

**ATTACHMENT STYLES AND EMOTIONAL WELLBEING AMONG YOUTH: A  
CASE OF THE LORD'S RESISTANCE ARMY  
OFFSPRINGS IN GULU CITY, NORTHERN UGANDA**

**BY**

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**17MCPCP0122**

**RESEARCH DISERTATION SUBMITTED TO THE SCHOOL OF GRADUATE  
STUDIES AND RESEARCH IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF DEGREE IN MASTERS OF SCIENCE IN  
CLINICAL PSYCHOLOGICAL COUNSELING OF  
UNIVERSITY OF KISUBI**

**SEPTEMBER, 2021**

**Declaration**

**ILanyero Ketty**, hereby declare that this work is my original development, and has never been submitted before to any university or higher institution of learning for any academic award or publication; and that it does not incorporate without acknowledgement any scholarly material and others previously written by another person(s) except where due reference is made in the text.

Signed..... Date ...../...../.....

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**Approval**

This research has been written under our guidance, submitted for examination under my supervision and approval as the candidate's University Supervisors.

**Signature** ..... **Date** .....

**GESA ANTHONY (PhD)**

## **Dedication**

I dedicate my work to the Almighty God who as entrusted me with knowledge, strength, wisdom and love to serve the war affected persons as well as those who are suffering from all kinds of mental disorders.

In a special way I dedicate this dissertation to my family especially my mother, Lovely daughter Victoria, my son Adrian and my niece Melyn.

I also dedicate this work to all those who have suffered the effects of the LRA war in Northern Uganda.

## **Acknowledgement**

First of all, I would like to acknowledge the mighty hand of the Almighty God that I have seen at work not only through this research and study but in all my struggles in life.

My special heartfelt appreciation goes to my family especially my mother Mrs. Margaret Ochaya, my daughter Victoria, my son Adrian my niece Melyn my brothers and sisters for your endurance while I was away for studies, their encouragement and commitment to see me through. The physical, morale, financial as well as psychological support you accorded me during this cannot be accounted for.

I feel greatly indebted to my supervisors for their professional guidance, commitments and insight for this success, not forgetting all my course mates, Fr. Isaac Adroamabe, Fr. Arapa Boniface and all the others.

I am grateful to all CVT staff where I work for their continuous encouragement and support.

**List of Figures**

Figure 1: The Conceptual Framework ..... 27

## List of Tables

Table 4. 1: below shows the sampling frame.....	57
Table 4. 2: CVI Values .....	60
Table 4. 3: Response Rate.....	66
Table 4. 4: Gender of the respondents .....	67
Table 4. 5 : Age Categories of the respondents .....	67
Table 4. 6: Academic qualification of the respondents.....	68
Table 4. 7 Number of trauma events of respondents .....	69
Table 4. 8, the effect of avoidant attachment style on emotional wellbeing .....	70
Table 4. 9 the influence of disorganized attachment style on emotional wellbeing .....	73
Table 4. 10 , Secure style of Attachment .....	76
Table 4. 11 :shows the level of emotional wellbeing.....	80
Table 4. 12: Correlation between Avoidant attachment and Emotional wellbeing .....	82
Table 4. 13 Correlation between disorganized attachment style and emotional wellbeing.....	83
Table 4. 14 Correlation between secure attachment style and emotional wellbeing .....	84
Table 4. 15: Model summary .....	85
Table 4. 16 Analyses of Variables .....	85
Table 4. 17 Coefficients of Regression.....	86

## **Abbreviations**

CBTR	Children Born to Rebels
CVI	Content Validity Index
DSM	Diagnostic and Statistical Manual
DV	Dependent Variable
EV	Extraneous Variables
ICD	International Classification of Diseases
IV	Independent Variable
LRA	Lord's Resistance Army
SDG	Sustainable Development Goals- SDG
PWDs	Persons with disabilities
RAD	Reactive Attachment Disorder
SPSS	Statistical Packages for Social Sciences
UPDF	Uganda People's Defence Forces
WHO	World Health Organization



## Table Contents

Declaration .....	i
Approval .....	ii
Dedication .....	iii
Acknowledgement .....	iv
Abbreviations .....	vii
ABSTRACT.....	xiii
CHAPTER ONE.....	1
GENERAL BACKGROUND.....	1
1.0 Introduction .....	1
1.2 Statement of the Problem .....	16
1.3 Research questions .....	18
Time Scope .....	19
CHAPTER TWO .....	21
LITERATURE REVIEW .....	21
2.0 Introduction .....	21
Review of related Literature .....	28
Avoidant attachment style and Emotional wellbeing .....	30

CHAPTER THREE .....	53
RESEARCH METHODOLOGY .....	53
3.0 Introduction .....	53
3.1 Research Design .....	53
3.2 Study Area .....	54
3.3 Study Population .....	54
3.4 Sampling frame and selection. ....	55
Table 1 below shows the sampling frame. ....	57
3.5 Sampling Size and Techniques .....	57
3.6. Data collection instruments .....	58
3.6.1. Questionnaires .....	58
3.6.2 Interview guide.....	59
3.6.3 Quality Control of Data Collected- .....	60
3.6.4 Validity.....	60
Table .2: CVI Values.....	60
3.7 Reliability .....	61
3.7.1 Procedures for data collection .....	62
3.7.2 Quantitative data analysis.....	62

3.7.3 Qualitative data analysis.....	63
3.7.4 Research Ethical Considerations .....	63
3.8 Limitations to the study.....	64
CHAPTER FOUR.....	66
PRESENTATION OF FINDINGS, INTEPRETATION AND DISCUSSION .....	66
4.0 Introduction .....	66
4.1.2. Age category of the respondents .....	67
4.1.4. Academic qualifications of the respondents.....	68
4.1.5. Number of trauma events witnessed .....	69
4.2. Descriptive Statistical Analysis.....	69
4.2.1. The effect of avoidant attachment style on emotional wellbeing.....	70
4.2.2. The influence of disorganized attachment style on emotional wellbeing .....	73
4.2.3. The relationship between secure style of attachment and emotional wellbeing .....	76
4.2.4. LEVEL OF EMOTIONAL WELLBEING .....	80
4.8 Table shows the level of emotional wellbeing .....	80
Coefficients .....	86
CHAPTER FIVE .....	89
SUMMURY, OF THE FINDINGS, DISCUSSIONS, CONCLUSIONS AND.....	89

5.0 Introduction .....	89
5.1 Summary of findings.....	89
5.2 The effects of avoidant attachment style on emotional wellbeing .....	89
5.3 Disorganized attachment style on emotional wellbeing.....	90
5.4 Discussion .....	90
5.5 Disorganized attachment style on emotional wellbeing.....	95
5.6 The relationship between secure style of Attachment and emotional wellbeing .....	99
5.7 The effects of avoidant attachment style on emotional wellbeing.....	103
5.7.1 Recommendations .....	104
5.7.2 Introduction .....	104
5.7.3 The effects of avoidant attachment style on emotional wellbeing .....	104
5.7.4 Suggestion for further study.....	106
REFERENCES.....	107
APPENDICES .....	117
Appendix 1: Consent form .....	117
Appendix 2: Questionnaire.....	118
SECTION A: CHARACTERISTICS OF THE RESPONDENTS .....	119
SECTION B: AVOIDANCE STYLE OF ATTACHMENT.....	119

SECTION C: DISORGANIZED PATTERNS OF ATTACHMENT .....	120
SECTION D: SECURE STYLE OF ATTACHMENT .....	121
SECTION E: LEVEL OF EMOTIONAL WELLBEING .....	122
Appendix II: Interview Guide (care takers/parents) .....	123
Appendix III: Interview Guide (Development partners, local government authorities, school authorities) .....	125
APPENDIX III.....	126
<b>TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION .....</b>	<b>126</b>
BUDGET FOR THE RESEARCH DISSERTATION .....	127
APPENDIX 6.....	128
TIME FRAME FOR THE ENTIRE RESEARCH WORK .....	128
Appendix V: Introduction letter.....	129

## ABSTRACT

Several rebel groups actively recruit children to serve among their ranks. While this constitutes one of the most egregious violations of children's rights, it remains unclear what impact recruited children have on the fighting capacities of these armed groups. The current study examined attachment styles and emotional wellbeing among youth: A case of the Lord's Resistance Army offsprings in Gulu city, Northern Uganda. The objectives of the study were; to examine the effects of avoidant attachment style on emotional wellbeing in Northern Uganda, to determine the influence of disorganized attachment pattern on emotional wellbeing among youth in Gulu City, Northern Uganda. and to establish the relationship between secure attachment style and emotional wellbeing among youth in Gulu City, Northern Uganda. The study was done in Gulu city with 92 youth who were born by LRA rebels, caretakers/parents, government officials and nongovernmental organizations in the area that were identified using simple random sampling and purposive sampling techniques. The study adopted a cross-sectional design. The study undertook a descriptive approach so that the variables to be investigated were quantified and described in detail, which was very helpful to describe their narratives, stories of the youth in their perspective. Quantitative data was analysed using SPSS software version 20 and descriptive statistics was performed to analyse the statistical variables of the study. While qualitative data was coded using ATLAS.ti software version 8 and thematic analysis was later performed to understand the key issues for attention. The findings revealed that most of the youth who went through these experiences prefer keeping certain things to themselves and are so insecure with the people around them; avoid them and only open with their friends on only critical issues, that disorganized attached individuals have emotional problems as many displayed unstable interpersonal relationships skills and that this is something majority of the youth are struggling with to adapt to the current environment. The study concluded that attachment style is very paramount to understanding the emotional wellbeing and growth of children and the youth, the youth exhibits disorganised attachment style as a result of the situation the youth and their parents were in, the parents are distressed and that securely attached individuals are more positive and have constructive behaviors and are emotionally stable compared to individuals with insecure attachment style who shows more negative and destructive behaviors. The study recommends that the government through the Ministry of Gender Labour and Social Development promotes affirmative action for youth (children inclusion) in its programs like the youth livelihood program, skilling Uganda, there is still a need to continue with post-war stress management and social support by the government and the operating development partners in the area and that government through the ministry of lands and Housing need to intervene and arbitrate the land conflicts in Gulu after the war.



## CHAPTER ONE

### GENERAL BACKGROUND

#### 1.0 Introduction

Worldwide, one of the great challenges of social scientists of the twenty first century has been the promotion of youth wellbeing, stressing the protection of their human rights (Ilona Kickbusch, 2017). Unfortunately, the study of youth's attachment and emotional wellbeing is still a new research field in progress compared to the large number of studies conducted in adult population (Ilona Kickbusch, 2017). Stressing that level of emotional wellbeing change throughout the life cycle with adolescents reporting lower levels of life satisfaction than other developmental stages (WHO, 2015). This present study focused on examining the attachment styles and emotional wellbeing among youth. Chapter one presents the background to the study, statement of the problem, purpose of the study, the specific objectives, and the research questions, scope of the study and the significance of the study.

