

**THE INFLUENCE OF ATTACHMENT STYLES ON ACADEMIC PERFORMANCE  
AMONG ADOLESCENTS IN PUBLIC SECONDARY SCHOOLS OF LUANSHYA  
DISTRICT**

**BY**

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**A dissertation submitted to the University of Zambia in partial fulfillment of the  
requirements for the award of the degree of master of education in educational psychology.**

**The University of Zambia**

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## DECLARATION

I, **Salome Tusekile Sande**, do hereby declare that, this dissertation represents my own work and that the works of others have been appropriately acknowledged. I further declare that this dissertation has never been submitted for the award of any academic degree at the University of Zambia or any other University.

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## APPROVAL

This dissertation of **Salome Tusekile Sande** has been approved as fulfilling the requirements for the award of the Degree of Master of Education in Educational Psychology by the University of Zambia.

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## ABSTRACT

The purpose of the study was to examine the influence of attachment styles on academic performance among adolescents in public secondary schools of Luanshya District of the Copperbelt Province of Zambia. The specific objectives were: to examine the impact of attachment on academic performance in public secondary schools in Luanshya district of the Copperbelt Province of Zambia, to investigate the influence of gender on attachment and academic performance in public secondary schools of Luanshya District. The study utilised a quantitative descriptive survey research design. One hundred and twenty (120) respondents participated in the study, represented by 50% of each gender. Simple random sampling was used to select schools as well as the respondents. Statistical Package for Social Sciences (SPSS) version 16 was used to analyse the data. Results revealed that attachment styles have an influence on academic performance of adolescents in public secondary school as most securely attached pupils got points below 15 points. It was also revealed that males were securely attached than females and that females had both dismissing and preoccupied insecure attachment styles more than males. In addition, males outperformed females in academic work. The study recommended that parents, teachers and all the caregivers should form a secure attachment with their children if they are to encourage them to excel academically; The government should document a policy for school administrators to encourage teachers to form secure attachment bonds with pupils for motivation as school is seen as a second home for them.

**Key words:** *Attachment styles, academic performance, adolescents and public schools.*

## **DEDICATION**

To my best friend, soul mate, partner and husband, Collins Maliwa Sikobwe. My children, Mutumba, Changu, Bukata and Lusubilo, you are my motivation and inspiration. To my parents, dad Mr. Jack Sande and mum Mrs. Esther Ng'onda Sande, I am blessed and humbled to have been raised by you. To my brothers and sisters, am proud to be part of you.

This work is also dedicated to the Heavenly Father for all the love and mercies he has bestowed upon me.

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## **ABBREVIATIONS AND ACRONYMS**

<b>AAI</b>	Adult Attachment Interview
<b>BSQ</b>	Behavioral Systems Questionnaire
<b>DEBS</b>	District Education Board Secretary
<b>DRGS</b>	Directorate for Research and Graduate Studies
<b>ECZ</b>	Examination Council of Zambia
<b>GPA</b>	Grade Point Average
<b>IPPA</b>	Inventory of Parent and Peer Attachment
<b>MoGE</b>	Ministry of General Education
<b>SES</b>	Socio-Economic Status
<b>SPSS</b>	Statistical Package for Social Sciences
<b>SSP</b>	Strange Situation Procedure
<b>UNESCO</b>	United Nation Educational, Scientific and Cultural Organization
<b>UNZA</b>	University of Zambia

## DEFINITION OF TERMS

<b>Academic performance:</b>	Pupils' involvement in the learning process, concentration and academic competence such as reading, writing and attending to school tasks and the marks they attain in school.
<b>Adolescent:</b>	Any young person in the process of developing from a child into an adult.
<b>Attachment:</b>	A psychological model that attempts to describe the emotional bond between a child and a caregiver.
<b>Insecure preoccupied attachment:</b>	An emotional bond formed by an infant who like exhibiting clinging and dependent behaviour.
<b>Insecure attachment:</b>	An emotional bond that is formed with an unavailable and unresponsive caregiver.
<b>Insecure dismissing attachment:</b>	An emotional bond that is formed by an infant who does not familiarise with the caregiver and appears independently both emotionally and physically.
<b>Insecure disorganised attachment:</b>	A combination of behaviours in dismissing and preoccupied behaviours.
<b>Secure attachment:</b>	An emotional bond that is formed with an available and responsive caregiver.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Overview

This chapter gives an introduction to this study. It highlights attachment and its operationalization from the educational perspective. It then gives the statement of the problem and the purpose of the study. The study objectives and hypothesis are subsequently posited. It also presents the significance of the study, the limitations and delimitation of the study. The theoretical framework and operational definitions are also provided in this chapter. And finally, a summary of the chapter has also been presented.

### 1.2 Background to the study

From early years of human development, infants are attracted to the social world by looking at faces and hearing sounds or voices of caregiver(s). According to Santrock (2011), these interactions between the infant and the caregiver(s) start as early as when the child is 2-3 months and is mainly focused on vocalisation, touch, and gestures between the child and the caregiver(s), thereby creating an emotional state between them. Other researchers however, have argued that the emotional state begins during the prenatal period (Atkinson, Atkinson & Nolen-Hoeksema, 2012). This emotional state is what has been referred to as attachment by scholars. Bowlby (1969) termed attachment as an emotional bond that exists between an infant and the primary caregiver. Similarly, Coon and Mitterer (2010) defined attachment as a close emotional bond that babies form with their primary caregivers especially the mother. Attachment is a deep and enduring affectionate bond that connects one person to another across time and space (Ainsworth, 1973). Thus, attachment is an emotional bond between two or more people. It is a unique bond that infants and caregivers should have a tendency to facilitate its development so as to sustain the relationship. As stated above, attachment is focused on the infants and their caregivers. It is not an inborn trait in children but develops as a result of the survival instinct predisposed in them (Bergin & Bergin, 2009).

Different views have been given to explain attachment formation by babies. Some early psychologists like Freud in his psychoanalytic view have claimed that attachment is as a result of

oral satisfaction. Thus, any figure according to Freud in attachment is important so long they provide the infant with food or physical nourishment (Santrock, 2011). Other scholars have argued that oral satisfaction is not so important in the formation of the bond between the caregiver and the infant, but is compelled by the need for contact (body contact), comfort, security, and protection (Bowlby, 1969; Bergin & Bergin, 2009). This was confirmed in a study done by Harlow (1958) where he removed baby monkeys from their mothers at birth and for six months were reared by substitute “mothers”. One mother was made of wire while the other was made of cloth. When the baby monkeys were given a choice to choose between the two mothers, they spent most of their time clinging to the cloth mother who gave them the contact comfort even when the wire mother held a bottle of milk, which made her a source of food. The love and security shown by the cloth mother is similar to the one shown by natural mothers. For instance, when frightened, the baby monkeys ran to their cloth mother for security and comfort (Coon and Mitterer, 2010).

This shows that infants and caregivers are biologically as well as psychologically inclined to form attachments (Ekeh, 2012). Biologically, attachment upholds the infant’s survival in the physical environment. This implies that attachment is one of the basic process of functioning that is universal in human beings regardless of the differences in genetics, culture and experience (Ainsworth, 1989). Whereas psychologically, attachment encourages security which can be remembered in times of distress in order to begin a process of self-soothing through the internalised working memory (Bowlby, 1969). In attachment, the bond between an infant and the caregiver is displayed reciprocally by both and expressed by means of specific behaviours. For example, in new-borns these behaviours include vocalizing, crying, clinging and smiling at caregivers. Later, infants crawl, walk and follow caregivers so as to maintain the proximity (Van Ijzendoorn & Kroonenberg, 1988). This is so, because they look at an adult figure as a secure base for exploring the world, thereby increasing the infant’s chances of survival and reproductive success. While for adults, attachment behaviours are seen in their attendance to children’s needs and signals, in addition to looking in the children’s direction (Bergin & Bergin, 2009).

Studies have shown that an infant-caregiver attachment has an important influence on the individual developmental milestone as well as the life time course and responses to other people (Salkind, 2008). As such, attachment has played an important role in the discovery of links

between emotional understanding, conscience development and self-concept (Thompson, 2005). Furthermore, the effects of early attachment relationship can be understood in a child's cognitive abilities and language development, readiness for school, academic success or failure and overall adjustment to school (Salkind, 2008; O'Connor and McCartney, 2007). This has been supported by Guroglu (2002) who consequentially came up with a three stage model to explain the link between infant-caregiver attachment with academic performance and school success. This includes:

1. Parenting style directly affects the child's success.
2. Parenting style affects the child's attachment style and this affects the child's success.
3. Attachment style affects the parenting style which in turn also affects the child attachment style, resulting in the child's success.

According to Bowlby (1988), there are two basic categories of attachment styles, which are secure and insecure. The patterns of sensitivity and consistent parental response lead to secure attachment while insensitive and inconsistent responding lead to insecure attachment. Studies have shown that the different attachment patterns that children have been exposed to will make them explore and react to the environment differently. For instance, securely attached children exhibit more appropriate emotional expressions and control, engage in complex play and show more focused attention in class and greater exploration of their environment (Cassidy, 1994; O'Connor & McCartney, 2007). Additionally, secure attachment to caregivers has indicated an increase in students' motivation and self-esteem, the key variables that affect academic performance and consequently, academic achievement. In contrast, children with an insecure attachment to their primary caregivers have problems in regulating their emotions and behaviours, focused attention in class, learning and exploring their environment (Jacobsen & Hofman, 1997; Webster-Stratton & Reid, 2004; Kerns, 2008). As earlier alluded to, attachment styles have contributed significantly in terms of academic performance among adolescents in most countries.

In Zambia, the national education policy document "Educating our future" notices the importance of parental involvement in the education of children, as it places emphasis that the first responsibility for the education of children lies with parents and later on, with the wide community in which the family lives (Ministry of Education, 1996). However, the document is

limited and vague in addressing the influence of parental-child attachment on the education of children. According to Dekker, Decker and Brown (2007) as cited by Chowdhury (2017), attachment to parents brings positive attitude of learners towards their school and school work, it also improves behaviour, a decline in school drop-out rate, decrease in truancy and delinquency. Bengston (2001) did a study on ‘adolescent and delinquency’ where it was found that adolescents who had a strong bond or were securely attached to their parents were less likely to engage themselves in delinquent behaviours. This shows how secure attachment is important in the overall development of an individual.

Hapunda (2009) equally alludes to the fact that events which take place in a child’s early life especially the parent-child relationship can impact upon their development over the rest of their life. Therefore, ensuring that children have a secure attachment in the early years presents an opportunity for effective strategy for building resilience for the adolescent years and later life, more especially in the academic circles.

Studies have shown that the early style of attachment with caregivers determines the person’s self-esteem and their mental healthy balance. For instance, Lorosa, Bernier and Tarabulsy (2005) evaluated how the state of mind associated attachment and academic performance impact the transition in college. The researchers compared secure to insecure attachment, disposition to learning and how these two attachments impacted academic performance on a wide range of constructs. The results in this study showed that students with an insecure attachment especially dismissive were less likely to prepare and had decreased evidence of attention to their studies as compared to their counterparts in the secure category. Furthermore, there was a great distinction between secure and insecure attachment in terms of academic performance, students in the insecure category were less likely to have great quality of attention or exam preparation.

