. When the F-test in the one-way Analysis of Variance (ANOVA) proves significant, at say the 5% level, the researcher knows that there are statistically significant differences between the groups as far as the dependent variable is concerned. But often, this simply means that three or more groups are different with respect to their mean scores. However, it does not show which pair/(s) of groups (of the possible pairing groups) are different with regard to their means. Therefore, when the overall F-test of the ANOVA procedure is significant, a post-hoc test is applied to test which pair-wise group difference is significant (Kerlinger, 1986). For the purpose of this study, the Scheffé post-hoc test was used and it was found that the only significant difference was between the group "Low Anxious/ambivalent and Medium-High Secure-Avoidant" and "Medium-High Anxious/ambivalent and Medium-Low Secure-Avoidant." The Low Anxious/ambivalent group has a smaller mean score (1.10) compared with the High Anxious/ambivalent group (1.40).

This once again indicates that the higher the levels of anxious/ambivalent behaviours (or the lower the levels of secure behaviours) displayed by a child, the more asocial the child's behaviour tends to be (See Section 4.6. for an explanation of this relationship).

In light of the findings discussed in Sections 4.6 and 4.7, it appears that there is indeed a relationship between attachment style and certain aspects of socio-emotional behaviour in young children. This study hypothesised that Grade 1 learners who are securely attached display more age-appropriate socio-emotional behaviour than their counterparts who are not securely attached (See Section 1.4.3.1). The findings show that the more securely attached a child is, the less asocial the child's behaviour will be.

This finding is backed by literature, which states that secure children typically display more pro-social behaviour. However, the results did not show any significant relationship between secure attachment and pro-social behaviour, as was expected. The results also indicated that the more securely attached a child is, the less anxious-fearful the child's behaviour will be. This is in keeping with what is known from the literature of the characteristics of secure children.

The results also indicate that anxious/ambivalent children appear to be more hyperactive-distractible. This too, is supported by the literature. Hence, it is possible to conclude that there is partial support for the hypothesis that securely attached Grade 1 learners display more age-appropriate socio-emotional behaviour than their counterparts who are not securely attached.

From Figure 11, the following observations can be made from a qualitative analysis viewpoint:

- The Low Anxious/ambivalent and High Secure-Avoidant group appears to display more pro-social behaviour, less asocial behaviour, less anxious-fearful behaviour and less hyperactive-distractible behaviour.
- The Medium-high Anxious/ambivalent and High Secure-Avoidant group appears to be more hyperactive-distractible compared to the other groups.
- Very little difference exists between the four groups as far as the Aggressive with Peers dimension of the CBS is concerned.