Background of the study

Historical perspective

In 2004, political scientists counted more than 42 wars and armed conflicts worldwide, almost all of them in developing countries (Elisabeth Schauer, 2009). Observers of the current 'New wars' or 'complex political emergencies' have noted that the main target of the war parties is the civilian population, and systematic atrocities, massacres and bombings are often applied as rational strategies within current warfare. Some believe to witness a qualitative change in the way wars are waged and organized violence is exerted; in other words, a transformation in the 'culture of violence' cannot be overlooked (Jean-Jacques Frésard, 2014). Children and youth have increasingly become victims of warfare. Warring factions largely rely on irregular



forces, forced recruitments and the use of fear and violence to gain control over the population and to maintain their power within their own fighting forces. Crimes against humanity, like mass rape, mutilations and torture are not an exception, but a way to exert power in this context. Internationally agreed upon undesirable and prohibited war outcomes, which in fact are a hallmark of today's conflicts, have been defined and the phenomenon of child soldiering is one of them (Elisabeth Schauer, 2009). The situations of youth who are LRA off springs are not exceptional, they found themselves entangled in the war fare and have become victims having suffered multiple kind of torture.

The proportion of civilian casualties in armed conflicts has increased dramatically and is now estimated at more than 90 per cent. More than 2 million children/youth have died as a direct result of armed conflict over the last decade while others have been emotionally and psychologically tortured (Ilona Kickbusch, 2017). More than three times that number, at least 6 million children, have been seriously injured. Between 8,000 and 10,000 children are killed or maimed. War related injury in itself is traumatic for children, but additional traumas can also occur from painful and frightening medical treatments and living with disability, especially in resource poor countries. It is estimated that 4 million children have become physically handicapped and disabled after they were wounded in conflict over the last decade. For example, 75 percent of the injuries incurred from landmines in rural Somalia are to children between the ages of five and fifteen years. All of these samples include formerly abducted children and child soldiers. The lack of medical assistance during abduction times is an additional serious humanitarian issue (United Nations, 2016). This therefore calls for the need to assess the attachment styles of these youth in order to ascertain their emotional wellbeing.

Analytical studies done in the middle East, Latin America, Asia and Africa on the socio-economic impacts of the armed conflicts have found associations between insecure attachment

with the primary care givers in infancy and poor social competence and peer relations, increased hostility and aggression, and lower ego resilience (Amone, 2004; Bayer, Klasen, Adam, 2007). However, there is still scarce literature on the attachment component of the war and its effects on the emotional wellbeing of the off-springs of the armed rebels in war situations (Amone, Bayer, Klasen, Adam, 2007, 2007). There is a possibility that the Offsprings of the LRA war also have their emotional wellbeing impacted on by the attachment styles with their parents/caretakers.

Borrowing from the works of other scholars (Stavrou, 2007; Bandura, 2013 and Dickson, 2012), the effect of the war on the children and youth of the rebels is diverse due to abduction and its effect on reintegration. They have also examined how social learning processes influence the mental and behavioural changes that a child undergoes in the context of war. Punamäki (2007), for instance, examines the level of aggression among Palestinian and Israeli children and conclude that Palestinian children, who had been exposed to a greater amount of war stressors than Israeli children, frequently display more aggressive behaviour (Hecker et al, 2013). It is possible that the behaviours of the LRA off springs could be related to their attachment styles. Bearing in mind that there could also be other factors, the researcher decided to continue with the research.

Utas (2011) describes how former child soldiers in Liberia use the victim label as an aid in accessing reintegration support. Others, such as Halton (2011), have looked from a practitioner perspective to the reintegration process. He concludes from his own experience in the Sudan reintegration process that it is of importance to have a strong enforcement of the reintegration process on the local level. Somewhat surprisingly, however, we know relatively little about the attachment element of the offspring youth of the rebel groups and their emotional wellbeing in our societies (Utas; Halton, 2011). There are only few notable exceptions that explicitly focus on their impact. Bakaki and Hinkkainen (2016) empirically demonstrate that

child soldiering in civil war increases the likelihood of UN peacekeeping interventions. Haer and Böhmelt (2016a; 2016b) find that child soldiers might improve the military effectiveness of rebel organizations, but ultimately have a very detrimental impact on post-conflict peace as dispute recurrence becomes more likely with them. However, none of these qualitative and quantitative studies addresses the underlying phenomenon that may influence all these outcomes, i.e., on the impact of the war on the emotional wellbeing of these children (Bakaki and Hinkkainen , 2016).It's upon these findings that the researcher was motivated to carry out the research to establish how the attachment styles had influenced the emotional wellbeing among the youth who were born off the LRA soldiers in Gulu City.

Others, such as Blattman and Annan (2008; 2010) focus more on the economic consequences without underscoring the attachment styles and emotional wellbeing of these youth. They found that rebels' child soldier recruitment in Uganda has a negative impact on their post-conflict earnings, which is also confirmed by qualitative research on the recruitment practices in Mozambique and El Salvador ((Boothby et al., Santacruz and Arana,, 2016, p. 4) (Boothby et al., 2006; Santacruz and Arana, 2002). Additionally, there is a growing body of research that focus on the effective reintegration of child soldiers after war, especially in the context of Disarmament, Demobilization, and Reintegration (DDR) programs however in particular reference to the youth/offspring's of the soldiers and rebels, insufficient scholarly evidence is available(Boothby et al., Santacruz and Arana, 2016).This finding validated the need for this study since economic wellbeing in its alone does not determine the holistic wellbeing of an individual.

## **Theoretical perspective**

Acceptance and Commitment Theory (ACT) was considered for this study to explain the effects of attachment on emotional wellbeing. ACT rests on an underlying theory of human language and cognition called relational frame theory (RFT), a theory that now has over one hundred and fifty published peer-reviewed articles ACT is a behavioral therapy: it's about acting. But it's not about just any old action, Hayes, Strosahl, & Wilson, 1999.

The relational frame theory (RFT), is a school of research focusing on human language and cognition. RFT suggests the rational skills used by the human mind to solve problems may be ineffective in helping people overcome psychological pain. Based on this suggestion, ACT therapy was developed with the goal of teaching people that although psychological pain is normal, we can learn ways to live healthier, fuller lives by shifting the way we think about pain, Hayes, S. C. (2005). This could be in line with the observed behavioural problem patterns among the youths in Northern Uganda –Gulu City. The researcher wanted to ascertain whether or not behavioural issues among the offspring of the LRA were result problems of having an ineffective skill to help themselves rather than originating from the unconscious.

First, ACT is about values-guided action. There's a big existential component to this model:

ACT gets a person in touch with what really matters in the big picture, the person's heart's deepest desires for whom they want to be and what they want to do during their brief time on this planet. A person can use these core values to guide, motivate, and inspire behavioral change. Second, it's about "mindful" action: action that you take consciously, with full awareness open to your experience and fully engaged in whatever a person is doing. ACT gets its name from one of its core messages: accept what is out of personal control, and commit to taking action that

enriches life. The aim of ACT is to help us create a rich, full, and meaningful life, while accepting the pain that life inevitably brings supporting its principle's (Bach & Hayes, 2002).

According to (Hayes, Strosahl, & Wilson, 1999) Acceptance and Commitment Therapy (ACT) is a behaviourally based intervention designed to target and reduce experiential avoidance and cognitive entanglement while encouraging clients/pateint to make life enhancing behavioral changes that accord with their personal values. The researcher found it fit to give a logical explanatory model from the Acceptance and commitment theory. ACT does not only give an explanatory model for psychological pain but also a model for psychological treatment. ACT is effective for a wide range of psychological disorders, and it is also effective as a life-affirming and inspirational perspective of self-determination. In this study, the theory will best explain the situation of the youth born in captivity in Northern Uganda.

The website [www.actmindfully.com.au](http://www.actmindfully.com.au) explains Acceptance and commitment theory (ACT) as a theory that aims to help patients accept what is out of their control, and commit instead to actions that enrich their lives. According to the Association for Contextual Behavioral Science (ACBS), ACT is: "a unique empirically based psychological intervention that uses acceptance and mindfulness strategies, together with commitment and behavior change strategies, to increase psychological flexibility." (Harris, 2013). In the case of the youth off springs of the LRA rebels, there is actually nothing much they can do to change what happened to them but rather face their pain and commit to behavior change and adjust to the current situation.

The ACBS views ACT as a theory based on the concept that suffering is a natural and inevitable condition for humans. We have an instinct to control our experiences, but this instinct does not always serve us, Hayes, S. C. (2005).

Dr. Russell Harris (2011) defined ACT in terms of familiarity to the psychology field as a psychological intervention based on modern behavioral psychology, including Relational Frame Theory that applies mindfulness and acceptance processes, and commitment and behavior change processes, to the creation of psychological flexibility.

To put it in less clinical terms, Dr. Russell Harris (2011) defined ACT as a mindfulness-based behavioral therapy that challenges the ground rules of most Western psychology. Its unique goal is to help patients create a rich and meaningful life and develop mindfulness skills alongside the existence of pain and suffering.

While ACT has been applied to a wide variety of problems, it is well suited to the treatment of the painful psychological and emotional experiences and aftermath of trauma can often lead the traumatized individual to view themselves as “damaged” or “broken” in some important way. These difficult emotions and thoughts are associated with a variety of behavioral problems, from detachment, substance abuse to relationship problems. Eifert, G. H. & Forsyth, J. P. (2005)

**Acceptance and commitment therapy (ACT)** enhances mindfulness skills helps individuals live and behave in ways consistent with personal values while developing psychological flexibility. ACT theory does not define unwanted emotional experiences as symptoms or problems. It instead works to address the tendency of some to view individuals who seek therapy as damaged or flawed and aims to help people realize the fullness and vitality of life. This fullness includes a wide spectrum of human experience, including the pain inevitably accompanying some situations, Hayes, S. C. (2005). This argument was to a great extent resolved by the analysis of this paper while investigating the experiences of the youth born in captivity

during the Lord Resistance insurgency in Northern Uganda. This theory can as well be applied to help the youth realise the fullness in their lives.

Practitioners of ACT help individuals recognize ways in which their attempts to suppress, manage, and control emotional experiences create challenges. By recognizing and addressing these challenges, individuals can become better able to make room for values-based actions that support well-being, Hayes, S. C. (2005).

Acceptance of things as they come, without evaluating or attempting to change them, is a skill developed through mindfulness exercises in and out of session. ACT does not attempt to directly change or stop unwanted thoughts or feelings (as cognitive behavioral therapy does) but instead encourages people to develop a new and compassionate relationship with those experiences. This shift can free people from difficulties attempting to control their experiences and help them become more open to actions consistent with their values, values clarification and the definition of values-based goals also being key components of ACT, Hayes, S. C. (2005).

