

Parent Attachment relationships and aggressive tendencies during early years in Kenya

Daughty Onyango

Jaramogi Oginga Odinga University of Science & Technology

Peter JO Aloka¹⁾

University of the Witwatersrand

Benson Charles Odongo

Jaramogi Oginga Odinga University of Science & Technology

Abstract

There are reported cases of relational aggression among learners at public pre-schools in Kenya, however, very scanty research has been done in this regard. The study examined parent attachment relationships and aggressive tendencies among learners during early years in Kenya. Ex-post facto research design was adopted. The sample size consisted of 348 pre-school learners and 277 parents obtained by using the simple random sampling technique. The Parent-child Attachment and Aggressive Tendencies Questionnaires were used to collect data from parents. Construct validity was ensured by the researchers in psychology and early childhood education. Cronbach's alpha was used to establish the reliability of the questionnaires and the subscales had alpha of between 0.7 to 0.9. The results indicated a strong negative correlation ($n=68$; $r = -.827$; $p < 0.05$) between secure attachment and aggressive tendencies; weak ($n=80$; $r = .248$; $p=.026$), positive correlation between parent-child ambivalent attachment and aggressive tendencies; a fairly strong positive correlation ($n=40$; $r = .684$; $p < 0.05$) between parent-child disorganized attachment and aggressive tendencies and a weak positive correlation [$n=48$; $r = .043$; $p = .772$] between avoidant attachment and aggressive tendencies. The study recommends that teacher counselors should ensure early screening for those with vulnerable attachments.

Key words: *Parent Attachment relationships, aggressive tendencies, early years*

Corresponding author, ¹⁾ jairopeteraloka@yahoo.com

Introduction

Aggression is non-physical relation towards another with the purpose of bringing down their reputation or social status or just heightening one's own social status (Voulgaridou & Kokkinos, 2015). Aggression occurs when the perpetrator's goal is to inflict or threaten damage to relationships, including harm to the target child's social standing or reputation (Low, Frey & Brockman, 2010). Therefore, an aggressive tendency is characterized by the intent to harm another (Dodge, Coie & Lynam, 2006), thus, learners who use aggressive tendencies tend to have both internalizing difficulties and externalizing difficulties and tend to be consistently rejected by peers. Crothers, Kolbert and Barkeret (2008) in Stoll-Juredine, (2015) report that the victims of aggressive tendencies suffer negative consequences, such as depression, loneliness, and low self-esteem, are more likely to be rejected by their peers and they avoid social situations because of anxiety or fear of negative experiences. In addition, aggressors experience negative outcomes, such as depression and social isolation, tend to be rejected by their peers, have poorer quality friendships, characterized by high conflict and desires for exclusivity, when compared to nonaggressive children (Crick & Nelson, 2002).

Aggressive tendencies occur in the early stages of life and it increases significantly until the age of 3 (Dearing, Zachrisson & Naerde, 2015). During the early years, children may experience physical or relational aggressive tendencies (Crick, Ostrov, Burr, Cullerton-Sen, Jansen-Yen & Ralstow, 2006). Relational aggressiveness of children of approximately 30 months of age is distinguishable from their physical aggressiveness (Ersan, 2017). Aggression is usually a behavior that follows anger (Tremblay, 2008) and is one of the most normal emotional reactions in all stages of development since the birth of the child. Anger is considered to be the most intense emotion that preschool children exhibit in interpersonal interactions and it leads to various problems, aggression in particular (Daff, Gilbert & Daffern, 2014). Children who exhibit intense anger starting from the age of 6 months have high levels of physical aggression and are therefore known to have difficulty in achieving acceptance by their peers, their parents and teachers (Tremblay, 2009). Not only infants, but equally children of preschool age of 2 to 5-year-olds are known to react aggressively when they are blocked to behave in their intended way and exposed to anger by others. Literature indicates that one of the critical determinants of aggressive tendencies could be the patterns

of parent-child attachments that children are exposed to from the early years.