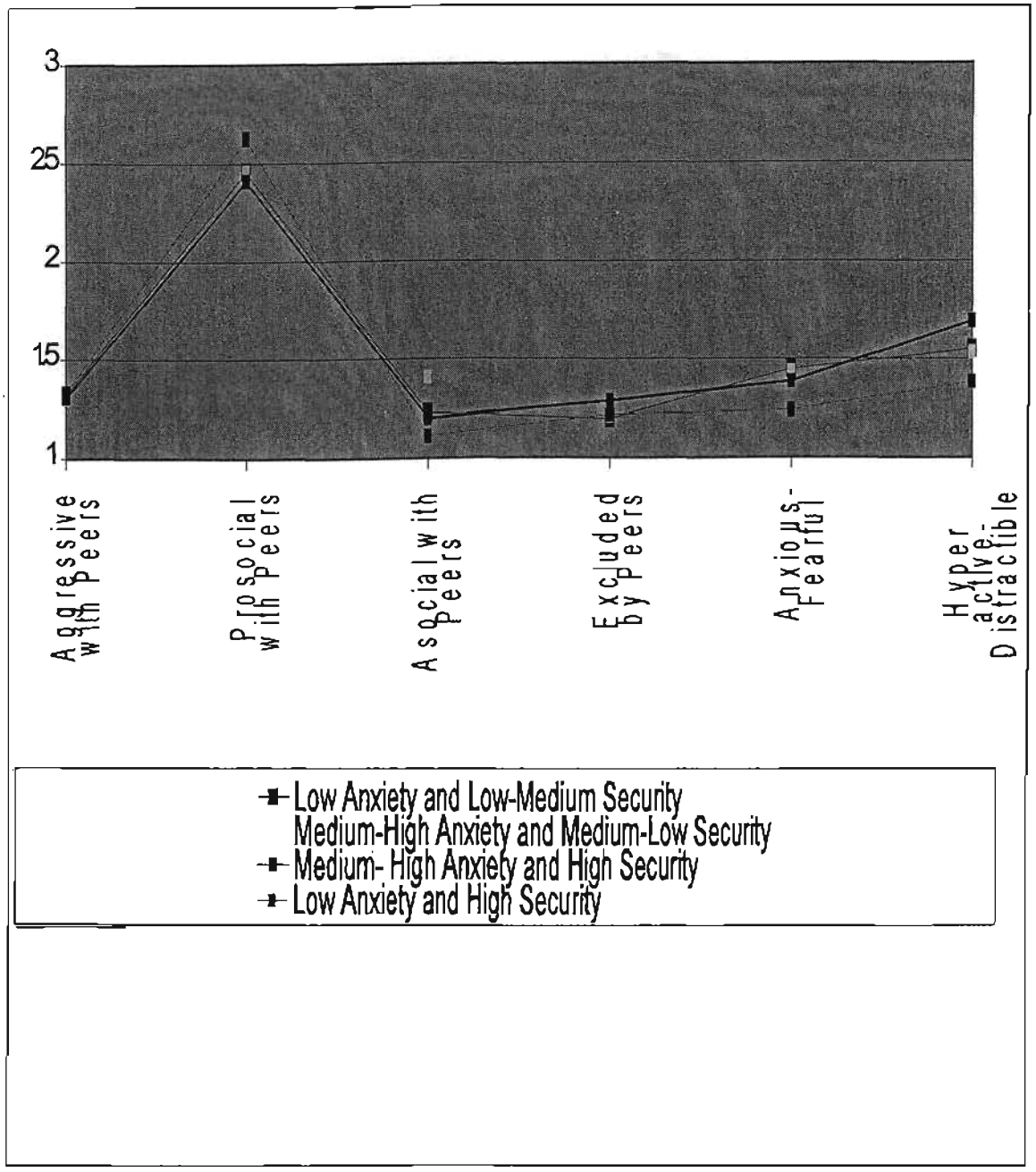

Figure 11: Graphic illustration of the differences between the CASQ subgroups in terms of the dimensions of the CBS

4.8 Results of the qualitative analysis of the Kinetic Family Drawings (KFD)

This section deals with the findings with regard to the aim of investigating children's perceptions of their relationship with their primary caregivers (See Section 1.4.2.2). As mentioned in Section 3.2.4, the KFD (a projective test) was used to obtain an indication of the mother-child relationship. By using the KFD, it is possible to obtain the child's perceptions of the mother-child relationship without specifically singling out the child and the mother.

The children whose mothers had completed and returned the CASQ, were identified and the KFD test was administered to them by their teachers. Teachers were provided with written instructions that included general procedural instructions (for the handing out of the CASQ, the completion of the CBS, etc) as well as instructions for the administration of the KFD.

A total of 100 subjects who had fully completed and returned the CASQ and who met the criteria for the study, were selected. Therefore 100 KFD's were obtained. Of the 100, 25 (25%) of the drawings that were correctly completed (i.e. subjects had written their names on the drawings, figures were correctly labelled, etc.) were randomly selected for analysis. Of the 25 selected drawings, 16 were by children aged between 6-7 years and 9 were by children aged between 7-8 years. The drawings were analysed according to the criteria in Section 3.2.4.

Of the 25 children whose drawings were selected for analysis, 8 (32%) appeared to have secure attachment relationships with their mothers and 17 (68%) appeared to have insecure mother-child relationships. In comparing the results of the KFD analysis with that of the CASQ (See Section 4.3, Table 6), it is possible to note the following:

- The transformed score for the Anxious/ambivalent factor for the entire group was 70.31%, indicating higher levels of anxious/ambivalent (insecure) behaviours in the group as a whole.
- The transformed Security-Avoidance score was 27.99%, indicating low levels of secure behaviours or high levels of avoidant (insecure) behaviours in the group as a whole.
- Of the 25 drawings that were analysed, 68% of subjects appeared to display higher levels of insecure behaviours and low levels of secure behaviours, thereby confirming higher levels of insecure behaviours in the group as a whole.

The qualititative analyses of the drawings reveal that children who appeared to have insecure relationships with their mothers either depicted themselves as distanced from their mothers or depicted the mothers as distanced from themselves. These children often depicted clouds, excessive shading, etc. as signs of anxiety towards family members or towards their mothers. Compartmentalisation of figures also provided a clue that the mother-child relationship appeared to be insecure. The relative sizes of the mother and the child also yielded clues as to the nature of the mother-child relationship. Secure children often drew themselves closer to their mothers or as participating in some mutually enjoyable activity together.

Analysing the drawings was considerably more difficult as the researcher was not present during the procedure. It was not possible to observe children or to ask questions as they drew. However, the drawings did provide useful clues as to the possible nature of the mother-child relationship.

It appears that of the 25 drawings that were analysed, 68% of the children perceived themselves as displaying higher levels of insecure behaviours and low levels of secure behaviours. In other words, these children perceived themselves as having insecure relationships with their mothers.

