

## **FAMILY ATTACHMENT PATTERNS AND SCHOOL ADJUSTMENT OF SECONDARY SCHOOL ADOLESCENTS IN RIVERS STATE**

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**ABSTRACT:** *The study examined the relationship between family attachment patterns and school adjustment of secondary school adolescents in Rivers State. The study adopted correlational design targeted at establishing the relationship between family attachment patterns and school adjustment. A total of 1,000 adolescent students were drawn through multi-stage sampling technique. They responded to two questionnaires titled; Attachment Style Classification Questionnaire (ASCQ) and School Adjustment Scale (SAS) on a four point scale. These instruments were validated and had reliability coefficient values of 0.733 for ASCQ and 0.728 for SAS respectively. Four research questions and four hypotheses guided the study. Relevant data gathered were analyzed with Pearson Product Moment Correlation statistic and multiple regression analysis as statistical tools. The results of the study showed that there is a positive relationship between family attachment patterns and school adjustment which are all statistically significant at 0.05 level of significance. Also, family attachment patterns-secure, anxious/ambivalent and avoidance collectively predict school adjustment of secondary school adolescents. The predictive relationship with an F-ratio of 204.638 was statistically significant at 0.05 level of significance. In addition, the three family attachment patterns, jointly explains 38.5% of the variance in school adjustment of secondary school adolescents. Based on the findings, it was recommended among others that families should be encouraged by stakeholders such as teachers, counsellors, school authorities etc to support their children and wards with school adjustment challenges in view of the fact that family attachment patterns relate with adolescents school adjustment.*

**KEYWORDS:** Family Attachment Patterns, School Adjustment, Adolescents, Rivers State.

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### **INTRODUCTION**

Adolescents are young people within the age bracket of 10 to 21 years commonly and chronologically found in late primary school to early tertiary schools in Nigeria for those going to schools. This group of persons possesses some unique characteristics connected with development and marked by dramatic challenges that require adjustment to changes in self, in the family and peer group (Santrock, 2008). In terms of changes in self, the adolescent experiences physical growth, sexual maturation, intense emotional, social, cognitive and personal development. This developmental period is described as a time of storm and stress; conflict and crises of adjustment and a stage of alienation from adult society. Adolescents experience frustration, self-doubt, stress, pressure and feelings of rejection and failure as they go through the physical, emotional and social

developmental stages and the search for self, (Hahn & Payne, 2011). However, for this study, the focus is on those at their middle adolescence from 15 to 17 years usually in senior secondary schools.

To this end, in the words of Isangedighi, Joshua, Asim and Ekuri (2004), learners go to school at different levels of development, under different environmental influences, with different social attitudes and behaviour, and from different cultures and ethnic orientations. How these individuals progress over time with their diverse psychosocial characteristics is an important area of educational research. One of such psychosocial traits is the ability of an individual to adjust effectively into a new environment, especially as it concerns transition from one school level to another.

School adjustment is the process of adapting to meet academic demands in the school environment. Every individual from the time he or she steps out of the family and goes to school makes a long series of adjustments in his/her new environment. Adjustment is totally based on the pattern established by earlier adjustment. The quality of adjustment in the early years of life determines the quality of adjustment in later years. The young adolescents make the transition from elementary to secondary school; they are caught up in the web of transitional experiences.

The transition usually confronts adolescents with new social and educational demands, which could be pleasant and or unpleasant experience. The transition to Senior Secondary School (SSS) is also a challenge in the development of adolescent students. Many adolescents are inadequately prepared for the psychological, emotional and academic realities of Senior Secondary School education. The students are confronted with the adaptational challenges of living apart from family and friends, adjusting to the academic regimen, assuming responsibility for the task of living, and developing a new array of social relationship with peers. Such transitions require the student to create new coping styles, overcome initial anxiety and adopt new behaviour. Children who fail to create new coping styles negatively influence their adjustment in school and this in turn affects their academic performance adversely.

