

Relationship between Fosterage and Attachment Styles among Early Childhood Education Pupils in Kaduna Metropolis, Nigeria

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Abstract— The study investigated the relationship between fosterage and attachment styles of pupils in early childhood education in Kaduna metropolis, Nigeria. The study had three objectives; three hypotheses were formulated and tested. The population for the study was 451 early childhood education pupils out of which 83 pupils were studied; 39 males (47%) while 44 females (53 %). Correlation survey was employed in the conduct of the research. The instruments used in collecting data were parenting practices and child attachment style checklists. The attachment style checklist was administered by the research assistants on the sampled pupils while the parenting practices checklist was administered to the parents of the sampled pupils. Pearson Product Moment Correlation Coefficient (PPMC) was the statistical tool used to analyze the data collected. The results showed no significant correlation between fosterage and secure attachment style ($p = .126$) but significant correlations existed between fosterage and ambivalent attachment style ($p = .012$) and fosterage and avoidant attachment style ($p = .015$). Based on the findings of this study, it was recommended that parents and caregivers should avoid fosterage so that the child grows up in secure environment and develop secure attachment style.

Index Terms— Fosterage and Attachment, Childhood Education, Kaduna metropolis.

I. INTRODUCTION

The issue of proper child training and development has been clearly articulated by Amali and Ojogbane (2004) and Kopoka (2000). To these scholars, traditional Africa society was characterized by proper establishment of families and family functions were patterned by path-ways, governed by mores and reinforced by moral code for proper child socialization and upbringing. They reported further that community opinion and spirit governed the behaviour of parents in terms of child rearing practices and so parents tended to conform to the standard so as to avoid the sanctions from the community. To these scholars, children were also highly treasured and they were protected from abuse/neglect as they were believed to be gifts from the creator of humanity. Kopoka (2000) further stated that in East Africa, a child was normally a member of a community and could not be separated from it. As such, the child was educated and socialized by the community for membership of the community and that adoption was not common as fostering of children by the extended families was the common practice,

hence there was no need for institutions like orphanages.

Evaluating Attachment Styles in Romantic Relationships Affected by Childhood Experiences Attachment has been traditionally thought of as a pattern of thoughts, feelings, and behaviors that are resulted from the ability of a caregiver to meet an infants' need for closeness (Myrick, Green, & Crenshaw, 2014). Children, in their early childhood, rely on their attachment relationships for feelings of security. Securely attached children become well adapt at verbalising their needs. For example, a 4-year-old child may say "Please read me a story before you go", communicating their fear of being left alone. This increased ability to verbalise their wants and needs continue well into later childhood and adolescence (Hutchison, 2013).

Early childhood education as contained in the National Policy on Education (NPE, 2004) is the education given in an educational institution to children prior to their entering the primary school. Maduewesi as cited in NTI (2009) defined early

childhood education as a semi-formal education arrangement, usually outside the home, whereby young children from about the age of three are exposed, through play-like activities in a group setting, to mental, social and physical learning suited to their developmental stage, until the mandatory age of government approved formal schooling.

II. STATEMENT OF THE PROBLEM

In many pre-modern societies, parenting practices like fosterage was a form of patronage, whereby influential families cemented political relationships by bringing up each other's children. Various ways of child fostering exist among relatives and non-relatives but child fostering among members of kinship group is more predominant in Nigeria. Within the ambit of fostering, children are transferred from their biological homes to other homes like the homes of uncles, aunts, cousins, etc., where they are raised (Isiugo-Abanihe & Wusu, 2006). The strong family ties existing among relatives facilitate this transfer and sharing of children and may expose the child to developmental and emotional problems including insecure attachment styles.