CHAPTER 5

CONCLUSION

5.1 Brief Review and Discussion of the Results

It would appear that the results partially support the hypothesis that Grade 1 learners who are securely attached display more age-appropriate socio-emotional behaviours than their counterparts who are not securely attached. A significant negative correlation found between the Secure-Avoidant factor and the Asocial with Peers dimension indicates that the more securely attached a child is, the less asocial the child's behaviour will be. A significant negative correlation found between the Secure-Avoidant factor and the Anxious-fearful dimension indicates that the more securely attached a child is, the lower the levels of anxious-fearful behaviours displayed by the child. Both of these finding are confirmed by the literature. A positive correlation was found between the Anxious/ambivalent factor and the Asocial with Peers dimension. This indicates that the greater the levels of anxious/ambivalent behaviours displayed by a child, the more asocial the child's behaviour will tend to be towards his/her peers. This finding was rather surprising, as one would expect to find that asocial behaviour is more likely to be associated with avoidant and not anxious/ambivalent children. A significant positive correlation between the Anxious/ambivalent factor and the Hyperactive-Distractible dimension is obtained if the one-tailed p-value is considered. This means that anxious/ambivalent children appear to be Hyperactive-Distractible and vice versa. This finding confirms the findings of two past studies indicated in the literature (See Section 4.6 for a more detailed discussion of the findings).

In general, it appears that children who display higher levels of secure behaviours are less likely to depict asocial and anxious/fearful behaviours as opposed to children who display lower levels of secure behaviours (or high levels of avoidant behaviours). It can therefore be confirmed that secure children are less likely to display asocial and anxious/fearful behaviours and by inference, are more likely to display age-appropriate socio-emotional behaviour. Anxious/ambivalent (insecure) children on the other hand are more likely to display inappropriate socio-emotional behaviours such as hyperactivity, distractibility, etc.

5.2 Shortcoming/Limitations of the study

One of the main shortcomings of the present study was that the sample was confined to a population of upper-middle class Indians. The sample of children was drawn from affluent, independent (private) schools. One of the implications of not having a very diverse sample in terms of race, religion, social status, etc., is that the results are generalisable to a limited segment of the population. Furthermore, it is not possible to compare differences in attachment style and socio-emotional behaviour between the race groups. However, it is important to note that attachment is a universal concept and that the different attachment styles exist among all cultures. This study made it possible to obtain some understanding of the relationship between attachment style and aspects of socio-emotional behaviour among a group of South African individuals. Even though the group was not very culturally diverse, any attachment research within the South African context is useful in light of the lack of such research in the country.

Another limitation of the study is related to the CASQ and the CBS. Mothers may have been biased in their responses to the CASQ items. They may have felt ashamed or embarrassed to provide honest answers and they may have felt a need to protect their children. Teachers too, may not have been entirely accurate in their responses to the CBS. With classes of 25-30 children, teachers may not be entirely familiar with all the children in their classes. Teachers also tend to develop a mental picture of certain children in their classes, which may not necessarily be a true reflection of these children. The possibility that both mothers and teachers may have been biased in their responses could have a negative impact on the results. The results may not necessarily be a true reflection of mothers' perceptions of their children's attachment styles or teachers perceptions of their pupils' socio-emotional behaviour. However, this is one of the dangers inherent in using self-report measures that cannot be avoided.

Correlations were made between the attachment styles and aspects of socio-emotional behaviour of young children. It is important to remember that correlations do not permit causal inferences. They simply point out the relationship between two variables and do not imply that one variable causes the other to exist.

5.3 Potential benefits of the present study

Thompson (2000) has pointed out that there is a need for age-appropriate assessment techniques (particularly during the middle childhood phase) in the field of attachment. With further research and development, the CASQ could prove a promising start in this direction.

The present study provided information about the relationship between attachment style and socio-emotional behaviour of Grade 1 learners. This information could prove useful in terms of assisting both parents and teachers to understand the child's social and emotional behaviour within the school environment and could have important implications for the management of children manifesting behavioural and/or emotional problems. The present study could prove to be a valuable tool in assisting psychologists and psychiatrists in providing expert opinion in custody disputes. By understanding the importance of the primary attachment figure to a child's social and emotional development, one might be able to understand the consequences of the lack of such a figure in a child's life and the subsequent effect of this on the child's emotional and social behaviour. This study can contribute to our understanding of the needs and behaviours of HIV/AIDS orphans, who are often bereft of primary attachment figures and may have no one to take care of their emotional needs.

5.4 Considerations/Recommendations for future study

Future studies in the field of attachment ought to consider targeting more culturally diverse groups. In this way, the results of such studies may be generalised to the broader South African population. Future studies could assist in refining the CASQ as a reliable and valid tool for assessing mothers' perceptions of their children's attachment style. The field of attachment is indeed exciting, with inexhaustible possibilities that could lead to new and insightful contributions to the field. The journey is bound to be an innovative and penetrating one.

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APPENDIX 1

Covering letter to parents, Consent form & Preliminary Screening Checklist

Dear Parent

I am a Psychology Masters Student at the University of Durban-Westville. I am presently researching aspects of parent-child attachment relationships and the social and emotional behaviour of young children.

Research has shown that a child's attachment to his/her parents (especially mother) considerably influences both the child's social and emotional behaviour (e.g. The child's ability to get along with other children and to express his/her feelings). The purpose of this study is to examine the links between the parent-child attachment relationship and a child's social and emotional behaviour within the school environment. This study could prove useful in assisting you, the parent to better understand these aspects of your child's behaviour. In addition, it may be helpful to teachers in terms of helping them to develop a better understanding of your child and to assist them in the management of children with behavioural and/or emotional difficulties.