## **Conceptual Perspective**

### **Attachment styles**

From the conceptual point of view, the study conceptualizes that attachment styles is an independent variable that determines the emotional wellbeing of an individual. Therefore, attachment refers to the special bond and the lasting relationships that young children form with one or more adults. It refers specifically to the child's sense of security and safety when in the company of a particular adult (Wittmer, , 2015). According to Stephanie Huang, Aug 24, 2020, attachment styles refers to the particular way in which an individual relates to other people. The style of attachment is formed at the very beginning of life, and once established, it is a style that

stays with you and plays out today in how you relate in intimate relationships and in how you parent your children

Bowlby (1969) defined attachment as a strong disposition to seek proximity to and contact with a preferred caregiver, where an attachment figure was conceived of as one responsive to the child's needs. According to StephanieHuang, Aug 24, 2020, attachment styles refers to the particular way in which an individual relates to other people

Attachment style or organization is a concept that derives from John Bowlby's attachment theory and refers to a person's characteristic way of relating in intimate caregiving and receiving relationships with "attachment figures," often one's parent's children and romantic partners. The concept involves one's confidence in the availability of the world when not in distress as well as a safe haven from which one can seek support, protection, and comfort in times of distress. Exploration of the world includes not only the physical world but also relationships with other people and reflection on one's internal experience.

Huang, S (2020, Nov 03) defines avoidant attachment style as a tendency in which children tend to avoid interaction with the caregiver, and show no distress during separation. This may be because the parent has ignored attempts to be intimate, and the child may internalize the belief that they cannot depend on this or any other relationship. Pietromonaco, et al., 2004 referred avoidant attachment to be demonstrated by feelings of personal achievement and a high sense of self-reliance yet avoidance of closer relationships. As a result, dismissing individuals experience low anxiety with a high degree of avoidance.

Secure attachment refers to your child's emotional connection with you (their primary caregiver) that begins at birth, develops rapidly in the next two years and continues developing throughout life (Jeanne Segal, Marti Glenn, and Lawrence Robinson 2019).



Secure attachment is where mothers or caregivers are perceived as emotionally available; children develop a sense of others as emotionally available and consistent. In turn, the children view themselves as cared for and they view intimate relationship as positive, developing an enduring bond in which infants cry or protest when their mother leaves, but they greet her happily when she returns, develops safe haven where children and adolescent uses parents or care givers as sources of support, safe haven where they become confident in family support for explorations outside the family, Proximity seeking by being friendly, teasing, engaging in shared activities, self-disclosure and have emotional conversations.

Pietromonaco, et al., 2004 defined disorganised Attachment Style as a feeling of being unlovable and having distrust of others. As a result, disorganized individuals demonstrate high levels of anxiety along with a high degree of avoiding close relationships. Disorganized attachment is classified by children who display sequences of behaviors that lack readily observable goals or intentions, including obviously contradictory behaviors or stilling/freezing of movements.

The lifestyles of LRA off springs in Gulu City has created a lot of concern because much as several interventions to help LRA off springs have been made through giving of material support and rehabilitation efforts, the researcher wondered why most of the adolescents born in captivity still have troubles relating with their own self, families and members of the society; (aggressive, deceitful, destructive, easily breaks in the face of stressful situations; showing poor emotional agility to mention among others). This drove the researcher to investigate what might be the root cause of this problem (Wittmer, , 2015). Could it be a problem with attachment or there are other factors behind these undesirable traits among the youth born in captivity?

The only response to this is that attachment theory predicts continuity or discontinuity in the internal working models from infancy to adulthood depending on the stability of the

individual's environment. Longitudinal studies have shown evidence of discontinuity in the cases of individuals who have experienced negative life events, such as loss of a parent, parental divorce, and life-threatening illness of parent or child, and continuity in other instances (Hamilton, 2000; Waters, Merrick, Treboux, Crowell, & Albersheim, 2000; Weinfield, Sroufe, & Egeland, 2000). Using the Strange Situation procedure, which involves brief separations from and reunions with the attachment figure, the infant's quality of attachment to its caregiver can be classified as early as 12 months of age into one of three main categories: secure, avoidant, and disorganized (Ainsworth, Blehar, Waters, & Wall, 2008). Patterns that correspond to the three attachment categories have also been identified in investigations of attachment in childhood beyond infancy. One of the best-established measures is the Adult Attachment Interview (AAI; Hesse, 1999), which classifies individuals into autonomous, dismissing, and preoccupied categories, corresponding to the infant categories of secure, avoidant, and disorganized, respectively. Solomon and George (1999) discussed various assessment techniques appropriate to different age levels, including adulthood, and subtle differences among classification systems (Ainsworth, Blehar, Waters, & Wall, , 2008). Using the research tools, the researcher wanted to be sure if the different categories of attachment styles would come out clearly.

Mikulincer, Florian, and Weller (2013) tested the hypothesis that the negative effects of war exposure on psychological wellbeing may be moderated by the person's attachment style. They found theoretically predicted patterns of War, Attachment, and Reasoning differences among secure, avoidant, and ambivalent groups on measures of both distress and coping ((Haskuka et al. , 2008). For example, the ambivalent group reported higher levels of distress than the secure on all measures of distress, whereas the avoidant group did so only on hostility and somatisation problems. With regard to coping, the secure group reported having used the support-seeking strategy more frequently than both insecure groups. Interestingly from the point

of view of the current study, group differences were attenuated for participants residing in non-dangerous areas during the war. Exposure to war may pose a serious threat to one's security because of imminent threat to one's own and loved ones' lives, not to mention serious uncertainty about the future ((Haskuka et al. , 2008).In this particular study, the researcher wanted to investigate the influence of attachment styles on emotional wellbeing of the LRA off springs to see if this could agree with other studies previously done.

No prospective study has been carried out so far to investigate the possibility that war experience might affect the quality of attachment, although indirect evidence from the study by Mikulincer et al. (1993) speaks against it. As they pointed out, the distributions of attachment styles assessed after war exposure were similar (a) for people living in the dangerous and non-dangerous areas in their study and (b) to those obtained in earlier studies carried out in Israel and other countries. In view of the findings reported earlier, we hypothesized that negative effects of war exposure on moral reasoning may be moderated by attachment style. Secure attachment has been found to facilitate resilience in the face of adversity, including war (Husain, 2005), and resilience in turn implies reduced vulnerability for negative outcomes under adverse conditions. Because they employ support-seeking strategies more often (and perhaps more effectively) and experience less distress than the insecure and because they may have greater capacity and skill in perspective taking, the moral reasoning of secure individuals may be less affected than others by war exposure. Thus, we predicted an interaction between war exposure and attachment style in emotional and moral reasoning scores which this study investigated (Husain, , 2005).Whereas the previous study investigated the interaction between war exposure and attachment style in emotional and moral reasoning scores, this study investigated the attachment style and emotional wellbeing.

## **Emotional wellbeing**

Emotional wellbeing is defined as: “A positive state of mind and body, feeling safe and able to cope, with a sense of connection with people, communities and the wider environment.

Emotional wellbeing. The emotional wellbeing of children is fundamental to their future health and life chances. Undiagnosed and untreated emotional and mental difficulties impact negatively on a child’s development and are the leading cause of disability in young people and present a challenge for families and the wider community (mental health sub-group 2012). The study was meant to find out to what extent did the attachment styles negatively impacts the emotional wellbeing of the youths.

Self-care can be defined as an activity to “refill and refuel oneself in healthy ways” (Gentry, 2002, p. 48). Self-care is vital if we are to remain effective in our role and avoid burnout; however, many counselors do not regularly implement the techniques they recommend to clients in their own lives (O’Halloran & Linton, 2000; Skovholt et al., 2001).

Dr, Susan David, 2018 defined Emotional agility as an individual’s ability to experience their thoughts and emotions and events in the way that does not drive them in negative ways but instead encourages them to reveal the best of themselves,

The term “self-acceptance” sounds simple but anyone trying to define it learns that it is not. Generally, self-acceptance is conceptualized as an affirmation or acceptance of self in spite of weaknesses or deficiencies. However, there is vast difference of opinion as to what is the “self” that is being accepted and the nature of acceptance. Baumeister and Bushman (2011)

“Acceptance” is an equally challenging construct to define. Etymologically, acceptance means the act of taking or receiving something willingly or favorably (Webster’s Encyclopedic Unabridged Dictionary 1994). The researcher was full of the dire desire to find out how the

experience of the youths born in the war captivity has shaped their emotional responses.

#### Comment

Coping skills refer to cognitive and behavioral efforts to modulate internal and external demands appraised as exceeding personal resources (Endler & Parker, 1990; Lazarus & Folkman, 1984). Research suggests certain coping strategies alleviate stress and promote positive psychological outcomes, whereas others exacerbate stress and promote negative psychological outcomes (Endler & Parker, 1994; Parker & Endler, 1992). However, the efficacy of any given coping strategy may also depend on a number of other factors, including perceived controllability of the stressor, availability of sufficient coping resources, and nature of the outcomes (Folkman & Moskowitz, 2000; Lazarus & Folkman; Zeidner & Saklofske, 1996). In this study, the researcher wanted to ascertain whether the LRA offsprings' behavioural issues were the result of certain coping strategies that resulted to stress thereby promoting negative psychological and behavioural outcomes.

Passmore and Oades (2015, p. 90) define kindness as "selfless acts performed by a person wishing to either help or positively affect the emotional state (mood) of another person." Ryon (2013) referred to kindness as a genuine act with a sole purpose for helping another, in contrast to meeting social expectations.

Integrity is related to the concept of wholeness including telling the whole truth and honouring commitments owed integrity has professional wholeness or responsibility (including a view with a focus on considering the environment): "integrity means that a professional exercise his tasks adequately, carefully and responsibly, taking into account all relevant interests" (Karssing, 2001/2007, p. 3). Integrity is a condition precedent for establishing trust (Mayer, Davis, & Schoorman, 1995; Schoorman, Mayer, & Davis, 2007) and encompasses loyalty to

others, telling the truth, defining reality, keeping commitments, and honouring promises (Simons, 2002 & 2008).

Corey (2016, p. 1) affirmed that kindness is “brave and daring, willing to be vulnerable with those we disagree” and “neither timid nor frail. Underlying each of these definitions is the implicit assumption that kindness is an ethically-based moral duty (cf. Caldwell, 2017)

### **Contextual perspective**

Drawing from the context of the government of Uganda and Lord’s Resistance Army (LRA) during the armed conflict in Northern Uganda, many people were greatly affected by serious crimes perpetrated by parties to the armed conflict (Betancourt, Boriscova, Williams, Meyers, Rubin & Annan, 2013; Betancourt, William, 2008; Derluyn, Broekaert, Schuyten & Temmerman, 2004). The political history of Uganda has been plagued by violent conflicts in which thousands of children were forced to participate. Child soldiers were first used by the National Resistance Army (NRA) guerrillas during the 1981–1986 war in which an estimated 3000 children were used as soldiers constituting about 30% of the NRA army (Schubert, Boriscova.etal., 2013).

A qualitative study by Magambo and Lett (2004) reported that children born in the Lord’s Resistant Army (LRA) captivity in Northern Uganda, mainly applied physical violence to resolve conflicts, they had rebel related collective identity. Connor et al. (2003) observed that abused children scores significantly higher on measures of reactive and verbal aggression than non-abused children. Magambo and Lett (2004) report revenge or retaliation as the main reasons for intentional injury among their sample of 75 Northern Ugandan children. Physical violence was the first choice for resolving conflicts among boys, emotional abuse among girls. All these

results nourish the assumption of a cycle of violence. It is estimated that more than 25,000 children have been abducted to serve in the LRA (Ocha, Connor.etal, 2003;2006).

