#### ATTACHMENT STYLES AND SELF EVALUATION AS PREDICTORS OF EMOTIONAL ADJUSTMENT AMONG ADOLESCENTS

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**TITLE PAGE**

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**APPROVAL PAGE**

THE PROJECT HAS BEEN APPROVED AS HAVING MET THE REQUIREMENT FOR THE REWARD OF BACHLOR OF SCIENCE DEGREE (B.SC) IN THE DEPARTMENT OF SOCIOLOGY /PSYCHOLOGY, GODFREY OKOYE UNIVERSITY, ENUGU STATE.

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**DEDICATION**

This research work is dedicated to God Almighty who in his infinite mercy made this project work successful. All glory goes to Him.

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**Abstract**

This study investigated attachment style and self evaluation as predictors of emotional adjustment among adolescents. Participants were two hundred (200) secondry school students of Government secondry school and Holy rosary collage comprising of fifty (50) males and one hundred and fifty (150) females were selected using purposive sampling technique. Their ages ranged between 14-19 years with a mean age of 31.86 years (SD = 8.66). Cross sectional design was adopted. Three instruments were used for data collection Emotional Adjustment Scale, Attachment Style Classification Questionnaire and Core Self Evaluation Scale (CSES). Two hypotheses were tested. Hierarchical multiple regression was the main statistic used for data analysis. Result of a Hierarchical multiple regression analysis showed that attachment style was a positively significant predictor of emotional adjustment among adolescents (β = .17, *p<* .01), accounting for 28% significant variance as a predictor of emotional adjustment among adolescents (∆*R*2 = .28, *p<* .01). The result also showed that self evaluation was not a significant predictor of emotional adjustment among adolescents, although it accounted for 3% of the variance in worker’s burnout (∆R2 = .03). However, the 2 predictor variables in the regression model contributed 5% to the explanation of the variance in worker’s burnout (total AR2 = .05). The implications of these findings were discussed, and suggestions for further studies were equally made.

**CHAPTER ONE**

**INTRODUCTION**

Adolescence is a complex period that may involve stress which makes adolescent to face many challenges in life. It is a transition period during which adolescents learn many new habits, behaviours and give up some old habits. Sometimes becoming an easy prey to emotional instability and may exhibit violent behaviours at home and at school; due to lack of control in expressing views and opinions, lack of understanding their parents and teachers. All these pose a major threat to the positive development in adolescents. (Rajeswari & Jeryda Gnanajane Eljo, 2013).

For many parents, adolescent period can seem like a whirlwind of rapidly changing emotions. In fact, some earlier theories about adolescent development proposed that "storm and stress" was to be expected, and suggested adolescents characteristically tended to over-react to everyday situations. However, more recent research refutes the above as outdated notion. Developmental experts (Larson & Ham, 1993) have since learned that what may appear as "storm and stress" is actually the natural outcome of youth learning to cope with a much larger array of new and unfamiliar situations..

According to Sharma (2016) emotions may hamper the studies of students. In some adolescents emotions may lead to crimes, because people lose reasoning power and their ability to control behaviour is hampered. Hence, emotional control and management is very essential for an adjusted life. Researchers have clarified the role of parents in psychological adjustment of adolescents. Specifically, mother’s negative emotional responses contribute in developing sensitivity to negative emotional responses which, in turn, deteriorate the perception of positive emotion and reduce the capability of expecting positive emotional responsiveness in societal interactions (Sheeber, Hops, & Davis, 2001; Morris, Silk, Steinberg, Myers,& Robinson, 2007).

Acoording to Anu (2014) When needs arise, especially in new or changed surroundings, they impel interpersonal activity meant to satisfy those needs. In this way, adolescents increase their familiarity and comfort with their environments, and they come to expect that their needs will be met in the future through their social networks, and psychological changes. A sequence of adjustment begins when a need is felt and ends when it is satisfied. Kulshrestha (1979) explained that the adjustment process is a way in which the individual attempts to deal with stress, tensions, conflicts, and meet his or her needs. In this process, the individual also makes efforts to maintain harmonious relationships with the environment.

Adjustment, in psychology, refers to the behavioral process by which humans such as adolescents and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environmental adjustment (Searle & Ward 1990). This implies that the individual and the environment are two important factors in adjustment (Ugodulunwa & Anakwe 2012).

Emotional adjustment (also referred to as personal adjustment or psychological adjustment) is the maintenance of emotional equilibrium in the face of internal and external stressors. This is facilitated by cognitive processes of acceptance and adaptation. An example would be maintaining [emotional control](http://psychology.wikia.com/wiki/Emotional_control) and [coping behavior](http://psychology.wikia.com/wiki/Coping_behavior) in the face of an [identity crisis](http://psychology.wikia.com/wiki/Identity_crisis) This capacity is an important aspect of [mental health](http://psychology.wikia.com/wiki/Mental_health) and where it is compromised, or not developed, [psychopathology](http://psychology.wikia.com/wiki/Psychopathology) and [mental disorder](http://psychology.wikia.com/wiki/Mental_disorder) can result. There are many instances where even highly intelligent people fail to manage their emotions and some average intelligent persons manage their emotions effectively and harmoniously, (Sharma, 2016).

One varieable related to emotional adjustment is attachment style

Attachment refers to an intense emotional relationship between parent and child that begins at birth and endures over a long period of time. The earliest steps of social development center on the very first human bond that is between infants and caregiver usually the mother. Indeed this bond known as attachment between infants and their caregiver is sometimes said to lay the foundations for all later relationships in life. From a very early age children are learning about the social world developing their expectations of how others will behave, and learning to read the signals that others provide. Across these same months children are forming their first social relationship. This is evident as infants begin to show a pattern known as separation anxiety in which they become visibly upset when their mother or care giver leaves the room. This is a powerful indication that the infant has formed an attachment to the care giver, that is a strong enduring emotional bond and which follow till adolescents.

At infant mothers provide the children with food, warmth and physical protection forming basis for attachment indicating that adolescents beginning from infants form attachment that helps their emotional adjustment. But in contrast attachment seems to grow out of psychological comfort the mother provides an adolescent during infancy. The idea that attachment depends on comfort was central to the thinking of a British psychiatrist John Bowlby, who argued that adolescents become attached to a caregiver because the adult provides a secure base for the adolescent; a relationship in which the adolescent feels safe and protected. Adolescents use the secure base as a haven in times of stress or treat and according to Bowlby this provides the adolescent with the sense of safety to explore and learn because they know that if the going gets tough they can always return to the secure base (Waters &Cummings,2000).

Bowlby (1988) suggested that when children develop a secure attachment to their primary caregiver, they develop an internal working model and sense of self worth that serves as guide for social interaction and contribute to positive experiences in their relationship with others.

Taking a relational perspective in the connection between parents and adolescents, it is crucial to determine how the attachment feelings obtained from parental attachment are associated with emotional well being and adjustment among adolescents (Ercan , 2010). Attachment to parent in adolescence has been explicitly considered in many studies that provide empirical evidence for the link between parental attachment and psychological well-being and adjustment in adolescence. For instance, secure individuals are more optimistic in the face of threats, more comfortable, seeking support when under stress, use more constructive coping strategies, and have more trusting beliefs about the goodwill of others (Shaver & Hazan, 1993). In addition, Armsden & Greenberg (1987) revealed that parental attachment contributed positively to self-esteem and life satisfaction and negatively to a measure of anxiety, depression and feelings of alienation, and also appeared to enhance adolescents’ well-being by increasing their self-esteem and diminishing feelings of depression.

Researchers like Ainsworth & Bell, (1970); Ainsworth, Blehar, Waters, &Wall, (1978) developed a straightforward procedure which is known as strange situation for assessing attachment. They developed a system for identifying and describing individual differences in attachment among mothers and infants. They found that infants differed in the way they handled the stress of being left alone by their mother in a strange situation. A laboratory room equipped with a host of novel toys The majority of infants called securely attached, became somewhat subdued or distressed in their mother's absence but expressed warm, relieved greetings and were quickly soothed by her when she returned (Ainsworth et al,1978). The remaining infants who Ainsworth et al (1978) called insecurely attached coped in two strikingly different ways. Some labeled anxious-ambivalent protested and cried when their mothers left as well as while they were gone. They acknowledged their mother's return and sought to be held but surprisingly, (given their obvious distress at their departure) continued to seem angry and distraught when they tried to calm them.

The third group, called avoidant, seemed undisturbed by their mother's departure and cool if not disinterested. When the mothers returned they did not seek physical cuddling or comforting and appeared to be prematurely self reliant. Several studies of adults reviewed by Shaver& Clark, (1994) have found that anxious-ambivalent infants are highly expressive of anger. Anxious-ambivalent infants are also more likely to express anxiety and distress, if, for example, they are briefly left alone by mother during the strange situation test. Thus, it is expected that they may turn into anxious adolescents, and compared with their secure and avoidant counterparts, they are expected to report higher levels of anger and hostility, as well as higher levels of other negative emotions such as anxiety and depression. Theoretically, avoidants are also distressed, but they have learned to deny or suppress negative emotions, especially anger, because in early childhood, emotional expression increased the likelihood of caregiver rejection (Main &Weston,1982).

A growing number of researchers have become interested in the framework that parent-adolescent attachment relationship is related to well-being and adjustment of adolescents. A body of literature indicates that secure attachment relationships are associated with consistent and long-term benefits for psychological well being and adjustment. For instance, a longitudinal study showed that adolescents with histories of secure attachment patterns were more competent, emotionally healthy, self-confident, and socially skilled than anxiously attached children (Elicker, Englund, & Sroufe, 1992). Similarly, another longitudinal investigation was carried out to determine the role of parental attachment and its effects on adjustment (Doyle & Markiewicz, 2005). In the study, perceived parental attachment was evaluated among adolescents from 13 years of age to 15 years of age and various aspects of adjustment such as depressive symptoms, self-esteem…etc. The results of the study revealed that attachment to parents was associated to adjustment with regard to levels of internalizing problems, self-esteem, and reported school achievement. Thus, researchers concluded that attachment security influences adolescents’ adjustment.

Self evaluation which is also known as appraisal in psychology is linked to emotional adjustment it states that [emotions](https://en.wikipedia.org/wiki/Emotions) are extracted from our evaluations (appraisals or estimates) of events that cause specific reactions in different adolescents. Essentially, people’s appraisal of a situation causes an emotional, or affective, response based on that appraisal. An example is going on a first [date](https://en.wikipedia.org/wiki/Dating_%28activity%29). If the date is perceived as positive, people might feel happy, joy, giddiness, [excitement](https://en.wikipedia.org/wiki/Psychomotor_agitation), and/or [anticipation](https://en.wikipedia.org/wiki/Anticipation_%28emotion%29), because they appraised this event as one that could have positive long-term effects, that is starting a new relationship, [engagement](https://en.wikipedia.org/wiki/Engagement), or even [marriage](https://en.wikipedia.org/wiki/Marriage). On the other hand, if the date is perceived negatively, then our emotions, as a result, might include [dejection](https://en.wikipedia.org/wiki/Depression_%28mood%29), [sadness](https://en.wikipedia.org/wiki/Sadness), [emptiness](https://en.wikipedia.org/wiki/Emptiness), or [fear](https://en.wikipedia.org/wiki/Fear). (Scherer, Schorr & Johnstone, 2001).