Patterns of parent-child attachments

Attachment is an emotional bond between child and parent which serves to keep the infant close to the mother, thus improving the child's chances of survival (Parens, 2012). Attachment has been explained by the theory formulated by John Bowlby (1969), which emphasize the importance of interactions between children and their caregivers that result in emotional bonding. According to Bowlby (1969), children who form attachments to their parents/caregivers, have the capacity to form enduring socio-emotional relationships. There are four forms of parent attachments namely secure attachment, avoidant attachment, ambivalent attachment and the disorganized infant attachment. Secure attachment is characterized by parents being emotionally available, perceptive, and responsive to infant's needs and mental states while the internal working model of these infants is likely to be one that expects that their needs will be known and met, that they will be attuned to and emotionally regulated, and that they can freely explore their environment in safety (Ainsworth, 1969). When children are born, they are at the mercy of their caregivers and are completely dependent on them to meet all their needs. This dependence, leads a child to form attachments to their primary caregiver, typically, the mother. When a child's needs are consistently met, they will form a secure attachment to their caregiver; however, even if those needs are minimally met, the child form an attachment, but this often leads to a less secure type of attachment (Colmer, Rutherford & Murphy, 2011).

Avoidant attachment is the relationship between the parent and child where the parent meets the child's needs but is emotionally unresponsive, emotionally unavailable, imperceptive, unresponsive and rejecting. Moreover, some parents are responsive in many non-emotional interactions, but are very dismissive and non-responsive when the infant is emotionally needy, frustrated, or angry (Robertson & Bowlby, 1952). On the other hand, ambivalent attachment is a condition when a parent is at times available for the child but sometimes not available leaving the child frustrated. Such parents are inconsistently available for the infant, and when available, they are often pre-occupied and un-attuned to the infants in their response (Robertson & Bowlby, 1969). These infants are the most anxious, clingy,

and demanding at home and they respond by over-activating their attachment system (Bowlby, 1973). Finally, the disorganized infant attachment behavior refers to the apparent lack of, or collapse of, a consistent strategy for organizing responses to the need for comfort and security when under stress (Lyons-Ruth & Spielman, 2004). The children with the problem of aggression frequently lose their temper, get intensely angry and are extremely irritable or impulsive. Such children are frustrated easily and have short attention span hence may physically attack and fight other children or adults resulting to poor performance in school and failure to participate in organized group activities this would result to child having trouble taking part in social situations and making friends and frequently disruptive, argumentative, or sullen (Murray, Dwyer, Rubin, Knighton-Wisor & Booth-LaForce, 2014).

Literature Review

Previous studies on parent-child attachments and aggressive tendencies among learners exists. For example, Amani, (2016) observed that secure attachment has a significant negative correlation with all subscales of aggression. In another study, Maximo, Sabrina and Loy, (2014) revealed that generally, being a bully, victim, or bully-victim is negatively related with secure parental attachment. Parens (2012) in Lebanon indicated that a negative relationship existed between secure attachment and aggressive behavior. However, Paczkowski (2016) reported no relationship was found between attachment security and externalizing behavior in the high risk sample of youth. In a quantitative study, McDade, (2013) revealed a significant weak positive correlation between avoidant attachment and state anger ($r = .36, n=136, p < 0.01$) and avoidant attachment and trait anger ($r = .23, n=136, p < 0.01$). Similarly, Seibert and Kerns, (2015) reported that avoidant children are rated high by mothers and teachers on a social behavior, and lowest by teachers on aggressive tendencies. Moreover, Clark, Dahlen and Nicholson, (2015) study in Nigeria indicated that avoidant attachment predicted aggressive tendencies. Pace and Zappulla, (2011) in showed that both internalizing and externalizing problems were positively related to insecure attachment styles. The above reviewed studies are important for the present study because their findings highlight issues related to parental attachment from varied contexts. The findings from the reviewed studies

are varied, hence, it is important to determine what happens on parental attachment among Kenyan parents.