For over two decades, Northern Uganda experienced an unprecedented civil strife during which the Lord's resistance army (LRA) rebels abducted many children and youth from Acholi, Lango and Teso regions (Amone, 2004; Atim & Proctor, 2003; Betancourt et. al., 2013; Derluyn et. al., 2004). The abducted children, especially girls were often forced into sexual servitude (Baines, Betancourt et. al., , 2007;2013). Most of them were offered as rewards to senior LRA officers, and the result is that a significant number of these victims of torture had children born by rebel fathers as a result of their ordeal (Betancourt, Williams, 2008; Temmerman, 2001). Many of the surviving children born to rebels (CBTR) of LRA followed their formerly abducted mothers back into communities in Acholi region, Northern Uganda (Betancourt et. al., Okello, ; Vinci,, 2013;2014;2007). Observing the behaviours of these children, the researcher believed that this situation had significant impacts on the attachment hence forth affecting the emotional wellness of the off springs of LRA who came back to the community in Gulu city.

In the case of Gulu, Joseph Kony formed the Lord Resistance Army which increasingly grew very violent in **Gulu City** as well as the neighboring communities. A lot of children were born from the bush by abducted girls who returned back with these children. The Uganda government in the 1996 applied all its efforts to bring peace and stability in the region which was a successful move thus the Lord Resistance Army was defeated so it had to withdraw but a lot of people lost their lives.

## **1.2 Statement of the Problem**

Since the end of LRA war in 2006, a number of captives and their children who returned from the bush underwent several interventions by state and non-state actors working in the

region such as psychosocial support, counselling and rehabilitation at various reception centres (Atim & Proctor, 2003). Such efforts were expected to help the youths deal with their emotional scars and traumatic experiences thereby leading to emotional wellbeing and behavioural stability.

However, there is an increasing concern among the populace about emotional problems among youth in terms of inability to regulate and control their anger and frustrations creating a chaotic community where youth exhibits externalizing behaviours such as conduct disorder symptoms, hyperactive and aggressive behaviours; and internalizing behaviours such as anxious and depressive symptoms and poor personal hygiene among others accounting for increasing suicidal tendencies, conflicts and breaking of rules among the youth born in captivity (World Vision, 2015).

It's against such background that the researcher thought it wise to venture into this area to increase understanding of the young peoples' behavioural problems and come up with recommendations that would inform further interventions.

### **Purpose of the study**

The purpose of the study was to investigate the effects of attachment styles on emotional wellbeing among youth with emphasis on the off springs of the Lord Resistance Army in Gulu City Northern Uganda so as to come up with recommendations that informs interventions in the rehabilitation efforts.

### **Specific objectives**

1. To examine the effects of avoidant attachment style on emotional wellbeing among youth in Gulu City, Northern Uganda.



2. To examine the impact of disorganized attachment style on emotional wellbeing among youth in Gulu City, Northern Uganda.
3. To establish the relationship between secure attachment style and emotional wellbeing among youth in Gulu City, Northern Uganda.

### **1.3 Research questions**

1. What are the effects of avoidant attachment style on emotional wellbeing among youth in Gulu City, Northern Uganda?
2. What is the impact of disorganized attachment style influence on the emotional wellbeing of the youth in Gulu City, Northern Uganda?
3. What is the relationship between secure attachment style and emotional wellbeing among youth in Gulu City, Northern Uganda?

### **Hypothesis**

1. There is no significant effect of avoidant attachment style on emotional wellbeing among youth in Gulu City, Northern Uganda.
2. There is no significant influence of disorganized attachment style on emotional wellbeing among youth in Gulu City, Northern Uganda.
3. There is no significant relationship between secure attachment style and emotional wellbeing among youth in Gulu City, Northern Uganda.

### **Scope of the Study**

The scopes of the study considered in this research were three-fold. These included:

#### **Content Scope**

The study explored attachment style and its influence on emotional wellbeing among the youth born of LRA rebels in Gulu City – Northern Uganda. The study involved off-springs of

LRA rebels, parent/caregivers, government officials and the institutional staff. The study specifically focused on the impact of avoidant attachment style on emotional wellbeing among the youth; the influence of disorganized attachment style on emotional wellbeing among the youth and the relationship between secure attachment style and emotional wellbeing among the youth in view of making recommendations on how to support the off-springs of the LRA rebels in Gulu City, Northern Uganda.

### **Geographical scope**

The study was conducted in Gulu City situated in Northern Uganda. Gulu District is bordered by Lamwo district to the north, Pader district and Omoro district to the east, Oyam district to the south, Nwoya district to the southwest, and Amuru district to the west. The district headquarters in the city of Gulu are approximately 333 kilometres (207 mi), by road, north of Uganda's capital city, Kampala. The coordinates of the district are, near the city of Gulu are: 02°49'50.0"N, 32°19'13.0"E (Latitude: 2.830556; Longitude: 32.320278).

Gulu city was chosen as the area of study because it is where the researcher lives and has witnessed the vivid impacts of the LRA war in the community and Gulu had been the centre of the armed conflict where most of the heinous crimes and atrocious violation of human rights in Acholi sub-region were committed by LRA armed conflict. These provided the subjects and the background on which the result of the study was contextualized.

### **Time Scope**

The study covered a period of 30 years, from 1986 to 2016. These years included the years when the LRA war rose from bad to worse and from worse to better and completely no rebel activity. In the same range of the years included in the study, several children and youth escaped the LRA captivity and underwent several resettlement interventions and now are in the community.

## **Significance of the study**

It was hoped that the knowledge generated from this study could serve to inform both practical and theoretical understandings for the effective interventions including health care and humanitarian assistance which are cognizant of the actual needs of those directly and indirectly affected, individuals, families and communities in the region.

It was expected that the study results might act as a working document for various professionals including primary health care and mental health service providers such as clinical counsellors, physicians, psychiatrists, social workers, and school teachers, guardians and caregivers, families and communities where the abducted girls live with their children.

The study results could be helpful in offering better understanding of the growth and development, of family relationship of the children born in captivity by abducted girls and offer psychosocial support to them so as to foster their recovery and reintegration.

The study result could be beneficial to clinicians to avoid misdiagnosis and respond appropriately. It may also be a necessary working tool for policy makers in the promotion of greater awareness. This may create a sense of responsibility among the community to enhance the support and advocate for the rights of the vulnerable children and their mothers towards the realization of the Sustainable development goals (SDGs), this is particularly in relation to gender equality, child and maternal health by 2015, which is the targeted date by the Ugandan government.

The study might be useful in stimulating further research on the plight of children born in the enclaves of the rebels of LRA in the great lakes region of Africa who are victims of social stigma and persecution.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter reviewed literatures related to attachment styles and emotional wellbeing in order to provide an in depth understanding of other scholar's views on the issue. These related literatures were reviewed under the three objectives of the study revealing the existing research gaps and contributions by previous scholars in the current area of investigations.

#### **Theoretical Review**

The effects of attachment styles on emotional wellbeing can be explained by many theories and one of them is cognitive behavioural theory. In this study, CBT was deliberately chosen as a suitable theory for the study because it explains the cognitive abilities as a way of not only clarifying but also resolving problematic behaviours (Ankwasiize .etal., 2016)

Attachment theory is a complex synthesis of a range of diverse ideas arising originally from attempts to make sense of clinical observations of children experiencing distressing separations from their parents. It shares with object relations psychology an emphasis on the infant's relationship with the 'primary object' (usually the mother) but these ideas are combined with those from cognitive psychology, cybernetics (control systems theory), ethnology and evolutionary biology (Mary D. Salter Ainsworth, 1969)

From the cognitive behavioural therapeutic point of view, Ankwasiize (2016) emphasizes that thoughts, beliefs, attitudes and personal attributions affect our behaviours and feelings. Cognitive Behaviour Therapy was deemed to be quite relevant to this study because it expounds that the way people feel and behave is determined by how they perceive and structure their

experiences. People's communication is accessible to introspections (self-examinations/contemplation).

Beck's approach to cognitive behavioural theory identifies and emphasises the importance of schemas of life as cognitive structures that consist of an individual's fundamental core beliefs and assumptions about how the world operates. Before birth our biology and chemistry formulates us with certain types of proto-schemas (referring to survival, bonding, autonomy, etc.), which vary in strength from person to person (Beck & Hollon, 1993).

The theory argues that children adapt to the care they are afforded, developing and changing how they express their needs for safety and security accordingly. If a carer meets a child's needs for care and comfort in a sensitive and responsive manner, the child develops a 'secure' attachment, while unresponsive and insensitive parenting may create 'insecure' attachment behaviours in children. The theory has been particularly influential in social work and child protection. For theorists looking for a practical application of their theories, social work offered fertile ground, while for practitioners looking for theories to support their decision making; attachment theory provided a useful tool (Mary D. Salter Ainsworth, 1969). The researcher wondered what type of schemas people develop when they have different attachment styles. Do they have distorted thinking about themselves, world or other people? This was the gap that this work looked to find answers for.

Aaron Beck developed the cognitive behavioural theory initially to facilitate treatment for depression (Clark & Beck, 1999). The theory is based on a theory of the theory argues that children adapt to the care they are afforded, developing and changing how they express their needs for safety and security accordingly. If a carer meets a child's needs for care and comfort in a sensitive and responsive manner, the child develops a 'secure' attachment, while unresponsive and insensitive parenting may create 'insecure' attachment behaviours in children. The theory

has been particularly influential in social work and child protection. For theorists looking for a practical application of their theories, social work offered fertile ground, while for practitioners looking for theories to support their decision making; attachment theory provided a useful tool (Mary D. Salter Ainsworth, 1969). The researcher questioned how CBT would be applicable in addressing emotional problems apart from the depressive symptoms as is were previously designed to address.

The cognitive model asserts that dysfunctional thinking (which influences the patient's mood and behaviour) is common to all psychological and emotional disturbances. When people learn to evaluate their own thinking in a more realistic, rational and adaptive way, they experience improvement in their emotional state and in their behaviour (Beck, 2011). The researcher questioned how counselling and rehabilitative efforts can help to change the mind-set of people. If it can, then what is happening to the children born in captivity? This was what the previous study regarding cognitive behavioural therapy was quite about and hence need to proceed to the field to carry out this study.

According to Engler (2014), environment facilitates or inhibits the emergence of the schema in a way that may or may not assist in adaptation. Schemas therefore, are concepts people form about themselves, others, and about the world that shapes their personality. They develop early in life from personal experiences and identification with significant others. Schemas may be adaptive or maladaptive; general or specific. The behavioural and emotional patterns that make up personality, therefore, are derived from individual rules or beliefs about life and about the self. Could this mean it was a matter of environmental challenges entirely that can account for the behavioural challenges the youths developed and are exhibiting or

attachment styles account for the same percentage? This was the gap the researcher wanted to fill.

The schemas of depressed individuals are characterized by negative and pessimistic beliefs that reflect primal concerns of loss and deprivation and focus on one's being helpless and unlovable. Individuals who are predisposed to anxiety or depression have latent primal threat or loss modes that remain in a chronic state of readiness so that a relatively minor stressful event can activate them (Beck 1967).