[Reasoning](https://en.wikipedia.org/wiki/Reasoning) and [understanding](https://en.wikipedia.org/wiki/Understanding) of one's emotional reaction becomes important for future appraisals as well. The important aspect of the appraisal theory is that it accounts for individual variances of emotional reactions to the same event.

Bucholtz said, “Remind them constantly about how they can achieve anything that they want to,” and Ryan emphasized the importance of “giving them enough love and praise so that they feel good about themselves, and then they can go and master the world.” (Miller, Wang, Sandel, & Cho,2002 p 23 )

This quote epitomizes the popular belief that feeling good about self is a key to fulfilling one’s potentials. Accordingly, praise and positive feedback should be generously dispensed to children, students, employees, colleagues, and friends to make them feel good about themselves. This folk theory, aside from being widely

publicized in media of public culture, is also widely practiced (Miller, Fung, & Mintz, 1996; Miller, Wiley, Fung, & Liang, 1997; Brophy, 1981; Koestner, Zuckerman, & Koestner, 1987). Many parents also feel compelled to make their children feel good about themselves by praising their abilities (Mueller & Dweck,1996).

Many researchers have proven that the life of an adolescent is filled with stress and storm which makes them face many challenges in life like how to make friends and keep them, how to relate with the outside world and how they are able to manage their failure or success in school, and the management of all these and more depends on their attachment style that is the kind of relationship they had with their caregiver or the way they perceived their caregiver at earlier years. Emotional adjustment can be achieved among adolescents through proper enlightening of parents or caregivers and secondary school teachers, also the issue of attachment style and self evaluation needs to be put into account in order to know how to handle issues or deviant behaviors that rise among adolescents due to maladjustment of emotions and also to know how to help such adolescents adjust properly.

**Statement of the Problem**

Despite previous research findings some adolescents still find it difficult to adapt to their environment and relate freely with others both in school and at home. Particularly their performance in school suffers, implying that the main cause of the problem have not been found. For example, there are some maladaptive behaviors among adolescents which probably is as a result of emotional adjustment. Therefore this study seeks to find out if attachment style and self evaluation are contributing factors to the emotional adjustment of an adolescent.

Therefore the present study aims at addressing the following problems;

1. Would Attachment style statistically significantly predict emotional adjustment among adolescents?
2. Would self evaluation statistically significantly predict emotional adjustment among adolescents?

**Purpose of the Study**

The purpose of the present study is to find out whether:

1. Secure attachment style would statistically significantly predict emotional adjustment among adolescents.
2. Self evaluation would statistically significantly predict emotional adjustment among adolescents.

**Significance of the Study**

The study have both theoretical and practical significance.

Theoretically the present study contributes to the knowledge of the existing literature on the importance of proper emotional adjustment among adolescents and teenagers. Also the problem of deviant behavior, poor performance in class and inability to relate well with others due to poor adjustment to emotions would be solved.

Practically it will assist parents, caregivers, secondary school teachers adolescents and guidance and counselors to enlighten and educate students on how to properly manage their emotions in other to reduce the rate of stress that poor emotional adjustment can cause.

**Operational** **Definition** **of** **Terms**

**Attachment style:** Attachment refers to a bond existing between adolescents and parents which defines their relationship both with parents and others,which can bear a positive or negative effect.

**Self evaluation:** it is defined as the way a person perceives or values oneself and how one assumes or thinks others see or values one.

**Emotional adjustment:** this is defined as how an individual comes to terms with his psychological needs in various circumstances in order to attain emotional equilibrium or balance.

**CHAPTER TWO**

**LITERATURE REVIEW**

This chapter is divided into two namely; theoretical and empirical review.

**Theoretical Review**

The following theories were reviewed in this study

The Psychodynamic models of emotional and behavioral disorders

Theory of Stress and Health (Kobasa 1979)

Self-evaluation maintenance theory (Tesser 1988)

Evaluation apprehension model

Ainsworth theory of attachment

Bowlby's theory of attachment

# The Psychodynamic models of emotional and behavioral disorders

## The psychodynamic model sees emotionally disturbed child or adolescent as one who cannot get satisfaction of his or her needs for safety, affection, acceptance, and self-esteem. He or she is unable intellectually to function efficiently, cannot adapt to reasonable requirements of social regulation and convention, or is so plagued with inner conflict, anxiety, and guilt that they are unable to perceive reality clearly or meet the ordinary demands of the environment in which they live (Blackham, 1967). Therefore for a child or adolescent to be able to adjust well emotionally he or she will not have to go through all these problems mentioned above by Blackham (1967), rather he or she will live a life opposite of the one mentioned above

## Psychoanalytic Theory

## Freud’s psychoanalytic theory according to Merydith (1999), posits that all humans are born with what is called the id. The id is like “the kid in us.” It represents the inner world of subjective experience and has no knowledge of objective reality. It is said to operate for pleasure and reduce tension and pain. The ego is differentiated out of the id and develops out of a need to temper the subjective view of the id with the objective world of reality. It is the part of the id that has been modified by the external world. The superego represents the moral standards imposed upon a child by society, which are enforced by parents and other societal agents. It has two aspects: the positive (ego ideal), which rewards, and the negative (conscience), which punishes. The superego strives towards perfection Merydith, (1999). In Fraud’s psychosexual stages of human development there are problems a child can have if the child have fixation at each stage of development and this problems can affect his/her adjustment to emotions. The stages are:

### Oral stage (birth to 2 years): fixation at this stage may lead to sarcasm, argumentativeness, greediness, acquisitiveness, over dependency.

1. Anal stage (2-4 years): fixation at this stage may lead to emotional outbursts such as rages and temper tantrums; compulsive orderliness and over controlled behavior.
2. Phallic stage (4-6 years): Problems with gender identification.
3. Genital stage (puberty to adulthood): Narcissism or extreme self-love (Hall, 1954; Hall & Lindzey, 1970).

According to Horney (1937) in Freud’s psychoanalytic theory as a child struggles with anxiety and the security issue, various behavioral strategies may be tried and eventually a character pattern will be adopted. Horney (1937) postulated three such character patterns: moving toward people, characterized by compliance, submissive behavior, and a need for love; moving against people, characterized by arrogance, hostility, and a need for power; and moving away from people, characterized by social avoidance, withdrawal, and a need for independence.

According to Horney (1937) [Erik Erikson](https://en.wikipedia.org/wiki/Erik_Erikson) viewed the ego not as an extension of the id, but as autonomous both in origin and function. The environmental and societal values are central to this new view of the ego, a view that resulted in “the addition of an entire social and cultural dimension to the concept of personality growth. According to Rezmierski & Kotre (1972) Erikson’s benefaction to the knowledge of disordered behavior centers around his concepts of crisis, and the importance of crisis resolution during critical periods of development. Erikson proposed stages of psychosocial development and the adjustment problems that a child can have during each stage and they are:

1. Infancy (Trust vs. mistrust): Mistrust of others
2. Ages 1-3 (Early childhood) Autonomy vs. shame and doubt: Doubt in oneself and mistrust in environment
3. Ages 3-5 (Play age) Initiative vs. guilt: Overdeveloped conscience which prevents independent action; excessive guilt
4. Ages 5-10 (School age) Industry vs. inferiority: Doubt in one's ability to perform adequately for society; feelings of inferiority and inadequacy
5. Adolescence Identity vs. identity confusion: Doubt about one's sexual, ethnic, or occupational identity. Erikson, E. H. (1968).

**Theory of Stress and Health (Kobasa 1979)**

Kobasa’s (1979) theory of stress and health explain emotional adjustment, in terms of the relationship between stress and health, proposing that some people posses what is called hardiness. Kobasa observed that in all of the literature on stress and health, certain people seemed more resistant to negative somatic responses to external stressors than others. This led to Kobasa’s conclusion that persons who experience high degrees of stress without falling ill have a personality structure differentiating them from persons who becomes sick under stress. For Kobasa (1979) hardiness is referred to as a single personality structure, hardiness is in reality a three-pronged phenomenon, when one is said to be hardy it means that the person is psychologically advantaged in three areas which are: control, commitment and challenge. A strong sense of control consist of a decision control or the ability to discern among alternatives when faced with stressors and cognitive control or cognitive powers of interpretation and appraisal, and coping skills or a set of techniques for successfully coping with a stressor Kobasa (1979). According to Kobasa an individual who lacks a sense of control is often nihilistic, powerless and low in motivation, a strong commitment means a commitment to self and to one’s own values, believes, and relationships. A person with a strong sense of challenge responds positively to stressors, he /she views them as an opportunity for change and knows how their environment can both aid in the facilitation or impediment of a resolution Kobasa (1979). An overarching hypothesis is that those individuals who lack in any of the above areas are more susceptible to physical illness and emotional distress than those who are developed fully in each area.

An examination of current student development theory and Kobasa’s (1979) model of hardiness fused together and created a new way of looking at student development and potentially predicting student emotional adjustment model which is defined as an application of student development theory that gunges the ability of a traditional age college student to confront and to cope emotionally with stressors and decisions related to the undergraduate experience (e.g orientation, residential living, graduation) depending on how developed they are cognitively, socially and in terms of identity. Conversely a student lacking in any of this area will have difficulty adjusting emotionally to the common stress adolescents experience and in turn the maladjusted student will encounter challenges in these areas (home sickness, roommate difficulties, changing their major career, confusion, fear of graduation). This is also applicable to the life of adolescents. Since adolescents and students experience are so diverse, adolescents and students’ emotional adjustment must be taken into consideration, the three basic aspects of students’ development are cognition, identity, and social adjustment. That is each element of Kobasa’s (1979) concept of hardness. The first element for consideration is cognition: a student or adolescent with well developed cognitive abilities ought to be able to make sound academic decisions to succeed scholastically and earn high grades in their courses. Such a student or adolescent will view academic challenges as rich and valuable means or opportunity for personal and intellectual growth.