Similarly, Hooda and Tyagi (2016), posits that many personality traits are acquired in the family and parents are the main members as they function as centre of affection and protection of children necessary for proper nurturing. This is to say, if children are deprived of the attachment of the parents especially of their caregivers, they can develop some disorders during adolescence, and while interacting with other people, they may lack self-confidence and self- esteem which can affect academic achievement or performance. Therefore, parent-child relationship is positively correlated with academic performance of students.

The strong evidence suggests that early attachment styles have an influence on academic performance of learners in the later years (Majimba, 2015; Jennabaddi & Jalali, 2014; Wacha, 2010; Schwartz & Davis, 2006; Crandell & Hobson, 1999; Jacobsen and Hofman, 1997; Van Ijzendoorn, Dijkstra, & Bus, 1995). Despite the large literature available, most of which is from the western world and other countries and not Zambia. The influence of attachment styles on academic performance among adolescents is not well understood in Zambia, specifically in Luanshya district of the Copperbelt. This study, therefore attempted to examine the influence of attachment styles on the academic performance among adolescents in public secondary schools of Luanshya district of the Copperbelt Province of Zambia.

### **1.3 Statement of the problem**

The poor academic performance and decline in the proportion of candidates obtaining school certificates in the national examination, especially on the Copperbelt which recorded a sharp decrease from 60.2% in 2013 to 43.9% in 2014 raised a lot of public concern. This is because the school certificates mark the end of secondary school and are an entry point to tertiary education. This had at the time prompted the Minister of Education, then Dr Michael Kaingu to instruct the Directorate of Standards and Curriculum to investigate the cause of the low performance of learners (Chanda, 2015).

As such, it gave rise to a number of studies looking at factors that could have contributed to the drop in performance. Some studies looked at parents' socioeconomic status, inadequate learning and teaching materials, over enrolment, pupil indiscipline, learners' home environment, and parental involvement to mention but a few (Muzaza, 2016; Kakumbi, Samuel & Mulendema, 2016). Despite the aforementioned studies and the policy document "Educating our future" been in place, none of these have focused on the importance of attachment in academic performance among Zambian adolescents, thereby, seemingly, little being known from a Zambian perspective while studies from other countries especially the Western have proved to contribute to learners' performance. This study therefore, was set to examine the influence of attachment styles on the academic performance among adolescents in public secondary schools in Luanshya district of the Copperbelt Province of Zambia.

## **1.4 Purpose of the study**

The purpose of this study was to examine the influence of attachment styles on academic performance among adolescents from public secondary schools of Luanshya district of the Copperbelt province of Zambia.

## **1.5 Objectives of the study**

### **1.5.1 General objective**

To determine the influence of attachment styles on academic performance among adolescents in public secondary schools in Luanshya district of the Copperbelt Province of Zambia.

### **1.5.2 Specific objectives**

The study was guided by the following specific objectives focusing on attachment and academic performance of pupils.

- i. To examine the impact of attachment on academic performance in public secondary schools in Luanshya district of the Copperbelt Province of Zambia.
- ii. To investigate the influence of gender on attachment and academic performance in public secondary schools in Luanshya district of the Copperbelt province of Zambia.

## **1.6 Hypothesis**

The above research objectives led to the following hypothesis:

- i. There is a positive relationship between attachment style and academic performance.
- ii. Secure attachment has a positive impact on academic performance of adolescents in public secondary schools.
- iii. Females are more securely attached than males.
- iv. The different genders result in different academic performance.

## **1.7 Significance of the study**

According to Kombo and Tromp (2014), significance of the study section outlines the importance and implication of the issue at hand. For this reason, it is hoped that the findings of

this study may provide information that may be useful for the Ministry of General Education (MoGE) to recognise the importance of child-parent attachment in educational development which should be included in the new policy document. The study might also be helpful to parents, teachers, school counsellors and all the caregivers as it provide information that could help understand reasons for academic performance by giving them an understanding of the attachment styles and the related behavioural patterns. Owing to this, the study may add a new perspective to the existing knowledge on attachment in Zambia as very little has been documented.

### **1.8 Limitations of the study**

Like any other study, the current study too had some limitations. The most notable ones include:

The quantitative approach used in the study. The nature of quantitative studies is in numerical form; hence salient features around the topic could not be brought out.

The study was based on self-reported points in academic performance. Therefore, participants might not have reported truthfully which might contribute to biasness in the findings.

The study did not measure the socio-economic status of the participants, thus considering this would have rendered different results.

The use of Behavioural Systems Questionnaire (BSQ) which has only got three categories of attachment styles. Therefore, this study excluded the disorganised pattern of insecure attachment style. The inclusion of this pattern of attachment style may have rendered different results in terms of association between independent variable of attachment styles and the dependent variable of academic performance.

Therefore, the study results cannot be generalised beyond Luanshya district of the Copperbelt.

### **1.9 Delimitation of the study**

The study was confined to selected public secondary schools in Luanshya District of the Copperbelt province of Zambia. Five (5) public secondary schools were chosen, one from each zone.

## **1.10 Theoretical framework**

The study was anchored on the internal working model of the attachment theory whose proponent is John Bowlby (1969). The internal working model of every human being builds key features of attachment figures, where they are found and how they may be expected to respond. Therefore, the central proposition of the model is made up of internally encoded attachment experiences a child has with the primary caregivers. It is the most important model in understanding how attachment processes operates in individuals from infancy, childhood, adolescence and later on, in adulthood (Pietromonaco & Barret,2000). In other words, the internal working model is stable and becomes habitual and automatic across an entire life span in human beings (Bowlby, 1988).

Additionally, infants steadily develop internal representation of the self as worth or not worth of the care and attention, and others as trustworthy and available or not available based on the type of caregiving they have experienced. The internal working model gives a person the cognitive representations of early experiences that act as a guide in the interaction, feeling, information processing and behaving with others in the social world, thereby laying foundation for the functional skills needed for learning (Ainsworth, 1973). Furthermore, the quality of the bond in infancy either secure or insecure influences the cognitive abilities in the later years.

According to Bretherton (1985), securely attached children use the attachment figure to explore the world. Their confidence in the caregiver's physical and psychological availability and responsiveness to their needs is the basis for autonomous exploration and problem solving. Similarly, securely attached individuals are able to elicit and accept their caregivers' assistance as the bond between them is strong enough for consultation, thereby, ensuring the flow of information between adult and child. Consequently, making these relationships correlating strongly with higher academic attainment, better self-regulation, well-being and social competence (Institute for Education, 2016).

In contrast, Mikulicer and Shaver (2007) suggest that insecure attachment basically changes children's ability to cope with distress. Thus, children attached insecurely cannot confidently rely on their caregivers, therefore, this makes them adopt secondary attachment related coping strategies. For example, Ainsworth (1989) stated that some insecurely attached children seek

parental support but fear that their parents will not support them resulting in negative emotions which makes them hyper-vigilant for sources of distress. Equally, others distance themselves from parents or caregivers, thereby suppressing all emotions towards them to avoid sources of distress. Hence, it can be deduced that as these children are directing their energies to want or avoid their caregivers, their academic performance is disturbed hence poor results.

Vygotsky (1986) also claimed that social interactions between the adult and the child are very vital in cognitive development. As such, it can be insinuated that the interactions that take place between the caregiver and infant prepares the latter, cognitively, psychologically and emotionally for security and protection.

This study has used the internal working model to examine the influence of attachment on academic performance among adolescents because it is the memories and expectations that learners will have of their caregivers. It is during adolescence that an individual's level of cognitive development has advanced enough that there is generalisation from past relationships and use of abstract thinking processes to allow one model of attachment organisation to emerge from their past experiences. Thus, the internal working model will reflect an adolescent's state of mind regarding attachment and interpersonal relationships, seemingly allowing one expectations of the availability of others to remain fairly constant throughout (Bowlby, 1969). In addition, adolescents can begin to integrate multiple experiences in order to construct a more generalised stance toward future attachments. This signifies that, the early experiences will affect the current relationship between the child and their academic performance.

### **1.11 Summary**

The chapter has provided an overview of this study. It has highlighted the concept of attachment from a western perspective. But what is not much known is from a Zambian perspective, hence, the current study. The chapter has also presented the background of the study, statement of the problem, purpose of the study, research objectives, hypothesis, significance of the study, limitations, delimitation and a theoretical framework which this study is anchored on has been explained.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Overview

Attachment behaviours are evident in Zambia as it is elsewhere. Yet, the expression “attachment” is unfamiliar and a local definition could not be found (Fenske, 2009). Nonetheless, attachment is fostered through attachment behaviours such as mothers breastfeeding their babies, singing spiritual songs to their children, carrying their children on their backs, and working with them. This chapter provides an insight of the literature that is necessary to the study. It first presents the attachment theory and then a review of relevant literature regarding attachment and academic performance. It then explores on gender and attachment styles. Finally, it reviews literature on gender and academic performance. The chapter ends with a summary.

#### 2.2 The Attachment theory

John Bowlby (1969) is the brain behind the attachment theory. He theorised the term from his work as a paediatrician and psychoanalyst. The theory considers an individual throughout a life time, as he puts it “from the cradle to the grave” (Bowlby, 1977:203) He also reasoned that globally despite the race, culture or religion, infants become securely or insecurely attached to one or more people, although the mother is the primary caregiver but if absent, others such as siblings, aunties and grandparents take the role (Van Ijendoorn & Sagi, 2008). This can happen even in the context of developmental delays, neglect, abuse and parental psychopathology (Bradley & Corwyn, 2005). Moreover, this kind of a bond is in a hierarchy. This is to say a child usually shows a clear order of preference for the attachment figures. The early attachment relationship may become weaker or replaced by new ones. Though, the early attachment bond is not easily broken unless through death or other circumstances (Wacha, 2014). For instance, the infant’s attachment to their primary caregiver become weakened during adolescence and/or is substituted with an attachment relationship of a boyfriend or girlfriend.

Additionally, the attachment theory places emphasis on the importance of maternal sensitivity towards infant attachment security and individual outcome in the later years (Ainsworth, 1973). This has been supported by Thompson (2007) who posits that the pattern of maternal sensitivity

and responsiveness to the infant's needs can result in a particular attachment and behaviour in adolescence and later on, in adulthood. Generally, maternal sensitivity influences an individual's overall adjustment, social behaviour and the development of self-esteem and self-concept. Children who have received maternal sensitivity tend to have a positive working model of the self and others whereas, those who have received insensitive maternal support have a negative working model of the self and others. In addition, have a history of frustrating and painful interactions with the unresponsive caregivers (Bowlby, 1988).

As earlier alluded to, the attachment theory predicts developmental and social competencies. The competencies that develop in the first year of life become related to an adolescent and adult abilities or inabilities (Bradley & Corwyn, 2005). In other words, adolescents who are securely attached are more likely to be autonomous and have shown effective strategies in building resilience while those who are insecurely attached are less competent both cognitively and socially (Van Ijzendoorn & Sagi, 2008). Therefore, it can be deduced that the attachment theory has a linkage between attention and participation in class activities. It is in this regard that children who are securely attached will be more willing to engage with the environment and be fully engaged in academic tasks.