This research paper examined three aspects of the theory including the disorganized, insecure and secure attachment styles that has emotional implications on the children and youth born during the Lords resistance war in Northern Uganda, particularly Gulu city. This is the idea that children can develop 'disorganized attachments' with their caregivers. It has further been argued that disorganized attachment behaviours can be considered a proxy for child abuse and abusive parenting (inter alia Shemmings & Shemmings, 2011 and Wilkins, 2012). This has reinforced its use in child protection work, but simultaneously has caused controversy in the research community (Duschinsky, ; Granqvist et al., , 2015;2017).

According to Beck's Cognitive Behaviour theory, how we think matters a lot and it is the where many problems originates from; it lies in problems of thinking patterns nearer to conscious awareness (Engler, 2014). Beck distinguishes between automatic and controlled thoughts or levels of cognitive processing. Automatic thoughts occur involuntarily and unintentionally. They often happen at a preconscious level and are difficult to have control over, stop or regulate (Engler, 2014).

Aaron Beck also stressed the importance of systematic errors in reasoning called cognitive distortions which appear during psychological distress (Beck, 1967). Cognitive

distortion occurs in situation of stressful events that triggers an unrealistic schema. Each individual has a set of idiosyncratic vulnerabilities that predispose the person to psychological distress in a unique way and that are related to the individual's personality structure and cognitive schemas. Such errors in logic frequently entail a primitive yet systematic negative style of thinking, in which the cognitive distortions are linked together in a sequential chain of negative processing that, becomes automatic. Beck attributes many psychological problems to unexamined automatic thoughts and systematic distortions. He suggested that clients keep a "Daily Record of Dysfunctional Thoughts" to help them identify distressing thought patterns and substitute more constructive ones (Engler, 2014).

Beck further describes personality in terms of two dimensions that have particular relevance to the tendency toward depression namely: the sociotropic dimension which is characterized by dependence on interpersonal relationships and a need for closeness and nurturance. This dimension is organized around closeness, nurturance, and dependency. The second is autonomous dimension, characterized by independence and organized around goal setting, self-determination, and self-imposed obligations (Beck, Epstein, & Harrison, 1983).

According to Beck (1967), the depressed individual has a negative view of him- or herself, the world, and the future. These three perceptions form the cognitive triad. When one has a cognitive triad, the world seems devoid of pleasure or gratification. The depressed person's view of the future is pessimistic or non-existent. The increased dependency often observed in depressed patients reflects the view of self as incompetent, an overestimation of the difficulty of normal life tasks, the expectation of failure, and the desire for someone more capable to take over. Indecisiveness similarly reflects the belief that one is incapable of making correct decisions. The physical symptoms of depression low energy, fatigue, and inertia are also related to negative expectations.



In the case of the youth born of the LRA rebels, with no clear sense of belonging and, lots of uncertainty about their future, they find themselves in a similar situation of developing cognitive challenges about themselves, the world and the future. (Engler, 2014). The youths then tend to have increased emotional dependency and indecisiveness reflecting the view of self-incompetence, an exaggeration of the difficulty of normal life tasks, anxious and the desire for someone more capable to take over. The minds of those born in captivity can be taken over by a type of primitive thinking that leads them to behave in an irrational way. The youths can develop a negative about others, leading them to feel mistreated and to behave in an aggressive manner towards the assumed foe.

According to Landa and Duschinsky (2013b), when Main was a PhD student of Ainsworth, Ainsworth defined 'organization' as behaviours orientated toward proximity with the caregiver when the attachment system was activated by anxiety. Crittenden, however, was a student of Ainsworth ten years later, by which time some researchers in the field, including Ainsworth (Landa & Duschinsky, 2013b) had changed the definition of 'organization' to mean behaviour that sought to maintain the availability of the attachment figure when the attachment system was activated (Landa & Duschinsky, , 2013). To Main, therefore, behaviours that did not seek proximity to the caregiver in the Strange Situation Procedure seemed odd and thus 'disorganized', while for Crittenden, such behaviours were oriented to maintaining the availability of the caregiver, even if they did not seek proximity. Disagreement remained about what behaviours children were trying to organize (Ringer & Crittenden, 2007).

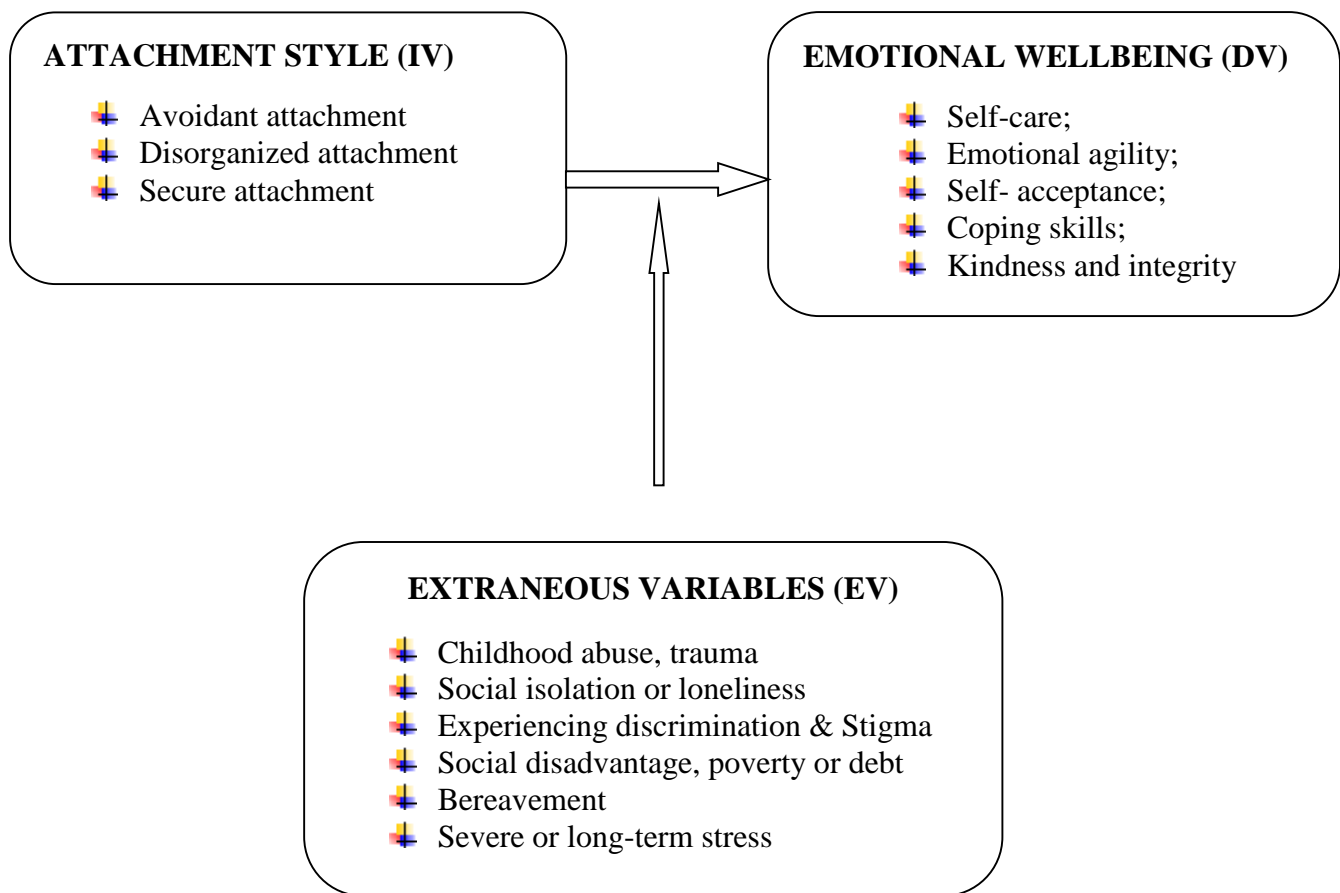
Beck has used his cognitive and therapeutic principles to analyze destructive behavior and to explore the dynamics of thoughts, emotions, and behavior in the causes and prevention of hatred. He shows that the basic elements of destructive behavior, be it domestic abuse, prejudice, terrorism, war, genocide, or some other form, share familiar patterns with reactions to the

frustrations of everyday life. Hate and violence stem from diminishing and dehumanizing other people, common patterns in dysfunctional interpersonal relations.

The theory is modelled to respond to a number of psychological distress and emotional disturbances. It's suitable for use in clinical setting in a highly professional and specialize service providers. The researcher wondered how this could be applied by helping professionals with very low level of education and experience to help the youths.

### Conceptual Framework

**Figure 1: The Conceptual Framework**



*Source: Adopted from (Jean-Jacques Frésard, 2014) with modification by the Researcher.*

**Figure 1: Conceptual framework depicting the key variables of the research**

The independent variable (IV) in this study is considered as attachment styles which has elements of Avoidant attachment style, disorganized attachment style and secure attachment style. The dependent variable of the study is considered as emotional wellbeing comprising of Self-care; Emotional agility; Self-acceptance; Coping skills; kindness and integrity. Attachment is the capacity to form and maintain healthy emotional relationships.

In the conceptual framework above, it is hypothesized that attachment style (IV) and each of its components could have direct relationship and effects on each of the elements of emotional wellbeing (DV).

However, there are some extraneous variables that could also have a relationship with both independent variables (IV) and the Dependent variables (DV), these include among others: Childhood abuse, trauma, social isolation or loneliness, experiencing discrimination & Stigma, social disadvantage, poverty or debt, bereavement and severe or long-term stress

The study therefore sought to establish the influence of attachment style on emotional health among youth born in captivity during LRA war in Gulu City – Northern Uganda. From this conceptual framework, it is conceptualized that if a person had healthy attachment style (secure attachment), he or she is likely to attain emotional health and the reverse is true when the person went through disorganized or avoidant attachments style.

### **Review of related Literature**

The high number of people abducted during the war led to the birth of an estimated more than 2,000 of these children, a practice that continues to this day within the LRA in neighbouring countries. Only recently with the efforts of Watye ki Gen (a community-based organisation partnered with Children as Peace builders International) and the Justice and Reconciliation Project (JRP) has their unique status begun to be documented. Once they transition to their

mothers' Acholi homeland, many of these children face stigma, poverty, sickness, and lack of education. This is the lead researcher's estimation based on the current number of children born into LRA captivity living in the Acholi subregion who have been documented by Watye ki Gen (a small membership organisation of formerly abducted women whose focus is on children born into LRA captivity, partnered with Children as Peacebuilders International) and including an estimated 500 or so who died, who remain in captivity, who live outside the documented region, or who failed to be counted. Weber & J. Rone (2003)

Watye ki Gen began building a database of children born into LRA captivity living across the Acholi sub-region in 2013. As they state in limited education. To this date, however, very little research has been done to identify and address these issues, particularly from the viewpoint of the children themselves. Around the world, children born of wartime sexual violence (CBW) remain a highly marginalised child survivor population. Very little has been written about CBW and what exists is primarily from the perspectives of mothers, while the voices of the children remain largely absent. Charli Carpenter argues that their marginalisation stems from the fact that they are objectified in rights discourse and international advocacy networks as the evidence of the violations experienced by their mothers. So far, they have documented more than 1,500 children born into LRA captivity currently living in seven districts. In 2014, JRP conducted surveys with almost 400 war-affected women who are members of the Women's Advocacy Network (WAN). C. Carpenter (2010). *Forgetting Children Born of War: Setting the Human Rights Agenda in Bosnia and Beyond*. Columbia University Press.