In Estonia it has been reported that insecure attachment is a risk factor in the development of bullying behaviour in adolescence (Koiv, 2014). Similarly, Finzi, Cohen, Sapir and Weizman (2000) in Israel indicated that the neglected children are significantly characterized with the ambivalent attachment style. Similarly, Lokoyi's (2015) study in Nigeria reported that ambivalent parenting styles were associated with aggressive behavioural problems. In another study in Nigeria, Pace and Zapulla (2011) supported a unique contribution of insecure style to the prediction of internalizing and externalizing problems among children. Moreover, Goodman, Stroh and Bartlett, (2013) supported the idea that disorganized attachment with an individual's primary care giver can greatly influence aggression levels in childhood. Esch (2013) revealed that disorganized attachment enhanced or brought about trauma in learners. Ooi, Ang, Fung, Wong and Cai's (2006) study found that higher quality of parent-child attachment was associated with lower levels of parent-rated aggression. In another study, Amani (2016) reported that secure mother-infant attachment had a significant negative correlation with aggression. Riggs, (2010) add that insecure attachment promotes aggressive tendencies among children. Finally, Newman, (2017) also revealed that children with poor attachments tend to display aggressive behaviors. Most reviewed studies were conducted on female parents but they lacked findings from male parents, but the present study was conducted among both male and female parents hence its findings are more comprehensive as compared to those of previous studies.

Early Years School Context in Kenya

In Kenya, pre-school comprises three grades: baby class (ages 3-4 years), nursery (ages 4-5 years), and pre-unit (ages 5-6 years) (Bietenbeck, Sanna & Wamalwa, 2018). The significance of relationship among children as they socialize and play in a school environment cannot be overlooked. Despite the policy requirement on socialization that children enjoy learning through play, , the report from the Nyakach Sub-County Education Office (2017) revealed increased cases of aggressive tendencies among pre-school learners. This might be as a result of parents not taking their responsibilities as stipulated in the

Republic of Kenya (2010), the constitution of Kenya article 53(1)e that clearly entitles a child to a fundamental inalienable right to parental care and protection which includes equal responsibility of mother and father to provide for the child whether married to each other or not. Previous studies on parental attachments in Kenya have focused on parental nurturance but very scanty information was available that endeavored to focus on parent attachment relationships given that it is used as a point of reference for all the present and future behaviors and relationships even considering the marked increase of aggressive tendencies during early years of learning in Kenya. Therefore, the present study examined the relationship between parent attachment relationships and aggressive tendencies among pre-school learners in Kenya. The hypothesis was stated as follows:

H₀: *There is no significant relationship between parent attachment relationships and aggressive tendencies among pre-school learners*

Methods

Research Design

The study adopted the *ex-post facto* research design within the quantitative paradigm. The term *ex post facto* is from Latin and it means from after the action (Allen, 2017). Landman (1988) define *ex-post facto* research design as that where a researcher examines the effect of a naturally occurring treatment after it has occurred. In other words it is a study that attempts to discover the pre-existing causal conditions between groups. In this design, the researcher cannot directly manipulate the independent variables as they predict the cause on basis of the dependent variable.

Study participants

The target population comprised 2,082 participants which include 923 parents and 1,159 pre-school learners in public schools in Nyakach Sub County, Kenya. A sample size of 348 pre-school learners and 277 parents was obtained using the simple random sampling

technique with the aid of the random number generator software. The random number generator software uses the Gaussian distribution techniques by providing table (columns, rows) and randomly selecting each value with mean and standard deviation to number list. The researchers had a list of 1159 pre-school learners and 923 parents, then by using random number generator software, a sample size of 348 pre-school learners and 277 parents were obtained respectively.

Research tools

The Parent Attachment Questionnaire for parents was used to collect data on the parent-child attachment styles that the pre-school learners are exposed to in their homes. The Parent Attachment Questionnaire had 29 items on the secure, avoidant, ambivalent and disorganized aspects of attachments and the response format was a 5 point Likert scale; *Strongly Agree, Agree, Neutral, Disagree* and *Strongly Disagree* (Feeney, Noller & Hanrahan, 1994). The Aggressive Tendencies Questionnaires for Parents is designed to have views about specific children's aggressive behaviors. The questionnaire has 34 items on aggression factors and the response format was a 5 point Likert scale *Strongly Agree, Agree, Neutral, Disagree* and *Strongly Disagree* (Bartholomew & Horowitz, 1991).