In some African cultures, the first child in particular is prone to some level of insecure attachment. The mother, usually a teenager, is not supposed to show open love to her first child, doing so will amount to being disrespectful and shameless. But today the society is changing and some of these practices have changed too, although they are still being

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practiced in some rural settings. Weaning the child is another practice that can lead to insecure attachments. The child suffers double trauma in the process. Apart from abrupt stoppage from suckling, he is also separated from the mother sometimes just for the weaning period but in some cases forever. Most psychologists agree that we all go through the same stages in the grieving process. Each one of us however, experiences that grief in our own unique way. Many will say that since infants and toddlers cannot conceptualize loss and because they cannot verbalize their experience, they do not experience grief. Nothing could be further from the truth that even though they cannot verbalize it, they still experience loss. The fact that they cannot express this profound sense of loss, however, makes their grief even more difficult to overcome (Ellis, 2009).

It is against this background that the study investigated the relationships between fosterage and attachment styles (secure, ambivalent and avoidant attachment styles) among early childhood education pupils in Kaduna metropolis.

III. OBJECTIVES OF THE STUDY

The main rationale for undertaking this study was to find out whether fosterage was related to attachment styles of pupils. Specifically, the study therefore, sought to:

1. determine the relationship between fosterage and secure attachment style among early childhood education pupils in Kaduna metropolis;
2. determine the relationship between fosterage and ambivalent attachment style among early childhood education pupils in Kaduna metropolis;
3. determine the relationship between fosterage and avoidant attachment style among early childhood education pupils in Kaduna metropolis;

IV. RESEARCH HYPOTHESES

Based on the objectives, the study analyzed the following hypotheses to establish the relationships or otherwise among the variables.

H₀₁: There is no significant relationship between fosterage and secure attachment style among early childhood education pupils in Kaduna metropolis.

H₀₂: There is no significant relationship between fosterage and ambivalent attachment style among early childhood education pupils in Kaduna metropolis.

H₀₃: There is no significant relationship between fosterage and avoidant attachment style among early childhood education pupils in Kaduna metropolis.

V. LITERATURE REVIEW

Fosterage

Fosterage is an arrangement in which a child is brought up by a family that is not his biological parent. Fostering in archaic civilizations was so common, the mother's brother was often called the "up-bringer" or "fostering brother," and among Hittites, Greeks, Romans, Celts and Germans, mother's brothers (would) supervise initiation and ritually sodomize his ward. Fosterage was practiced in all complex

civilizations in every continent on earth, right into modern times. Parents would simply ask the uncles or grandparents if they needed a child and shipped one off to them without tears. If one sent one's child to royalty and was killed due to abuse, one was expected to thank the foster parent and bring another (Fitzsimons, 2001). The traditional parenting practices in Nigeria are communal within the context of the extended family system or lineage and the costs of raising children are not borne solely by the biological parents. A close knit of relatives commonly shares the costs of rearing children, in terms of emotion, time, finance and other material support, since all children together comprise the strength of the lineage. Studies have indicated that the prevalence and cohesive nature of the extended family structure in traditional societies is the pillar supporting such parenting practices as fosterage (Wusu&Isiugo- Abanihe, 2006).

McCuteon, (2010) contended that fosterage was found mainly among royalty and other well-to-do parents and was so common that the remark that 'all the children grew up at home' was offered as an unusual occurrence; sons obtained new networks of kin relations, but bonding with the mother was most often precluded and-most surprising to the modern reader; she did not seem to have desired her son's company. Children might be sent to fosterage for affection or for payment as soon as they returned from wet nurse, usually to other family members and not returned until adolescence. Since so many families simply traded children with each other, the custom was puzzling unless one realizes that adults emotionally were able to treat foster children more abusively; working them like slaves, beating them, using them sexually-than if they had kept their own children and not traded them to others. Parents who foster their children today usually explain that they cannot effectively discipline their own offspring if they keep them themselves.

Omigbodun&Olatawura, (2008) argued that there was little difference between fosterage, adoption, apprenticeship and service. All involved virtual slavery without rights for the children. The opinion of the Italian at the end of the fifteenth century that the want of affection in the English is strongly manifested towards their children they put them out both males and females to hard service in the houses of other people. Few are born who are exempted from this fate, for everyone, however rich he may be, sends away his children into the houses of others; whilst he, in return, receives those of strangers into his own is often quoted but in-fact, Italians of the time equally fostered and apprenticed their children. Even in the modern period, when mothers began to show some delight in infants, they soon grew tired of caretaking and sent their children elsewhere. But that child fostering and labour have negative consequences on the child's later behavior.