*We Are All the Same: Experiences of children born into LRA captivity and have experienced significant violations of their rights as children.* The experiences and perspectives of children born into the captivity (CBC) of the LRA offer valuable insights into the social and cultural needs that are necessary for equality, and thus reconciliation in their society. The results

of this project therefore concludes that this child survivor population remains highly marginalised but should instead be included as active partners in the reconciliation and peacebuilding efforts of their communities. (JRP Field Note 23, December 2015). Such positioning negates the rights of the children themselves. Like other children born of war around the world, those born into LRA captivity are highly stigmatised by their families, peers, and communities their summary report, they are documenting the “numbers and living situations of [children born into LRA captivity] and their families in Acholiland. This is part if the reason that prompted the researcher to carry out this study and find out what style of attachment is common among the LRA offsprings in Gulu and their emotional wellbeing

### **Avoidant attachment style and Emotional wellbeing**

Avoidant attachment occurs in an environment where distancing and self-confidence are prioritized to protect from rejection experience. The lack of a truly secure base determined independent exploration, but focusing on personal effectiveness (Brennan & Morris; Mikulincer & Shaver, , 2004;1997), feelings of worth are decoupled from interpersonal approval and cannot be adjusted internally. Avoidance is a strategy caused by the suppression of pain and stress, by the frustration. The Caregiver is distant, cold, or rejects the child. In relation to the current study, the experiences of the children who have been offsprings of the war in Northern Uganda, there was a lot desired to be done to totally understand their life in detail and this was the reason the researcher was interested to find out if most of the LRA children experienced such attachment style and if this had affected their emotional wellbeing in any way.

Eikenaes and colleagues (2017) provided further evidence in favour of the continuum hypothesis that Individuals with Avoidant attachment style scored lower on aspects of interpersonal functioning like enduring relationships and self-reflexive functioning (the competence to understand the possible meanings of and causal relations between internal and

external experiences) than individuals with SAD alone. Group differences in these aspects of interpersonal functioning were explained by the presence of a number of factors such as SAD (Eikenaes.etal., 2017). This is something that still remains elusive to the scholarly world in relation to children born during war situation which prompted the researcher to make an inquiry in the experiences of the children born during the war in Northern Uganda.

The avoidant adults' attachments have not necessarily low self-esteem, but are contingent. Some studies have linked avoidance attachment with poor integration of the self concept, low clarity and poor capacity for self-understanding, self-reporting information suggesting that positive self-esteem is defensive (Cobb, ; Kim, , 2003;2005). The researcher in this study wanted to find out how avoidant attachment style can affect emotional wellbeing of the LRA youth offsprings.

In another study done by Mikulincer(2008) found that the avoiding people reporting a positive self-image, more increased as the threat of self-esteem growing and reduce when decrease the threat of self-esteem, self-confidence directly involving the self-higher self (Mikulincer, 2008). Bartholomew & Shaver (2008), Shapiro & Levendosky (2009) demonstrated the stability of attachment styles over time. Children internalize information from interactions with parents, who expected their relations in adulthood (Muller, Sicoli & Lemieux, 2000). One question lingering in the mind of the researcher as regard the current knowledge was that would children born in LRA captivity that perhaps showed avoiding characters also would report positive self-image. Previous research has shown substantial overlap among categorical avoidant attachment style (Bartholomew & Shaver , 2008;2009). Although avoidant attachment style is among the insecure attachment styles that are the most likely to be negative on the person. diagnosed solely, it is determined by other factors as well. For example, Stuart and colleagues (2016) reported that

59% of individuals with avoidant attachment style also met criteria for securely attached individuals/ adult. This is something that sounded impractical to be investigated in the perspective of the youth born during the war in Northern Uganda, Gulu city.

Bachrach, Croon, and Bekker (2013) examined the elements of insecure attachment style in a sample recruited from a mental health institute. The authors performed a factor analysis of self-reported insecure attachment styles, avoidant attachment style, disorganised, borderline and dependent PD symptom anthology and identified six subscales (Bachrach, Croon, and Bekker , 2013). However, the subscales were still highly correlated. Interestingly, two elements explained the correlations among the scales: avoidant attachment styles and disorganised attachment styles. This is comparable to the findings of the most comprehensive longitudinal study on the attachment styles by Caspi et al. (2014) and indicates that avoidant attachment styles might be due to an underlying childhood experience that did not cater for the emotional needs of the infants. As such, there is some uniqueness of this case to the war experiences of the youth born during the war in Northern Uganda and it's because of the uniqueness that the researcher instigated to advance a study which generated interesting insights and reported in chapter four of this research paper.

It is known that there are 4 types of attachment (Crittenden & Ainsworth, 2009) and parental attachment type is transmitted trans-generational children confirmed. However, avoidant personality has been found to be the most dangerous in an individual's life which was found eminent in among the emotional aspects of the youth born in Northern Uganda (Crittenden & Ainsworth, , 2009). Hazan and Shaver's (2017) showing those individuals' experiences in their current romantic relationships as well as their recollections of parental relationships are consistent with their reported attachment style (Belsky & Cassidy, , 2014). These findings

seemed consistent with the researcher's observation and hypothesis of what is going in Gulu community as per the lifestyle of the youthborn in captivity and are now living in Gulu. This research therefore was considered vital to determine facts on the ground. It is also, generally accepted, that the family is a highly influential context for children's interpersonal relationships, sociability. An association between attachment and emotional intelligence is suggested in the literature and research on the socialization of emotions, a broad rubric that addresses what the child is learning about emotions and emotional relationships through interactions with others, predominantly caregivers.

Schema therapy delivered in the trial by Bamelis et al. (2014) lasted for 50 sessions spread out over more than a year. Rees and Pritchard (2015) question the necessity of prolonged treatment duration in AVPD and present the cases of two patients successfully treated in 12 sessions of cognitive therapy. However, many authors argue that it takes more time to achieve structural or emotional changes in AVPD. Results show no consistent trend in favour of longer or shorter treatments, and additional empirical research is needed. Furthermore, future research should target the lack on empirical research examining the relationship between number of treatment sessions and symptomatic change (Bamelis et al. , 2014). The researcher therefore wondered whether this structured therapy can also be applied in the situation of youths in Northern Uganda Gulu. This would greatly depend on the research finding, hence need to carry out the study.

### **Disorganized attachment style and Emotional wellbeing**

This research paper examined three aspects of the theory including the disorganized, avoidance and secure attachment styles that has emotional implications on the children and youth born during the Lords resistance war in Northern Uganda, particularly Gulu city. This is the idea



that children can develop 'disorganized attachments' with their caregivers. It has further been argued that disorganized attachment behaviours can be considered a proxy for child abuse and abusive parenting (inter alia Shemmings & Shemmings, 2011 and Wilkins, 2012). This has reinforced its use in child protection work, but simultaneously has caused controversy in the research community (Duschinsky, ; Granqvist et al., , 2015;2017).

Disorganised attachment develops in an environment that constantly maintaining proximity to a caregiver is inconsistent and obstruct child exploration and develop an efficacy sense of self-esteem (Mikulincer & Shaver, 2004). These people need proximity (privacy) and approval of others, as a primary source of positive feelings and values and they feel a chronic fear of rejection if they are not close enough or appreciated as person. The adults with anxious attachment have high level of anxiety and low self-esteem (I don't deserve to be loved and I cannot cope without relying on others). The self-esteem level is unstable, because it's conditioned and characterized by hypersensitivity to nearby and approval signals (Mikulincer & Shaver, , 2004). The researcher questioned if that was applicable among the youths and went ahead to carry on with the research.

Contemporary models of attachment all suggest that attachment is one of the formative experiences of childhood. Early writings tended to cast attachment as a critical experience of childhood (Shemmings & Shemmings, 2011). It is now thought that there are sensitive periods of development, during which key developmental milestones are more readily acquired (Shemmings & Shemmings, 2011). As such, early attachment experience is no longer considered to "determine" later development, although it does make a unique contribution (Goldberg, Shemmings & Shemmings, , 2011). This was critically examined in relation to the personality and experiences of the children born during the war in Northern Uganda.

Goldberg et al, (2011) revealed that there is a general agreement that disorganized attachment is strongly associated with the experience of child abuse and neglect (a fear inducing caregiver results in an incoherent internalized model of self and others, together with the inability to clearly signal distress to an unreliable and frightening caregiver). Unfortunately, attachment theory offers little guidance to child protection practitioners who need to make decisions about meeting the needs of children in out-of-home care. The remainder of this resource will focus on disorganized attachment, due to its significance for child protection practitioners. Accepting others' approval, self-esteem is temporarily positively amplified, but decreases again when assessments are declining or are perceived repeatedly rejecting signals. The person with anxious attachment as coping mechanism deepens on negative emotions, focuses on emotions, being overwhelmed.

Disorganised attachment appears to be more common in vulnerable populations. It's known that atypical childhood experiences, such as extreme neglect in the absence of a specific caregiver, are linked to a risk of disorganized attachment. For example, children raised in institutional orphanages have higher than usual levels of disorganised attachment (Rutter,; Vorria et al., , 2003;2008). One study of 11–17-month-old infants in a Greek institution found 66% displayed disorganized attachment, compared to 25% in a comparable community sample. A similar study of Romanian orphans found 65% showed disorganized attachment, compared to 22% of never institutionalized children ((Vorria et al., , 2003). Therefore, we know that the risk of experiencing disorganized attachment appears to be elevated in situations of extreme neglect and where there is no specific caregiver. The situation of the children born during the war in Northern Uganda was not different from these children studied and this was the main focus of the present study in Gulu city.

The rates of disorganized attachment are also much higher in high risk populations generally (between 25–50%, compared with 15% in low risk populations) (Hesse & Main, 2006; Rutter, 2008; Shemmings & Shemmings, 2011). Disorganised attachment is linked to the development of later psychopathology (Green & Goldwyn, 2002; Lyons-Ruth & Jacobwitz, Lyons-Ruth & Jacobwitz, 2008) and is thought to influence later mental health and adjustment (van Ijzendoorn et al., 2009). Disorganised attachment has also been linked to later externalizing behaviour (Fearon, Bakermans-Kranenburg, Lapsley, & Roisman, 2010; van Ijzendoorn et al., 1999; Shemmings & Shemmings, 2011) and internalized, dissociative symptoms (Dozier, Chase Stovall-McLough & Albus, 2008; Shemmings & Shemmings, 2011; van Ijzendoorn et al., 2009). The researcher wondered whether rate of disorganised attachment was high among the LRA offspring in Gulu city and what that could mean on the ground.