According to Kobasa (1979) a student or adolescent with low cognitive abilities will surfer academically, might struggle with choosing a major and will likely harbor feelings of helplessness and frustration, because of such negative emotions the cognitively underdeveloped student or adolescent may also hesitate to seek out help with their academic endeavors. They might challenge their sense of self worth and they may be resistant to advice and help from their instructors. Identity is also central to the student emotional adjustment model, students with a strong sense of personal identity ought to be able to seek career counseling in a field that they find interesting to maintain integrity when faced with peer pressure and seek out clubs, organizations and activities that are important to them personally. A student with a well developed sense of self will not just know who they are but also be able to recognize and appreciate the diversity in those they encounter. Student with an undeveloped identity will struggle with peer pressure and will not be able to find extracurricular activities that they find engaging.

A student that is well adjusted socially will be invested in the campus culture, will fell a sense of school pride and will be concerned with social issues that impact the school and the student body as whole. They will perhaps be a leader among other students and who will genre respect and influence among their peers. A student with poor social adjustment will have trouble finding a niche on campus and will fell disengaged from the campus culture their felling of dissatisfaction have the potential of running high.

**Self evaluation maintenance theory**

Self-evaluation maintenance theory was developed by Tesser (1988). The theory addresses the discrepancies between two people in a relationship. Two people in a relationship each aim to keep themselves feeling good psychologically throughout a comparison process to the other person. Self-evaluation is defined as the way a person views him/herself. It is the continuous process of determining personal growth and progress, which can be raised or lowered by the behavior of a close other (a person that is psychologically close). People are more threatened by friends than strangers.

According to [Tesser](https://en.wikipedia.org/wiki/Abraham_Tesser) (1988) the self-evaluation maintenance model assumes two things: that a person will try to maintain or increase their own self-evaluation, and self-evaluation is influenced by relationships with others. That is to say that an adolescent can choose to maintain or increase his or her self evaluation and also an adolescents’ self evaluation can be influenced by his or her relationship with people around.

A person's self-evaluation (which is similar to [self-esteem](https://en.wikipedia.org/wiki/Self-esteem)) may be raised when a close other performs well.  [Tesser](https://en.wikipedia.org/wiki/Abraham_Tesser) (1988) for example, posits that if a sibling scores the winning goal in an important game, self-evaluation will increase because that person is sharing his/her success. The closer the psychological relationship the greater the success, the more a person will share in the success. [Tesser](https://en.wikipedia.org/wiki/Abraham_Tesser) (1988) considers this as the reflection process. When closeness and performance are high, self-evaluation is raised in the reflection process. If someone who is psychologically close performs well on a task that is irrelevant to a person's [self-definition](https://en.wikipedia.org/w/index.php?title=Self-definition&action=edit&redlink=1), that person is able to benefit by sharing in the success of the achievement.

At the same time the success of a close other can decrease someone's self-evaluation in the comparison process. This is because the success of a close other invites comparison on one's own capabilities, thereby directly affecting one's own self-evaluation ([Tesser](https://en.wikipedia.org/wiki/Abraham_Tesser) 1988). This is also strengthened by the closeness of the psychological relationship with the successful other. Using the same example, a sibling scores the winning goal in an important game the person is now comparing him/herself to the sibling's success and through comparison. When closeness (sibling) and performance (scored the winning goal) are high, self-evaluation is decreased in the comparison process.

In both the reflection and comparison processes, closeness and performance level are significant. If the closeness of another decreases, then a person is less likely to share the success and compare him/herself, which lessens the likelihood of decreasing self-evaluation. A person is more likely to compare him/herself to someone close to him/her, like a sibling or a best friend, than a stranger. There are different factors in which a person can assume closeness: family, friends, and people with similar characteristics. If an individual is not close to a particular person, then it makes sense that he/she will not share in their success or be threatened by their success. At the same time, if the person's performance is low, there is no reason to share the success and increase self-evaluation; there is also no reason to compare him/herself to the other person, decreasing self-evaluation. Because their performance is low, there is no reason it should raise or lower his/her self-evaluation. According to Tesser's (1988) theory, if a sibling did not do well in his/her game, then there is no reason the individual's self-evaluation will be affected.

Closeness and performance can either raise self-evaluation through reflection or lower self-evaluation through comparison. Relevance determines whether reflection or comparison will occur. There are many different dimensions that can be important to an individual's self-definition. A self-defining factor is any factor that is important to the personality of a person. For example, an ability or success in music may be important to one's self-definition, but at the same time, being good in math may not be as important. Relevance assumes that a particular factor that is important to an individual is also important to another person. Relevance can be as simple as a shared dimension which he/she considers important to his/her personality. If relevance is high, then one will engage in comparison, but if relevance is low, one will engage in reflection [Tesser](https://en.wikipedia.org/wiki/Abraham_Tesser) (1988). For example, if athletics is important to a person and that person considers athletics to be an important dimension of his/her self-definition, then when a sibling does well in athletics, the comparison process will take place and his/her self-evaluation will decrease. On the other hand, if athletics is not a dimension he/she uses for self-definition, the reflection process will take place and he/she will celebrate the sibling's success with the sibling; his/her self-evaluation will increase along with the sibling's because he/she is not threatened or challenged by the sibling's athletic capability.

Tesser (1988) suggests that people may do things to reduce the decrease in self-evaluation from comparison. One can spend less time with that particular individual, thereby reducing closeness or one can change their important self-definition and take up a new hobby or focus on a different self-defining activity, which reduces relevance. The third way of avoiding a decrease in self-evaluation through the comparison process is to affect another's performance (e.g. by hiding a sibling's favorite shoes, or believe that his/her performance was based on luck) or one can improve their own skills by practicing more. When the relevance is high, the comparison process is more important than the reflection process. When the relevance is high and the activity is high in self-defining importance, the other person poses a larger threat than when the relevance is low.

**Evaluation apprehension model**

The evaluation apprehension theory was proposed by Cottrell in 1972. He argued that people quickly learn that the social rewards and punishments (for example, in the form of approval and disapproval) that we receive from other people are based on their [evaluations](https://en.wikipedia.org/wiki/Evaluation) of us. On this basis, our [arousal](https://en.wikipedia.org/wiki/Arousal) may be modulated. In other words, performance will be enhanced or impaired only in the presence of persons who can approve or disapprove our actions.

He found that there was no [social facilitation](https://en.wikipedia.org/wiki/Social_facilitation) effect on three well-learned tasks performed by a participant when there were two other persons (part of the study) blindfolded and supposedly preparing for a perception study. The participants would perform the same as the participants who were to perform the three well-learned tasks alone. Dominant responses (sharper and quicker) were given mainly by participants who had to perform the three tasks in the presence of spectators who seemed interested and who were able to see the participant perform the tasks. The presence of evaluation apprehension can cause some people to act abnormally(Simons & Turner 1976). Therefore, individual behavior may be altered from the norm by increasing evaluation apprehension even if the rest of the context remains unchanged. According to Simons &Turner (1976) evaluation apprehension can change behavior both beneficially and detrimentally in laboratory and work settings*.*

According to Kim, Chiu, Peng, Cai, and Tov (2010) evaluation apprehension can affect the behavior of people differently depending on their culture and other factors. The research equally indicates that evaluation apprehension is a primary determinant of individual differences in the ability to make positive self-evaluations among [western](https://en.wikipedia.org/wiki/Western_culture) and [eastern](https://en.wikipedia.org/wiki/Eastern_culture) cultures.Western cultures tend to be more individualistic in nature and therefore the people of those cultures have an easier time making public, positive self-evaluations. The individualistic nature of those cultures encourages people who reside in them to make public, positive self-evaluations because of a lack of social/societal judgment when they do. Eastern cultures, on the other hand, tend to be more collectivistic in nature and therefore the people of those cultures are less likely to make public, positive self-evaluations than they are to make private self-evaluations. This may be due to evaluation apprehension. The collectivistic nature of those cultures discourages praising oneself, so such people are discouraged from public self-praise from fear of being evaluated negatively. Studies have revealed that when these people are in a more private setting where they do not have evaluation apprehension they are more likely to make positive self-evaluations *(*Kim, Chiu, Peng, Cai, & Tov, 2010)*.*

Although it is commonly believed that evaluation apprehension is largely detrimental, research demonstrates that evaluation apprehension can have both positive and negative effects on social interactions *(*Silverman, & Regula, 1968)*.* According to Silverman and Regula (1968) evaluation apprehension can be useful at times in spite of its tendency to create anxiety. At high levels, evaluation apprehension can inform people that the situation is important and that they should focus attention on whatever stressor is causing the heightened levels of evaluation apprehension. Thus, evaluation apprehension leads to an amplified level of attention that is both beneficial and detrimental.

Research indicates that a person is less easily distracted when they have a heightened level of evaluation apprehension and can therefore be more easily persuaded. Eliminating such distraction creates a higher level of understanding of the presented argument. At the same time, this heightened level of attention can create anxiety(Cottrell, Wack, Sekerak, Rittle & Robert1968)*.*

**Attachment theory**

[Waters, Corcoran and Anafarta (2005](https://en.wikipedia.org/wiki/Attachment_theory#CITEREFWatersCorcoranAnafarta2005)) in attachment theory posits that a psychological model that attempts to describe the dynamics of long-term and short-term [interpersonal relationships](https://en.wikipedia.org/wiki/Interpersonal_relationship) between humans is attachment. Therefore, for them attachment theory is not formulated as a general theory of relationships, it addresses only a specific facet, that is how human beings respond within relationships when hurt, separated from loved ones, or perceiving a threat.

Accordingto [Waters, Corcoran and Anafarta (2005](https://en.wikipedia.org/wiki/Attachment_theory#CITEREFWatersCorcoranAnafarta2005)) all infants become attached if provided any caregiver, but there are individual differences in the quality of the relationships. Infants’ attachment as a motivational and behavioral system directs the child to seek proximity with a familiar caregiver when they are alarmed, with the expectation that they will receive protection and emotional support.

According to Bowlby's attachment theory, attachment is a psychological connectedness that occurs between humans and lasts for a long period of time. To Bowlby attachment is what keeps a baby connected to his mother, considering the needs of the child that can only be satisfied by his parent (Sarah 2012).

Bowlby’s evolutionary [theory of attachment suggests](https://www.simplypsychology.org/attachment.html) that children come into the world biologically pre-programmed to form attachments with others, because this will help them to survive. Bowlby was very much influenced by ethological theory in general, but especially by [Lorenz’s (1935) study of imprinting](https://www.simplypsychology.org/attachment.html#lorenz).  Lorenz showed that attachment was innate (in young ducklings) and therefore has a survival value. According to Landa and Duschinsky (2013) [Bowlby](https://en.wikipedia.org/wiki/John_Bowlby) believed that the tendency for primate infants to develop attachments to familiar caregivers was the result of evolutionary pressures, since attachment behavior would facilitate the infant's survival in the face of dangers such as predation or exposure to the elements.

The most important principle of attachment theory is that an infant needs to develop a relationship with at least one [primary caregiver](https://en.wikipedia.org/wiki/Primary_caregiver) for the child's successful social and emotional development, and in particular for learning how to effectively regulate their feelings. Fathers or any other individuals are equally likely to become principal attachment figures if they provide most of the child care and related social interaction *(*Holmes, 1993).