The other person who also contributed immensely to the attachment theory is Mary Ainsworth (1973). She concurred with Bowlby's attachment theory that though attachment is innate and biologically driven, it is also flexible (Wallen, 2007). She later expanded on the theory and introduced an important concept central to the attachment theory and that is the notion of a primary caregiver being a 'secure base'. This is an environment from which infants are likely to explore when they feel protected and comforted by their caregivers. This is articulated by the degree to which infants can depend on their caregivers to provide proximity and companionship, 'safe haven' in the face of threat or anxiety and a secure base from which to explore (Bowlby, 1988). Thus, without this secure base, the child cannot explore the environment thereby inhabiting their knowledge and competence which result in a child not doing well academically.

Later, on the basis of her research, Ainsworth (1973) developed the first laboratory test to assess an infant's attachment to his or her primary caregiver called the Strange Situation Procedure (SSP). In the experiment, a child is placed in a room to play. The child's primary caregiver is also present. After sometime, a stranger enters the room and attempts to sit next to the child

while the caregiver leaves the room. The child reacts naturally by crying and the stranger attempts to console the child. The caregiver then re-enters the room and attempts to console the child if need be. It is during the reunion with the caregiver, Ainsworth observed whether the infant was able to feel secure in the presence of his/her caregiver and how well he/she utilized the caregiver as a source of comfort. This became known as the parent providing a secure base for the child.

It is in the SSP that Ainsworth (1973) detected three distinct patterns of infant behaviour that indicated the quality of the child's attachment to the primary caregiver. Based on these patterns of behaviour, three attachment categories emerged and this includes secure attachment, preoccupied attachment and dismissing attachment. The last two are designated as insecure attachment categories.

In secure attachment, when the caregiver is away from the child, the child cries or become distressed by separation, however with the caregiver's return, a child shows signs of joy. In avoidant attachment, the baby does not cry when the mother/caregiver leaves nor show any sign of joy once his mother/caregiver returns (Ainsworth, 1989). Thus, an avoidant insecure child explicitly avoids interactions with the caregiver, therefore an avoidant child is said to be independent as they try to explore the environment because they appear to have learned that their signals for care and comfort would not be understood or responded to. This corresponds to the caregivers who tended to have shown inhibited emotional expression and aversion to physical contact in infancy stage of the child. The child usually would limp when held than cuddle or clingy (Main & Weston, 1982).

In preoccupied attachment, the child shows reactions of being disturbed after the caregiver leaves but gets angry instead of being happy and resist with the caregiver's return (Salkind, 2008). In addition, this child's caregiver tended to be inconsistently available and does not show sensitivity to the child's signals. Such a child is said to be dependent (Ainsworth, 1973). This implies that a child who is insecurely attached to the attachment figure will be distressed, thereby not able to explore the environment.

Following Ainsworth's work, other attachment researchers identified a fourth category of insecure attachment called disorganised attachment. This was coined by Main & Solomon (1990)

who had expanded on Bowlby and Ainsworth's works and included the internalised object relations that addressed the individual's attachment history which is made up of emotions, memories and beliefs that shape the present as well as the future attachment behaviour (Wallin, 2007). However, they questioned the flexibility of Bowlby (1969)'s internal working models that have the potential to be updated by new relationships, altered relationships or heightened awareness though these models often resist revision (Wallin, 2007). Therefore, they moved from the theoretical perspective to empirical evidence by conducting a semi-clinical interview known as Adult Attachment Interview (AAI). This assesses attachment in adulthood as the strange situation procedure does in infancy (Main, 1995). It was concluded that there were people who did not fit in any of the categories as classified by Ainsworth (1973). These were classified as disorganised insecurely attached. A child in this category upon reunion with the caregiver tended to back towards the mother, freeze in place, collapse or may appear dazed. This is because the child sees the caregiver as a source of safety as well as danger at the same time (Main & Solomon, 1990). Such children are over represented in families with poverty, psychiatric illness, and substance abuse, however they can also be found in children who were not maltreated. Thus, these children can be said to have unresolved kind of attachment because they can neither be qualified to be in avoidant nor in the ambivalent insecure attachment category. These four categories are the most widely known and generally accepted classifications of attachment in the field of psychology and human development.

As mentioned earlier, infants' relationship with their primary caregiver shapes their sense of self and others. In addition, greatly influences the formation and maintenance of all future interpersonal relationships and cognitive abilities. For example, a study by McElwain and Booth-LaForce (2006) on mothers 'sensitivity to their infants' distress and non-distress at 6 months and 15 months affected the infants' attachment styles.' The researchers' measured whether the child was securely or insecurely attached at 15 months. The results revealed that greater maternal sensitivity to distress at 6 months was related with increased secure infant-mother attachment at 15 months. On the contrary, maternal insensitivity to distress and non-distress was not a predictor of secure attachment. This shows that infant-mother attachment is critical during early infancy.

Based on the attachment theory (Bowlby, 1969), the early attachment relationship with the primary caregiver serves as a secure base influences how the adolescent interacts with the environment and perform in school. It is important to note here that although adolescents are exposed to various negative experiences, only a few develop inappropriate behaviours as a consequence. The quality of the early life (secure or insecure attachment) prepares the growing child to be more resilient or vulnerable to such influences.

In fact insecurely attached adolescents are inhibited in their exploration of the environment which place limitations on their learning and cognitive development because the child is focused on maintaining proximity to the attachment figure. On the contrary, secure attachment avails a child to learning and fosters completion because children in this category are autonomous in their exploration and have resilience, therefore become competent and knowledgeable.

### **2.3 Attachment and Academic Performance**

A review of literature on attachment and academic performance shows that the quality of early attachment styles with the primary caregivers is important in predicting academic performance among adolescents. Specifically, there is a relationship between secure attachment and school outcomes. In addition, research reviewed show that responsive and engaged parenting is associated with children's cognitive development, execution of tasks and resilience (Kerns, 2008). Furthermore, children who acclimatise well in early development continue to adjust well in adolescent and vice versa (Jacobsen & Hoffman, 1997). This means that those adolescents who were securely attached in childhood are more likely to perform well in school, at home and behave well than those who are insecurely attached.

A study by Toth and Cicchetti (1996) looked at the impact of the mother-child relationship in maltreated and non-maltreated children's school functioning. The researchers hypothesized that a secure attachment to the mother would promote competent school functioning whereas an insecure one would lead to delinquent behaviours and functioning. The results in this study revealed that the non-maltreated children who were securely attached to their mothers had the highest level of school functioning as measured by attendance, standardised achievement test scores, suspensions, failing grades in half of the academic subjects and being two or more years below age level in terms of grade placement. The results also indicated that maltreated children

with an insecure attachment to their mother performed the poorest in terms of school functioning. In addition, they were at risk of failing and likely to drop out of school. This study showed the important role mother-child secure attachment plays on children's academic achievement in childhood as well as later on life. However, this study did not bring to light the age group of the participants while as the current study looked at the academic performance of adolescents. The study under review was only concerned with the relationships between the child and the mother neglecting the important role other caregivers play in the schooling of a child hence this study undertaken has considered the influence the mother as well as other caregivers/parental figures have on academic performance.

Jacobsen and Hofman (1997) also investigated if children attachment style affected their adjustment beyond early childhood. They tried to find out whether attachment styles constantly affected children's school behaviour and academic competency as they grow up into adolescence. In this study, attachment was measured using the separation story comprising of pictures of parents and a separation scenarios similar to the strange situation procedure (SSP). Furthermore, school achievement was measured using the children's grade point average (GPA) and school behaviour was judged by the teacher who had to complete a questionnaire. The results of the study showed that secure attachment style was associated to better attention, participation and higher GPA. In addition, the results also found that insecure attachment style predicted children's feelings of insecurity about the self in school, which has an impact on academic achievement. Jacobsen and Hofman (1997)'s study is clear on the effects of attachments styles on academic achievement of adolescents. Nonetheless, the use of GPA to assess academic achievement is inadequate because other variables such as motivation, peers, home environment, parental socioeconomic status and teacher subjectivity can also have an influence on academic success. This study addressed this potential limitation by utilizing self-reported points to measure academic performance as this relieves student anxiety and makes the learners have control over their own learning and evaluation.

Carlivati (2001) conducted a study on adolescent attachment, peer relations and school success: predictor, mediator and moderator. The sample comprised of 166 children who were in the ninth and tenth grade attending to public schools. A number of assessment tools were used in the study, this included Inventory of Parent and Peer Attachment (IPPA), the AAI-Q set, Q-sorts,

these three tools were used to measure attachment. The adolescent self-perception profile was used to measure scholastic competence. The Annual weighted GPA to measure performance. In this study, the results revealed that a link between attachment and academic performance exists. The results also showed that adolescents with a secure attachment organisation were less likely to encounter disciplinary problems. Similarly, adolescents with preoccupied attachment organisation had lower peer-reported scholastic competence. This study had some gaps as the use of the IPPA measures attachment organisation rather than the measure of perceptions of the parent-child attachment. In addition, since the IPPA measures perceived closeness, this may not indicate an insecure attachment if the child and the caregiver are not close. The current study used the behavioural systems questionnaire (BSQ), a scale that assesses attachment styles, caregiving and affiliation between a child and a care-giver and indicates the kind of attachment depending on the score on the scale.

Wacha (2010) conducted a study on attachment patterns, relation to intelligence and academic achievement. The main intention of the study was to investigate the links among children's representation of attachment patterns and their intelligence and academic achievement. The findings in this study revealed that attachment patterns are related to children's crystallised intelligence, the kind of intelligence that involves learning, knowledge and skills acquired from past experiences. This signifies that the attachment styles children have had with their caregivers prepares them to acquire knowledge especially if they are securely attached. This study had limitations in that the sample size was too small, it only comprised of 50 participants, hence the findings cannot be generalised. In addition, the sample consisted of children below the age of 12 who were only English-speaking which might not be the case with the current study as it comprised of 120 participants who were between 13 and 19 years and are able to speak other languages.

Jennabbadi and Jalali (2014) investigated the relationship between attachment styles with achievement motivation and academic performance in mathematics among high school students in Khash district of Iran. The study had a sample size of  $N=320$ . The results found a positive correlation between math performance and secure attachment style ( $r = 0.39$ ,  $p < 0.01$ ). However, the results also revealed a negative relationship between math performance and insecure attachment styles (avoidant and preoccupied). These were indicated as  $r = -0.19$ ,  $p <$

0.01 and  $r = -0.23$ ,  $p < 0.01$  respectively. The results also found that the level of female students' achievement motivation was below average. In this study, a descriptive correlation research design. This is research design that describes relationships without seeking to establish a causal-connection, therefore it is not easy to draw inferences. The current study used descriptive survey research design.