Disorganised attachment is specific to a particular caregiver. That is, a child can have disorganized attachment with one caregiver and organized attachment with another. This finding suggests that disorganized attachment doesn't reflect a temperamental or genetic vulnerability (Lyons-Ruth & Jacobitz, 2008; Shemmings & Shemmings, 2011). Therefore, there does not seem to be any support for the idea that genetics or gender influence susceptibility to disorganized attachment (Shemmings & Shemmings, , 2011). The researcher questioned how the youths in Gulu have difficulties with their temperaments and emotional regulations. How can we explain the emotional issues of the youths? And how can disorganised attachment lead to specific issues relating to behaviours? This was the gap that this study wanted to fill.

Duschinsky cites the finding of Ainsworth that repetition of the SSP within two weeks caused all avoidant infants to display conflict behaviours. In studying this phenomenon, Granqvist et al. (2016) identified that children who had been subject to the SSP previously, displayed elevated type disorganized behaviours. They hypothesize that this could be due to

increased levels of distress combined with their learning from the previous SSP that their primary caregiver would not respond as they had come to expect, resulting in behaviour that is coded as 'disorganized ( Granqvist et al. , 2016)'. Their research underlines the point that there may be many reasons why a child's behaviour may be categorized as disorganized beyond maltreatment. Indeed, in considering the relationship between avoidant and disorganized attachment classifications, Duschinsky (2015) avers that these contradictions “are inconsonant with any account drawing categorical distinctions between avoidant and disorganized/disoriented infants” (Duschinsky , 2015). The researcher wondered whether the behavioural problems exhibited by children of the former LRA rebels were a result of distressing environments or attachment issues. Thus, it was very necessary for the study to be carried out.

He argues that the creation of the new category should best be seen as primarily rhetorical: the “discovery” of a D category, he argued, “had the advantage of helping to attract notice to an important phenomenon for researchers and clinicians” (Duschinsky, 2015, p. 41). Duschinsky continues to make other important points, especially relating to the measurement of type D via Main's 1-to-9 scale and inconsistencies in its use (coding of behaviours, setting of thresholds, misuse as a diagnostic instrument, rather than a measure of “interpretive certainty”). He attributes the ascendancy of type D to: the rise of “child abuse” and the need to find a tool and concept for distinguishing maltreating and adequate parenting... I would be pleased if this critical historical analysis could help counter tendencies within the attachment research community to reify “disorganization/disorientation”

Science and Practice are different worlds with different preoccupations, ontologies and epistemologies. In Science, general laws are sought at expense of individual differences: what matters is the degree to which evidence supports or contradicts a theory, not practical utility. The domain of psychological science reflects (and indeed requires) a different style to that occupied

by child welfare and protection specialists and campaigners. The confident statements of the latter belong to the world of professional handbooks. This is a simplified world in which the inconvenient quandaries in the journal science can be avoided. This happens in rather subtle ways. For example, Shemmings and Shemmings (2011) is, in many ways, a carefully caveated account for social workers on how to recognize and assess disorganized attachment. Shemmings and Shemmings (2011), noted: ...we wish to stress that disorganized attachment cannot be inferred from behaviours such as a child's room being a mess, or that he or she appears to be clumsy. 'Disorganized attachment' is a precise term and must involve a situation which mildly activates the child's attachment system and into which a carer is 'introduced' either physically as in the SSP (Strange Situation Procedure) or by asking the child to think about that carer (Shemmings & Shemmings, , 2011).

There follows a review of developments and debates in the primary work and the various parental behaviours and characteristics of the child which might contribute to 'disorganization', which illustrate the contestable nature of the concept. Nevertheless, throughout, disorganized attachment itself must necessarily remain 'black-boxed' (Wastell and White, 2017; Latour, 2017), 2017). The scientific and technical work that created the concept and the on-going debates and controversies within the scientific community about the classification remain invisible. This involves constant shifts in modality from cautious review of the literature to unequivocal diagnostic reasoning like the following: Compared with children with organized attachments, caregivers of children with disorganized attachments have very different care-giving systems. They are either extremely insensitive in their care-giving, disconnected in their care-giving or they display very anomalous or disrupted care-giving behaviour. And, thus, in the midst of caveats, the relationship between disorganized attachment and abusive or incompetent parenting is re-established. Shemmings (2018) has recently published a helpful coda in the UK

professional social work magazine *Community Care* advising social workers to exercise caution in the application of concepts from attachment theory suggesting, that they ‘say what they see’, rather than layering pathologizing and imprecise theoretical language on top of rather thin observations. This was in response to the reporting of a family law case in which the judge was highly critical of the social worker's use of the theory.

Attachment theory functions routinely as the preferred theoretical explanation within the child protection field to explain a variety of interactions, behaviours and emotional responses. Woolgar and Baldock (2015) illustrate this point in their analysis and review of 100 referrals of adopted and fostered children for a specialist assessment of a complex range of social, emotional, and behavioural problems (Woolgar and Baldock , 2015). By reviewing the symptoms, the child was experiencing as described in the referral, and the explanations for them given by the referrers, Woolgar and Baldock (2015) found that attachment disorders were not only ‘overidentified’, i.e. the symptom information did not correspond to expectations for attachment disorder, but that more common issues such as depression, anxiety, autism, epilepsy, along with other conditions, were ‘under-identified’ when compared with prevalence statistics. It seems, once one way of seeing a child is promoted and legitimized it becomes the way of seeing the child.

Main and Solomon (2010) advise that the disorganized attachment coding system should not be used for infants above 20 months, since after that children generally develop more sophisticated strategies for coping with caregiver behaviour, and may therefore no longer show the indexed disorganized behaviours. The focus of this consensus statement is on infancy. However, it can be briefly noted that with growing cognitive and social abilities, formerly disorganized children may adopt controlling (caregiving or punitive) strategies to help manage dysregulated, unpredictable, or frightening caregiving environments (Main & Cassidy, 2008;

Solomon, George, & De Jong, 2015; compare with Crittenden, 2016). When assessed via representational (e.g. semi-projective interviews) rather than behavioural methods, these children's attachment representations are nonetheless likely to express fearful elements (e.g. catastrophic fantasies; Main, Kaplan, & Cassidy, 2005). It should be noted, however, that the infant disorganized attachment classification under discussion here, and its connection with fearful attachment representations, should not be confused with constructs from the self-report romantic attachment literature (for example, "fearful adult attachment style"). There is as yet little evidence that they refer to the same thing, even if the self-report assessments appeal to some of the same concepts such as "attachment" and "fear" (, Thomas, & Irving, 2008; Rholes, Paetzold, & Kohn, 2016).The researcher wanted to know how youths who experience disorganised attachment behave emotionally. Are they aggressive or passive? This is not something pointed out in the previous studies and hence the need for the research.

In considering the kinds of caregiving behaviour that tend to be associated with infant disorganized attachment, it has been theorized that infants may show disorganized attachment in the Strange Situation because they have had experiences of their caregiver as a regular source of alarm. Alarming behaviour can take several forms, including subtly frightening or frightened parental behaviours (Hesse & Main,2006), states of mind that leave the caregiver psychologically unavailable to the child, threats of harm, or even unusually extended absences (Solomon & George, , 2006). A child may also be expected to associate alarm with a caregiver who they have seen subjected to partner violence (Lieberman & Amaya-Jackson, 2005). Experiences of the caregiver as a source of alarm can lead to a disposition to move away, withdraw, or flee from the caregiver when future experiences of alarm occur. However, the attachment response directs an infant to seek safety from their caregiver. The result is a paradoxical situation for the infant (Hesse & Main, 2000). Albeit to varying degrees, the

different behaviours listed by Main and Solomon (2009) can be regarded as consequences of a tendency to approach the attachment figure and a simultaneous tendency to move away from the attachment figure. This is why most forms of disorganized attachment appear as conflicted, confused, and/or apprehensive behaviour toward the caregiver, since these qualities can characterize a child's paradoxical situation ((Hesse & Main, 2006)., 2006).As it can be seen above, the authors concentrated on attachment effects at early age, but the researcher would like to know how attachment issues affects a person at later age. This motivated the researcher to go ahead to carry out the study.

### **Secure attachment style and Emotional wellbeing**

Secure attachment refers to your child's emotional connection with you (their primary caregiver) that begins at birth, develops rapidly in the next two years and continues developing throughout life (Jeanne Segal, Marti Glenn, and Lawrence Robinson 2019). Secure attachment is where mothers or caregivers are perceived as emotionally available; children develop a sense of others as emotionally available and consistent. In turn, the children view themselves as cared for and they view intimate relationship as positive, developing an enduring bond in which infants cry or protest when their mother leaves, but they greet her happily when she returns, develops safe haven where children and adolescent uses parents or care givers as sources of support, safe haven where they become confident in family support for explorations outside the family, Proximity seeking by being friendly, teasing, engaging in shared activities, self-disclosure and have emotional conversations (Segal et al,2019).

Infant patterns of attachment were identified in a formal laboratory situation known as the Strange Situation, developed by Mary Ainsworth (Ainsworth, Blehar, Waters, & Wall, 2018). Ainsworth and subsequent researchers looked at how the infant explored an unfamiliar room and its toys, and how the infant responded to the caregiver when alarmed or distressed by two brief



separations. What Ainsworth and colleagues termed “secure attachment” has two aspects. First, it refers to a basic confidence that the infant has in the caregiver to be responsive and comforting when the infant is alarmed or stressed. Second, secure attachment also means that children have confidence in their caregiver as a secure base from which to explore, meaning that during their ventures and play, they expect support, not interference, and can attend fully to exploration when feeling calm. Ainsworth et al.’s (2008) home observations revealed that the confidence of securely attached infants to strike a balance between attachment and exploration was based on experiencing responsive care at home. Later, research and intervention work with parents have supported this conclusion (Powell, Cooper, Hoffman, & Marvin, 2013, 2013). The research does not demonstrate under what condition were the studies carried out. Was it done in normal family settings or consideration of war like situation was put into account? This is what the researcher wanted to know whether it was possible for the children born in captivity in rebels camps could also develop secure attachment and how that could associate with the emotional wellbeing.

Attachment theorists believe that secure early attachment offers the optimum conditions for a baby to grow into his or her full potential. The premise is that babies achieve secure attachment relationships when their mother provides a secure base and safe haven through sensitive and responsive care giving (Ainsworth, Bichar, Waters, & Wall, 2008; Hoffman, 2006). As an outcome of these interactions, children begin to have feelings about the self and ideas of others in intimate relationships. Bowlby (2008) termed these expectations the internal working model. The internal working model is a framework through which the child assesses their relationship with their primary attachment figure (Ainsworth, Bichar, Waters, & Wall, 2008; Hoffman, 2006, 2006).

In another related study done on secure attachment style, it was discovered that the first attachment that a newborn establishes is the one with the newborn and the mother/caregiver. Over time, this attachment can be internalized and may affect the relationships that the individual may establish with others in the future. In the literature, in addition to studies that demonstrate that the infancy attachment continues unchanged in individual's relationships as an adult as well (Ainsworth et al. 2018), there are also studies that demonstrate that these two attachment styles are different from each other (Weiss,, 2018). Both of these studies have been mentioned particularly because they are among the most important studies conducted ever in this area. In this study, moving from the view that the first attachment with the mother would influence the individual's relationships with others as well, and by taking as basis, the Four-Category Attachment Model of Bartholomew and Horowitz (2011), the attachment styles of youth and their loneliness levels as well as the relationship between these were analysed on the basis of certain socio-cultural and economic variables.