School is one of the important pillars on which the child's personality is formed. It is the place where children have contacts with peers, form friendship and participate in social groups with other children. Through adolescence, peers become increasingly important in their lives. Their interaction becomes more complex with age. At this stage, social support from friends assists the children to adjust well in school and to be better able to handle situations related to school environment. However, if the individual is unable to adjust well he or she may become maladjusted due to stress and so underachieve. Stress is very common among adolescent boys and girls of school stage. Stress is partly created by parental pressure too when they expect their adolescents to perform and stand out among their peer groups, when they cannot rise up to such expectations, they suffer frustration, aggression, undesirable complexes and depression. These psychological situations are attributable to the adolescents' inability to adjust to the demands of his immediate environment (the school). This is made worse if the individual is from a family that lack secure attachment and warmth to parents or guardians (Wei & William, 2004).

Family interactions and relationship between family members play a pivotal role in the adjustment issues of adolescence (Werner, 2003). Families in general and parents in particular, have often been deemed to be the most important support system available to the child. The strongest factor in molding a child's personality or behaviour is his relationship with his parents. Put differently, how attached family members are to one another could play a paramount role in the adjustment dynamics of students in secondary schools.

In Hamed, Samavi and Askari (2014), Bowlby defined attachment as a deep and enduring emotional bond that connects one person to another. He believed that primary experiences of childhood period will have an important impact of subsequent growth and behaviours. Ainsworth (1989) defined attachment as an affection bond; or a relatively long enduring tie with parent as important unique individual that cannot be replaced. In the same vein, Godwin (2003) defined attachment as a peaceful condition which is creating safety for exploring and a source for entrusting for the kid in stressful conditions.

From the above definitions, attachment is simply a bond between two or more persons that is enduring. Attachment patterns which are also called attachment styles differ from one individual to another and from one family to another. According to Ainsworth's studies, parent-child relations can be categorized in three groups of secure, avoidant, and anxious-ambivalent. The children in secure group are returning to their mothers immediately after anxious condition. They reach peace and re-establish their activities more rapidly. Children in anxious-ambivalent group have complex reactions to mother's presence. They do not reach quietness with their mother and restraint to re-establish their activities. Finally, the group with avoidant attachment ignores mother's presence and stare some activities in isolation to defend stress.

During adolescence, the hierarchy of attachment figures is gradually reshuffled as young people increasingly direct their attachment behaviours and concerns toward peers rather than parents (Hazan & Zeifman, 2014). Although parents are generally not completely displaced as attachment figures during this period, or perhaps ever, they slowly become what Weiss (2012) called "attachment figures in reserve." By the end of this period, sometime in early adulthood, most people settle on a single romantic partner who will serve for years, if not for the rest of one's life, as a primary attachment figure. While making this transition, many adolescents alter their perceptions and feelings about themselves and experiment with a range of exploratory behaviours (e.g., sex and substance use) that may be developmentally functional but nonetheless carry substantial risk of harm (Baumrind, 2007).

Attachment plays an important role in helping the children to face social challenges and develop social adjustment. Accordingly, unhealthy attachment patterns in childhood will result in behavioural disorders and social conflict of adolescence. According to Shafieabadi (2008), human has three different social, psychological and physical stages. Social stage which is starting immediately after birth is determined by awareness and attention of other people specifically parents. The psychological stage is concerned with the "self" of the individual. That is the individual becoming aware of his mental and behavioural composition and disposition. The physical stage of the human being simply refers to the development of physical features such as height, colour, weight etc. and the child shall pass all these three stages to reach existence. The

issues about differences, relations, contacts and their distinguishing aspects will be learned in this interaction and learning process which is called adjustment.

Nevertheless, empirical studies concerning factors like the ones discussed above vis-à-vis school adjustment among students are relatively available. Some of such studies include that of Hamedi, Samavi, and Askari (2014), they investigated the relationship between family function and attachment styles with social adjustment of male and female high school students of Bandar Abbas City. Data analysis indicated that family function and attachment styles micro scales meaningfully predicted students' adjustment. However, separate execution of regression equations among male and female students reveals different results. The three different attachment styles (secure, ambivalent, and insecure) in both male and female groups predicated meaningfulness of students' adjustment in male and female groups. Other studies include, Lampert (2009); Cooper, Shaver and Collins (1998).