Bowlby sought to develop a theory which would support and explain his results. He felt that existing theories on attachment from psychoanalytic and behavioral fields were detached from reality and not up to date, thus he began reading into and corresponding with current researchers in the fields of biology and ethology. One study which was particularly influential on attachment theory was conducted by Harlow and Zimmerman in 1959. In the study, monkeys were separated from their mothers and put into cages with “surrogate mothers”. One “mother” was made out of wire with an attached bottle, while the other was coated with cloth. The study’s results showed that monkeys chose the cloth mother over the wire mother, even though she did not offer food. These results stand in contrast to classic approaches to attachment which believed that the goal of attachment was the fulfillment of needs, particularly feeding. Bowlby developed his theory on the basis of these results, claiming attachment to be an intrinsic need for an emotional bond with one’s mother, extending beyond the need to be fed. He believed this to be an evolved need, where a strong emotional bond with one’s mother increases chances of survival.

Bowlby believed that children have an innate need to develop a close relationship with one main figure, usually the mother. When this does not occur, it has negative consequences on development, causing a decline in intelligence, depression, aggression, delinquency, and affectionless psychopathy that is a situation in which one is not concerned about the feelings of others (Bowlby, 1998).

Bowlby (1969, 1988) also postulated that the fear of strangers represents an important survival mechanism, built in by nature.  Babies are born with the tendency to display certain innate behaviors (called social releasers) which help ensure proximity and contact with the mother or attachment figure for example: crying, smiling, crawling, etc. During the evolution of the human species, it would have been the babies who stayed close to their mothers that would have survived to have children of their own.  Bowlby hypothesized that both infants and mothers have evolved a biological need to stay in contact with each other. Bowlby (1951) claimed that mothering is almost useless if delayed until after two and a half to three years and, for most children, if delayed till after 12 months, that is there is a critical period.

If the attachment figure is broken or disrupted during the critical two year period the child will suffer irreversible long-term consequences of this maternal deprivation.  This risk continues until the age of five. Bowlby used the term maternal deprivation to refer to the separation or loss of the mother as well as failure to develop an attachment.

According to Bowlby (1951) the underlying assumption of maternaldeprivationhypothesis is that continual disruption of the attachment between infant and primary caregiver (i.e. mother) could result in long term cognitive, social, and emotional difficulties for that infant. The long term consequences of maternal deprivation might include the following: delinquency, reduced intelligence, increased aggression, depression, and affectionless psychopathy. Affectionless psychopathy is an inability to show affection or concern for others.  Such individuals act on impulse with little regard for the consequences of their actions.

**Ainsworth Theory of Attachment**

Indeed, one of the primary paradigms in attachment theory is that of the security of an individual’s attachment (Ainsworth & Bell, 1970). The security of attachment in one- to two-year-olds were investigated using the 'strange situation' procedure, in order to determine the nature of attachment behaviors and styles of attachment.Ainsworth developed an experimental procedure in order to observe the variety of attachment forms exhibited between mothers and infants. The procedure, known as the ‘Strange Situation*’*, was conducted by observing the behavior of the infant in a series of eight episodes lasting approximately 3 minutes each: **For example, i**nsecure avoidant children do not orientate to their attachment figure while investigating the environment. They are very independent of the attachment figure both physically and emotionally (Behrens, Hesse, & Main, 2007). They do not seek contact with the attachment figure when distressed. Such children are likely to have a caregiver who is insensitive and rejecting of their needs (Ainsworth, 1979). The attachment figure may withdraw from helping during difficult tasks (Stevenson-Hinde, & Verschueren 2002) and is often unavailable during times of emotional distress.

**Empirical Review**

**Attachment Styles and Emotional Adjustment**

Cooper, Collines and Shaver (1998) examined attachment style differences in psychological symptomatology self-concept. Problem behavior were examined in a community sample (N=1,989) of black and white adolescents, 13-19 years old. Overall, secure adolescents were the best-adjusted group, though not necessarily the least likely to engage in risky behaviors. Anxious adolescents were the worst-adjusted group, reporting the poorest self-concepts and the highest levels of symptomatology and risk behaviors. In contrast, avoidant adolescents reported generally high levels of symptomatology and poor self-concepts but similar levels of risk behaviors to those found among secures. Mediation analyses suggested that the observed differences in problem behaviors were at least partially accounted for by the differential experience of distress symptoms (primarily hostility and depression) and by social competence. Finally, patterns of attachment effects were similar across age, gender, and racial groups, with some important exceptions.

Phillips (2007) looked at attachment styles and transitioning into college. The study consisted of 60 participants, 8 males and 52 females. All of the participants attended St. John Fisher College at the freshman level. They volunteered for the study to receive credit for an introductory psychology class. Based on past findings that individuals with secure attachment styles had lower anxiety levels (Engels, Finkenauer, Meeus, & Dekovic, 2001); it was hypothesized that secure individuals would have lower interaction anxiety. Results from a between subjects ANOVA revealed that the hypothesis was supported.

Mario and Israel (1995) focused on the attachment styles and repressive defensiveness: The accessibility and architecture of affective memories. In the study one hundred and twenty Israeli students were classified into secure, avoidant, and anxious-ambivalent attachment groups. Participants completed scales that tap the construct of repressive defensiveness and recalled early personal experiences of anger, anxiety, sadness, and happiness. Secure people reported moderate defensiveness and low anxiety and had easy access to negative memories without being overwhelmed by the spreading of the dominant emotional tone to non-dominant emotions. Anxious ambivalent people were unable to repress negative affects reported high anxiety, had easy access to negative memories, and could not inhibit emotional spreading. Avoidant people reported high levels of defensiveness and anxiety and showed low accessibility to negative memories. The discussion emphasizes the parallel between a person's interaction with the social world and the makeup of his or her inner world.

Rutger, Catrin, Wim, and Maja (2001) focused on parental attachment and adolescents' emotional adjustment: the associations with social skills and relational competence. According to the researchers young people learn from their interactions with their parents how to initiate and maintain satisfying and warm friendships. Attachment with parents thereby plays an important role in adolescents' social and emotional adjustment. The model tested in this study proposes that the relation between parental attachment and emotional adjustment is mediated by social skills and relational competence. Structural equation modeling was used to estimate the models and paths between concepts using data from a sample of 412, 12–18-year-olds. In the 12–14-year-old age group, no effects of parental attachment on social skills and relational competence were displayed. However, in the 15–18-year-old age group, parental attachment was moderately related to social skills, which, in turn, affected middle adolescents' competence in friendships and romantic relationships. Parental attachment and relational competence were significant predictors of adolescents' emotional adjustment in both age groups.

Lapsley, Rice, and FitzGerald (1990) examined the concurrent relationship between late adolescent attachment to parents and peers and two broad indices of adolescent adaptation-personal and social identity and adjustment to college. Participants included 130 college freshmen and 123 upperclassmen. Although freshmen were disadvantaged relative to upperclassmen with respect to social and personal-emotional adjustment, there were no group differences on the attachment measures, on the measures of academic adjustment and goal commitment, and on the measure of social identity. Freshmen scored higher on personal identity than did upperclassmen. Women reported less alienation from peers, had more trust and better communication with peers, and had higher scores on personal and social identity than men. The attachment variables were significant predictors of personal and social identity. Pervasive relations were also found between attachment and adjustment to college, particularly for the upperclassmen sample.

**Self-Evaluation and Emotional Adjustment**

Sharma andAgarwala (2013) focused on the contribution of self-esteem and collective self-esteem in predicting depression. This research was conducted with the purpose to examine the relationship among self-esteem, collective self-esteem and depression. Another objective was to study the contribution of self-esteem and collective self-esteem in predicting depression. The study used 200 subjects in the age range of 17-23 years, selected from Agra city. Results of the research showed that there was significant positive relationship between self-esteem and collective self-esteem, significant negative relationship between self-esteem and depression. It was also found that collective self-esteem was a significant predictor of depression. This research implies that an optimum level of self-esteem and high collective self-esteem not only prevents depression but also enhances the positive aspects of personality.

Fendos (2016) focused on the core self-evaluation as related to job and relationship satisfaction. College is a double-edged sword in that it is often seen as a time of newfound freedom and fun, but also described as a core source of stress. Considerable research suggests that one’s tolerance to stress is directly related to personality factors that determine general life satisfaction. However, evidence suggests core self-evaluation, a personality factor consisting of self-esteem, self-efficacy, locus of control, and emotional stability, is linked to not just general life satisfaction, but specific types of life satisfaction, such as one’s job. This study utilizes a survey to examine the relationship between core self-evaluation and college satisfaction, relationship satisfaction, and coping skills among 161 college students. result showed statistical significance between all three relationships -core self-evaluation being positively related to job and relationship satisfaction and coping skills –and discuss the possible reasons behind why. These findings not only help to shed light on a new personality variable that can determine satisfaction, but also offer insight into how internal factors can manifest in one’s everyday life.

Baldwin (1976) examined the locus of evaluation and adjustment to experimentally induced failure and success among disabled adolescents. Forty-eight adolescents with a physical, intellectual or emotional disability participated in this study, while enrolled in a work adjustment program. A variable designated as "locus of evaluation" was hypothesized to have a significant effect upon how subjects regarded themselves and how experimentally induced success or failure feedback might change this level of regard. The experimental procedure, designed as an analogue to the psychological stress of a disabling condition, involved simulated feedback regarding one's competence relative to an immediate social reference group. Subjects who utilized a locus of evaluation based upon social acceptance and social status were hypothesized to show greater sensitivity to experimentally induced feedback and less self-regard than subjects who less frequently endorsed such locus of evaluation statements. The hypotheses were partially confirmed. Subjects who utilized standards based upon social acceptance and social status (1) revealed lower self-regard, (2) did not consistently raise or lower self-regard after experimentally induced success or failure feedback, (3) revealed a greater shift in self-regard, in either a positive or negative direction after such feedback, compared to subjects who endorsed extrinsically phrased locus of evaluation statements less frequently.

Stroud, Olguin, and Marley (2016) focused on the relationship between counseling students' negative childhood memories of receiving corrective feedback and current negative self-evaluations when receiving similar feedback in counselor education programs. Hierarchical multiple regression results indicated that counseling students' negative childhood memories were associated with their current negative self-evaluations when receiving corrective feedback.