Similarly, Cortesi (2014) did a research on understanding the impact of adolescent attachment on academic success. The purpose of the study was to determine the relationship between adolescent attachment styles and academic performance within a designated population and to determine if demographic differences are mediating factors. The instrument that was used was the Behavioural Systems Questionnaire (BSQ) with added questions in order to obtain demographic information. The sample comprised 250 participants of which 43.1% Whites, 31.7% Blacks, 0.1% Native-American, 3.7% Asians, 16.6% Hispanic, 0.1% Native Hawaiian and 4.3% multi-racial in high school. The results indicated that a positive relationship exists between secure attachment styles and self-reported grades ( $r = 0.170$ ,  $p < 0.05$ ) in school with demographic factors having an influence. Students identified as having a secure attachment by the BSQ had a higher level of academic success and were not likely to repeat a grade. Similarly, there were significant negative correlations between the Dismissing and Preoccupied scores and grades in school ( $r = -0.142$ ,  $p < 0.05$  and  $r = -0.152$ ,  $p < 0.05$ , respectively). The students identified to be in the insecure category (dismissing and preoccupied) had less academic success and were more expected to repeat a grade. The author is clear on the relationship between attachment styles and academic performance as it comprise of a representative sample from different racial groups. However, the sampling from only one site could be a limitation as students could have the same socioeconomic background. The current study has participants from five schools from different zones of Luanshya district.

In another study, Gemeay, Ahmed, Ahmad and Al-Mahamuod (2015) investigated the effects of parent and peer attachment on academic achievement of late adolescence between Saudi and Egyptian students. The researchers used the IPPA inventory scale to measure attachment. The GPA was used to measure academic achievement together with the demographic data of students. The study sample was made up of 492 participants representing 238 Saudi and 254 Egyptian students. The findings revealed that parental attachment was not important in academic

achievement among late adolescents but peer attachment had more influence because it increased adolescent self-esteem. In addition, the results also showed that attachment of Egyptian students to their peers was significantly higher than Saudi students. This study by Gemeay *et al* (2015) was looking at late adolescents and these were in college, but the current study is looking at adolescents still in secondary school. In addition the IPPA inventory scale being used is appropriate for young youths and it also denies the importance of negative events in one's past as evidenced by the presence of negative episodic memories but positive description of one's childhood. Furthermore, this study was a comparative study between two different countries with different cultures. The current study only had participants from the same country.

Another study conducted on the 'relationship between resilience and attachment style with academic achievement' by Saadat *et al*(2016) showed that there was a significant positive correlation between academic achievement and secure attachment which was at  $r= 0.34$ ,  $p < 0.01$ . In addition, the results also showed a negative correlation between avoidant anxious ambivalent attachment styles ( $r= -0.21$ ,  $p < 0.01$  and  $r=-0.25$ ,  $p < 0.01$ ) respectively. The study of resilience as one important feature in attachment was very good, what makes it different from the current study is that the study sample were university students while the current study samples are students still in secondary school. Therefore, the differences in the age could also contribute to how students handle resilience and academic performance despite their attachment styles.

A recent study by Majimba (2017) in Kenya examined the influence of attachment styles on academic performance of adolescents in high cost secondary schools in Nairobi county. The instrument used to measure attachment was the Behavioural Systems Questionnaire (BSQ). The results indicated that a weak positive correlation exists between academic performance and secure attachment. The results also showed a statistically significant inverse relationship between academic performance and insecure attachment styles. Generally, this study showed that securely attached adolescents performed better than their insecure friends. The weak positive correlation could be due to parents too much expectation on the adolescents' thereby increasing anxiety and stress of students in the exams. The sample in this study came from private schools. Therefore, it presented a gap on adolescents in public schools, hence the focus of this study.

The reviewed literature highlights the importance of attachment on academic performance. From the review, evidence suggests that there is a positive relationship between secure attachment

styles and academic performance. Conversely, a negative relationship exists between insecure attachment categories and academic performance. The present study sought to further research by investigating if this is also true to the Zambian adolescents as limited is known.

## **2.4 Gender and Attachment**

Gender and attachment among adolescents has not been fully explored. On the other hand, most researches have indicated that adolescents' cognitive functioning is influenced by the quality of early attachment relationship with the primary caregivers (Bowlby, 1988; Kerns, 200). On a theoretical basis, Bowlby (1969) stated that gender is not a contributing factor towards attachment styles because secure attachment is considered important for the overall development of both males and females.

Some studies provide indirect evidence that gender differences in attachment is expected and is mostly related to internalising and externalising problems among adolescents. For example, attachment behaviours and representations are elicited by inducing social stress, like in the Strange Situation Procedure (SSP). The child's reaction to this stress classifies a child's attachment style. The 'fight and flight' response in coping with stressful is seen normal in human beings. However, Guidice (2009) propose that women in stressed situations respond with tending and befriending actions to protect the self. Therefore, it is of this view that girls are more vulnerable to develop anxious-ambivalent patterns of attachment while males are expected to adopt the avoidant attachment style, this is so because males are more likely to be competitive and have aggressive traits and externalising problems, such as delinquency whereas, females are likely to develop internalising problems of anxiety and depression. Moreover, it has also been argued that females are expected to shift to avoidant patterns when they are in a risk environment.

Gender differences in attachment are expected because of life history perspective and neurobiological developmental changes that take place in one's life (Madigan, 2013; Del Guidice & Belsky, 2010). Furthermore, gender differences in attachment styles are not surprising because right from birth boys and girls are socialised differently. For instance, men are typically socialised to be less emotional and less nurturing than women. As a result, gender differences make girls and boys to perceive social interactions different and therefore behave differently

(Bem, 1993). Nonetheless, Del Giudice and Belsky (2009) stated that sex differences in attachment may develop in middle childhood. Therefore, studies on gender and attachment are a mixed.

Scharfe (2017) reported that individuals in low risk non-clinical samples regardless of age and sex of participants are secure. Van Ijzendoorn and Sagi (2008) also stated that in European and North-American low risk samples, the normative proportion of secure infants is 65% with remarkable consistency across different countries. Likewise, Mooya (2009) postulates that secure infant attachment are the most prevalent attachment in environments with few risk factors. Therefore, it can be believed that majority of adolescents in any society are securely attached to their parental figures because of the internalised working model.

Akhtar (2012) investigated the attachment styles of adolescents and the effects of contributing factors. The author also wanted to find out gender-wise differences between males and females. The results in this study showed that no gender-wise differences existed in attachment styles of male and female participants. However, it was found that the mean value of (19.57) and (20.12) of avoidant attachment was higher for both females and males respectively than secure and anxious attachment style, signifying the preference for avoidant attachment style in this particular study. Akhtar's participants were attending a summer camp academics, this might have influenced them to avoid their parental figures. The participants of the current study are day scholars hence, have frequent interactions with their parental figures.

Hay (2003) as cited in Scharfe (2017) looked at the relations between insecure attachment and peer interaction for boys and girls. The study showed that insecure boys were more aggressive, had disruptive behaviour, were assertive, controlling and had attention seeking behaviour than secure children. Furthermore, insecure girls displayed more dependent behaviour than secure children but were less assertive, less controlling and had more expressive and compliant behaviour. This resonates with Bartholomew and Horowitz (1991)'s claim that females tend to score higher on ambivalent/preoccupied scale than men. However, no significant differences were observed on secure or fearful.

Karaimak and Duran (2008) did a study on gender differences in attachment styles regarding conflict handling behaviours among Turkish late adolescents. This study examined gender

differences in attachment styles and explored the relationship between attachment styles and preference for conflict handling behaviour in close relationships among Turkish adolescents. The researchers found an association between attachment styles and conflict handling in gender differences. Males in the study tended to engage in secure attachment styles and less in fearful attachment styles whereas female students perceived themselves fearfully attached. This study was exploring attachment styles in relation to conflict handling behaviours whereas the current study is exploring attachment styles in relation to academic performance.

Recently, Wambua *et al* (2018) carried out a cross-section study on the role of attachment relationship in adolescents' problem behavioural development in Kenya. Results showed that socio-economic status (SES) has an impact on adolescents' attachment styles. Adolescents from low SES schools had higher vulnerable attachment scores (this means that they were insecurely attached) than those from middle SES schools. The results also showed that males had higher vulnerable attachment scores than females. Furthermore, adolescents who had experienced adversity in childhood had higher vulnerable attachment scores than those who had not. This signifies that the early attachment styles play a role in the later years. This study looked at SES of the participants while as the current study did not.

Since limited studies on attachment have been conducted in Zambia, therefore this study would want to widen the gap to see if these attachment behaviours are prevalent among boys and girls in secondary schools.

## **2.5 Gender and Academic Performance**

Pupils' academic performance has been a concern worldwide and Zambia has not been spared (MoE, 1996). Numerous studies indicate that there is no existence of differences in academic achievement based on gender while some researchers found that significant gender differences in students' academic performance. Smith and Wilhem (2002) highlighted that innate differences and psychological factors contribute to gender differences in academic performance. However, Smith and Wilhem (2002) did not indicate the gender that performs better than the other in academics. Goni *et al* (2015) also examined the differences between students' gender and academic achievement in colleges of education in Borno state, in Nigeria and indicated that there

were no significant differences between gender and academic performance. This study had limited itself to college students.

A study by Roey and Brown (2004) indicate the existence of gender differences. The authors found that females achieve high in academics from kindergarten to university level in all subjects including mathematics and natural sciences. Similarly, Mwaba *et al* (2015) in a study of ‘Gender differences in academic performance among psychology students at the University of Zambia’ found that for a period of five years, female psychology students consistently obtained a better classification of degrees than the males. This shows that females were outperforming males.

However, other studies have shown that boys perform better on standardised math tests while girls achieve better educational results in reading and language tests (Gallagher & Kaufman, 2005). A study by Adigun *et al* (2015) on the ‘effect of gender on students ‘academic performance in computer studies in secondary schools in New Bussa, Borgu Local government of Niger State’ found that male students performed better than females. According to Fiske (2012) in a UNESCO report alluded that Zambian boys outperform girls in both reading and math. It was further reported that the illiteracy levels is 15% higher among girls than boys aged 15-24 years despite girls having a higher attendance rate than boys at primary school level.

## **2.6 Summary**

This review of literature has addressed the following areas of interest to the present study, (1) the attachment theory and its implications to individual’s development, (2) child-caregiver attachment styles as it relates to academic performance, (3) gender in relation to attachment, and (4) lastly, gender and academic performance. The review of literature focusing on the relationship between attachment and academic performance, predominant findings indicated that secure attachment to the primary caregiver is related to higher academic achievement and general school performance.

It is important to note that though a number of studies have been done on attachment and academic achievement in the developed countries, which are more of individualistic societies. These findings cannot be generalised to the Zambian context which is more of a communal society and a developing country thereby presenting different characteristics and experiences, hence the gap and therefore, this study sought to examine the influence of attachment styles on

academic performance among adolescents in selected public secondary schools of Luanshya District of the Copperbelt province of Zambia.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Overview**

This chapter provides an account of the methods and procedures that were used in the study in order to realise the set objectives. It simply contains the plan of the study by describing in detail how it was done and outlining the procedures and tools that were used in collecting, analysing and interpreting the data so as to arrive at the study's conclusion. This section mainly focuses on the research design, target population, sampling techniques, sample size, research instruments, data collection techniques, data analysis and concludes with the ethical consideration put in place.