So far, no studies have been carried out on the relationship family attachment patterns and school adjustment of secondary school adolescents in Rivers State, Nigeria. Consequently, it is against such information that the researchers conceived the idea to examine the relationship between family attachment patterns and school adjustment of secondary school adolescents in Rivers State. Therefore, to achieve this objective, the following research questions and hypotheses guided the study.

#### Research Questions:

1. To what extent does secure family attachment pattern relate to school adjustment of secondary school adolescents?
2. To what extent does anxious/ambivalent family attachment pattern relate to school adjustment of secondary school adolescents?
3. To what extent does avoidant family attachment pattern relate to school adjustment of secondary school adolescents?
4. To what extent do the different family attachment patterns (secure, anxious/ambivalent and avoidant) collectively predict the school adjustment of secondary school adolescents?

#### Hypotheses:

1. Secure family attachment pattern does not significantly relate to school adjustment of secondary school adolescents.
2. Anxious/ambivalent family attachment pattern does not significantly relate to school adjustment of secondary school adolescents.
3. Avoidant family attachment pattern does not significantly relate to school adjustment of secondary school adolescents.
4. Family attachment patterns (secure, anxious/ambivalent and avoidant) when considered collectively do not significantly predict school adjustment of secondary school adolescents.

## METHOD

The design adopted for the study was correlational design. From a total of 90, 577 (SSI = 30, 731; SS II = 30, 685; SS III = 29, 161) students in 258 senior secondary schools (SSS) in Rivers State, 1000 students were drawn through multi-stage sampling technique. In the first stage, one Local

Government Area (LGA) each was randomly selected from each of the three Senatorial districts of the state. The LGAs drawn were Degema LGA from South-South Senatorial district, Eleme LGA from South-East Senatorial district and Ikwerre LGA from South-West Senatorial district. In the second stage, four senior secondary schools were then randomly selected from each of the LGAs earlier selected. This gave a total of 12 senior secondary schools. The third stage of sampling involved the proportional stratified random sampling of the respondents on the basis of class level from each senior secondary school. Finally, simple random sampling technique via balloting was used to draw the number of students from each class level in each school. Two instruments developed for the study by the researchers were the Attachment Style Classification Questionnaire (ASCQ) to elicit students' attachment patterns, and the School Adjustment Scale (SAS) used to assess the school adjustment of the students (adolescents).

The Attachment Style Classification Questionnaire (ASCQ) was adapted with modification in terms of English language presentation from Ricky Finzi-Dottan (2012) Attachment Style Classification Questionnaire for Latency Age Children. The instrument had 15 items with five items for each of the dimensions of attachment patterns or style. The maximum and minimum points obtainable from ASCQ are 60points and 15points respectively.

The School Adjustment Scale (SAS) was developed and designed also by the researchers to elicit the views of students on school adjustment as it concerns their school environment covering security, social interaction, esteem anxiety and competence. Furthermore, the SAS consisted of 15 items which were responded to on a four point Likert format of Strongly Agree (SA) with 4-points, Agree (A) with 3-points, Disagree (D) with 2-points and Strongly Disagree (SD) with 1-point. The maximum and minimum points obtainable from the SAS were 60 and 15 points respectively.

In order to validate the research instruments, the researchers consulted two other experts in the field of Measurement and Evaluation, one each from Rivers State University, Port Harcourt and University of Port Harcourt for face and content validity of the research Instruments (ASCQ and SAS). The experts were required to subject the research instruments to thorough scrutiny with a view of establishing the face and content validity in terms of the clarity, appropriateness, relevance, and representativeness of the items with regards to the variables under investigation. To enhance the activities of the experts, the research topic, objectives, research questions and hypotheses were attached to the instruments so as to guide the experts. Observations, suggestions and written comments made by the experts, were adequately utilized, to modify the research instruments so as to ensure the face and content validity of the instruments.