In a randomized intervention study involving 130 families with 6-month-old adopted infants, two attachment-based intervention programs were tested. In the first program, mothers were provided a personal book, and in the second program mothers received the same personal book and three home-based sessions of video feedback. The third group did not receive intervention (control group). The intervention

with video feedback *and* the personal book resulted in enhanced maternal sensitive responsiveness ($d = .65$). Children of mothers who received this intervention received lower scores on the rating scale for disorganization than children in the control group ($d = .62$). In the book-only intervention group children showed lower disorganization ratings compared to the control group, but no effect on the number of infants with disorganized attachment classifications was found. The effectiveness of our intervention documents the importance of parenting in the development of infant attachment disorganization (Juffer et al, 2005).

Anderson, et al (1981) studied 35 preschool children and their substitute caregivers from day care during the classic strange situation procedures in order to begin to explore children's relationships with substitute caregivers. Differences in attachment, affiliative, and exploratory behaviors in the presence of substitute caregivers versus a stranger were examined in light of differences in the physical quality of centers and the level of caregiver involvement. Results established the importance of differentiating day-care experiences along qualitative dimensions. Differences in contact seeking, distance interaction, and exploratory behaviors in the presence of the 2 adults were mediated especially by caregiver involvement and, at times, by the physical quality of the center. Overall, children with high-involved caregivers displayed the highest levels of all relevant behaviors in their caregivers' presence. Children with low-involved caregivers showed the lowest levels of these behaviors in their caregivers' presence and sought contact and interacted with the stranger more than with their caregivers.

Muris & Maas (2004) examined attachment style, strengths, and difficulties in institutionalized and non-institutionalized children with below-average intellectual abilities. Parents/caregivers and teachers of the children completed a brief measure of attachment style and the Strengths and Difficulties Questionnaire, which assesses the most important domains of child psychopathology (i.e., emotional symptoms, conduct problems, hyperactivity-inattention, and peer problems) as well as personal strengths (i.e., prosocial behavior). Results indicated that institutionalized children were more frequently insecurely attached and generally displayed higher levels of difficulties and lower levels of strengths than non-institutionalized children.

VI. METHODOLOGY

A. Research Design

The design used in this study was a correlational survey. Some survey studies attempt to find relationships between the characteristics of the respondents and their reported behaviours and opinions. When surveys have this purpose we refer to them as correlational studies. Correlational studies are designed to find statistical connections or correlations between and among variables so that some factors can be used to predict others. The design allows the researcher to study variables as they are without creating artificial situations. Many important research questions can be studied only in correlational studies. Also, correlational studies let

the researcher study the interrelationships of many variables at the same time (Cherry, 2015).

B. Population of the Study

The population for the study was made up of all children in first and second year in the eight selected government and private early childhood education centres in Kaduna metropolis (Kaduna North and South LGAs). This population was 451 as obtained from the pupils class registers. Children in early childhood education centres were used as the population because it was assumed that this group of children shared similar characteristics age wise and behaviour and it was also assumed that attachment styles are mostly associated with children within the early childhood years. It was also assumed that some of these children in the early childhood education centres will display attachment styles behaviours listed in the research instruments.

C. Sample and Sampling Procedure

Purposive sampling technique was used in selecting 83 children in the 8 Early Childhood Education (ECE) centres. Purposive sampling technique is a sampling technique which used a readily available sample for the purpose of a research. Thus, the sample was selected based on the characteristics of attachment styles anticipated among the ECE pupils. Other features included are proximity and location.

D. Instrumentation

The instruments used to gather data for the study included Parenting Practices Checklist (fosterage) and Child Attachment Style Checklist. The Child Attachment Checklist was used to observe attachment styles of pupils while the Parenting Practices Checklist was used to gather data from parents of the sampled children regarding their parenting practices.