What does participation in this study require of you, the mother? You will be required to complete a questionnaire comprising questions about your relationship with your Grade 1 child and various aspects of your child's social and emotional behaviour. The questionnaire will take approximately 10-15 minutes of your time. Your child will be required to participate in a simple drawing test of approximately 10 minutes. This will be conducted either during a free period or during an art lesson. In addition, your child's teacher will be required to complete a brief questionnaire regarding certain aspects of the child's socio-emotional behaviour.

All information will be treated with strict confidentiality. Under no circumstances will the names or any other identifying details of participants be published or made available to any member of the public.

Attached is a consent form that must be completed if you agree to participate in this study. Please note that if you have agreed to participate in this study, you must have a child who is currently in Grade 1.

Please feel free to contact me should you have any queries.

My contact number is 082 367 4669 (cell)

Thank you for your time and effort.

_____

Aneesa Karodia

CONSENT FORM

Date: _____

I, _____, voluntarily consent to participate in the study entitled: **ATTACHMENT STYLE AND SOCIO-EMOTIONAL BEHAVIOUR IN YOUNG CHILDREN.** I have been informed of the general purpose of this study. I am aware that participation in this study involves completing a questionnaire containing questions about my relationship with my child and certain aspects of my child's behaviour. I understand that my child may be required to participate in a simple drawing test which will take approximately 10 minutes of his/her time. This test will be conducted either during a free period or during an art lesson. I understand that it may not be possible for the researcher to explain all the details of the study until I have completed participating in it. Furthermore, I understand that I may terminate my participation in this study at any time. I understand that all information will be treated with strict confidentiality and that all identifying details such as names, addresses, etc. will not be revealed to any persons other than the researcher.

_____ _____

Participant A. Karodia

CONFIDENTIAL

QUESTIONNAIRE NO: ____

DEMOGRAPHIC DETAILS

Parent Details

Name of mother : _____
Age : _____
Home Language : _____
Race : _____
Highest Level of Education : _____
Occupation : _____
Marital Status : _____
Length of Marriage (years) : _____
Postal Address : _____
_____
_____
Telephone Number/s : _____

Child Details

Name of child : _____
Date of Birth : _____
Age : _____
Sex : _____
Grade : _____

SECTION A

Please answer the following questions by ticking the appropriate box:

1. Which of the following would describe the composition of your family at present?

Mother, Father and children ☐

Single parent family (divorced/separated) ☐

Single parent family (due to death of spouse) ☐

Reconstituted family (children from another marriage) ☐

Foster family ☐

Adoptive family ☐

Other (please specify) ☐ _____

---

2. Has your child been diagnosed by a psychologist or psychiatrist with any psychological problems? (for example: problems with attention and concentration, behaviour problems, etc.)

Yes ☐ No ☐

If your answer to the above question is Yes, you may proceed to answer question 3. If the answer is No, you may proceed to answer question 4.

3. What sort of psychological problem/s has your child been diagnosed with?
(Explain in detail, mentioning whether or not your child has received medication for the problem/s).

_____

_____

_____

_____

_____

4. Has your child always lived together with you and your family?

Yes ☐ No ☐

5. At any point in time, have you and your child lived apart from one another?

Yes ☐ No ☐

If your answer to this question is No, you may proceed to SECTION C on the next page. If your answer is Yes, then kindly answer the questions in SECTION B below.

SECTION B

6. My child has also lived with his/her:

Grandparent/s ☐

Step-parent/s ☐

Friends ☐

Other (please specify) ☐ ----------

---

7. For how long did your child reside with persons other than you and your family?
(Please state your answer in months)

_____

APPENDIX 2
Childhood Attachment Style Questionnaire (CASQ)

SECTION C

For each statement, please tick one number on the scale that reflects the extent to which you Agree or Disagree with that particular statement. There are 21 statements, please ensure that you respond to each one.

Scale:

1.	Strongly Agree	**SA**
2.	Agree	**A**
3.	Neutral	**N**
4.	Disagree	**D**
5.	Strongly Disagree	**SD**

Example: If you find that you Disagree with statement number one, then tick 4. If you Strongly agree with statement number one, then tick 1.