The reliability of the Attachment Style Classification Questionnaire (ASCQ) though an adapted instrument, was determined through the employment of Cronbach Alpha technique for a measure of its internal consistency. The following reliability coefficients were obtained 0.653 for secure; 0.580 for anxious/ambivalent; 0.631 for avoidant and 0.733 for the entire instrument.

In the same vein, the reliability of the instrument School Adjustment Scale (SAS) was also determined through the deployment of Cronbach Alpha technique for a measure of its internal consistency. Simple random sampling was used to draw a sample of 40 students in one of the schools in Port Harcourt LGA of Rivers State. Copies of the instrument were administered to the

sample with request from the researchers that the sample should respond to all the items of the instrument as honestly as possible.

Then after, the scores obtained were subjected to Cronbach alpha method for a determination of the reliability coefficient. For the fact that the instrument was a non-compound one, the reliability coefficient of the entire instrument was determined and found to be 0.728. This coefficient value is high enough to permit the use of the instrument for the study.

Copies of the two instruments (ASCQ and SAS) were administered directly to the respondents by the researchers with the help of research assistants domiciled in the school. Instructions guiding the filling of the instruments were explained to the respondents. The researchers and assistants supervised the filling, after that, the copies of the instruments were collected from the respondents on the spot. A total of 28 working days were devoted to the collection of data from the 12 schools that were used for the study. Data collected were analysed with Pearson product moment correlation statistics and analysis of variance associated with multiple regression analysis.

## RESULTS

It should be noted that the instruments were administered on a sample of one thousand (1,000) respondents as stated earlier. However, ten (10) copies of these questionnaires were not properly completed, thereby rendering them invalid. Another six could not be retrieved from the respondents. Hence, these reduced the sample size to nine hundred and eighty-four (984).

Research Question 1: To what extent does secure family attachment pattern relate to school adjustment of secondary school adolescents?

Hypothesis 1: Secure family attachment pattern does not significantly relate to school adjustment of secondary school adolescents.

To answer the above question and test the significance of the corresponding hypothesis, the data collected from the questionnaires on secure family attachment pattern and school adjustment of secondary school adolescents were subjected to Pearson Product Moment Correlation statistic and the result presented in Table 1.

**Table 1: Relationship between Secure Family Attachment Pattern and School Adjustment**

Variables	N	r	r <sup>2</sup>	Sig
Secure Attachment	984	.461*	.213	.000
School Adjustment				

\*Significant at 0.05 level of significance for a two-tailed test

Table 1 shows a correlation coefficient (r-value) of .461. The result was that there is a positive and moderate relationship between secure family attachment pattern and school adjustment. Furthermore, since the significant value of r is  $p = .000$  which is less than the chosen (0.05) level of significance for a two-tailed test, the null hypothesis was rejected. The result therefore was that secure family attachment pattern does significantly relate to school adjustment of secondary school

adolescents. In addition, r-square value revealed a 21.3% explanation of the variance in school adjustment by secure family attachment.

Research Question 2: To what extent does anxious/ambivalent family attachment pattern relate to school adjustment of secondary school adolescents?

Hypothesis 2: Anxious/ambivalent family attachment pattern does not significantly relate to school adjustment of secondary school adolescents.

To answer the above question and test the significance of the corresponding hypothesis, the data collected from the questionnaires on anxious/ambivalent family attachment pattern and school adjustment of secondary school adolescents were subjected to Pearson Product Moment Correlation statistic and the result presented in Table 2.

**Table 2: Relationship between Anxious/Ambivalent Family Attachment Pattern and School Adjustment**

Variables	N	r	r <sup>2</sup>	Sig
Anxious Attachment	984	.461*	.213	.000
School Adjustment				

\*Significant at 0.05 level of significance for a two-tailed test

Table 2 shows a correlation coefficient (r-value) of .461. The result was that there was a positive and moderate relationship between anxious/ambivalent family attachment pattern and school adjustment. Furthermore, since the significant value of r is  $p = .000$  which is less than the chosen (0.05) level of significance for a two-tailed test, the null hypothesis was rejected. The result therefore was that anxious/ambivalent family attachment pattern does significantly relate to school adjustment of secondary school adolescents. Also, the  $r^2$  value of .213 was an indication that anxious/ambivalent family attachment pattern, accounted for 21.3% of the variance in school adjustment.