**Summary of Literature Review**

Six theories were reviewed in this present study. The Psychodynamic models of emotional and behavioral disorders; theory of Stress and Health; Self-evaluation maintenance theory; Evaluation apprehension model; Bowlby’s attachment theory and Ainsworth attachment theory.The psychodynamic model sees the emotionally disturbed child or adolescent as someone who can’t get satisfaction of his or her needs for safety, affection, acceptance, and self-esteem. The psychodynamic model stated some of the problems an adolescent can pass through if the adolescent is not well adjusted emotionally implying that there is need for proper emotional adjustment which is supposed to start from birth. Kobasa’s (1979) theory of stress and health explain emotional adjustment, in terms of the relationship between stress and health proposing that some people posses what is called hardiness. Self evaluation theory talks about the way an adolescent views him/her self at a point in time, meaning that if he/she evaluates him/herself poorly then the emotional adjustment will also be poor. Attachment style looks at the way the adolescent relates with his/her caregiver from birth. When a child is securely attached it means the child can handle scary situations and still be able to adjust well emotionally. When an adolescent have good emotional adjustment it goes a long way to help the adolescent in life in relating well with his/her environment and reduces the rate of deviant behaviour among adolescent.

Even with all these research and findings there are still cases of poor performance in school and deviant behaviours among adolescents, therefore this study is particularly interested in finding out the main cause of emotional adjustment among adolescents.

After the empirical review of the previous findings this study is focused on filling a gap. The study aim at discovering the main cause of emotional adjustment and also procure a solution on how it could be handled among adolescents.

**HYPOTHESIS**

1. Attachment style would not significantly predict emotional adjustment among adolescents
2. Self evaluation would not significantly predict emotional adjustment among adolescents

**CHAPTER THREE**

**Method**

**Participants**

Two hundred (200) senior secondary school students participated in the study, and all were in class two (ss2) The participants comprised of one-fifty (150)females and fifty(50)males drawn from senior secondary school. The participants were gotten from two different schools which are: Government secondary school Enugu, and Holy rosary college Enugu. Participant’s ages ranged from 14 years to 19 years with a mean age of 16.05 and standard deviation of 1.17 Participants were sampled using simple random sampling technique. Information about participant’s demographics such as age, ethnic group and religion were obtained using the questionnaire. Concerning their religion One(1) is Muslim, three(3)are unidentified, and one hundred and ninety-six(196) are Christians. Concerning their ethnic groups seven (7) are unidentified, Hausa one(1),Yoruba one(1), Efik two(2) and Igbo (193).

**Instruments**

Three instruments were used for the study. They include; Attachment Style Classification Questionnaire (Finzi, Har-Even, Weizman, Tyano, & Shnit 1996),Core Self Evaluation Scale (CSES) (Judge, Erez, Bono & Thoresen 2003), and Emotional Adjustment Scale (Santrock and Warshak,1979).

**Attachment Style Classification Questionnaire (Finzi**, **Har-Even, Weizman, Tyano, & Shnit** **1996)**

Attachment style classification questionnaire developed by (Finzi et al., 1996) is a questionnaire adapted from children Hazan and Shaver's (1987) questionnaire for the classification of attachment styles in adults. The questionnaire contains 15 items, divided into three factors, which taped the Ainsworth’s three attachment patterns: secure (e.g. “I usually believe that others who are close to me will not leave me”), anxious/ambivalent (e.g. “I’m sometimes afraid that no one really loves me”), and avoidant (e.g. “I find it uncomfortable and get annoyed when someone tries to get too close to me”). Adolescents were asked to read each item and to rate the extent to which the item described themselves on a 5-point scale, with scores ranging from 1 (not at all) to 5 (very much). In the sample, described under “Population Used to Develop Measure,” internal consistency for the scales ranged from .69-.81. Two-week test-retest reliability was reported as .87-.95. In another study that included an Israeli sample of 98 adolescents/children with learning disorders and 107 developing children, Al-Yagon and Mikulincer (2004) reported internal consistencies ranging from .64-.73 for the 3 factors. The reliability coefficient for the present study is .80 indicating that the instrument is highly reliable.

**Core Self Evaluation Scale (CSES) (Judge, Erez, Bono & Thoresen 2003)**

The Core Self Evaluation Scale was developed by Judge, Erez, Bono and Thoresen (2003).The development is formed bymost obvious concern in identifying people who have these positive core self-evaluations. Fortunately, Judge et al. (2003) have developed and validated a 12-item measure of core self-evaluations called the Core Self-Evaluation Scale (CSES). The items address the components of generalized self-efficacy, self-esteem, emotional stability, and internal locus of control in a wholistic, integrated manner. Additional research has further supported the construct validity and predictive utility of the scale when compared with the original measures of the four sub-traits (Gardner & Pierce, 2010). The 12-item measure of core self evaluation is measured on five point response scale of 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree. Sample item includes **“I** am confident I get the success I deserve in life**”, “1** determine what will happen in my life”, When **I** try, I generally succeed” etc. Of the 12 items, six were positively-worded and six were negatively-worded (reverse-scored). As reported by the developers, across six measurements, coefficient alpha reliability estimates were above .80 with an average reliability of .84. For the present study, the researcher subjected the instrument to item analysis to confirm its reliability. Result of the item analysis yielded a cronbach’s alpha coefficient of .77; indicating that the instrument is reliable. For the present study, the reliability coefficient was shown to be .67.

**Emotional Adjustment Scale**

Emotional adjustment was measured using child adjustment scalewhichwasdeveloped bySantrock and Warshak, (1979) is a 33-item measure of adolescent/children’s socio-emotional adjustment that utilizes a 5-point response scale. The measure includes four scales: Peer Relations, Work Habits, Emotional Health, and Compliance. Internal consistency reliability of the instrument showed that Peer = .76; Work Habits = .79, Emotional Health = .66, and Compliance = .80. Response options includes; 1 *=* hardly ever,2 = not usually,3 *=* in-between,4 *=* usually,5 *=* almost always. For the present study, the 33 items yielded a cronbach’s alpha reliability coefficient of .60, indicating that the instrument is reliable.

**Procedure**

The researcher approached the students in their various classes with the permission of the principals of the schools. the questioners where shared by the researcher alone. The researcher was able to make herself friendly with the participants and they where assured that the exercise was strictly for academic purposes and that the information they released will be treated confidentially. The questionnaires were collected back from the participants after they were filled. Two hundred (200) questionnaires were distributed. At the end of administering the questionnaires, two hundred (200) questionnaires were returned. The returned questionnaires were cross checked after they were collected back from the participants. After cross checking the questionnaires, only one hundred and ninety-nine (199) questionnaires were found to be properly filled and were used for data analysis.

**Design/Statistics**

The design is a cross-sectional design. Analysis of data was done using hierarchical Multiple Regression. Statistical Package for the social science (SPSS) version 20 was employed for data analysis.

The reason why cross-sectional design was used is that it can compare different population groups at a single point in time, so it allows researchers to compare many different variables at the same time.

**CHAPTER FOUR**

**RESULT**

The data collected from respondents were analyzed by computing the means, standard deviations and correlations among study variables. Then to test the hypothesis Hierarchical multiple regression was conducted in which emotional adjustment was the dependent variable. The variables were entered into the equation in steps. In the first step of the equation, demographic variables (gender, age, religion, ethnic group and locality) were entered in order to control for the likely impact they may have on emotional adjustment of adolescents. Attachment style was entered in step 2 of the equation, dimensions of attachment style was entered in the 3 step while the second independent variable which is Self-evaluation was entered in step 4 of the equation all in a bid to test the extent to which they serve as determinants of emotional adjustment among adolescents.

**Table 1: Means, standard deviations, and correlations among the study variables**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Variable** | **M** | **SD** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** |
| **1** | **Emotional Adjustment** | 92.62 | 10.81 | - | .04 | -.20\*\* | -.04 | .06 | -.13\* | .19\*\* | .12\* | -.01 | .22\*\*\* | .14\* |
| **2** | **Gender** | 1.75 | .44 |  |  | -.28 | .04 | -.13\* | -.12\* | .03 | .08 | .04 | -.07 | .04 |
| **3** | **Age** | 15.88 | 1.10 |  |  |  | -.06 | .03 | .17\*\* | -.04 | -.09 | -.13\* | .14\* | .06 |
| **4** | **Religion** | 1.01 | .07 |  |  |  |  | .41 | -.03 | -.05 | -.01 | -.03 | -.06 | .04 |
| **5** | **Ethnic Group** | 1.05 | .34 |  |  |  |  |  | .06 | -.11\* | -.10 | -.05 | -.45 | -.02 |
| **6** | **Locality** | 1.17 | .37 |  |  |  |  |  |  | -.08 | -.16\*\* | -.05 | .08 | -.08 |
| **7** | **Attachment Style** | 47.65 | 6.21 |  |  |  |  |  |  |  | .58\*\*\* | .69\*\*\* | .55\*\*\* | .38\*\*\* |
| **8** | **Secure** | 25.57 | 3.78 |  |  |  |  |  |  |  |  | .16\*\* | -.19\*\* | .30\*\*\* |
| **9** | **Anxious** | 8.33 | 3.03 |  |  |  |  |  |  |  |  |  | .17\*\* | .25\*\* |
| **10** | **Avoidant** | 13.76 | 3.58 |  |  |  |  |  |  |  |  |  | - | .14\* |
| **11** | **Self- Evaluation** | 41.19 | 6.74 |  |  |  |  |  |  |  |  |  |  | - |

*Note: \*\*P< .01; \*P< .05*

Result of correlation indicated that among demographic variables only age (r = -.20, p <.01) and locality (r = -.13, p <.05) were negatively significantly related to emotional adjustment among adolescents; while gender (r = .05, p > .05), religion (r = .04, p > .05), and ethnic group (r = -.01, p > .05), had non-significant relationship with emotional adjustment among adolescents. For main variables attachment style (r = .19, p < .01), secure attachment style (r = .12, p < .05), avoidant attachment style (r = .22, p < .001), and self-evaluation (r = .14, p < .05) all had significant positive relationship with emotional adjustment among adolescents. But anxious dimensions of attachment style (r = .03, p > .05) was not significantly related to emotional adjustment among adolescent. Gender had significant relationship with ethnic group (r = -.13, p < .05), and locality (r = -.12, p < .05). Age had significant relationship with locality (r = .17, p < .01) anxiousness (r = -.13, p < .05), and avoidant (r = .14, p < .05). Ethnic group was negatively significantly related to attachment style (r = -.11, p < .05). Locality was only significantly related to secure (r = -.16, p < .01). Attachment style had significant relationship with secure (r = .58, p < .001), anxious (r = .69, p < .001), avoidant (r = .55, p < .001), and self evaluation (r = .38, p < .001). Secure dimension of attachment style was significantly related to anxious (r = .16, p < .01), avoidant (r = -.19, p < .01), and self-evaluation (r = .30, p < .001). Anxious dimension of attachment style was significantly related to avoidant (r = .17, p < .01), and self-evaluation (r = .25, p < .01). Avoidant dimension of attachment style was significantly related to self-evaluation (r = .14, p < .05).