Construct validity of the questionnaires was ensured by expert judgment by two psychologists in a Kenyan public university while the reliability of the questionnaires was ascertained using the Cronbach alpha method. Alpha is commonly reported for the development of scales intended to measure attitudes and other affective constructs (Taber, 2018). Cronbach's alpha is a measure of internal consistency that is how closely related a set of items are as a group. The study assessed the sub-scale's internal consistency using Cronbach's alpha. The five sub-scales were aggressive tendencies, secure attachment relationship, avoidant attachment type relationship, ambivalent attachment relationship and disorganized attachment relationship. Table 1 which shows the Cronbach's Alpha results for questionnaires.

Given that the minimum acceptable value for Cronbach's alpha is 0.70 and a maximum expected value is 0.90, all the subscales reached a threshold and were within the range (Nunnally, 1978). For example, the subscale of aggressive tendencies scale questionnaire

composed of 34 items had internal consistency of $\alpha = .776$; all the items of this subscale were retained because none of them exaggeratedly hanged out.

Table 1. *Cronbach's Alpha Results for the Questionnaire*

Scale	No. Items	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
Aggressive tendencies	34	.776	.767
Avoidant parent-child attachment	5	.711	.702
Secure parent-child attachment	10	.719	.709
Ambivalent parent-child attachment	7	.745	.723
Disorganized parent-child attachment	7	.721	.712

Procedure

The ethical clearance to conduct the study was first obtained from the National Commission for Science, Technology & Innovation (NACOSTI) in Kenya. Thereafter, the research permit was presented to Nyakach Sub County Education Office before the data collection begun. Informed consent was sought from all the parents who were to be involved and whose children were to be involved in the study. The parents were assured that the information they gave would be treated with confidentiality and would be used for the research purpose only. Administering a questionnaire took between 30-45 minutes and the data collection period took four months.

Data analysis

The quantitative data was analyzed using inferential statistics such as Pearson correlation and linear regression analysis. To ensure that the scales of measurement for the data were suitable for linear regression analysis, the measurements from the responses in the questionnaires were converted into continuous scale. Data was then analyzed by using Statistical Package for Social Sciences (SPSS) version 23. Pearson Correlation was used to evaluate the strength of relationship between aspects of parent attachment relationships and aggressive tendencies while linear regression analysis was used to explain how much

variability in aggressive tendencies could be attributed to parent attachment relationships.

Results

Demographic information of the respondents

The study sought to investigate the demographic information of the respondents. This background information was considered necessary for the determination of whether the respondents were representative sample of the target population for generalization of the results of the study. The demographic information investigated includes gender and age of the parents. Table 2 shows the gender, age and years of experience information of the parents who took part in the survey.

Table 2. *Demographic Information of the Respondents*

Bio-data	Count	Percent	Cumulative percentage
Gender			
Male	116	49.2	49.2
Female	120	50.8	100.0
Total	236	100.0	
Age (Years)			
≤ 30	86	35.1	35.1
31-40	112	48.0	83.1
41-50	30	13.9	97.0
≥ 51	8	3.0	100.0
Total	236	100.0	
Years of Experience (Years)			
≤ 6	125	53.0	53.0
7-9	82	34.7	87.7
10-12	26	11.0	98.7
≥ 13	3	1.3	100.0
Total	236	100.0	

Source: Survey Data (2018)

It is evident from Table 2 that more than a half, 120 (50.8%) of the parents who took part in the survey were females. This finding could imply that mothers are relatively more involved in their children education than the fathers especially in early childhood education and that pre-school education in Kenyan context is generally viewed as female dominance. Both gender was represented in the study as supported by Olabisi (2014) which comprised of 140(56%) males and 110(44%) females. Similarly, Echaune, Ndiku and Sang, (2015) study in Kenya indicated that female parents are more willing to assist children in homework as compared to the male parents. On their ages, it was established that the respondents were aged between 20 and 51 years, with a mean age of 31.1 years (SD=5.37). More than a fourth (198) of the parents were aged below 40 years, with 86 (36.4%) of them being either under/or 30 years of age. This finding agree with Shoemaker and Reese, (1996) study that involved females aged 28 years to 30 years. Moreover, it was established that most of the respondents had relatively few years of experience as parents. It is evident that more than a half 125 (53.0%) of them had under 6 years of experience, with only a minority 29 (12.3%) of them having ten or more years of experience. This finding concurred with the fact that majority of the parents who took part in the survey were young parents, who could not have had many years of experience as parents.