D. Child Attachment Style Checklist

This checklist was developed from the characteristics of the three types of attachment styles as discussed in the literature review. The rating and arrangement of the items were adapted from the International Adoption Articles Directory (IAAD) Buehning, (2011), Attachment-China (2000) and Evergreen Consultants in Human Behaviour (2000-2005). The instrument had two sections; the first section (A) sought the demographic data of the children. The second section (B) was a checklist of 34 attachment style symptoms, the items are rated on four (4) point scale: Never (N), Sometimes (S), Most times (M) and Always (A) and was used to observe and identify attachment styles among the sampled pupils.

E. Parenting Practices Checklist

The items in this instrument were adapted from the Child-rearing Practices Report (CRPR) by Block, (1965) and The New Scales for the Parenting Practices Q-sort by Robert (2008). CRPR consists of 91 socialization-relevant statements that are administered in a Q-sort format with a forced-choice, seven-step distribution. The items were appropriate for the description of both maternal and paternal child-rearing attitudes and values. 20 items were adapted, the language simplified and rated on 4-point scale instead of seven-step distribution.

F. Validation of Instruments

The research instruments after being modified were given

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to the supervisory team, six other lecturers in the Psychology and Counseling Department in Ahmadu Bello University, Zaria for their assessments, comments and suggestions in order to establish content and face validity of the instruments. The observations, suggestions and corrections like using simple language, avoiding lumping of symptoms in one item among others were effected before pilot testing.

G. Pilot Testing

For the purpose of establishing reliability of the instruments, a pilot test was carried out. The child attachment checklist was tested using 10 ECE pupils in N T I demonstration primary school and 15 ECE pupils in L.E.A. Rigachikun. The parents of the 25 pupils from both schools were used to pilot test the parenting practices checklist.

H. Reliability

The data collected from the pilot testing were subjected to analysis using the statistical tool; Statistical Package for Social Science (SPSS) to determine the test re-test reliability co-efficient of the instruments. Cronbach's alpha indicated .808 for Child Attachment Style Checklist and .754 for Parenting Practices Checklist. These values are above the minimum acceptable reliability alpha value of .6. On this basis, the instruments were reliable and were used for the study.

I. Procedure for Data Collection

The instruments for data collection were administered by the researcher and research assistants (caregivers) in the ECE centres. Caregivers who have stayed with children for not less than six (6) months in ECE centres were used as research assistants. The instrument on child attachment style was given to the caregivers to observe the sampled children and tick appropriately the observed behaviours in the instrument while the checklist for parenting practices was administered to the parents of the sampled children through their caregivers. After a week the researcher went round the centres and collected the administered instruments.

J. Procedure for Data Analysis

Pearson Product Moment Correlation Coefficient (r) was used in testing the 9 hypotheses to find out relationship between parenting practices and attachment styles of pupils. All the hypotheses were tested at .05 level of significance.

VII. RESULTS

A. Hypothesis 1:

There is no significant relationship between fosterage and secure attachment style among children in early childhood education.

Table 1.1: Relationship between Fosterage and Secure Attachment Style

Variables	N	Mean	S.D	Corr. Index r	Sig (p)
Fosterage	83	9.7470	5.97074		
Secure Attachment Style	83	9.9639	2.08879	.140**	.126

The table 1.1 above indicated that fosterage had mean of 9.70 and secure attachment style had mean of 9.96. The calculated 'r' is .140 and the p value is .126. This also revealed no significant correlation between fosterage and secure attachment style in early childhood education. This is

because the calculated significant (p) value of .126 is higher than the .05 alpha level of significance at a correlation index r level of .140 at df of 81. Hence, the null hypothesis which stated that there was no significant relationship between fosterage and secure attachment style in early childhood education is retained.

B. Hypothesis 2:

There is no significant relationship between fosterage and ambivalent attachment style among children in early childhood education.