Statements

	SA	**A**	**N**	**D**	**SD**
1. My child enjoys exploring his/her environment	1	2	3	4	5
2. My child does not like to be hugged or kissed.	1	2	3	4	5
3. When we go out together, my child insists on remaining close to me at all times.	1	2	3	4	5
4. My child is able to openly express himself/herself	1	2	3	4	5
5. My child often clings to me.	1	2	3	4	5
6. My child is able to show emotion easily.	1	2	3	4	5
7. My child is emotionally detached.	1	2	3	4	5
8. My child quite easily leaves my side to play with other children.	1	2	3	4	5

	SA	A	N	D	SD
9. My child is effectively able to handle arguments/disagreements.	1	2	3	4	5
10. My child often exaggerates problems.	1	2	3	4	5
11. My child is easily able to chat with other children.	1	2	3	4	5
12. My child prefers to be on his/her own.	1	2	3	4	5
13. My child makes out problems to be more serious than they actually are.	1	2	3	4	5
14. My child interacts and co-operates with other children.	1	2	3	4	5
15. My child gets along well with other children in group situations.	1	2	3	4	5
16. My child threatens others in order to get his/her own way.	1	2	3	4	5
17. My child is easily able to initiate contact with other children.	1	2	3	4	5
18. My child has difficulty trusting others.	1	2	3	4	5
19. My child gets angry with me when left alone for a while.	1	2	3	4	5
20. My child is able to communicate openly and fluently with others.	1	2	3	4	5
21. My child has difficulty getting close to others.	1	2	3	4	5

APPENDIX 3

Child's name or ID:..... **Date:**.....

Rated by (teacher):..... **School:**.....

Child Behaviour Scale

Please consider the descriptions contained in each of the following items below and rate the extent to which each of these descriptions applies to the child, particularly in the context of his/her behaviour with peers. For example, circle 3- **"certainly applies"** if the child often displays the behaviour described in the statement, circle 2- **"applies sometimes"** if the child occasionally displays the behaviour , and circle 1-**"does not apply"** if the child seldom displays the behaviour. Please circle **only one** response per item.

1=Does not apply 2=Applies sometimes 3=Certainly applies

1 2 3	1:Restless.Runs about or jumps up and down. Doesn't keep still	1 2 3	15:Has speech difficulty
1 2 3	2:Squirmy, fidgety child	1 2 3	16:Bullies other children
1 2 3	3:Destroys own or others' belongings	1 2 3	17:Inattentive
1 2 3	4:Fights with other children	1 2 3	18:Doesn't share toys
1 2 3	5:Not much liked by other children	1 2 3	19:Cries easily
1 2 3	6:Is worried. Worries about many things	1 2 3	20:Blames others
1 2 3	7:Irritable; quick to fly off the handle	1 2 3	21:Gives up easily
1 2 3	8:Appears miserable, unhappy, tearful or distressed	1 2 3	22:Inconsiderate of others
1 2 3	9:Has twitches, mannerisms, or tics of the face and body	1 2 3	23:Kicks, bites or hits other children
1 2 3	10:Is disobedient	1 2 3	24:Stares into space
1 2 3	11:Has poor concentration or short attention span	1 2 3	25:Prefers to play alone
1 2 3	12:Tends to be fearful or afraid of new thing or new situations	1 2 3	26:Helps other children
1 2 3	13:Fussy or over particular	1 2 3	27:Peers refuse to let this child play with them
1 2 3	14:Tells lies	1 2 3	28:Shows a recognition of the feelings of others; is emphatic
		1 2 3	29:Tends to react to other children's distress by teasing them or making things worse.

1 2 3	30:Not chosen as a playmate by peers	1 2 3	45:Is ignored by peers
1 2 3	31:Likes to be alone	1 2 3	46:Cooperative with peers
1 2 3	32:Keeps peers at a distance	1 2 3	47:Loses temper easily in conflicts with Peers
1 2 3	33:Peers avoid this child	1 2 3	48:Argues with peers
1 2 3	34:Seems concerned when other children are distressed	1 2 3	49:Friendly towards other children
1 2 3	35:Aggressive child	1 2 3	50:Annoys or irritates other children
1 2 3	36:Taunts and teases other children	1 2 3	51:Solitary child
1 2 3	37:Often unoccupied	1 2 3	52:Disrupts peers activities
1 2 3	38:Threatens other children	1 2 3	53:Shows concern for moral issues (eg fairness, welfare of others.)
1 2 3	39:Takes turn with play materials	1 2 3	54:Ridiculed by peers
1 2 3	40:Kind towards peers	1 2 3	55:Avoids peers
1 2 3	41:Can be trusted, is dependable	1 2 3	56:Offers help or comfort when other children are upset
1 2 3	42:Listens to class mates	1 2 3	57:Withdraws from peer activities
1 2 3	43:Excluded from peers activities	1 2 3	58:Will continue to bother or hurt other children even when they are clearly upset
1 2 3	44:Compromises in conflict with peers	1 2 3	59:Bossy towards peers

APPENDIX 4

Pilot Study Results

Principle Component Analysis

Scale 1: Secure

	Component 1
	Secure
item1	.821
item4	.409
item7	.756
item10	.502
item13	.864
item16	.598
item19	.808
item22	.591
Extraction Method: Principal Component Analysis.	
a 1 components extracted.	

It appears that all the items loaded substantially in the same direction. It is expected that all will contribute to the internal consistency reliability of the scale. All these items were re-scaled such that high scores on this scale indicated high levels of secure behaviours while low scores indicated low levels of secure behaviours.