Classification of Parent Attachment relationships

The study sought to classify parents according to the different kinds of parent attachment relationships that they exhibited. Using the closed ended questionnaire, the parent attachment styles were classified based on the ways the parents act with their children, as revealed by their responses. Using the scale of 1 to 5, the scores were divided into four categories: 1.01-.2.00 (avoidant parent-child attachment), 2.01-3.00 (disorganized parent-child attachment), 3.01-4.00 (ambivalent parent-child attachment) and 4.01-.5.00 (secure parent-child attachment). From the analysis of the parents' responses, the parents were categorized into four groups as shown in Table 3.

The results in Table 3 shows that more than one out of every three 80 (33.9%) of the parents who took part in the survey exhibited ambivalent parent attachment style. Similarly, close to three out of ten 68 (28.8%) of the parents had secure parent attachment relationship

with their children. The results of the survey showed that only 40 (16.9%) of the parents had avoidant parent-child relationships. The rest of the parents 48 (20.3%) exhibited avoidant Parent Attachment style. The parents reported the behavior patterns of children while at home.

Table 3. *Categorization of Parents according to Attachment Style*

Parent Attachment Category	Frequency	Percentage
Secure parent-child attachment	68	28.8
Avoidant parent-child attachment	48	20.3
Ambivalent parent-child attachment	80	33.9
Disorganized parent attachment	40	16.9
Total	236	100.0

Source: Survey data (2018)

Parent Attachment relationships and Aggressive tendencies among learners

The study sought to investigate the level of parent attachment relationships among the preschool children. It was ascertained by use of a five-point Likert scaled questionnaire whose constructs were related to parent attachment which involves a response to a child's needs for a healthy relationship in a child's life. Using the rating scale (1=*Strongly Disagree*, 2=*Disagree*, 3=*Neutral*, 4=*Agree* and 5=*Strongly Agree*), the parents indicated the state of parent-child attachment. In addition, the aggressive tendencies of pre-school learners were measured using the Aggressive Tendencies Questionnaire.

Pearson Product Moment Correlation Coefficient was used to analyze data, with scores on types of parent attachment types as the determinant variables and level of aggressive tendencies as dependent variable. Pearson Moment Correlation analysis was appropriate because the data were paired observations computed on continuous scale measurement and the relationship between the variables was expected to have linear correlation (Oso & Onen, 2011). The significant level (p-value) was set at .05 such that if the p-value was less than 0.05, the null hypothesis would be rejected and conclusion reached that a significant difference does exist. If the p-value was larger than 0.05, it would be concluded that a significant difference does not exist. The correlational results are presented in Table 4.

Table 4. *Correlation between parent attachment relationships and aggressive tendencies*

Parent Attachment relationships	Aggressive tendencies	
Secure parent-child attachment	Pearson Correlation	-.827*
	Sig (2 tailed)	.000
	N	68
Avoidant parent-child attachment	Pearson Correlation	.043
	Sig (2 tailed)	.772
	N	48
Ambivalent parent-child attachment	Pearson Correlation	.248*
	Sig (2 tailed)	.026
	N	80
Disorganized parent-child attachment	Pearson Correlation	.684**
	Sig (2 tailed)	.000
	N	40

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

The results presented in table 4, indicate a significant ($n=68$; $r = -.827$; $p < 0.05$) fairly strong negative correlation between secure parent-child attachment relationship and aggressive tendencies among pre-school learners. This finding implies that a preschool child who enjoys a secure attachment with their parents would less likely have aggressive tendencies towards other people or peers. The study reported a weak positive correlation between avoidant parent-child attachment relationship and aggressive tendencies among pre-school learners [$n=48$; $r = .043$; $p = .772$ (ns)]. In addition, there was a significant, though weak ($n=80$; $r = .248$; $p = .026$), positive correlation between ambivalent parent-child attachment relationship and aggressive tendencies among pre-school learners. It was also reported that there is a significant ($n=40$; $r = .684$; $p < 0.05$) positive correlation between disorganized parent-child attachment relationship and aggressive tendencies among pre-school learners. Therefore, more disorganized attachment relationship was associated with more aggressive tendencies among preschoolers.