Research Question 3: To what extent does avoidant family attachment pattern relate to school adjustment of secondary school adolescents?

Hypothesis 3: Avoidant family attachment pattern does not significantly relate to school adjustment of secondary school adolescents.

To answer the above question and test the significance of the corresponding hypothesis, the data collected from the questionnaires on avoidant family attachment pattern and school adjustment of secondary school adolescents were subjected to Pearson Product Moment Correlation statistic and the result presented in Table 3.

**Table 3: Relationship between Avoidant Family Attachment Pattern and School Adjustment**

Variables	N	r	r <sup>2</sup>	Sig
Avoidant Attachment	984	.518*	.268	.000
School Adjustment				

\*Significant at 0.05 level of significance for a two-tailed test

Table 3 shows a correlation coefficient (r-value) of .518. The result was that there was a positive and moderate relationship between avoidant family attachment pattern and school adjustment. Furthermore, since the significant value of r is  $p = .000$  which is less than the chosen (0.05) level of significance for a two-tailed test, the null hypothesis was rejected. The result therefore was that avoidant family attachment pattern does significantly relate to school adjustment of secondary school adolescents. In addition, the r-square revealed a 26.8% variance in school adjustment accounted for by avoidant family attachment pattern.

Research Question 4: To what extent do the different family attachment patterns (secure, anxious/ambivalent and avoidant) collectively predict the school adjustment of secondary school adolescents?

Hypothesis 4: Family attachment patterns (secure, anxious/ambivalent and avoidant) when considered collectively do not significantly predict school adjustment of secondary school adolescents.

To answer the above question and test the significance of the corresponding hypothesis, stepwise multiple regression analysis was performed on the data obtained with school adjustment as the dependent variable and the family attachment patterns as the independent variables. The results of the joint contributions of the attachment patterns on school adjustment together with the predictive power of these variables were as shown in Table 4.

The result in Table 4 shows the stepwise multiple regression analysis of the joint relationship between family attachment patterns (secure, anxious/ambivalent and avoidant) and school adjustment of secondary school adolescents. The multiple regression coefficient obtained was .621 and the  $R^2$  was .385. This means that the three family attachment patterns (secure, anxious/ambivalent and avoidant) jointly had a moderate relationship with adolescents school adjustment. Based on the  $R^2$  value of 0.385, it indicated that the joint relationship of the three family attachment patterns accounted for 38.5% of adolescents' school adjustment. In addition, avoidance attachment pattern is the best predictor of school adjustment as evidence in Model 1. That is, avoidance attachment pattern is the predictor with the highest correlation with the criterion (school adjustment) and so it is entered first in the regression equation. This is followed by anxious/ambivalent attachment pattern (Model 2), while secure attachment pattern is the least predictor (Model 3). The Models 1, 2, 3 indicates the order in which the variables are entered in the regression equation.

**Table 4: Multiple regression analysis of joint prediction of family attachment patterns on school adjustment**

Model	Multiple R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std Error of Estimate
1	.518 <sup>a</sup>	.268	.268	5.794
2	.585 <sup>b</sup>	.343	.341	5.495
3	.621 <sup>c</sup>	.385	.383	5.317

**Analysis of Variance (ANOVA)**

Source of Variance	Sum of Square	df	Mean Square F	Sig
Regression	12093.543	1	12093.543	360.255*
Residual	32965.115	982	33.569	
Total	45058.658	983		
Regression	15432.913	2	7716.457	255.516*
Residual	29625.744	981	30.200	
Total	45058.658	983		
Regression	17354.874	3	5784.958	204.638*
Residual	27703.784	980	28.269	
Total	45058.658	983		

\*Significant at  $p < 0.05$  level of Significance

Criterion variable: School Adjustment

Predictor variables:

Avoidant Attachment Pattern)<sup>a</sup>

(Avoidant Attachment Pattern, Anxious/Ambivalent Attachment Pattern)<sup>b</sup>

(Avoidant, Anxious/Ambivalent, Secure Attachment Patterns)<sup>c</sup>

To determine if the prediction or relationship is significant or not, analysis of variance (ANOVA) associated with the stepwise multiple regression was employed and the result is also as in Table 4. The calculated F-value of 204.638 was significant at 0.000 levels which is less than the chosen alpha level of 0.05 ( $p < 0.05$ ) (Model 3 and c). Hence the null hypothesis was rejected indicating that the three family attachment patterns (secure, anxious/ambivalent and avoidant) jointly had a significant relationship or prediction with adolescents school adjustment.