#### **3.2 Research Design**

This study was executed using a quantitative approach employing a descriptive survey research design. Kombo and Tromp (2014) posit that descriptive research is not restricted to fact finding but can also be used in measurement, classification, analysis, comparison and interpretation of data. The study aimed at collecting information from participants on their relationship with their parents/ guardians regarding their attachment, caregiving, affiliation and their academic performance in school.

#### **3.3 Research Study Area**

The study was conducted in Luanshya District of the Copperbelt province of Zambia. Luanshya district is one of the mine towns in Zambia, located 36.4 km from Ndola- the provincial headquarters of the Copperbelt. Luanshya District is divided into 5 zones under the Ministry of General Education which consists, of Mpatamatu, Roan, Mikomfwa, Town and Peri-urban.

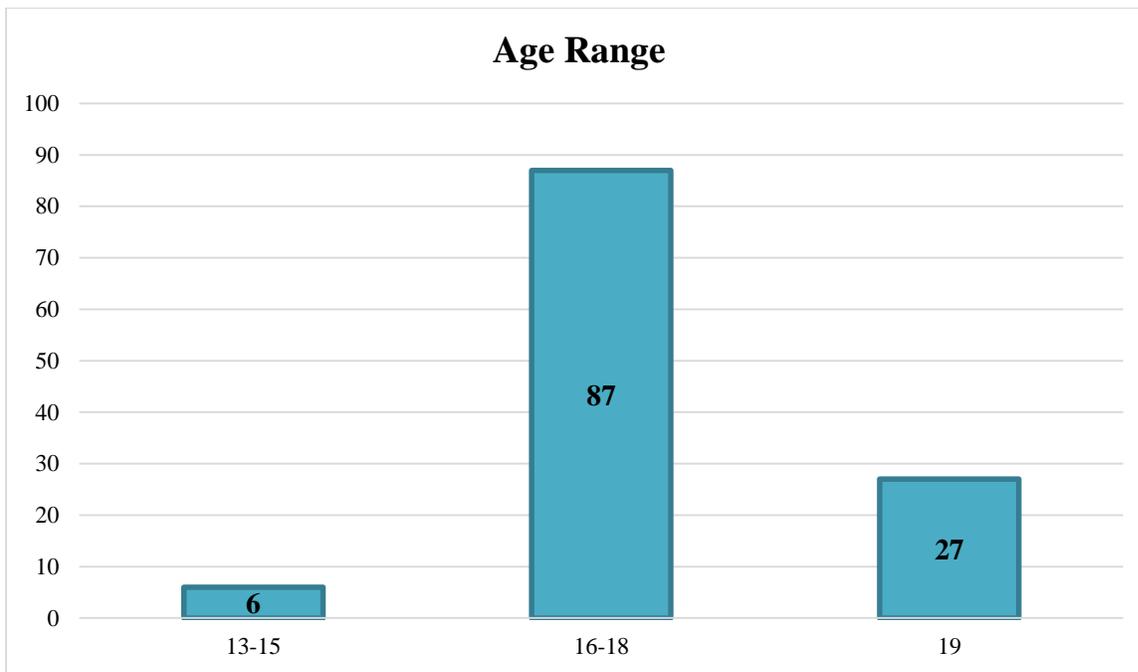
#### **3.4 Study Population**

Kasonde-Ng'andu (2013) point's outs that a population is a group of people or elements from which samples are taken for measurement in a study. Therefore, the study focused only on the grade 12 pupils as respondents.

Luanshya district comprises of 12 public secondary schools with an estimated population of one thousand two hundred (1200) grade 12 pupils. Thus, the population for this study came from all the 12 public secondary schools in each of the respective 5 zones.

### 3.5 Study Sample

The sample size consisted of one hundred and twenty (n=120) grade twelve pupils attending public secondary schools in Luanshya District of the Copperbelt Province of Zambia. Mugenda and Mugenda (2003) posit that the study sample size should be equivalent to 10% of the population in descriptive study. The age range of the respondents was between 13 to 19 years old. This is shown in Figure 1.



**Figure 1: Age range of the respondents**

*Source: Field data, 2018.*

### 3.6 Sampling Technique

A simple random sampling technique was used to select the schools that took part in the study. This method was chosen among others as it gave an equal chance of all the secondary schools in Luanshya district to be included in the study. Similarly, simple random sampling procedure was

also employed to select the study participants. According to Kombo and Tromp (2014), simple random sampling is a kind of probability sampling that permits equal opportunity of selection for each element of the population. In selecting the participants in each school, the researcher put different numbers in a hat and the pupils were asked to pick from there. Those who picked the odd numbers were included in the study.

### **3.7 Data Collection Instrument**

The study used the Behavioural Systems Questionnaire (BSQ) to measure attachment styles alongside with some additional questions regarding demographic information. This is similar to the version used by Cortesi (2014) to study the ‘Impact of adolescent attachment on academic success.’ This questionnaire approximately took 20-30 minutes to complete. The Behavioural Systems Questionnaire was chosen because it was specifically designed for use with adolescents. The developers, Furman, Wehner, Simon, Shaffer and Bouchey (2002) granted permission for use of the scale for research purposes. The BSQ is a self-report questionnaire that contains questions in subscales for friends, boyfriend/girlfriend, parent relationships, and physical intimacy. Because the focus of this study is concerned with relationships between pupils and their parents/ guardians, hence, the parental relationship subscale was utilised and the other subscales were not important to this study.

This subscale of the BSQ has three sections containing questions that assess attachment styles, caregiving styles, and affiliation. The parent component is a 45 question, Likert-type statements which uses a 5-point scale that includes the following response options: strongly disagree, disagree, neither disagree nor agree, agree, strongly agree (scored 1 through 5, respectively). The behavioural systems scores are calculated by obtaining the mean of the items identified for each of the three categories: (1) Secure, (2) Dismissing, and (3) Preoccupied. There are 15 questions in each category. In this way, each respondent received three mean scores ranging from 1 to 5, one for each category; higher score means secure attachment and lower score is otherwise (see Appendices).

To measure academic performance, self-reported points were used. The self-reported points are usually grades in subjects in which students assess the quality of their own work or their mastery over a given objective

### **3.7.1 Reliability**

In order to determine reliability of the scale, a Cronbach's alpha was used. A Cronbach's alpha is a measure of internal consistency ("reliability"). It is usually used to measure reliability of a multiple Likert questions in a questionnaire. The value of the Cronbach's alpha ranges from 0 to 1. The closer the values are to 1, the better. The acceptable value in social sciences is above 0.7 (Sulaiman, Sern & Sallel, (2015). Therefore, the internal consistency of the three style scores for the parent version in this study was fairly high (all Cronbach's alpha > .783; M=.791(see appendices).

### **3.8 Data Collection Procedure and Timeline**

The researcher accessed the targeted schools in the study with the help of an introductory letter obtained from the Directorate for Research and Graduate Studies (DRGS) of the University of Zambia. Thereafter, permission was sought from the District Education Board Secretary (DEBS) office and Head teachers of the respective public secondary schools. The period for data collection was 3 weeks. The pupils were availed with the information about the purpose of the study.

### **3.9 Data Analysis**

Data analysis comprises of the checking, cleaning and organising data. It also involves describing the data and testing of the models in the relationships and associations. The data collected were coded to enable quantitative analysis. Descriptive and inferential statistical analyses were carried out using the Statistic Package for Social Sciences (SPSS) software. The techniques that were used are Pearson's product moment correlation, regression, Mann-Whitney tests and means. The results are thus, presented in tables and figures.

### **3.10 Ethical Considerations**

The researcher sought approval from the University of Zambia, School of Humanities and Social Sciences Research Ethics Committee as a sign of genuineness of undertaking the research. The researcher was well aware and respectful of adolescents' limitations, level of cognitive development, social and emotional needs. Informed consent was sought from the respondents who were 16 years to 19 years while those aged 13 to 15 years had their assent from their

respective schools' authorities. The researcher was also aware of other issues of confidentiality of the information given by the respondents, hence, was also respected. Though no identifying information was requested, it should be noted that this survey was conducted in group setting and therefore others were able to see who did and did not participate in the study. The researcher then asked those selected to sign the consent form and collected the questionnaires upon individual completion.

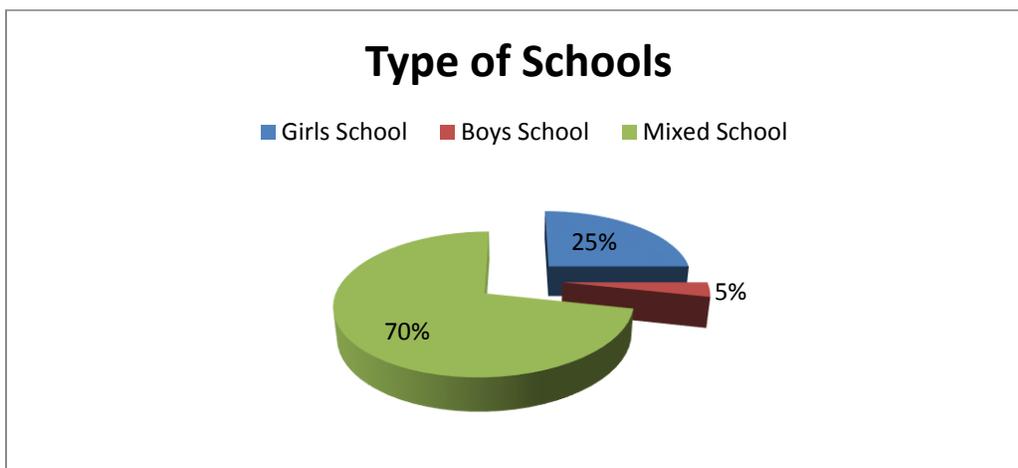
## CHAPTER FOUR

### PRESENTATION OF FINDINGS

#### 4.1 Overview

Chapter three looked at the methodology used in conducting the study. This chapter presents the findings of the research which sought to establish the influence of attachment styles on academic performance among adolescents in public secondary schools of Luanshya district. The study used the Behavioural Systems Questionnaire which was computed as per procedure outline by Furman *et al.* (2002) using SPSS version 16. To be precise, the BSQ score was calculated by obtaining the mean of items identified for each of the three categories: (1) Secure (2) Dismissing and (3) Preoccupied. According to the BSQ scoring instructions, it is recommended that at least two-third of the scale's items be completed to be included in the calculations of the scale. There are 45 questions in the BSQ parental scale with each category having 15 questions. Therefore, each participant received three mean score ranging from 1 to 5, one for each subscale with higher scores indicating a greater inclination for that attachment style. All the participants answered at least the two-third as advised.

Figure 2 shows the various types of schools the participants were coming from. The results shows that 70% (84) came from mixed schools, 25% (30) were coming from girls 'school and 5% (6) came from boys 'school only.



**Figure 2: Type of Schools of the respondents**

*Source: Field data, 2018*

#### **4.2 Hypothesis 1: There is a positive relationship between attachment style and academic performance' tested at $p < 0.01$ to see whether a relationship existed.**

It was hypothesized that adolescents who score low on the BSQ scale are also expected to perform poor academically. To evaluate the above stated hypothesis, Pearson's Product- Moment Correlations were computed between the BSQ style scores and best points for term one of 2018. The correlations are presented in Table 1. The results show that there is a significant positive relationship between Secure Item Mean and academic performance as obtained from the best points in six subjects ( $r = 0.575$ ,  $p < 0.01$ ). This shows that pupils with secure attachment styles tend to get better points in school and therefore, perform well academically.