Table 1.2: Relationship between Fosterage and Ambivalent Attachment Style

Variables	N	Mean	S.D	Corr. Index r	Sig (p)
Fosterage	83	9.7470	5.97074		
Ambivalent Attachment Style	83	15.9398	5.17949	.240**	.012

**Correlation is significant at the .05 level (2-tailed).

The table 1.2 above indicated that fosterage has mean of 17.75 while ambivalent attachment style has mean of 6.93 'r' is calculated as .240 while p value is .012. The result showed that significant correlation existed between fosterage and ambivalent attachment style in early childhood education. This is because the calculated significant (p) value of .012 is lower than the .05 alpha level of significance at a correlation index r level of .240 at df of 81. Hence, the null hypothesis which stated that there was no significant relationship between fosterage and secure attachment style in early childhood education is rejected.

C. Hypothesis 3:

There is no significant relationship between fosterage and avoidant attachment style among children in early childhood education.

Table 1.3: Relationship between Fosterage and Avoidant Attachment Style

Variables	N	Mean	S.D	Corr. Index r	Sig (p)
Fosterage	83	9.7470	5.97074		
Avoidant Attachment Style	83	14.1928	5.16097	.444**	.015

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

The table 1.3 above indicated that fosterage had mean of 9.74 and avoidant attachment style had mean of 14.19. The calculated 'r' is .444 while p value is .015. This revealed that significant correlation existed between fosterage and avoidant attachment style in early childhood education. This is because the calculated significant (p) value of .015 is lower than the .05 alpha level of significance at a correlation index r level of .444 at df of 81. Hence, the null hypothesis which stated that there was no significant relationship between fosterage and secure attachment style in early childhood education is rejected.

VIII. DISCUSSION OF FINDINGS

No significant correlation was found between fosterage and secure attachment style. This suggests that children who are in foster care or in adoption homes would not be securely attached. Suhbani et al (2014) supported this finding by using

focus group cross cultural method and found that parents-adopted children relationship in terms of secure attachment is revealed more in non-working parents, female parents, children of 11-14 years and female children across nations while, the ambivalent, avoidant and disorganized attachments are found more in practice if parents are working and male parents and if foster children are male at large and of 15-18 years. This implied that quality time being bestowed to kids translates the category and intensity of parents- children relationship. Similarly, Poehlmann (2005) assessed representations of attachment relationships in children whose mothers were currently incarcerated. Consistent with their high-risk status, most (63%) children were classified as having insecure relationships with mothers and caregivers. Secure relationships were more likely when children lived in a stable caregiving situation, when children reacted to separation from the mother with sadness rather than anger, and when children were older.

Significant correlation was found between fosterage and ambivalent attachment style. The finding suggested that children who are in fosterage could display anxious ambivalent attachment style. Consistent with this finding, Brown & Whiteside (2008) found that child rated parental rearing behaviors, particularly parental rejection, were positively related to child worry. Self-reported attachment style was also related to worry, such that children who classified themselves as ambivalently attached reported higher levels of worry than did children who classified themselves as securely attached. Parenting style and attachment were found to make independent contributions to worry. Also Juffer et al, (2005) in a randomized intervention study involving 130 families with 6-month-old adopted infants found that children of mothers who received this intervention were less likely to be classified as disorganized attached at the age of 12 months ($d = .46$), and received lower scores on the rating scale for disorganization than children in the control group ($d = .62$). In the book-only intervention group children showed lower disorganization ratings compared to the control group, but no effect on the number of infants with disorganized attachment classifications was found.

The study found correlation between fosterage and avoidant attachment style. This showed that children who are not living with their biological parents and whose needs were ignored by their foster parents would develop insecure avoidant attachment style. This has been attested in a study carried out by [Schechter & Willheim, \(2009\)](#) who found relationship between maternal violence-related [posttraumatic stress disorder](#) and insecure base avoidant attachment which is characterized by child recklessness, separation anxiety, hyper-vigilance, and role-reversal. Muris & Maas (2004) also observed attachment style, strengths, and difficulties in institutionalized and non-institutionalized children with below-average intellectual abilities. They found that institutionalized children were more frequently insecurely attached and generally displayed higher levels of difficulties and lower levels of strengths than non-institutionalized children. Furthermore, within both groups of children, insecure attachment status was linked to higher levels of

difficulties but lower levels of strengths.