**DISCUSSION****Relationship between secure attachment pattern and school adjustment**

The result concerning the relationship between secure attachment pattern and school adjustment shows that there is a positive and moderate relationship between secure family attachment pattern and school adjustment. The relationship is statistically significant at 0.05 level of significance. The positive and moderate relationship between secure attachment pattern and school adjustment of

secondary school adolescents means that as score on secure attachment pattern increases, there is corresponding increase in school adjustment scores, and vice versa.

This means that adolescents, whose scores are high on secure attachment pattern, also earn high scores on school adjustment, while those whose scores are low on secure attachment pattern; earn low scores on school adjustment. Implicitly, high secure attachment pattern has high school adjustment while low secure attachment pattern have low school adjustment.

The finding of the present study is in agreement with those of Hamedi, Samavi and Askari (2014); Cooper, Shaver and Collins (1998); who in their separate but related works also found out that there is a positive relationship between secure attachment pattern and school adjustment among adolescents. However, the finding of Lampert (2009) is in discordance with the present one because, Lampert found no direct relationship between attachment styles and school adjustment.

Nevertheless, the degree of association or linkage between secure attachment pattern and school adjustment of secondary school adolescents was found to be .461. The coefficient of alienation  $\sqrt{1 - r^2}$  was found to be .887. This represents the degree of lack of association between secure attachment pattern and school adjustment. Thus while the degree of relationship was .461, the degree of lack of relationship was found to be .887.

The percentage of association ( $r^2 \times 100$ ) was found to be 21.3%. This value represents the magnitude of the relationship between secure attachment pattern and school adjustment. Such a value indicates an average relationship between the two variables based on the r value vis-à-vis the number of respondents. Furthermore, this means that knowledge of scores of secure attachment pattern will reduce the error of predicting scores of school adjustment by 21.3% and vice versa. That is to say that you can predict school adjustment from knowledge of scores in secure attachment pattern by only 21.3%. This result still confirms the average relationship between secure attachment pattern and school adjustment consequent upon the number of respondents involved.

On the other hand, the percentage of error of prediction ( $1 - r^2$ ) of secure attachment pattern from school adjustment and vice versa was found to be 78.7%. Therefore, in terms of predicting one variable from another, it means that only 21.3% of variation in secure attachment pattern scores could be accounted for, while 78.7% could not be accounted for or explained by reference to scores on school adjustment.

Although the relationship between secure attachment pattern and school adjustment of secondary school adolescents was statistically significant, the magnitude of the relationship was moderate and the percentage of prediction of one variable from another was also moderate based on the sample number.

### **Relationship between anxious/ambivalent attachment pattern and school adjustment**

The result here is that there is also a positive and moderate relationship between anxious/ambivalent family attachment pattern and school adjustment. This relationship was also found to be statistically significant at 0.05 level of probability.

The positive and moderate relationship between anxious/ambivalent attachment pattern and school adjustment of secondary school adolescents means that as score on anxious/ambivalent attachment pattern increases, there is corresponding increase in school adjustment scores, and vice versa. This means that adolescents, whose scores are high on anxious/ambivalent attachment pattern, also earn high scores on school adjustment, while those whose scores are low on anxious/ambivalent attachment pattern also earn low scores on school adjustment. Implicitly, high anxious/ambivalent attachment pattern has high school adjustment while low anxious/ambivalent attachment pattern have low school adjustment.