On the other hand, the results showed a negative correlation between avoidant and preoccupied item mean scores as measured by the BSQ scale and academic performance in terms of the points /marks they got in school ( $r = -0.298$ ,  $p > 0.01$  and  $r = -0.108$ ,  $p > 0.01$ , respectively). This implies that as insecure attachment increased, academic performance declined. These findings are consistent with the stated hypothesis.

Furthermore, it was found that a weak positive relationship existed between the rate of performance and Secure Item mean ( $r = 0.331$ ,  $p < 0.01$ ). This also signifies that secure attachment so closely related to good performance. Similarly, a positive weak relationship was also seen between rate of performance and dismissing and preoccupied item mean ( $r = 0.274$ ,  $p < 0.01$  and  $r = 0.064$ ,  $p < 0.01$  respectively). Upon analysis of the data, it was also determined that there was a very weak positive correlation between the trend in performance and dismissing and preoccupied item mean ( $r = 0.252$ ,  $p < 0.01$  and  $r = 0.010$ ,  $p < 0.01$ ). This is also shown in Table 1.

**Table 1: Correlations between attachment item means and academic performance**

	Secure	Dismissing	Preoccupi ed	Best Points in six subjects for term one	Rate your trend in performance	Rate your performance in school
Secure	1.000	.699**	.360**	.575**	0.248**	0.331**
Dismissing		1.000	.614**	-.298**	0.252**	0.274**
Preoccupied			1.000	-.108	0.010	0.064
Best points in six subject for term one				1.000	0.321**	0.145
Rate your trend in performance					1.000	0.027
Rate your performance in school						1.000

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

### 4.3 Hypothesis 2: Secure attachment has a positive impact on academic performance of adolescents in public secondary school

The second hypothesis was also based on the first one. This is to say, since the difference in attachment styles and performance was expected, it became interesting to determine if secure attachment had a positive impact on academic performance in public secondary school. This expectation is based on attachment theory's notion that children's level of environment exploration is influenced by the quality of early attachment to their primary caregiver. As earlier indicated in the results, pupils who are securely attached to their parental figures tend to do well academically than those with dismissing/ avoidant insecure and preoccupied attachment styles. This is so because attachment is a more prominent issue in every human being and it does not change over time. Therefore, this is demonstrated in a regression Table 2.

**Table 2: Regression of attachment styles and best points in six subjects of term1 (2018)**

Model		Unstandardized		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	-3.099	1.074		-2.884	.005
	Secure	3.044	.452	.709	6.728	.005
	Dismissing	-.897	.646	-.172	-1.388	.168
	Preoccupied	-.187	.472	-.038	-.396	.693

The results in Table 3 show that secure item mean was at 0.709 standardized coefficient beta value ( $B = 0.709$ ,  $p < 0.05$ ) which was more than Dismissing and Preoccupied item means values ( $B = -0.172$ ,  $p > 0.168$  and  $B = -0.038$ ,  $p > 0.693$ ) respectively. Thus, this shows that secure attachment has a positive impact on academic performance of pupils. In addition, according to a model summary of regression Table 3, R<sup>2</sup> value was 0.331, so 33.1% of the performance of the pupils can be explained by the model containing secure attachment only. This is because other variables also play a role in academic performance. These findings also support the stated hypothesis that secure attachment has a positive impact on academic performance of adolescents in public secondary school.

**Table 3: Model Summary<sup>b</sup>**

Model	R	Adjusted R		Std. Error of the Estimate
		R Square	Square	
1	.575 <sup>a</sup>	.331	.325	1.335

a. Predictors: (Constant), secure

b. Dependent Variable: Best six subject for term one

#### **4.4 Hypothesis 3: Females are more securely attached than males.**

It was hypothesized that females are more securely attached than males. The results as illustrated in Table 4 showed that males were securely attached than female as the mean (X) score was 2.78 while females had a mean (X) score of 2.59. However, there were slight differences in the mean (X) scores of males and females in the insecure attachment categories. Males had the mean (X) scores of 2.33 and 2.32 in dismissing and preoccupied attachment styles respectively while females mean score (X) of 2.37 and 2.39 in dismissing and preoccupied respectively. Therefore, this study has rejected the stated hypothesis that females are more securely attached than males.

**Table 4: Descriptive statistics of gender and attachment styles**

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Secure	Male		2.7842	.40493	.05228
	Female		2.5956	.32611	.04210
Dismissing	Male		2.3314	.33938	.04381
	Female		2.3789	.28536	.03684
Preoccupied	Male		2.3233	.28990	.03743
	Female		2.3978	.36245	.04679
		120			

**4.5 Hypothesis 5: The different genders result in different academic performance.**

It was also hypothesized that different genders resulted in different academic performance. To do so, a Mann-Whitney test in Tables 5 and 6 showed that males performed better than females in academics. This suggests that the securely attached males outperformed securely attached females ( $z=-1.865$ ,  $p=.05$ ). The males had an average rank of 68 while females had an average rank of 52.

**Table 5: Ranks**

	Gender	N	Mean Rank	Sum of Ranks
Academic performance	Male	60	68.98	4138.00
	Female	60	52.02	3121.00
Total		120		

**Table 6: Test statistics**

	Secure attachment
Mann-Whitney U	2330.000
Wilcoxon W	3121.000
Z	-1.865
Asymp.sig(2 tailed)	.05

A grouping variable: gender

#### **4.6 Summary**

In accordance with the hypotheses that the study was testing, the results of this study concluded that there is a relationship between attachment styles and academic performance. This implies that pupils who are securely attached to their parental figures tend to do well academically hence got good points or had good performance. The results further indicated that there is a positive impact of secure attachment styles on academic performance. The results also showed that both males and females had some secure attachment style. However, males were more securely attached than females as revealed in their higher mean score. Further, it was found that not much gender-wise differences existed in the insecure categories, although females' mean (X) score was a bit high than that of males.

## CHAPTER FIVE

### DISCUSSION OF FINDINGS

#### 5.1 Introduction

This chapter discusses the results of the study in reference to the aim and objectives stated in chapter one. The discussion is in support of the current knowledge based on the literature reviewed and the data collected through field work. Therefore, the convergent and divergent findings with relevant literature and conclusions of previous studies are explained. The present study aimed at examining the influence of attachment styles on academic performance among adolescents in public secondary schools of Luanshya district with regard to the three of the four specific attachment styles, this includes secure attachment, Dismissing attachment, and preoccupied attachment. The fourth style is Disorganised attachment is not presented here as the BSQ scale used in the present study only had the three styles of attachment and therefore, all participants were falling within the three categories. Within this aim, two specific objectives were pursued and these were;

- i. To examine the impact of attachment on academic performance.

The study established that, secure attachment has a positive impact on academic performance. This implies that the early secure base between the caregiver and the child has a strong influence in the later years. Thus, a negative impact exists between insecure attachment styles and academic performance.

- ii. To investigate the influence of gender on attachment styles and academic performance.

The study has shown that there is a gender-wise difference between males and females in attachment styles. Males are more securely attached than females. Similarly, this study established that females were more insecurely attached in both preoccupied and dismissing attachment styles. Additionally, the study found that males outperform females in academic performance.

## **5.2 Interpretations and theoretical implications of the results**

### **5.2.1 Attachment and academic performance**

According to the data presented in chapter four on the relationship between attachment styles and academic performance, the results clearly indicated that pupils with secure item mean performed better than those in the insecure categories, thus showing a strong positive correlation at  $r = 0.575$ ,  $p < 0.01$ . However, a negative relationship was observed between insecure categories of dismissing and preoccupied attachment styles ( $r = -0.298$ ,  $p > 0.01$  and  $r = -0.108$ ,  $p > 0.01$ , respectively). This implies that as insecure attachment increased, academic performance declined was consistent with the predicted hypothesis, therefore, it was accepted.

The current finding is an indication that secure attachment promotes academic performance among adolescents is consistent with the internal working model of Bowlby (1969)'s attachment theory argues that the early experiences act as a guide in interactions, information processing and lays a foundation for the functional skills needed for learning (Pietromonaco & Barret, 2000; Ainsworth, 1973). This is in line with the assertion by the Institute for education (2016) who argued that the secure bond correlates strongly with higher academic attainment, better self-regulation, well-being and social competence. Bretherton (1985) also postulates that securely attached children use the attachment figure to explore the world. Their confidence in the caregiver's physical and psychological availability and responsiveness to their needs is the basis for autonomous exploration and problem solving.

Likewise, insecurely attached children cannot rely on their caregivers. This has been supported by Ainsworth (1989) who alludes to the fact that insecurely attached children seek parental support but fear that their parents will not support them. This makes them adopt secondary attachment related coping strategies and lose their confidence, thereby disturbing their academic performance. In short, it can be deduced that secure attachment is related to good performance whereas insecure attachment is otherwise.

In relation to our findings, the internal working model of the attachment theory views the early attachment bond between the infant and caregiver to have an impact on the social, cognitive and psychological development of learners as this has been observed in chapter four in the summary model of regression Table 2 which showed that 33.1% of secure attachment contribute to

academic performance of the pupils despite, not considering other variables such as socio-economic status, school and home environment to mention, but a few. Unlike the internal working model which is stable, habitual and automatic across an entire life span, the other factors adolescents face tend to change and can be explained in the 66.9%.

Apart from being consistent with the internal working model of the attachment theory, the current findings replicate a number of previous studies that have been undertaken to investigate the influence of attachment styles on academic performance. Jacobsen and Hofman (1997)'s research on whether attachment styles constantly affected children's school behaviour and academic competency as they grow up into adolescence showed that secure attachment style is associated with better attention, participation and higher GPA. In addition, the results also found that insecure attachment styles predicted children's feelings of insecurity about the self in school, which reduced their academic competence. However, Jacobsen and Hofman (1997) study had limited itself to the use of GPA to evaluate academic performance. The current study used self-reported grades to measure performance as this relieves student anxiety and makes the learners have control over their own learning and evaluation. The use of self-reported grades has also been supported by Kuncel *et al* (2005) who argued that self-reported grades are a true reflection for students with high abilities. The authors also noted that there is a positive relationship between self-reported grades and school reported grades.

Carlivati (2001) in his study found that adolescents with a secure attachment organisation are less likely to encounter disciplinary problems hence had better academic performance than those who are insecurely attached as reported by their peers in scholastic competence. Carlivati (2001) had used the IPPA, AAI-Q set, Q- sorts to measure attachment. These instruments only measure attachment organisation of an individual unlike the BSQ scale which measures the child-parent attachment was used in the current study.

Furthermore, the findings in the present study resonates well with Wacha (2010)'s results on a study of 'Attachment patterns in relation to intelligence and academic achievement' which revealed that attachment patterns are related to children's crystallised intelligence. This signifies that the secure attachment style prepare learners to explore their environment and advantage them in their verbal reasoning abilities and their knowledge of over-learned material. This study had limited itself to children below the age of 12 and had a small sample of 50 participants

making the results not easily generalised to a larger population. However, the impact insecure attachment styles has on children as well as adolescents is the same as all are inhibited in their exploration of the environment thereby placing a limitation on their learning and cognitive development.