IX. CONCLUSIONS

Based on the findings of study, the following conclusions were made:

Children who are into fosterage are not securely attached, fosterage as a parenting practice was associated with ambivalent attachment style and fosterage had avoidant attachment style.

X. RECOMMENDATIONS

In view of the findings and conclusions of this study the following recommendations were made:

1. Majority of foster parents do not develop reciprocal relationship with children in care, this makes the children not to form secure attachment. Through sensitization and advocacy foster parents should endeavour to establish reciprocal relationship with children in their care by attending to their physical and emotional needs.
2. Using the traditional leaders parents should be sensitized to take responsibility of bringing up their children and not giving them out into fosterage. Where fosterage becomes inevitable due to loss of parents, the foster parents should bring up the child in warm, loving and secure environment.
3. Parents and caregivers in ECE centers through sensitization and advocacy should help prevent the prevalence of some negative parenting practices like fosterage existing in our society because it can cause insecure attachments in children. Caregivers in ECE centers make effort to understand the pupils in their care and plan their lesson to take care of the varied needs and behaviours of the children they teach.

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APPENDIX I
PARENTING PRACTICES CHECKLIST FOR PARENTS/GUARDIANS

Dear Respondent,

This study is intended to find out The Relationships among Parenting Practices, Attachment Styles and Educational Adjustment of children in Early Childhood Education in Kaduna Metropolis. The research is a purely academic study. Your responses will be treated with strict confidentiality and that is why your name is not required.

Thank you.

PART 1 BIODATA

Please tick [√] or cross [x] in the box provided accordingly:

1. Name of the school/care-giving center.....
2. Local Govt. Area: Kaduna North [] Kaduna South []
3. Sex a. Male [] b. Female []
4. Parent's Level of education:
 - a. University degree and above []
 - b. Post secondary, e.g. HND, Diploma Post/Sec []
 - c. Secondary School Certificate []
 - d. Junior Secondary School Certificate []
 - e. No formal Education []
5. What is your relationship with the child?
 - a. Biological parent [].
 - b. Brother/sister [].
 - c. Step-parent [].
 - d. Foster parent [].
 - e. Grandparents [].
6. Socio-Economic Status
 - a. Professional []
 - b. Managerial []
 - c. Clerical []
 - d. Skilled []
 - e. Unskilled []
7. How many people including nannies have been taking care of the child from birth to date?
 - a. 0 [] b.1-2 [] c.3-4 [] d.5-6 [] e.7 + []
8. How many foster homes has the child gone through?
 - a. 0 [] b.1-2 [] c.3-4 [] d.5-6 [] e.7 + []

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PART 2

You are please required to tick [√] only one response from 0-3. Do please respond to every item provided.

SN	Parenting Practices	Always	Most times	Sometimes	Never
SECTION A					
9	I joke and play with the child.	3	2	1	0
10	I express affection by hugging and kissing the child.	3	2	1	0
11	I find it difficult to punish the child.	3	2	1	0
12	I encourage the child to be independent of me.	3	2	1	0
13	I praise and reward the child for good behavior	3	2	1	0
14	I frown at the child for bad behavior	3	2	1	0
15	I punish the child when I'm angry.	3	2	1	0
16	I beat the child when I don't like what he/she does or says.	3	2	1	0
17	I punish the child by withholding emotional expressions (e.g., kisses and cuddles).	3	2	1	0
18	I punish the child by taking privileges away from him (e.g., TV, games, visiting friends).	3	2	1	0
19	I punish the child by refusing him/her food.	3	2	1	0
20	When I beat the child I leave visible marks on his/her body.	3	2	1	0
21	I yell when I disapprove of the child's behavior.	3	2	1	0
22	I do not allow the child to question my decisions.	3	2	1	0
23	I believe that scolding and criticism make the child improve.	3	2	1	0
24	I believe that showing affection and tenderness can harm or weaken the child.	3	2	1	0
25	When the child is motivated about something, I turn away or ignore him/her.	3	2	1	0
26	I just don't know when the child needs something.	3	2	1	0
27	I believe physical punishment to be the best way of disciplining the child.	3	2	1	0
28	There is a good deal of conflict between the child and me.	3	2	1	0