**Table 2: Hierarchical multiple regression predicting emotional adjustment from attachment styles (as well as dimensions), and self-evaluation**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **R** | **R2** | **R2Δ** | **B** | **Beta(β)** | **T** |
| **Step 1** | .25\* | .06\* | .062\* |  |  |  |
| Gender |  |  |  | -.21 | -.01 | -.12 |
| Age |  |  |  | -1.86 | -.19\*\* | -2.58 |
| Religion |  |  |  | -15.05 | -.10 | -1.28 |
| Ethnic Group |  |  |  | 3.70 | .12 | 1.49 |
| Locality |  |  |  | -3.18 | -.11 | -1.54 |
|  |  |  |  |  |  |  |
| **Step 2** | .30\*\* | .09\*\* | .028\*\* |  |  |  |
| Attachment Styles |  |  |  | .29 | .17\*\* | 2.45 |
|  |  |  |  |  |  |  |
| **Step 3** | .27 | .07 | .010 |  |  |  |
| Secure |  |  |  | .29 | .17 | 1.37 |
| Anxious |  |  |  | -.31 | -.09 | -.86 |
| Avoidant |  |  |  | -.36 | -.12 | -1.32 |
|  |  |  |  |  |  |  |
| **Step 4** | .28 | .08 | .007 |  |  |  |
| Self-evaluation |  |  |  | .14 | .09 | 1.17 |

*Note: \*\*\*P< .001; \*\*P< .01; \*P< .05*

Demographic variables (gender, age, religion, ethnic group and locality) were entered in step 1 of the equation. Result regression result showed that the demographic variables accounted for 25% significant variance as predictors of emotional adjustment among adolescents (*R* = .25, *p<* .05). Although, among the demographic variables only age (β = -.19, *p<* .01) made statistically significant contribution in predicting emotional adjustment among adolescents. Hierarchical multiple regression analysis showed that attachment styles entered in step two of the equation accounted for 28% significant variance as a predictor of emotional adjustment among adolescents (∆*R*2 = .28, *p<* .01). Hence, it made statistically significant positive contribution in predicting emotional adjustment among adolescents (β = .17, *p<* .01). This finding implies that the more an adolescent enjoy better attachment style, the more emotionally adjusted the adolescent becomes. But the inclusion of the dimensions of attachment style accounted for .10% non-significant variance in predicting emotional adjustment among adolescents (∆*R*2 = .010, *p*> .05). The dimensions made no statistically significant contribution in predicting emotional adjustment among adolescents.Self-evaluation was entered in step 4 of the equation, and it accounted for 1% non-significant variance in predicting emotional adjustment among adolescents (∆*R*2 = .007, *p*> .05), making a statistically non-significant positive contributions in predicting emotional adjustment among adolescents (β = .09, *p*> .05).

**Summary of Finding**

1. Correlation result indicated that adolescents’ emotional adjustment was only significantly related to age and locality.
2. The demographic variables accounted for 25% significant variance as predictors of emotional adjustment among adolescents.
3. Among the demographic variables only age made statistically significant contribution in predicting emotional adjustment among adolescents.
4. Attachment style was a significant predictor of emotional adjustment among adolescents.
5. The dimensions of attachment style were not significant predictors of emotional adjustment among adolescents.
6. Self-evaluation was not a significant predictor of emotional adjustment among adolescents.

**CHAPTER FIVE**

**Discussion**

This study investigated attachment style and self evaluation as predictors of emotional adjustment among adolescents. The result of the study showed that attachment style was a significant predictor of emotional adjustment among adolescents. This finding did not support the first hypothesis that attachment style would not significantly predict emotional adjustment among adolescents. The finding implies that adolescents, who had a proper attachment from birth would be better able to adjust well emotionally. That is if an adolescent is able to have a good relationship with his/her parents or caregiver from birth the adolescent will grow with such sense of relationship which will go a long way in affecting the way such a person will be relating with others as well as affecting the persons’ performance in school and or reducing the rate of deviant behaviour. Also for an adolescent who is properly attached to parents or caregiver from birth he/she will have a good interpersonal and well balanced relationship with people even beyond the immediate nuclear family. The finding is in agreement with relatively recent empirical research finding by researchers (Rutger, Catrin, Wim, & Maja 2001) which showed that young people learn from their interactions with their parents how to initiate and maintain satisfying and warm friendship, parents thereby play an important role in adolescents social and emotional adjustment attachment and relational competence were significant predictors of emotional adjustment. The finding is equally consistent with the finding of Holmes (1993), that the most important principle of attachment theory is that an infant needs to develop a relationship with at least one primary caregiver for the child’s successful social and emotional development and in particular for learning how to effectively regulate their feelings.

The finding also supports Bowlby’s contribution to attachment theory of 1998, that attachment is an intrinsic need for an emotional bond with one’s mother, which goes beyond the need to be feed, he believed this to be an evolved need where a strong emotional bond with one’s mother increases chances of survival. That children have an innate need to develop a close relationship with one main figure usually the mother. Children who lack this develop negative consequences of emotional adjustment such as decline in intelligence, depression, aggression, delinquency and affectionless psychopathy that is a situation in which one is not concerned about the feelings of others. If an adolescent is improperly attached to parents or caregiver he/she tends not to be well adjusted and may not find it easy psychologically in relating with people including those from the nuclear family. Therefore the importance of proper attachment between parents or caregiver and adolescents cannot be over emphasized, because it has great effect in the life of an adolescent and once the life of an adolescent is affected either positively or negatively it also affects the society at large.

The finding of the study indicated that self evaluation did not significantly predict emotional adjustment of adolescents. Hence, the second hypothesis that self evaluation would not significantly predict emotional adjustment among adolescents was confirmed. This finding imply that self evaluation is not solely a determinant of emotional adjustment among adolescents although it might have an effect on the performance and behaviour of an adolescent. This finding is inconsistent with extant empirical research finding of Fendos (2016) that there is a statistical significance of core self-evaluation being positively related to coping skills.

The present finding did not support self evaluation maintenance theory (Tesser 1988) indicating that people will try to maintain or increase their own self-evaluation, and self-evaluation is influenced by relationships with others. That is to say that an adolescent can choose to maintain or increase his or her self evaluation and also an adolescents self evaluation can be influenced by his or her relationship with others.

**Implications of the study**

The findings of this research have practical implications. Attachment style is a significant predictor of emotional adjustment among adolescents. This implies that adolescents who had a proper attachment from infancy will be able to have a good relationship with peers even when the person is faced with stressful situations he/she will be able to handle such situation also in the performance of the person in school he/she will be able to perform well. Therefore, looking at an adolescent who had a good relationship with parents or caregiver one can say such an adolescent is a wholesome person, because the attachment goes a very long way in determining the emotional adjustment of the person and secures the person from some vulnerable situations. But for an adolescent who did not have this attachment with caregiver or parents, such a person tends to have issues in life from his or her relationship with people to the persons performance in school also such a person will grow to be a deviant in the society.

Self evaluation did not significantly predict emotional adjustment. The present empirical study have shown that self evaluation dose not have much to do with the emotional adjustment of adolescents. Therefore the present study beckons on teachers, the entire society and most especially parents who are still at the age of giving birth to take note to see self evaluation as something that can affect the behaviour of an adolescent but dose not affect his/her adjustment to emotions. However this study will serve as empirical review for future researchers. **Limitation of the Study**

One major factor that affected this study was the inability of the researcher to extend this study to schools outside Enugu. Only students in the secondary schools in Enugu precisely two schools participated in the study. Hence, no comparison was made between the students of these secondary schools and other secondary schools that are outside Enugu. The opinion of adolescents who do not live within Enugu was not considered in the study.

This probably accounted for insignificance of self evaluation in predicting emotional adjustment. The participants might be of a particular single character in responding to questionnaires. the study was unable to provide reasons why self evaluation was insignificant. More so, the researcher experienced difficulty in convincing the principals of some schools to allow the students to participate in the study.

**Suggestions for Further Research**

Based on the outcome of this study, future researchers should carry out similar studies in a variety of cultures in Nigeria and in different school settings to determine the validity of the outcome of the study. The researcher should also increase the sample size. In line with this, adequate attention should be paid to the level of self evaluation of adolescents to see if they could have predictions. Researchers should embark on longitudinal studies in order to establish causal relationships.

Furthermore, in assessing adolescents emotional adjustment, effort should be made

in investigating the moderating or mediating roles of variables such as the person

the adolescent is living with that is parents or relatives, family background, number

of siblings, his/her position in the family, personality. In addition, it is suggested

that further research may involve other independent variables like age, gender, and

ethnic group.

**Summary and Conclusion**

This study looks at the influence of attachment style and self evaluation on the emotional adjustment of adolescents. Previous researches showed that the relationship of parents and caregiver with adolescents have a great deal in the life of adolescents. When an adolescent have a good relationship which starts from infant it sharpens the life of such adolescent which goes a long way, from the way such adolescent sees and takes life to the way he/she relates with the environment and the people around him/her also the occurrence of deviant behaviour reduces. As postulated, lifestyle causes of emotional adjustment are: moving towards people which is characterized by compliance, submissive behaviour, and a need for love; moving against people which is characterized by arrogance, hostility, and a need for power; and moving away from people which is characterized by social avoidance, withdrawal, and a need for independence.

Holmes (1993) reported that adolescents who had a proper attachment grows to have a successful social and emotional development they also learns how to effectively regulate their feelings. This is proven by the finding of the present study. Although self evaluation ordinarily seems a factor that should affect emotional adjustment of adolescents; the present study indicated that some adolescents see self evaluation as a normal factor that one should have but not something that can determine the way they adjust to emotions. It is suggested that parents, caregivers and teachers who are interested in looking into how an adolescent adjusts to situations should first check what his/her attachment pattern looks like starting from infancy to the present stage of life.

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**Appendix A**

**Consent to Participate in Research:**

Good day,

My name is Kenechukwu Ozioma C., a 400 Level student of Godfrey Okoye University. I am conducting a research on attachment style and self evaluation as predictors of emotional adjustment among adolescents.

*How much time will this take?*

This study will take about twenty minutes of your time.

*What will I be asked to do if I agree to participate in this study?*

If you agree to be in this study, you will be asked to complete a questionnaire with information about personality and sexual risk behaviour.

*What are the risks involved in participating in this study?*

Being in this study involves minimal risks of spending some of your time completing the questionnaire.

*What are the benefits of my participation in this study?*

Your participation in this study may contribute to the understanding of personality as predictors of sexual risk behavior

*Can I decide not to participate? If so, are there other options?*

Yes, you can choose not to participate. There will be no negative consequence if you decide not to participate or change your mind later.