The current findings also concurs with Cortesi (2014) study on understanding the impact of adolescent attachment on academic success found that a positive relationship existed between secure attachment style and self-reported grades with demographic factors having an influence. This previous study limited itself by sampling from one site as participants can have the same socio-economic background while the current study had participants from five schools.

The present findings also supports the previously reported findings by Saadat *et al* (2016) in which the authors comments that that secure attachment is positively correlated with academic achievement and resilience. The researchers used university students as their samples while the current study sample are adolescents still in secondary school. This shows that students having a secure base would want to try again if they fail, hence an improvement in academic performance unlike those in the insecure categories who want to stop school.

A study by Majimba (2017) in Kenya found that a weak positive correlation between academic performance and secure attachment while a statistically significance inverse relationship between academic performance and insecure attachment styles. This study was focused on adolescents in high cost private school while the current study looked at adolescents in public schools.

Some literature also show some contrast to the current findings. For instance, Gemeay *et al* (2015) found that parental attachment was not important in academic achievement among late adolescents but peer attachment had more influence. This is because peer attachment increased self-esteem and therefore encouraged performance. Similarly, Yunus *et al* (2014) also alluded that family environment has no effect on academic performance as it has on the children adjustment to the school environment.

As such it can be deduced from most of the previous studies as well as the current study that securely attached students tend to do well academically. The results of the present study appear to indicate that the first and second hypothesis were well founded as data showed that there is a

strong significant relationship between attachment styles and academic performance as well as secure attachment has a positive impact on academic performance.

### **5.2.2 Gender and attachment**

The third hypothesis was that females are more securely attached than males. The stated hypothesis was rejected as males in the study were more securely attached than females. This is according to our findings evidenced in chapter four in Table 4 where the Mean (X) of males in secure attachment was 2.78 and females mean (X) score was 2.59. This showed that both males and female adolescent exhibited some secure attachment styles though at different levels. However, the results indicated that females had higher mean (X) scores of insecure attachment styles of 2.38 and 2.97 of dismissing and preoccupied attachment styles respectively.

The fact that the study has established that there are some gender-wise differences in attachment styles of males and females is consistent with the research findings by Karaimak and Duran (2008) where the authors found that males tend to engage in secure attachment styles whereas females perceived themselves insecurely attached when handling conflict, this can be likened to the pressure that they have when in an examination room.

On the contrary, Akhtar (2012) found no gender-wise differences between males and females in attachment styles. This is because both males and females in his study displayed insecure avoidant attachment more than insecure ambivalent and secure attachment styles. Similarly, Wambua *et al* (2018) in a Kenyan study found that males had vulnerable attachment scores than females. This simply means that males were insecurely attached than females.

### **5.2.3 Gender and academic performance**

Following the hypothesized statement that different genders results in different academic performance, results in chapter 4 clearly supported the hypothesis. Males in the study performed better than females. These finding are consistent with the assertion by Smith and Wilhem (2002) who pointed out that innate and psychological differences contribute to gender differences in academic performance. The findings in the present study is similar with Adigun *et al* (2015)'s study on the 'effect of gender on students' academic performance in computer studies in secondary schools in Bussa, Borgu local government of Niger state' which found that male

students performed better academically than females. Equally, Fiske (2012) reported that Zambian boys outperformed girls in both reading and writing. In addition, girls aged 15-24 years old had higher illiteracy levels that stood at 15%. These findings might have been as a result of the internalised working model of attachment.

Some previous researches have diverged from the present findings. For instance, Mwaba *et al* (2015) found that female students at university obtained a better classification of degrees than males.

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

#### 6.1 Conclusion

The study has examined the influence of attachment styles on academic performance among adolescents in public secondary schools of Luanshya district of the Copperbelt Province of Zambia and has established that pupils who are securely attached tend to do well academically notwithstanding other mediating variables that were not captured in this study. The study has also established that there is a significant positive relationship between secure attachment and academic performance among adolescents in Luanshya district of the Copperbelt Province of Zambia. The study also noted that females were insecurely attached more than males in both preoccupied and dismissing attachment styles. The study has further revealed that males performed better in academic work than females as was revealed in the findings. Consequently, it can be concluded that the early attachment styles that males were exposed to contributed significantly to good academic performance.

#### 6.2 Recommendations

In reference to the findings of the study, the following recommendations have been made to the teachers, Parents, School counsellors, School Administrators, and policy makers.

1. The teachers are the second parents or guardians to the children/adolescents, it is for this reason that they should be aware of the implications of the attachment theory in education. One key factor the teachers should identify is resilience. Children who give up at the first sign of failure may be lacking the secure base to try again. Therefore, teachers should try as much as possible to act as a secure base for children if they are to improve in academic performance.
2. School Counsellors should frequently carry out emotional coaching. This involves helping parents to relate with their children by recognising, naming, validating, the feelings and emotions that may cause disruptive behaviour than dismissing them.
3. The school environment should provide unconditional positive regard to the learners. This implies that everyone should be treated equal despite their gender, socio-economic status

and performance. When this happens, the pupils who are insecurely attached will feel cared for and therefore, may tend to concentrate in school.

4. There is also need for policy makers to devise a way to document the importance of attachment in policy documents.

### **6.3 Areas for Future Research**

Since this study was carried out in Luanshya district, a similar study should be conducted in a different district and probably in a rural area so as to compare the urban and rural influence of attachment styles on academic performance.

Additionally, a qualitative study can be carried out with the inclusion of views from the teachers so as to get the depth information of the behaviour of their pupils, as behaviour and attachment are so closely linked.

Future research should use standardised measures like the examination council of Zambia results to assess academic performance of pupils, as this may provide clear clarification in terms of performance.

Last but not the least, a large sample size to be used so that the results to be generalised to Zambia rather just Luanshya district.

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## APPENDICES

### Appendix A: Informed Consent Form

Dear participant,

You are being asked to take part in a study to be conducted by Salome Tusekile Sande for a Master degree level dissertation under the supervision of Professor Sophie Kasonde-Ng'andu in Educational Psychology. Further implications for your participation are explained. Finally, you are being requested to sign this form to indicate that you have agreed to participate in this exercise.

Thank you in advance.

1. Description: The researcher is a student at The University of Zambia, pursuing a Master of Education in Educational Psychology. Thus, the exercise is purely an academic exercise.
2. Purpose: The researcher wishes to examine the influence of early attachment styles on academic performance among adolescents in selected public secondary schools of Luanshya district.
3. Confidentiality: All data collected in this study will be treated with ultimate confidentiality. Due to the personal nature of the questions and varying individual life experiences, some participants may experience discomfort with the content of the study. Please consider the topic noted above before agreeing to participate. There are no foreseeable risks involved in participating in this study beyond experienced in daily life. In addition, participants are assured that they will remain anonymous and untraceable in this study.
4. Rights of participants: All efforts will be taken to ensure that the rights of participants are protected and respected. Participation in this study is voluntary. If you do not want to participate, you do not need to participate. You are free to ask for clarification at any point of the exercise or refrain from answering any question or withdraw from participation at any time without any penalty.
5. Benefits: There are no direct benefits to you for your participation, except, the information provided from this study can led to the significant others such as parents and

other caregivers to see the important role they play in their children's academic achievement and education.

Date.....

Signature.....

## **Appendix B: Behavioural Systems Questionnaire**

### **Scoring Instructions**

#### **Structure of the questionnaire**

For each relationship type (romantic partners, parents, and friends), there is a separate

BSQ. Most sections of the various BSQs are identical, except for the relationship being assessed. For each BSQ, the items are organized by behavioral system. Thus, there is a section of items assessing attachment styles, then a section about caregiving styles, and then a section on affiliation. For romantic partners there is also a final section assessing physical intimacy/ sexuality in the relationships.

#### **Behavioral System Scores**

Behavioral system scores are calculated for each relationship and each behavioral system.

All behavioral system scores are the mean of the appropriate items. In order to allow for missing data, endorsement of two-thirds of a scale's items is suggested as a minimum for calculating the scale.

#### **Attachment**

Secure items = 2, 4, 8, 12, 13

Dismissing items = 5, 6, 10, 11, 14

Preoccupied items = 1, 3, 7, 9, 15

#### **Caregiving**

Secure items = 3, 6, 8, 11, 12

Dismissing items = 1, 2, 5, 9, 13

Preoccupied items = 4, 7, 10, 14, 15

## **Affiliation**

Secure = 2, 6, 9, 10, 15

Dismissing = 4, 5, 8, 12, 14

Preoccupied = 1, 3, 7, 11, 13

Physical intimacy/sexuality

These scales are calculated only for relationships with romantic partners.

Secure = 3, 8, 10, 12, 14

Dismissing (avoidant) = 1, 4, 11, 15, 18

Experimentation = 2, 5, 6, 16, 19

Preoccupied = 7, 9, 13, 17, 20

## **Behavioral Style Scores**

For each relationship, three Behavioral Style Scores are calculated. These scores are the average of the three corresponding system scores.

- i. Secure Behavioral Style = mean of secure attachment, care giving, affiliation and sexual scores. (Note sexual is only on romantic version)
- ii. Dismissing Behavioral Style = mean of dismissing attachment, caregiving, affiliation and sexual scores. (Note sexual is only on romantic version)
- iii. Preoccupied Behavioral Style = mean of preoccupied attachment, caregiving, and sexual scores. (Note sexual is only on romantic version.)

Because secure and dismissing are strongly negatively related, we now calculate a secure-dismissing score by subtracting the dismissing score from the secure one. In effect, we find the same two dimensional structures that adult romantic researchers have (see Griffen & Bartholomew, 1994)

Note that the sexual experimentation scale is looked at separately.

### **Future Directions**

The BSQ has been tested in a number of samples already, and appropriate revisions have been made. There are, however, several issues to be aware of. A) We have not included the sexuality items in deriving the relational style scores when we are using views of different types of relationships (eg. Furman, Simon, Shaffer, & Bouchey, 2002). We did so as to make the scores for the different relationships comparable, but we do include it when only examining romantic relationships. B) We are exploring some alternative means for deriving typological scores. Ultimately, we will report validation and reliability information in a manual. In the meantime, we would encourage you to examine the papers we have written using this measure, as they often contain information on its validity (e.g., Furman & Wehner, 1994; Furman, Simon, Shaffer, & Bouchey, 2002).