The finding of the present study is in agreement with those of Hamed, Samavi and Askari (2014); Cooper, Shaver and Collins (1998); who in their separate but related works also found out that there is a positive relationship between anxious/ambivalent attachment pattern and school adjustment among adolescents. However, the finding of Lampert (2009) is in discordance with the present one because, Lampert found no direct relationship between attachment styles and school adjustment.

Nevertheless, the degree of association or linkage between anxious/ambivalent attachment pattern and school adjustment of secondary school adolescents was found to be .461. The coefficient of alienation  $\sqrt{1 - r^2}$  was found to be .887. This represents the degree of lack of association between anxious/ambivalent attachment pattern and school adjustment. Thus while the degree of relationship was .461, the degree of lack of relationship was found to be .887.

The percentage of association ( $r^2 \times 100$ ) was found to be 21.3%. This value represents the magnitude of the relationship between anxious/ambivalent attachment pattern and school adjustment. Such a value indicates an average relationship between the two variables based on the  $r$  value vis-à-vis the number of respondents. Furthermore, this means that knowledge of scores of anxious/ambivalent attachment pattern will reduce the error of predicting scores of school adjustment by 21.3% and vice versa. That is to say that you can predict school adjustment from knowledge of scores in anxious/ambivalent attachment pattern by only 21.3%. This result still confirms the average relationship between anxious/ambivalent and school adjustment consequent upon the number of respondents involved.

On the other hand, the percentage of error of prediction ( $1 - r^2$ ) of anxious/ambivalent attachment pattern from school adjustment and vice versa was found to be 78.7%. Therefore, in terms of predicting one variable from another, it means that only 21.3% of variation in anxious/ambivalent attachment pattern scores could be accounted for, while 78.7% could not be accounted for or explained by reference to scores on school adjustment.

Although the relationship between anxious/ambivalent attachment pattern and school adjustment of secondary school adolescents was statistically significant, the magnitude of the relationship was moderate and the percentage of prediction of one variable from another was also moderate based on the sample number.

**Relationship between avoidant attachment pattern and school adjustment**

On the issue of the relationship between avoidant attachment pattern and school adjustment, it was also found out that there is a positive and moderate relationship between avoidant family attachment pattern and school adjustment which was also statistically significant at 0.05 level of significance. The positive and moderate relationship between avoidant attachment pattern and school adjustment of secondary school adolescents means that as score on avoidant attachment pattern increases, there is corresponding increase in school adjustment scores, and vice versa.

This means that adolescents, whose scores are high on avoidant attachment pattern, also earn high scores on school adjustment, while those whose scores are low on avoidant attachment pattern also earn low scores on school adjustment. Implicitly, high avoidant attachment pattern has high school adjustment while low avoidant attachment pattern have low school adjustment.

The finding of the present study is in agreement with those of Hamed, Samavi and Askari (2014); Cooper, Shaver and Collins (1998); who in their separate but related works also found out that there is a positive relationship between avoidant attachment pattern and school adjustment among adolescents. However, the finding of Lampert (2009) is in discordance with the present one because, Lampert found no direct relationship between attachment styles and school adjustment.

Nevertheless, the degree of association or linkage between avoidant attachment pattern and school adjustment of secondary school adolescents was found to be .518. The coefficient of alienation  $\sqrt{1 - r^2}$  was found to be .855. This represents the degree of lack of association between avoidant attachment pattern and school adjustment. Thus while the degree of relationship was .518, the degree of lack of relationship was found to be .855.

The percentage of association ( $r^2 \times 100$ ) was found to be 26.8%. This value represents the magnitude of the relationship between avoidant attachment pattern and school adjustment. Such a value indicates an average relationship between the two variables based on the  $r$  value vis-à-vis the number of respondents. Furthermore, this means that knowledge of scores of avoidant attachment pattern will reduce the error of predicting scores of school adjustment by 26.8% and vice versa. That is to say that you can predict school adjustment from knowledge of scores in avoidant attachment pattern by only 26.8%. This result still confirms the moderate relationship between avoidant attachment pattern and school adjustment consequent upon the number of respondents involved.