*How will the confidentiality of the research records be protected?*

The records of this study will be kept confidential. In any report we may publish, we will not include any information that will identify you. Research records will be stored securely and only the researchers will have access to the records that identify you by name. Some people may review our records in order to make sure we are doing what we are supposed to. For example, the Godfrey Okoye University Institutional Research Board and the Faculty of Management and Social Sciences Ethics Board, may review your information. If they look at our records, they will keep your information confidential.

*Whom can I contact for more information?*

If you have questions about this study, please contact Prof. Mary Gloria Njoku at 0806 561 3687. If you have question about your rights as a research participant, you may contact, Godfrey Okoye University’s Director of Research.

Statement of Consent:

I have read the above information. I have all my questions answered (check one)

I consent to be in this study. **I DO NOT** consent to be in this study

Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix B**

**Emotional Adjustment Scale**

Department of Soc/Psychology

Faculty of Manag. and Social Sciences

Godfrey Okoye University,

Enugu.

**Dear Respondent,**

The researcher is a student of the above mentioned institution/department. She is undertaking a research as part of her project for the award of B. Sc Psychology. The research is purely an academic exercise. Please kindly respond to the questionnaire as **truthfully** and **sincerely** as possible by **ticking the appropriate box** of your choice. There is no right or wrong answer. Your response will be treated with utmost confidentiality.

Thank you for your participation.

Yours sincerely,

Kenechukwu Ozioma

**SECTION A**

**Please Give the Needed Information about Yourself, by ticking the appropriate box or filling the blank spaces.**

1. Gender: Male ( ) Female ( ) 2. Age: \_\_\_\_ 3. Class\_\_\_\_\_6. Religion\_\_\_\_\_\_\_\_\_\_\_\_ 7. Ethnic group\_\_\_\_\_\_\_\_\_\_\_\_\_ 8. Locality: Urban ( ), Rural ( )

**SECTION A**

**Instructions:** Below are several statements about you with which you may agree or disagree. Using the response scale below, indicate your agreement or disagreement with each item by placing the appropriate number on the line preceding that item.

**1 *=* hardly ever,2 = not usually,3 *=* in-between,4 *=* usually,5 *=* almost always**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S/N | ITEMS |  |  |  |  |  |
| 1 | teases others | 1 | 2 | 3 | 4 | 5 |
| 2 | is easily distracted | 1 | 2 | 3 | 4 | 5 |
| 3 | is popular | 1 | 2 | 3 | 4 | 5 |
| 4 | talks back to adults | 1 | 2 | 3 | 4 | 5 |
| 5 | is happy | 1 | 2 | 3 | 4 | 5 |
| 6 | shares with others | 1 | 2 | 3 | 4 | 5 |
| 7 | threatens others | 1 | 2 | 3 | 4 | 5 |
| 8 | is alert | 1 | 2 | 3 | 4 | 5 |
| 9 | is helpful to others | 1 | 2 | 3 | 4 | 5 |
| 10 | solves problems on his or her own | 1 | 2 | 3 | 4 | 5 |
| 11 | listens when others are talking | 1 | 2 | 3 | 4 | 5 |
| 12 | is afraid of new things | 1 | 2 | 3 | 4 | 5 |
| 13 | takes part in activities | 1 | 2 | 3 | 4 | 5 |
| 14 | hits other kids | 1 | 2 | 3 | 4 | 5 |
| 15 | ignores other people | 1 | 2 | 3 | 4 | 5 |
| 16 | respects other people’s things | 1 | 2 | 3 | 4 | 5 |
| 17 | is talkative around others | 1 | 2 | 3 | 4 | 5 |
| 18 | keeps trying when playing games that are hard | 1 | 2 | 3 | 4 | 5 |
| 19 | is unhappy | 1 | 2 | 3 | 4 | 5 |
| 20 | takes turns | 1 | 2 | 3 | 4 | 5 |
| 21 | fights with others | 1 | 2 | 3 | 4 | 5 |
| 22 | is loving | 1 | 2 | 3 | 4 | 5 |
| 23 | tattles on others | 1 | 2 | 3 | 4 | 5 |
| 24 | is shy | 1 | 2 | 3 | 4 | 5 |
| 25 | is slow at learning new subjects at school | 1 | 2 | 3 | 4 | 5 |
| 26 | quits working on a job when problems come up | 1 | 2 | 3 | 4 | 5 |
| 27 | is organized | 1 | 2 | 3 | 4 | 5 |
| 28 | is good at sports | 1 | 2 | 3 | 4 | 5 |
| 29 | likes doing things with friends instead of family | 1 | 2 | 3 | 4 | 5 |
| 30 | is hard to discipline | 1 | 2 | 3 | 4 | 5 |
| 31 | wants to do well in school | 1 | 2 | 3 | 4 | 5 |
| 32 | disobeys adults | 1 | 2 | 3 | 4 | 5 |
| 33 | works well without the help of adults | 1 | 2 | 3 | 4 | 5 |

**Appendix C**

**Attachment Style Classification Questionnaire**

**SECTION B**

**Instruction:** Here are 15 sentences. How true is each of the sentences for you? Everyone has his or her own answer. Try to answer only what you feel. This is not a test, and there are no right or wrong answers. Read each sentence carefully. Then choose one of the five answers in the box below. Every answer has a number. Circle the number of the answer that best

describes you.

**1 2 3 4 5**

**All wrong Wrong A bit wrong/a bit right Right Very right**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S/N | ITEMS |  |  |  |  |  |
| 1 | I make friends with other adolescents easily | 1 | 2 | 3 | 4 | 5 |
| 2 | I don’t feel comfortable trying to make friends | 1 | 2 | 3 | 4 | 5 |
| 3 | It is easy for me to depend on others, if they’re good friends of mine | 1 | 2 | 3 | 4 | 5 |
| 4 | Sometimes others get too friendly and too close to me | 1 | 2 | 3 | 4 | 5 |
| 5 | Sometimes I’m afraid that other people won’t want to be with me | 1 | 2 | 3 | 4 | 5 |
| 6 | I’d like to be really close to some friends and always be with them | 1 | 2 | 3 | 4 | 5 |
| 7 | It’s all right with me if good friends trust and depend on me | 1 | 2 | 3 | 4 | 5 |
| 8 | It’s hard for me to trust others completely | 1 | 2 | 3 | 4 | 5 |
| 9 | I sometimes feel that others don’t want to be good friends with me as much as I do with them | 1 | 2 | 3 | 4 | 5 |
| 10 | I usually believe that others who are close to me will not leave me | 1 | 2 | 3 | 4 | 5 |
| 11 | I’m sometimes afraid that no one really loves me | 1 | 2 | 3 | 4 | 5 |
| 12 | I find it uncomfortable and get annoyed when someone tries to get too close to me | 1 | 2 | 3 | 4 | 5 |
| 13 | It’s hard for me to really trust others, even if they’re good friends of mine | 1 | 2 | 3 | 4 | 5 |
| 14 | People sometimes avoid me when I want to get close and be a good friend of theirs | 1 | 2 | 3 | 4 | 5 |
| 15 | Usually, when anyone tries to get too close to me it does not bother me | 1 | 2 | 3 | 4 | 5 |

**Appendix D**

**Core Self Evaluation Scale (CSES) (Judge, Erez, Bono & Thoresen 2003)**

**SECTION C**

**Instructions:** Below are several statements about you with which you may agree or disagree. Using the response scale below, indicate your agreement or disagreement with each item by placing the appropriate number on the line preceding that item.

***1 Strongly disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly agree***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S/N | ITEMS |  |  |  |  |  |
| 1 | **I** am confident I get the success I deserve in life | 1 | 2 | 3 | 4 | 5 |
| 2 | Sometimes I feel depressed | 1 | 2 | 3 | 4 | 5 |
| 3 | When **I** try, I generally succeed | 1 | 2 | 3 | 4 | 5 |
| 4 | Sometimes when I fail I feel worthless | 1 | 2 | 3 | 4 | 5 |
| 5 | I complete tasks successfully | 1 | 2 | 3 | 4 | 5 |
| 6 | Sometimes, I do not feel in control of my work | 1 | 2 | 3 | 4 | 5 |
| 7 | Overall, **I** am satisfied with myself | 1 | 2 | 3 | 4 | 5 |
| 8 | I am filled with doubts about my competence | 1 | 2 | 3 | 4 | 5 |
| 9 | **1** determine what will happen in my life | 1 | 2 | 3 | 4 | 5 |
| 10 | I do not feel in control of my success in my education | 1 | 2 | 3 | 4 | 5 |
| 11 | **I** am capable of coping with most of my problems | 1 | 2 | 3 | 4 | 5 |
| 12 | There are times when things look pretty bleak and hopeless to me | 1 | 2 | 3 | 4 | 5 |