APPENDIX II

CHILD ATTACHMENT STYLE CHECKLISTS

Dear Respondent,

This study is intended to find out The Relationships among Parenting Practices, Attachment Styles and Educational Adjustment of children in Early Childhood Education in Kaduna Metropolis. The research is a purely academic study. Your responses will be treated with strict confidentiality and that is why name is not required.

Thank you.

SECTION A: BIODATA

- 1 Number.....
- 2 Name of the school/care-giving center.....
- 3 Local Govt. Area: Kaduna North [] Kaduna South [].
- 4 Sex: Male [] Female [].
- 5 Type of parenting practice:
 - a. Child is with the biological parents throughout [].
 - b. Child was or is in foster care [].

Child went through several caregivers before 18 months of age [].

Please tick [√] only one response from 0-3. Do please respond to every item provided.

SN	Symptoms	Always	M/times	S/times	Never
SECTION A: SECURE ATTACHMENT					
The child					
6	rests comfortably in parent's/caregiver's arms.	3	2	1	0
7	makes eye contact with parent/caregiver.	3	2	1	0
8	feels bad when parent/caregiver leaves.	3	2	1	0
9	feels delighted when parent/caregiver returns.	3	2	1	0
10	plays around when parent/caregiver is around.	3	2	1	0
11	plays and relates well with other children.	3	2	1	0
12	can express his feelings to others.	3	2	1	0
13	cries when parent leaves but can easily be comforted.	3	2	1	0
SECTION B: AMBIVALENT ATTACHMENT					
14	acts younger than age.	3	2	1	0
15	cries non-stop.	3	2	1	0
16	gets frustrated easily.	3	2	1	0
17	seeks attention.	3	2	1	0
18	hurts or bullies other children. .	3	2	1	0
19	lacks empathy.	3	2	1	0
20	demands things instead of asking for them	3	2	1	0
21	likes to sneak things without permission.	3	2	1	0
22	chatters non-stop.	3	2	1	0
23	shows regressive behavior.	3	2	1	0
24	deliberately breaks or ruins things.	3	2	1	0
25	throws temper tantrums that last for hours..	3	2	1	0
26	engages in dangerous activities and ignoring the hurt.	3	2	1	0
SECTION C: AVOIDANT ATTACHMENT					
27	sticks closely to caregiver/parent.	3	2	1	0
28	pushes caregiver away or becomes stiff when parent/caregiver tries to hug him.	3	2	1	0

Relationship between Fosterage and Attachment Styles among Early Childhood Education Pupils in Kaduna Metropolis, Nigeria

SN	Symptoms	Always	M/times	S/times	Never
	SECTION A: SECURE ATTACHMENT				
	The child				
29	Complains about every little ache or pain	3	2	1	0
30	hoards or sneaks food.	3	2	1	0
31	is friendlier with strangers than with parents/caregiver.	3	2	1	0
32	shakes off pain when hurt, refusing to let anyone provide comfort.	3	2	1	0
33	has unusual eating habits (eats paper, raw flour, baker's chocolate, etc.)	3	2	1	0
34	steals or forcefully takes away others' things.	3	2	1	0
35	lacks toilet control.	3	2	1	0
36	cannot give or take.	3	2	1	0
37	blames others for his/her mistakes.	3	2	1	0
38	lies about obvious or ridiculous things. .	3	2	1	0
39	asks repeated non-sense questions.	3	2	1	0
40	passive and withdrawn.	3	2	1	0