Scale 2: Avoidant

	Component 2
	Avoidant
item2	.934
item5	-.038
item8	.372
item11	-.149
item14	.864
item17	-.861
item20	.649
item23	.323
Extraction Method: Principal Component Analysis.	
a 1 components extracted.	

In the Table above it appears as if two of the items (items 5 and 11) have small absolute loadings. Note that item 17 has a high loading but a negative one. It was not omitted because it initially scored in the wrong direction and it was later re-scaled to score in the same direction as all the other items in this sub-scale. It was decided to omit items 5 and 11 and all the remaining items were re-scaled such that:

- All the items measured in the same direction (correlated positively with each other).
- High scores on this scale indicated high levels of avoidant behaviours and vice versa.

Scale 3: Anxious/ambivalent

	Component 3
	Anxious/ambivalent
item3	.826
item6	.966
item9	-.838
item12	.551
item15	.179
item18	.561
item21	.813
item24	.023
Extraction Method: Principal Component Analysis.	
a 1 components extracted.	

From the above table, it appears that item 24 did not contribute to this scale due to its small absolute loading. Item 9 loaded negatively. It was not omitted because it initially scored in the wrong direction and it was later re-scaled to score in the same direction as all the other items in this sub-scale. All the items were re-scaled such that:

- All the items measured in the same direction (correlated positively with each other)
- High scores on this scale indicated high levels of anxious/ambivalent behaviours and vice versa.

RELIABILITY ANALYSIS – SCALE 1 (SECURE)

		Mean	Std Dev	Cases
1.	RITEM	14.4444	.5270	**9.0**
2.	RITEM	44.6667	.5000	**9.0**
3.	RITEM	74.6667	.5000	**9.0**
4.	RITEM10	3.4444	1.1304	9.0
5.	RITEM13	4.2222	.9718	9.0
6.	RITEM16	4.3333	1.0000	9.0
7.	RITEM19	3.8889	.7817	9.0
8.	RITEM22	4.3333	.5000	9.0

(Note: all the items have been re-scaled so that they measure in the same direction)

Correlation Matrix

	RITEM1	RITEM4	RITEM7	RITEM10	RITEM13
RITEM1	1.0000				
RITEM4	.6325	1.0000			
RITEM7	.6325	.5000	1.0000		
RITEM10	.4663	.2949	.7372	1.0000	
RITEM13	.5152	-.0857	.4287	.4678	1.0000
RITEM16	.3953	-.2500	.2500	.1843	.8146
RITEM19	.4382	.2132	.5330	.4872	.6947
RITEM22	.3162	.0000	.0000	.3686	.6002

	RITEM16	RITEM19	RITEM22
RITEM16	1.0000		
RITEM19	.3731	1.0000	
RITEM22	.2500	.4264	1.0000

N of Cases = 9.0

Statistics for	Mean	Variance	Std Dev	N of Variables
Scale	34.0000	17.0000	4.1231	8

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
RITEM1	29.5556	14.0278	.6825	.7902	.7855
RITEM4	29.3333	16.0000	.1875	.7500	.8304
RITEM7	29.3333	14.2500	.6623	.8497	.7891
RITEM10	30.5556	11.2778	.5854	.7215	.7960
RITEM13	29.7778	10.9444	.7949	.9369	.7492
RITEM16	29.6667	12.7500	.4551	.8593	.8134
RITEM19	30.1111	12.6111	.6804	.6678	.7735
RITEM22	29.6667	15.0000	.4518	.7839	.8080

Reliability Coefficients 8 items

Alpha = .8161 Standardized item alpha = .8315

Note: In the last column: If item 4 is deleted the reliability would increase to 0,83.

RELIABILITY ANALYSIS-SCALE 2 (AVOIDANT)

		Mean	Std Dev	Cases
1.	RITEM2	1.4444	.7265	9.0
2.	RITEM8	2.0000	.8660	9.0
3.	RITEM14	2.2222	1.4814	9.0
4.	RITEM17	1.6667	1.0000	9.0
5.	RITEM20	2.0000	.7071	9.0
6.	RITEM23	2.4444	1.2360	9.0

(Note: all items have been re-scaled so that they measure in the same direction)

Correlation Matrix

	RITEM2	RITEM8	RITEM14	RITEM17	RITEM20
RITEM2	1.0000				
RITEM8	.1987	1.0000			
RITEM14	.7098	.1949	1.0000		
RITEM17	.9177	.2887	.7313	1.0000	
RITEM20	.4867	.2041	.5967	.5303	1.0000
RITEM23	.3093	-.2335	.2124	.3371	.0000

	RITEM23
RITEM23	1.0000

N of Cases = 9.