**Appendix E**

**Regression**

|  |  |  |  |
| --- | --- | --- | --- |
| **Descriptive Statistics** | | | |
|  | Mean | Std. Deviation | N |
| Emotional\_Adj | 92.6181 | 10.81221 | 199 |
| Gender | 1.7487 | .43483 | 199 |
| Age | 15.8844 | 1.10175 | 199 |
| Religion | 1.0050 | .07089 | 199 |
| Ethnic\_group | 1.0452 | .33780 | 199 |
| Locality | 1.1658 | .37287 | 199 |
| Att\_Style | 47.6533 | 6.21950 | 199 |
| Secure | 25.5678 | 3.77581 | 199 |
| Anxious | 8.3266 | 3.02829 | 199 |
| Avoidant | 13.7588 | 3.57772 | 199 |
| Self\_evaluation | 41.1910 | 6.73553 | 199 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Correlations** | | | | | | | | | | | | |
|  | | Emotional\_Adj | Gender | Age | Religion | Ethnic\_group | Locality | Att\_Style | Secure | Anxious | Avoidant | Self\_evaluation |
| Pearson Correlation | Emotional\_Adj | 1.000 | .039 | -.197 | -.037 | .064 | -.131 | .188 | .123 | -.012 | .219 | .137 |
| Gender | .039 | 1.000 | -.282 | .041 | -.129 | -.116 | .027 | .081 | .040 | -.072 | .037 |
| Age | -.197 | -.282 | 1.000 | -.057 | .028 | .170 | -.036 | -.087 | -.128 | .138 | .063 |
| Religion | -.037 | .041 | -.057 | 1.000 | .412 | -.032 | -.053 | -.011 | -.031 | -.055 | .040 |
| Ethnic\_group | .064 | -.129 | .028 | .412 | 1.000 | .060 | -.113 | -.099 | -.054 | -.045 | -.017 |
| Locality | -.131 | -.116 | .170 | -.032 | .060 | 1.000 | -.075 | -.160 | -.048 | .079 | -.077 |
| Att\_Style | .188 | .027 | -.036 | -.053 | -.113 | -.075 | 1.000 | .579 | .685 | .547 | .381 |
| Secure | .123 | .081 | -.087 | -.011 | -.099 | -.160 | .579 | 1.000 | .162 | -.185 | .299 |
| Anxious | -.012 | .040 | -.128 | -.031 | -.054 | -.048 | .685 | .162 | 1.000 | .173 | .245 |
| Avoidant | .219 | -.072 | .138 | -.055 | -.045 | .079 | .547 | -.185 | .173 | 1.000 | .140 |
| Self\_evaluation | .137 | .037 | .063 | .040 | -.017 | -.077 | .381 | .299 | .245 | .140 | 1.000 |
| Sig. (1-tailed) | Emotional\_Adj | . | .294 | .003 | .302 | .184 | .033 | .261 | .042 | .341 | .145 | .106 |
| Gender | .294 | . | .000 | .282 | .035 | .052 | .351 | .127 | .289 | .157 | .301 |
| Age | .003 | .000 | . | .211 | .349 | .008 | .306 | .110 | .036 | .026 | .189 |
| Religion | .302 | .282 | .211 | . | .000 | .328 | .227 | .440 | .331 | .220 | .286 |
| Ethnic\_group | .184 | .035 | .349 | .000 | . | .198 | .057 | .081 | .224 | .263 | .405 |
| Locality | .033 | .052 | .008 | .328 | .198 | . | .145 | .012 | .249 | .133 | .140 |
| Att\_Style | .004 | .351 | .306 | .227 | .057 | .145 | . | .000 | .000 | .000 | .000 |
| Secure | .042 | .127 | .110 | .440 | .081 | .012 | .000 | . | .011 | .004 | .000 |
| Anxious | .434 | .289 | .036 | .331 | .224 | .249 | .000 | .011 | . | .007 | .000 |
| Avoidant | .001 | .157 | .026 | .220 | .263 | .133 | .000 | .004 | .007 | . | .024 |
| Self\_evaluation | .027 | .301 | .189 | .286 | .405 | .140 | .000 | .000 | .000 | .024 | . |
| N | Emotional\_Adj | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 |
| Gender | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 |
| Age | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 |
| Religion | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 |
| Ethnic\_group | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 |
| Locality | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 |
| Att\_Style | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 |
| Secure | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 |
| Anxious | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 |
| Avoidant | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 |
| Self\_evaluation | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 |

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| --- | --- | --- | --- |
| **Variables Entered/Removeda** | | | |
| Model | Variables Entered | Variables Removed | Method |
| 1 | Locality, Religion, Gender, Age, Ethnic\_groupb | . | Enter |
| 2 | Att\_Styleb | . | Enter |
| 3 | Avoidant, Anxiousc | . | Enter |
| 4 | Self\_evaluationb | . | Enter |
| a. Dependent Variable: Emotional\_Adj | | | |
| b. All requested variables entered. | | | |
| c. Tolerance = .000 limits reached. | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Model Summary** | | | | | | | | | |
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
| R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .250a | .062 | .038 | 10.60466 | .062 | 2.565 | 5 | 193 | .028 |
| 2 | .301b | .091 | .062 | 10.47015 | .028 | 5.991 | 1 | 192 | .015 |
| 3 | .271c | .073 | .034 | 10.62472 | .010 | .981 | 2 | 190 | .377 |
| 4 | .283d | .080 | .036 | 10.61419 | .007 | 1.377 | 1 | 189 | .242 |
| a. Predictors: (Constant), Locality, Religion, Gender, Age, Ethnic\_group | | | | | | | | | |
| b. Predictors: (Constant), Locality, Religion, Gender, Age, Ethnic\_group, Att\_Style | | | | | | | | | |
| c. Predictors: (Constant), Locality, Religion, Gender, Age, Ethnic\_group, Att\_Style, Avoidant, Anxious | | | | | | | | | |
| d. Predictors: (Constant), Locality, Religion, Gender, Age, Ethnic\_group, Att\_Style, Avoidant, Anxious, Self\_evaluation | | | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- |
| **ANOVAa** | | | | | | |
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 1442.442 | 5 | 288.488 | 2.565 | .028b |
| Residual | 21704.533 | 193 | 112.459 |  |  |
| Total | 23146.975 | 198 |  |  |  |
| 2 | Regression | 1477.484 | 6 | 246.247 | 2.182 | .046c |
| Residual | 21669.491 | 192 | 112.862 |  |  |
| Total | 23146.975 | 198 |  |  |  |
| 3 | Regression | 1698.872 | 8 | 212.359 | 1.881 | .065d |
| Residual | 21448.103 | 190 | 112.885 |  |  |
| Total | 23146.975 | 198 |  |  |  |
| 4 | Regression | 1854.025 | 9 | 206.003 | 1.829 | .065e |
| Residual | 21292.949 | 189 | 112.661 |  |  |
| Total | 23146.975 | 198 |  |  |  |
| a. Dependent Variable: Emotional\_Adj | | | | | | |
| b. Predictors: (Constant), Locality, Religion, Gender, Age, Ethnic\_group | | | | | | |
| c. Predictors: (Constant), Locality, Religion, Gender, Age, Ethnic\_group, Att\_Style | | | | | | |
| d. Predictors: (Constant), Locality, Religion, Gender, Age, Ethnic\_group, Att\_Style, Avoidant, Anxious | | | | | | |
| e. Predictors: (Constant), Locality, Religion, Gender, Age, Ethnic\_group, Att\_Style, Avoidant, Anxious, Self\_evaluation | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Coefficientsa** | | | | | | | | |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | 95.0% Confidence Interval for B | |
| B | Std. Error | Beta | Lower Bound | Upper Bound |
| 1 | (Constant) | 137.460 | 17.017 |  | 8.078 | .000 | 103.896 | 171.023 |
| Gender | -.214 | 1.831 | -.009 | -.117 | .907 | -3.826 | 3.398 |
| Age | -1.857 | .721 | -.189 | -2.575 | .011 | -3.280 | -.435 |
| Religion | -15.047 | 11.759 | -.099 | -1.280 | .202 | -38.239 | 8.146 |
| Ethnic\_group | 3.702 | 2.486 | .116 | 1.489 | .138 | -1.201 | 8.605 |
| Locality | -3.183 | 2.061 | -.110 | -1.544 | .124 | -7.247 | .882 |
| 2 | (Constant) | 133.760 | 18.295 |  | 7.311 | .000 | 97.675 | 169.845 |
| Gender | -.215 | 1.835 | -.009 | -.117 | .907 | -3.834 | 3.404 |
| Age | -1.849 | .723 | -.188 | -2.558 | .011 | -3.274 | -.423 |
| Religion | -14.959 | 11.781 | -.098 | -1.270 | .206 | -38.196 | 8.278 |
| Ethnic\_group | 3.830 | 2.501 | .120 | 1.531 | .127 | -1.103 | 8.763 |
| Locality | -3.108 | 2.069 | -.107 | -1.502 | .135 | -7.188 | .973 |
| Att\_Style | .289 | .118 | .171 | 2.448 | .015 | .056 | .522 |
| 3 | (Constant) | 130.004 | 18.493 |  | 7.030 | .000 | 93.527 | 166.481 |
| Gender | -.333 | 1.837 | -.013 | -.181 | .856 | -3.956 | 3.291 |
| Age | -1.790 | .735 | -.182 | -2.437 | .016 | -3.239 | -.341 |
| Religion | -15.448 | 11.788 | -.101 | -1.311 | .192 | -38.700 | 7.803 |
| Ethnic\_group | 3.956 | 2.504 | .124 | 1.580 | .116 | -.982 | 8.895 |
| Locality | -2.733 | 2.087 | -.094 | -1.310 | .192 | -6.849 | 1.382 |
| Att\_Style | .289 | .211 | .166 | 1.372 | .172 | -.127 | .705 |
| Anxious | -.314 | .365 | -.088 | -.859 | .392 | -1.034 | .407 |
| Avoidant | -.361 | .273 | -.120 | -1.323 | .187 | -.900 | .177 |
| 4 | (Constant) | 129.540 | 18.478 |  | 7.010 | .000 | 93.089 | 165.991 |
| Gender | -.429 | 1.837 | -.017 | -.233 | .816 | -4.052 | 3.195 |
| Age | -1.890 | .739 | -.193 | -2.558 | .011 | -3.347 | -.432 |
| Religion | -16.222 | 11.794 | -.106 | -1.375 | .171 | -39.487 | 7.044 |
| Ethnic\_group | 3.923 | 2.501 | .123 | 1.568 | .118 | -1.011 | 8.857 |
| Locality | -2.614 | 2.087 | -.090 | -1.252 | .212 | -6.730 | 1.503 |
| Att\_Style | .212 | .221 | .122 | .961 | .338 | -.223 | .647 |
| Anxious | -.295 | .365 | -.083 | -.807 | .421 | -1.015 | .426 |
| Avoidant | -.327 | .274 | -.108 | -1.192 | .235 | -.868 | .214 |
| Self\_evaluation | .144 | .123 | .090 | 1.174 | .242 | -.098 | .387 |
| a. Dependent Variable: Emotional\_Adj | | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- |
| **Excluded Variablesa** | | | | | | |
| Model | | Beta In | t | Sig. | Partial Correlation | Collinearity Statistics |
| Tolerance |
| 1 | Att\_Style | .039b | .557 | .578 | .040 | .982 |
| Secure | .104b | 1.470 | .143 | .105 | .961 |
| Anxious | .003b | .048 | .962 | .003 | .980 |
| Avoidant | -.043b | -.601 | .548 | -.043 | .973 |
| Self\_evaluation | .100b | 1.431 | .154 | .103 | .983 |
| 2 | Secure | .121c | 1.398 | .164 | .101 | .645 |
| Anxious | -.045c | -.459 | .647 | -.033 | .519 |
| Avoidant | -.095c | -1.107 | .270 | -.080 | .665 |
| Self\_evaluation | .100c | 1.313 | .191 | .095 | .839 |
| 3 | Secure | .d | . | . | . | .000 |
| Self\_evaluation | .090d | 1.174 | .242 | .085 | .829 |
| 4 | Secure | .e | . | . | . | .000 |
| a. Dependent Variable: Emotional\_Adj | | | | | | |
| b. Predictors in the Model: (Constant), Locality, Religion, Gender, Age, Ethnic\_group | | | | | | |
| c. Predictors in the Model: (Constant), Locality, Religion, Gender, Age, Ethnic\_group, Att\_Style | | | | | | |
| d. Predictors in the Model: (Constant), Locality, Religion, Gender, Age, Ethnic\_group, Att\_Style, Avoidant, Anxious | | | | | | |
| e. Predictors in the Model: (Constant), Locality, Religion, Gender, Age, Ethnic\_group, Att\_Style, Avoidant, Anxious, Self\_evaluation | | | | | | |