Apart from avoidant parent-child attachment, the p-values obtained were less than 0.05, then, the null hypothesis which stated that *“There is no significant relationship between parent attachment relationships and aggressive tendencies among pre-school learners”*,

was rejected. Hence, it is concluded that, there is a significant relationship between parent attachment relationships and aggressive tendencies among pre-school learners. However, there was need to estimate the extent to which the aggressive tendencies could be accounted for by the parent attachment relationships among pre-school learners, hence, the linear regression analysis was performed.

Linear Regression analysis between parent attachment relationships and aggressive tendencies

To estimate the level of influence of parent attachment relationships on aggressive tendencies among pre-school learners, a coefficient of determination was computed. This was done using of linear regression analysis and the results are as shown in Table 5.

Table 5. *Model Summary on Linear Regression Analysis of Parent Attachment Relationships and Aggressive Tendencies*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Ambivalent parent-child attachment	.248a	.062	.050	.23538
Avoidant parent-child attachment,	.043a	.002	-.020	.23660
Secure parent-child attachment	.827a	.684	.680	.13015
Disorganized parent-child attachment	.684a	.468	.453	.21539

Predictors: *Ambivalent parent-child attachment, Avoidant parent-child attachment, Secure parent-child attachment, Disorganized parent-child attachment*

From the model, it is evident that 6.2% was explained by ambivalent parent-child attachment. This was fairly a sizeable amount of effect by a predictor on the dependent variable. From the model, only 0.2 was explained by the level of avoidant parent-child attachment, as signified by R Square of .002. This was fairly small amount of effect a predictor on the dependent variable, the aggressive tendencies among pre-school learners. The model shows that secure parent-child attachment accounted for 68.4% (R Square =.684) of the variation in level of relational aggressiveness in preschool learners. This was a respectable amount of effect by only one determinant on the dependent variable. The model shows that disorganized parent-child attachment accounted for 46.8%, as signified by R

Square of .468, of the variation in overall aggressive tendencies. This was a significant amount of effect of a predictor on a dependent variable. This implies that disorganized parent-child attachment was a statistically significant determinant of overall aggressive tendencies, meaning that the information on the level of disorganized parent-child attachment could help in predicting the level of aggressive tendencies in pre-school learners. From the linear regression analysis, it can be concluded that the results are significant because parental attachments accounted for aggressive tendencies as follows; ambivalent attachment (6.2%), secure parent-child attachment (68.4%), disorganized parent-child attachment (46.8%) and avoidant parent-child attachment (.2%). In as much as the avoidant parent-child attachment had a low positive variability in predicting the aggressive tendency, but, it is still significant.

Discussion

The study examined the relationship between parent attachment relationships and aggressive tendencies among pre-school learners in Kenya. The findings indicated a significant moderate negative correlation between secure parent-child attachment and aggressive tendencies among pre-school learners. The level of influence of secure parent-child attachment accounted for 68.4% ($R^2=.684$) of the variation in level of aggressiveness among preschool learners. In agreement, Parens (2012) indicated that a negative relationship existed between secure attachment and aggressive tendencies. Similarly, Maximo, et al., (2014) revealed that generally, being a bully, victim, or bully-victim is negatively related with secure parental attachment. In addition, Amani (2016) reiterated that secure attachment was observed to have a significant negative correlation with all subscales of aggression. On the contrary, Paczkowski (2016) reported no relationship was found between attachment security and externalizing behavior in the high risk sample of youth. The implication of this finding is that parents should be trained on the best home environmental conditions that enhance secure attachment with their children.