Statistics for	Mean	Variance	Std Dev	N of Variables
Scale	11.7778	17.1944	4.1466	6

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
RITEM2	10.3333	12.5000	.8111	.8510	.6528
RITEM8	9.7778	15.4444	.1469	.2351	.7846
RITEM14	9.5556	8.7778	.7089	.6054	.6369
RITEM17	10.1111	10.6111	.8570	.8775	.6021
RITEM20	9.7778	13.9444	.5207	.4072	.7122
RITEM23	9.3333	14.0000	.1802	.2728	.8061

Reliability Coefficients 6 items

Alpha = .7464 Standardized item alpha = .7757

Note: In the last column: If item 23 is deleted the reliability would increase to .8061

RELIABILITY ANALYSIS: SCALE 3 (ANXIOUS/AMBIVALENT)

		Mean	Std Dev	Cases
1.	RITEM3	1.8889	1.3642	9.0
2.	RITEM6	2.2222	1.3017	9.0
3.	RITEM9	1.5556	1.0138	9.0
4.	RITEM12	2.8889	1.1667	9.0
5.	RITEM15	2.1111	1.0541	9.0
6.	RITEM18	2.2222	1.2019	9.0
7.	RITEM21	1.8889	.7817	9.0

(Note: all items have been re-scaled so that they measure in the same direction)

Correlation Matrix

	RITEM3	RITEM6	RITEM9	RITEM12	RITEM15
RITEM3	1.0000				
RITEM6	.7195	1.0000			
RITEM9	.7733	.8420	1.0000		
RITEM12	.2269	.5121	.5871	1.0000	
RITEM15	.1835	.1620	.0520	.3162	1.0000
RITEM18	.1694	.6037	.1938	.1981	.2741
RITEM21	.3386	.6415	.7185	.5330	-.1348

	RITEM18	RITEM21
RITEM18	1.0000	
RITEM21	.4287	1.0000

N of Cases = 9.0

Statistics for	Mean	Variance	Std Dev	N of Variables
Scale	14.7778	30.4444	5.5176	7

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
RITEM3	12.8889	21.3611	.5727	.7917	.7927
RITEM6	12.5556	18.7778	.8839	.9415	.7260
RITEM9	13.2222	21.9444	.7867	.9545	.7580
RITEM12	11.8889	23.1111	.5324	.6327	.7976
RITEM15	12.6667	27.0000	.2130	.4938	.8444
RITEM18	12.5556	24.0278	.4220	.8614	.8171
RITEM21	12.8889	25.1111	.6027	.8244	.7938

Reliability Coefficients 7 items

Alpha = .8175 Standardized item alpha = .8218

Note: in the last column: If item 15 is deleted the reliability would increase to .8444

APPENDIX 5
Letters of Consent from Schools

"By (the Token of) Time (through the Ages), Verily Man is in loss Except such as have Faith, and do righteous deeds, and join together in the Mutual teaching of truth, and of patience and constancy."
Sura Asr

Educational Institute
Reg. No: 400025

370 Ganges street
Claudius
P.O.Box 14576
Laudium
0037
Tel/Fax:012 –374-5546
alasr@freemail.absa.co.za

Permission to conduct research

I, R.A. Makadam, principle of the above-stated school hereby grant permission to Miss. A. Hansa to conduct research in the said school for the purposes of her Master's dissertation.

The research entitled **ATTACHMENT STYLE AND SOCIO-EMOTIONAL BEHAVIOUR IN YOUNG CHILDREN** will be conducted on Grade 1 learners. It will involve the completion of questionnaires by the parents and teachers of Grade 1 learners. The learners will be required to participate in a drawing test of approximately 10 minutes in duration. The general purpose and aims of the research have been explained to me.

Thank You.

Yours faithfully

Principle

AL - ASR
EDUCATIONAL INSTITUTE
Reg. No: 2000/002459/08
P.O. BOX 145[illegible]
003[illegible] LAUDIUM
TEL/FAX: (012) 374-[illegible] 5546

Say: truly, my prayer /And my service of sacrifice, /My living and my dying,/ Are (all) for Allah, /The Cherisher of the Worlds. The Qur'an, Surah Anam, 6:162

AL GHAZALI COLLEGE
For Learning and Leadership

Permission to conduct research

I, FCH Kumbsu, principle of the above-stated school hereby grant permission to Miss. A. Hansa to conduct research in the said school for the purposes of her Master's dissertation.

The research entitled **ATTACHMENT STYLE AND SOCIO-EMOTIONAL BEHAVIOUR IN YOUNG CHILDREN** will be conducted on Grade 1 learners. It will involve the completion of questionnaires by the parents and teachers of Grade 1 learners. The learners will be required to participate in a drawing test of approximately 10 minutes in duration. The general purpose and aims of the research have been explained to me.

Thank You.

Yours faithfully

Principle

AL GHAZALI COLLEGE
P.O. Box 34760 Erasmia 0023
Tel: (012) 370-1049
Fax: (012) 370-1069

P.O.Box 13862
Laudium, 0037

330 Turquoise Street
Laudium, Pretoria
Tel +27 12 374-4647
Fax +27 12 374-0638

CENTRAL ISLAMIC SCHOOL

Permission to conduct research

I, N. MITHA, principal of the above-stated school hereby grant permission to Miss. A. Hansa to conduct research in the said school for the purposes of her Master's dissertation.