On the other hand, the percentage of error of prediction ( $1 - r^2$ ) of avoidant attachment pattern from school adjustment and vice versa was found to be 73.2%. Therefore, in terms of predicting one variable from another, it means that only 26.8% of variation in avoidant attachment pattern scores could be accounted for, while 73.2% could not be accounted for or explained by reference to scores on school adjustment.

Although the relationship between avoidant attachment pattern and school adjustment of secondary school adolescents was statistically significant, the magnitude of the relationship was moderate and the percentage of prediction of one variable from another was also moderate based on the sample number.

**Relationship between attachment patterns/styles and school adjustment**

The result concerning the relationship between attachment patterns/styles and school adjustment indicated that, family attachment patterns-secure, anxious/ambivalent and avoidance collectively predict school adjustment of secondary school adolescents. The predictive relationship with an F-ratio of 204.638 was statistically significant at 0.05 level of significance. In addition, the three family attachment patterns, jointly explains 38.5% of the variance in school adjustment of secondary school adolescents.

The multiple regression was found to be positive and moderate between the combined attachment patterns and school adjustment of secondary school adolescents. This means that as score on attachment patterns increases, there is corresponding increase in school adjustment scores, and vice versa.

This means that adolescents, whose scores are high on attachment patterns, also earn high scores on school adjustment, while those whose scores are low on attachment patterns also earn low scores on school adjustment. Implicitly, high attachment patterns have high school adjustment while low attachment patterns have low school adjustment.

The finding of the present study is in agreement with those of Hamed, Samavi and Askari (2014); Cooper, Shaver and Collins (1998); who in their separate but related works also found out that there is a positive relationship between attachment patterns and school adjustment among adolescents. However, the finding of Lampert (2009) is in discordance with the present one because, Lampert found no direct relationship between attachment styles and school adjustment. Nevertheless, the multiple regression between attachment patterns and school adjustment of secondary school adolescents was found to be .621. The multiple coefficient of alienation  $\sqrt{1 - R^2}$  was found to be .784. This represents the degree of lack of association between attachment patterns and school adjustment. Thus while the degree of relationship was .621, the degree of lack of relationship was found to be .784.

The percentage of multiple coefficient of determination ( $R^2 \times 100$ ) was found to be 38.5%. This value represents the magnitude of prediction between attachment patterns and school adjustment. Such a value indicates an average predictive value between the two variables based on the R value vis-à-vis the number of respondents. Furthermore, this means that knowledge of scores of attachment patterns will reduce the error of predicting scores of school adjustment by 38.5% and vice versa. That is to say that you can predict school adjustment from knowledge of scores in attachment pattern by only 38.5%. This result still confirms the moderate predictive value between attachment pattern and school adjustment consequent upon the number of respondents involved.

On the other hand, the percentage of error of prediction ( $1 - R^2$ ) of attachment pattern from school adjustment and vice versa was found to be 61.5%. Therefore, in terms of predicting one variable from another, it means that only 38.5% of variation in attachment patterns scores could be accounted for, while 61.5% could not be accounted for or explained by reference to scores on school adjustment.

Although the predictive value between attachment pattern and school adjustment of secondary school adolescents was statistically significant, the magnitude of the prediction was moderate and the percentage of prediction of one variable from another was also moderate based on the sample number.

From the study findings it could be concluded that, family attachment patterns of secondary school adolescents positively relates to their school adjustment. In addition, the relationship was moderate for each of the attachment patterns (secure, anxious/ambivalent and avoidant) and school adjustment with that of avoidant attachment pattern and school adjustment been the highest. Furthermore, the three attachment patterns (secure, anxious/ambivalent and avoidant) were significant collective predictors of school adjustment and could jointly explain 38.5% of the variance in school adjustment of secondary school adolescents.

Consequently, the following recommendations are made:

- 1) Programmes and training in relation to the principles that will make families to live peacefully and harmoniously should be organized for counsellors and Para-counsellors (teachers in secondary schools) who may be privileged to help adolescents with school adjustment challenges rooted in family attachment patterns.
- 2) Families should be encouraged by stakeholders such as teachers, counsellors, school authorities etc to support their children and wards with school adjustment challenges in view of the fact that family attachment patterns relates with adolescents school adjustment.

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