**You have our permission to use the measure for research purposes. We would appreciate knowing about any results you obtain that may help us address some of the remaining issues.**

## **Appendix C: Questionnaire**

**Dear Respondent,**

Please tick (✓) or fill the space provided where appropriate. (To be filled by the Respondent)

### ***MATTERS TO NOTE;***

- i) The Information given on this questionnaire will be held in strict confidence and will be used only for the purpose of the study.
- ii) If any of the questions may not be appropriate to your circumstance, you are under no obligation to answer.
- iii) The word parent can be substituted with guardian

### **SECTION A: PERSONAL PROFILE**

1. What is your gender?  
Male [ ] Female [ ]
2. What is your age?  
13-15 [ ] 16-18 [ ] 19-21 [ ] Above 21 [ ]
3. What kind of school do you attend?  
Girls school [ ] Boys school [ ] Mixed school [ ]

### **SECTION B: ACADEMIC PERFORMANCE**

4. How would you rate your performance in school?  
Above average [ ] Average [ ] Below average [ ]
5. How would you rate your trend in performance?  
Improving [ ] Stagnant [ ] Declining [ ]
6. How many points did you have in the best six subjects for term one (2018)?  
6-10 points

11-15 points

16-20 points

21-25 points

Above 26 points

7. Was this an improvement from the previous year?

Yes [  ] No [  ]

For this portion of the questionnaire, we are interested in how you TYPICALLY feel and act in your relationships with your parents. By parents, we mean all the people you consider to be parental figures; these figures may include natural, adopted, or step- parents—whomever you consider to be parental figures. Of course, your answers may be more influenced by the parent or parents that is/are more important to you. Some of these questions may not apply to all of your parental figures, but consider how they.

TYPICALLY apply. Please use the following scale.

1                      2              3                                      4              5  
 Strongly              Disagree    Neither Disagree Nor Agree Agree              Strongly Agree

1. MY PARENTS act as if I count on them too much.	1	2	3	4	5
2. I consistently turn to MY PARENTS when I am upset or worried.	1	2	3	4	5
3. I am afraid that I turn to MY PARENTS more often than they want me to.	1	2	3	4	5
4. I seek out MY PARENTS when something bad happens.	1	2	3	4	5
5. I am <u>not</u> the kind of person who quickly turns to MY PARENTS in times of need.	1	2	3	4	5
6. I do <u>not</u> often ask MY PARENTS to comfort me.	1	2	3	4	5
7. I feel that MY PARENTS believe that I depend on them to often.	1	2	3	4	5
8. I rely on MY PARENTS when I'm having troubles.	1	2	3	4	5
9. I worry that MY PARENTS think I need to be comforted too much.	1	2	3	4	5
10. I rarely feel like I need help from MY PARENTS.	1	2	3	4	5
11. I rarely turn to MY PARENTS when I am upset.	1	2	3	4	5
12. I seek out MY PARENTS for comfort and support.	1	2	3	4	5
13. It is easy for me to turn to MY PARENTS when I have a problem	1	2	3	4	5
14. I do <u>not</u> like to turn to MY PARENTS when I'm bothered about something.	1	2	3	4	5
15. I am afraid that MY PARENTS think I am too dependent.	1	2	3	4	5

The following statements refer to caring for your parents. Again, we are interested in what is typical of you. Please circle only one response for each statement.

1                      2              3                                      4              5  
 Strongly              Disagree    Neither Disagree Nor Agree    Agree              Strongly Agree

1. I would rather MY PARENTS work out their problems by themselves.	1	2	3	4	5
2. I am <u>not</u> comfortable dealing with MY PARENTS when they are bothered or worried about a problem.	1	2	3	4	5
3. I enjoy being able to take care of MY PARENTS.	1	2	3	4	5
4. I often help MY PARENTS more than they need or want.	1	2	3	4	5
5. I do <u>not</u> like having to comfort or reassure MY PARENTS.	1	2	3	4	5
6. I find it easy to be understanding of MY PARENTS and their needs.	1	2	3	4	5
7. I get too wrapped up in MY PARENTS' worries.	1	2	3	4	5
8. I feel comfortable with MY PARENTS coming to me for help.	1	2	3	4	5
9. I do <u>not</u> like MY PARENTS to depend on me for help.	1	2	3	4	5
10. I create difficulties by taking on MY PARENTS' problems as if were mine.	1	2	3	4	5
11. I am comfortable with the responsibilities of caring for MY PARENTS.	1	2	3	4	5
12. It is relatively easy to respond to MY PARENTS' needs.	1	2	3	4	5
13. I want MY PARENTS to be independent and <u>not</u> need me.	1	2	3	4	5
14. I get over-involved in MY PARENTS' problems.	1	2	3	4	5

15. Sometimes I try to comfort MY PARENTS more than the situation calls for.	1	2	3	4	5
--	---	---	---	---	---

The following statements refer to other feelings in relationships with your parents. Again, we are interested in what is typical of you. Please circle only one response for each statement.

1                      2                      3                      4                      5  
 Strongly              Disagree      Neither Disagree Nor Agree      Agree              Strongly Agree

1. I contribute more to making our relationship work than MY PARENTS.	1	2	3	4	5
2. Both MY PARENTS and I make frequent efforts to see or talk with each other.	1	2	3	4	5
3. Spending time together is more important to me than to MY PARENTS	1	2	3	4	5
4. Truthfully, my relationships with MY PARENTS are just not very important to me.	1	2	3	4	5
5. I do <u>not</u> want to put much energy into my relationship with MY PARENTS.	1	2	3	4	5
6. MY PARENTS and I jointly make the important decisions in our relationship.	1	2	3	4	5

7. I want to do more things with MY PARENTS than they want to	1	2	3	4	5
8. I do <u>not</u> put much effort into trying to have good relationships	1	2	3	4	5
9. MY PARENTS and I both contribute a lot to our relationship.	1	2	3	4	5
10. Our relationship is valued by both MY PARENTS and me.	1	2	3	4	5
11. I find that MY PARENTS are reluctant to get as close as I do.	1	2	3	4	5
12. I am <u>not</u> very invested in my relationships with MY PARENTS.	1	2	3	4	5
13. I want to be closer to MY PARENTS than they want to be with them.me.	1	2	3	4	5
14. I am <u>not</u> very interested in making my relationships with MY PARENTS the best they could be.	1	2	3	4	5
15. MY PARENTS and I really try to understand each other's	1	2	3	4	5

## Appendix D: Statistics

Rate of performance in school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Above Average	66	55.0	55.0	55.0
	Average	53	44.2	44.2	99.2
	Below Average	1	.8	.8	100.0
	Total	120	100.0	100.0	

## Appendix E: Reliability Statistics

<b>Reliability Statistics</b>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.783	.791	3

## Appendix F: Item Statistics

<b>Item Statistics</b>			
	Mean	Std. Deviation	N
Secure	2.6899	.37814	120
Dismissing	2.3551	.31313	120
Preoccupied	2.3606	.32893	120

## Appendix G: Inter-Item Correlation Matrix

<b>Inter-Item Correlation Matrix</b>			
	secure	Dismissing	Preoccupied
Secure	1.000	.699	.360
Dismissing	.699	1.000	.614
Preoccupied	.360	.614	1.000

## Appendix H: ANOVA

### ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	109.763	3	36.588	20.842	.000 <sup>a</sup>
	Residual	201.884	115	1.756		
	Total	311.647	118			

a. Predictors: (Constant), Preoccupied, secure, Dismissing

b. Dependent Variable: How many points did you have in best six subject for term one?

**Appendix I: Independent Samples Test**

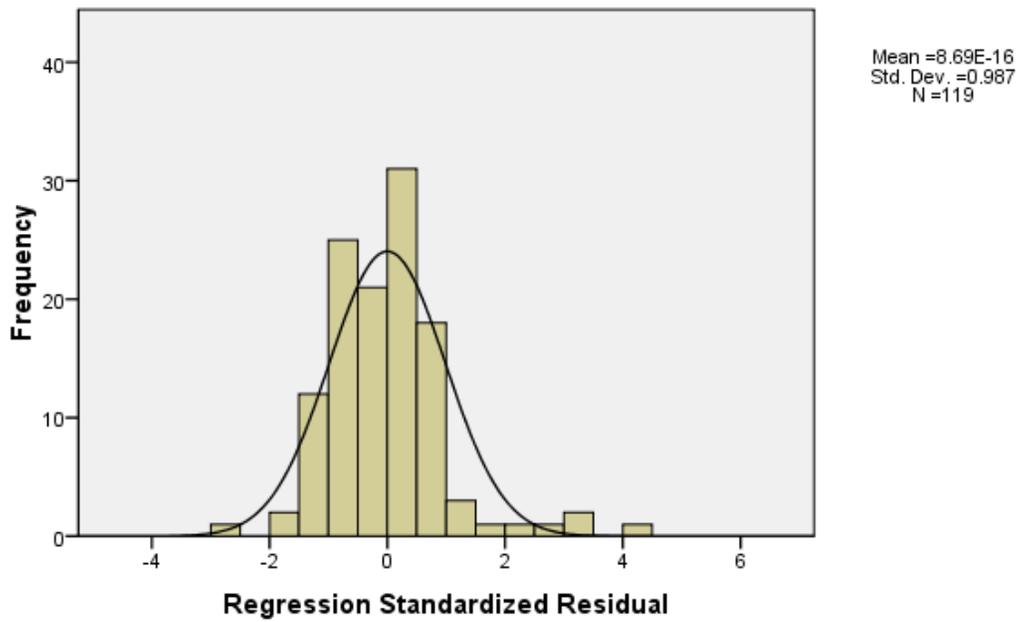
<b>Independent Samples Test</b>										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Secure	Equal variances assumed	1.215	.273	2.810	118	.006	.18861	.06712	.05563	.32153
	Equal variances not assumed			2.810	112.871	.006	.18861	.06712	.05563	.32159
Dismissing	Equal variances assumed	.747	.389	-.830	118	.408	-.04750	.05724	-.16086	.06586
	Equal variances not assumed			-.830	114.622	.408	-.04750	.05724	-.16089	.06589

	ces not assum ed			0						
Preoccu pied	Equal varian ces assum ed	1.3 44	.2 49	- 1.2 42	118	.217	- .07444	.05992	-.19310	.04 421
	Equal varian ces not assum ed			- 1.2 42	112.5 66	.217	- .07444	.05992	-.19316	.04 427

## Appendix J: Histogram

### Histogram

Dependent Variable: How many points did you have in best six subject for term one?



## Appendix K: Approval of Study



# THE UNIVERSITY OF ZAMBIA

## DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

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### Approval of Study

07 February 2019

**REF. NO. HSSEREC: 2018-AUG - 046**

Ms. Salome T Sande  
1908/1 Buntungwa Avenue  
**Luanshya**

Dear Ms. Sande

**RE: "THE INFLUENCE OF ATTACHMENT ON ACADEMIC PERFORMANCE AMONG ADOLESCENTS FROM SELECTED PUBLIC SECONDARY SCHOOLS FROM LUANSHYA DISTRICT."**

The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB has approved the study noting that there are no ethical concerns.

On behalf of The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB, we would like to wish you all the success as you carry out your study.

In future ensure that you submit an application for ethical approval early enough.

Yours faithfully,

Dr. J Ilubala-Ziwa  
**VICE CHAIRPERSON**  
**THE UNIVERSITY OF ZAMBIA HUMANITIES AND SOCIAL SCIENCES**  
**RESEARCH ETHICS COMMITTEE IRB**

cc: Director (Research), Directorate of Research and Graduate Studies  
Assistant Director, Directorate of Research and Graduate Studies  
Assistant Registrar - Research  
Acting Senior Administrative Officer (Research), Directorate of Research and Graduate Studies

Excellence in Teaching, Research and Community Service