The research entitled **ATTACHMENT STYLE AND SOCIO-EMOTIONAL BEHAVIOUR IN YOUNG CHILDREN** will be conducted on Grade 1 learners. It will involve the completion of questionnaires by the parents and teachers of Grade 1 learners. The learners will be required to participate in a simple drawing test of approximately 10 minutes in duration. The general purpose and aims of the research have been explained to me.

Thank You.

Yours faithfully

Principal

Permission to conduct research

I, ANIL SINGH, principal of the above-stated school hereby grant permission to Miss. A. Hansa to conduct research in the said school for the purposes of her Master's dissertation.

The research entitled **ATTACHMENT STYLE AND SOCIO-EMOTIONAL BEHAVIOUR IN YOUNG CHILDREN** will be conducted on Grade 1 learners. It will involve the completion of questionnaires by the parents and teachers of Grade 1 learners. The learners will be required to participate in a simple drawing test of approximately 10 minutes in duration. The general purpose and aims of the research have been explained to me.

Thank You.

Yours faithfully

A. Singh

Principal

PRETORIA HINDU SCHOOL
264 : 13th AVENUE
14074 LAUDIUM 0037
PRETORIA ☎ (012) 374-1897

PMT MUSLIM YOUTH
SUNNI SCHOOL
220 JEWEL STREET LAUDIUM PRETORIA 0037
P.O.BOX 14507 LAUDIUM PRETORIA 0037
TEL.: (012) 374-3964 FAX: (012) 374-5137

13 — 09 — 01

PERMISSION TO CONDUCT RESEARCH

I, MR. M. CASSIM, Principal of the above named School do hereby grant permission to Miss Aneesa Hansa to conduct a research in the said school for the purpose of her Master's Dissertation.

Miss Aneesa Hansa entitled **ATTACHMENT STYLE AND SOCIO-EMOTIONAL BEHAVIOUR IN YOUNG CHILDREN** which will be conducted on Grade 1 Learners. It will involve the completion of questionnaires by the Parents and Teachers of Grade 1 Learners. The Learner will be required to participate in a drawing test of approximately 10 minutes in duration. The general purpose and aims of the research have been explained to me.

Thank you

Yours faithfully

PRINCIPAL/13/09/01

PMT: SUNNI SCHOOL
P.O. BOX 14507 LAUDIUM
0037 PRETORIA
TEL: (012) 374-3964
FAX: (012) 374-5137

APPENDIX 6
Instructions to teachers

Dear Teacher,

Thank you for agreeing to participate in this study. Let me begin by telling you a little about the research that I am conducting. Research has shown that a child's attachment to his/her parents (especially mother) considerably influences both the child's social and emotional behaviour (e.g. The child's ability to get along with other children and to express his/her feelings). The purpose of this study is to examine the links between the mother-child attachment relationship and aspects of a child's social and emotional behaviour within the school environment. The findings of this study could prove useful in assisting you, the teacher to develop a better understanding of the children in your class and to assist in the management of children that present with behavioural and/or emotional difficulties.

What is required of you, the teacher?

- **First**, you are required to hand out questionnaires to all the children in the class for completion by their mothers.
- **Second**, once these completed questionnaires have been returned, you must complete the questionnaire entitled: **THE CHILD BEHAVIOUR SCALE**. Note, this questionnaire must only be completed for those children whose mothers have completed and returned the first questionnaire. For example: if you handed out 30 questionnaires to all the children in your class for completion by their mothers and you only receive 15 back, then you must only complete **THE CHILD BEHAVIOUR SCALE** for those 15 children. This is a simple questionnaire and ought to take approximately 5-10 minutes per child.
- **Third**, those children whose mothers have returned completed questionnaires must also complete a simple drawing exercise. This can be done during an art lesson or a break. The

exercise is approximately 10 minutes long, however if you wish to, you may make an entire lesson of it. As the teacher you will be required to give instructions and ensure that each child follows them. The following materials are required for the test: a blank A4 page, a pencil and an eraser. The instructions are as follows:

"Please place your paper like this (demonstrate that the paper is to be placed in a horizontal position). Write your name, surname and today's date on the top of the page (demonstrate top right-hand corner). You must draw a picture of your family. You must draw your mother, father and if you have any brothers and sisters, you must draw them too. But, everybody must be doing something in the picture. For example: mummy can be drinking tea, daddy can be reading a book, etc. (Try to explain to the children using the above examples, precisely what is required of them, however, they must be cautioned against using the same examples in their drawings). Everybody must try to draw their mummies, daddies, brothers/sisters doing something different. So don't copy your friend's drawings. Okay? You may begin. After you have finished drawing, you must write down who you have drawn. For example: if you have drawn mummy, you must write the word mummy underneath the drawing."

- Once the children have complete their drawings, kindly ensure that every one has written their names and correctly labelled each figure. Collect all the drawings and attach each one to the questionnaire you have completed for that particular child. If this is not possible, then simply place the drawing and the relevant questionnaire together.

Thank you for your time and co-operation. It is much appreciated. If you have any queries, please feel free to contact me at 082 367 4669.

Aneesa Karodia