The study also reported that there was a low positive correlation between avoidant parent-child attachment and aggressive tendencies among pre-school learners, but, it was statistically significant. The level of influence of avoidant parent-child attachment was only

0.2% of the variation in relational aggressiveness among preschoolers was explained by the level of parent-child avoidant attachment. This was fairly small amount of effect a predictor on the dependent variable. This finding however agreed with McDade (2013) study which indicated a negative correlation between avoidant parent attachment and aggression and between parent attachment and depressed mood. This finding agrees with Young, et al., (2010) who found out that avoidant attachment on infancy continued to predict both aggression and passive withdrawal among the children. Similarly, Clark, et al., (2015) indicated that avoidant and parental psychological control predicted aggressive tendencies. In addition, Pace and Zappulla, (2011) showed that both internalizing and externalizing problems were positively related to insecure attachment styles and negatively to commitment. On the contrary, Seibert and Kerns, (2015) reported that avoidant children were rated high by mothers and teachers on a social behavior, and lowest by teachers on aggressive tendencies. The implication of this finding is that there is need for parental education on the best parental practices that would enhance holistic development of children.

The study also reported a significant, though weak, positive correlation between ambivalent parent-child attachment and aggressive tendencies among pre-school learners. On level of influence of ambivalent attachment, it was evident that 6.2% ($R^2=.062$) of the variation in aggressive tendencies among pre-school learners was explained by parent-child ambivalent attachment. This finding is in agreement with Ojedokun, et al., (2013) which found that lack of parental bonding had significant influence on the tendency to perpetrate aggressive behaviour. This finding suggested that learners who perceived their parents as less caring and paid more attention to others than them reported higher tendencies to perpetrate aggression. Similarly, Koiv (2014) agreed that victims of bullying demonstrated higher levels of ambivalent attachment than uninvolved adolescents.

Finally, the study reported a significant positive correlation between disorganized parent-child attachment and aggressive tendencies among pre-school learners. The level of influence disorganized parent attachment on aggressive tendencies in early years of education indicated that parent-child disorganized attachment accounted for 46.8%, as signified by $R^2=.468$, of the variation in the aggressive tendencies. The finding is in agreement with Bandura (1986), which informed the study that aggressive reinforcement in the form of imitation of family members is the most prominent source of behavior modeling. In addition, Goodman et al.,

(2013) research supported the idea that disorganized attachment with an individual's primary care giver can greatly influence aggression levels in childhood. Similarly, Casas, et al., (2006) also support the view that disorganized infant attachment behavior constitutes the collapse of organized strategic behavior. Amani's (2016) study indicated that ambivalent mother-infant attachment had a significant positive correlation with aggression, while avoidant attachment style had no significant correlation with aggression. Similarly, Newman (2017) also agreed that children with poor attachments tend to display poor socioemotional affects such as poor social skills, coping, and problem solving skills, tantrums, clingy, withdrawn, or aggressive behaviors. The implication of this finding is that parental education should be provided to parents on how to enhance healthy relationships with children at home to foster holistic development of children.

Conclusion

It can be concluded that parents should practice secure parent attachment in their homes with their young children. Thus, children who experience nurturing behavior from their parents such as warmth have a tendency to be less aggressive in their interpersonal relationships with others. The development of aggressive behavior begins via inadequate parental attention and support with the study concluding that avoidant parent attachment is a strong predictor of aggressive tendencies in pre-school learners. The study further concluded that the knowledge of level of parent-child ambivalent attachment can be useful in predicting the level of aggressive tendencies among preschoolers. It was concluded that there is significant positive influence of disorganized parent attachment on aggressive tendencies among pre-school learners. Based on these findings, the study concluded that parents have a task of determining their children's level of aggression depending on their parenting practice. It's recommended that the teacher counselors should ensure early screening for those with vulnerable attachments and in high-risk families like from disorganized backgrounds for psychological disorders. This is because the study reported that most learners were unpredictable and always afraid of failures which affected their relationship with the other learners. In addition, the Ministry of Education should develop structured programmes of

educating parents on how to relate and respond to the needs of their children and practice secure parent-child attachment. This would help parents develop positive attitude and improve on their emotional and psychological well-being.

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