As mentioned by Morsünbül and Çok, 2011, adolescents would be in a struggle to be less dependent on the initial attachment figure. Participants of this study were studying in a foreign country, and the fact that they were living away from their families can be thought to be factors resulting in this conclusion. Because all of the students that accept to participate in the study were students that came to Northern Cyprus for education (Morsünbül and Çok,, 2011). Adolescents' separation from their families and lack of family support might have encouraged them to be more self-sufficient.

Furthermore, looking at attachment styles in terms of variables of gender and absence or presence of psychological support, it can be argued that male participants and those that receive psychological support demonstrate traits specific to secure attachment style. Erözkan (2004, 2011) and Bartholomew and Horowitz (1991) and Çetinkaya (2005) have reached a similar

conclusion in their respective studies as well. In general, individuals with secure attachment styles perceive themselves as deserving value and love. Because of this, they would be more willing to reach both themselves and others (Erözkan (2004, 2011) and Bartholomew and Horowitz (1991) and Çetinkaya (2005) , 2005). And this is accepted as the individual seeking psychological support. In addition, it can be argued that the relationships established by those that have secure attachment styles would be more relying on mutual confidence. It can be argued that this situation makes it easier to receive psychological support and that receiving psychological support makes positive contribution to this situation. Because the studies have shown that attachment styles are related to psychological indications (Gündüz, 2013). In addition, in Turkish society, boys would be more encouraged to become as valued individuals who have self-confidence. Thus, it is believed that, in addition to parents' approach to child upbringing, society's attitude towards gender roles support this outcome as well (Gündüz, , 2013). The researcher wanted to know how youths with different attachment styles rather than secure attachment styles could be helped. It therefore became necessary to carry out the study to determine how those with secure attachments do not have any emotional difficulties.

Other variables whose effects on the attachment style were researched in the study were found to have no statistically significant relationship with attachment style. Similar findings have been found in the literature in relation to variables of college year (Erözkan, 2004), socio economic status of the family (Çağatay, 2014), parents' education level (Karaşar, 2014) and number of siblings (Çağatay, 2014). The researcher was interested in finding out whether most of the youth had a chance to develop secure emotional attachment pattern (Çağatay, etal., 2014). And if this is true, then how can we explain the emotional problems among the young people? This was the gap the researcher wanted to find answer to the emerging questions in this area.

Secure attachment elicits the internal working model that consists of expectations concerning the availability of the caregiver when the child turns to them for support. For the child, these expectations also translate into a sense of the self as either lovable or unlovable. For instance, the child who experiences sensitive and consistent care develops a secure attachment and sees him or herself as worthy. Bowlby (1988), further states that while early attachment consists of seeking security and availability, attachment past experiences develops into the internal working models.

Another study done on secure attachment style with adolescents have reached similar findings as well (Baran, Baran, & Maskan, 2015; Schinka et al., 2012). This may be related to students demonstrating mostly dismissing attachment style. According to Weiss (1982), loneliness can be analyzed under two main topics of social and emotional loneliness. While social loneliness is more about lack of social relations, emotional loneliness is related to lack of sincerity in social relations ((Baran, Baran, & Maskan, 2015; Schinka et al., 2012, 2012). Feeling of loneliness experienced maybe due to both of these reasons. Living in a foreign country, difficulty to establish friendships with individuals from other cultures, cultural differences and being away from the family with which the individual established the first real bonding, may have resulted in this outcome. Even though the average loneliness scores of male students in this study may seem to be higher than the scores of female students, no statistical significance was observed. There are other studies in the literature that support this finding such as (Çeçen, 2008; Erözkan, 2009; Yakut & Gülsün, 2016). The above studies focused on dismissing attachment style, social and emotional loneliness while the current study focused on the attachment styles (secure, disorganised and insecure attachment styles) and emotional wellbeing.

The researcher then questioned if the infancy attachment style endures to old age where by the youth still feel a sense of security and availability. If this is true, then it's expected that the

youth could be exhibiting emotional maturity / wellbeing in the day to day behaviours. If we are having a lot of problematic behavioural tendencies among the youth, then how can we explain this? This is the gap the study sought to explain. According to Moretti and Peled (2004), attachment security in adolescence also predicts more constructive coping skills and significant gains in social skills from 16 to 18 years of age. Securely attached adolescents manage the transition to high school more successfully; enjoy more positive relationships and experience less conflict with family and peers than do insecurely attached adolescents (Moretti and Peled , 2004).

A secure attachment facilitates optimal motivation for achieving one's goals because it enables individuals to view achievement in positive terms and to fully focus on effective ways of reaching goals (Eliot and Reis, 2003). In contrast, anxious attachments undermine motivation and achievement because it leads to viewing tasks less positively. Insecure attachments produce a defensive focus on avoiding negative outcomes. In sum, the result of research in this area by Eliot and Reis (2003) supports the general view that secure attachments in adulthood assist in achieving one's goals and insecure attachments interfere with exploration and in achieving one's goals by evoking avoidance or anxiety (Eliot and Reis , 2003). A secure attachment may allow students to focus directly on the challenges of the task, and immerse themselves in the activity, free from concerns about the broader implications of success or failure. But anxious attachments are likely to heighten fear about the implications of failure for the individual involved, leading them to focus primarily on avoiding failure (Eliot and Reis, 2003). The researcher then questioned to what extent attachment styles influence emotional wellbeing? If it's to a smaller extent then what other factors influence emotional wellbeing?

Given the research finding above, the researcher questioned why most youth in Gulu city especially the ones born in captivity lacks social skills and often choose negative coping

strategies such as taking alcohol and using drugs including solving problems by muscles (fighting)? Could it be due to other experiences in their past or the ridiculing and stigmatization they face in community? It was believed that the research process would give us the answers to some to these pertinent questions. Thus, the researcher proceeded with the research.

Securely attached adolescents are less likely to engage in excessive drinking, drug use and risky sexual behaviours. They are also likely to have fewer mental health problems. Adolescents benefit from parenting that encourages autonomy but also offers warmth, behaviour monitoring, limit setting and negotiation of rules and responsibilities (Moretti and Peled, 2004). The researcher was interested in finding out if this research would yield similar results as this stated above.

Well-being is defined as individuals 'evaluations of their lives, according to dimensions including life satisfaction, pleasant affect, and infrequent unpleasant affect (Diener, 1994). Mental well-being, as a part of the concept, is defined as a mental health. The international and national health service agencies and World Health Organization (WHO) (2007, 2010) defines mental health no longer as the state of being free from mental illness (WHO, 1948) but as that which enable the individual to live her life to its fullest (Keyes & Annas, 2009), to actualize one's growth potential (Vitterso, 2004) and to experience happiness and satisfaction along the way (Kaneman, Diener, & Schwartz, 1999, Keyes, 2002; Ryan & Deci, 2001; Seligman, 2002). Now, mental well-being is understood as an integral process in its own right, independent of mental illness (Bradburn, 1969). Well-being is more than happiness (Ryff, 1989; Ryff & Singer, 1989) it involves the concept of growth towards optimal development (Ryan & Deci, 2001; Waterman, 1993), flourishing (Keyes & Haidt, 2002; Keyes & Annas, 2009) and resilience in difficulty times (WHO, 2009).

Researchers have shown that attachment theory is a valid framework for understanding individual variations in happiness (Mikulincer, Shaver, & Pereg, 2003) and provided empirical evidence to support the idea that good quality family relationships may contribute to a sense of well-being. For example, secure attachment has been found to be positively correlated with well-being (Abubakar et al., 2013), whereas attachment anxiety and avoidance have been demonstrated to be negatively correlated with life satisfaction and well-being (Lavy & Littman-Ovadia, 2011). It's upon this basis that the researcher went ahead to investigate attachment styles and emotional wellbeing and to determine the outcome of this investigation to make generalizations that would form the basis of recommendations towards interventions (Abubakar et al., , 2013).

Secure attachment is a predictor of autonomous and creative behaviour. Autonomy and exploration is a central outcome of secure attachment. More specifically, when the attachment system is deactivated, people are more likely to explore on their own, without the need to rely on attachment figures. This process is described as the dependency paradox (Feeney, 2007) where relationships provide the condition for more individual autonomy and agency. Secure attachment has been found to predict curiosity (Mikulincer, 1997), novelty seeking (Carnelley & Ruscher, 2000), and exploratory interest (Green & Campbell, 2000) in adults. Mikulincer (1997) found that securely attached people are less likely to prefer cognitive closure and were more likely to rely on new information in making decisions (Carnelley & Ruscher, , 2000). Feeney (2004) was among the first to examine the effects of secure base support on autonomous goal striving, with adults in close relationships. Attachment theory provides a relational perspective to a number of individual outcomes. More specifically, secure attachment has been found to predict follower proactively (Wu & Parker, 2017) and ethical decision making (Chugh et al., 2014). Unlike in the previous studies that concentrated in other aspects such as decisions making, goals striving to

mention among others in relation to attachment styles, the current study was interested in examining attachment styles and emotional wellbeing.

### **Attachment and Emotional wellbeing**

The relationship between employees' attachment styles and work-related outcomes is among the most established application of attachment theory to the workplace. To this point, Harms's (2011) earlier review details numerous studies that have examined the relationship between employees' attachment styles and outcomes such as facet and general job satisfaction, work-family spill over, citizenship behaviours, and employee performance. However, a number of studies have occurred after this previous review. Since 2011, for example, researchers have offered additional evidence that employees' attachment styles relate to reports of attitudinal constructs such as job satisfaction and/or work turnover intentions (Lopez & Ramos, 2016; Tziner et al., 2014). Associations between employees' attachment styles and organizational commitment have also been studied, with results suggesting that some attachment styles may relate differently to distinct commitment dimensions. For instance, in addition to a positive relationship between secure attachment and affective commitment, Scrima, Di Stefano, Guarnaccia, and Lorito (2015) found that avoidant attachment was negatively related to affective commitment but positively related to normative commitment. Recent research on attachment styles has also expanded to examine other outcomes. Using a sample of college students, for example, Schmidt (2016) found that those with insecure attachment styles tended to report higher levels of psychological contract breach. In addition, Koleva, Selterman, Iyer, Ditto, and Graham (2013) showed that anxiety and avoidant attachment styles may relate differently to individuals' moral judgments, with avoidant attachment having a more negative effect (Scrima, Di Stefano, Guarnaccia, and Lorito, 2015). Whereas these studies focused on attachment styles and work satisfaction, the current study focused on the behavioural aspects of the youths.



Researchers have additionally examined different mediating mechanisms linking employees' attachment styles and work-related outcomes. Towler and Stuhlmacher (2013), for instance, explored relational constructs in a sample of female employees and found evidence of an indirect effect between individuals' attachment styles and job satisfaction through leader-member exchange. The greatest emphasis on indirect effects, however, has been given to stress-related variables. One example is a study by Chopik (2015), who found a negative relationship between avoidant attachment and ethical decision making, but also evidence that this relationship may be mediated by emotional exhaustion. Researchers have similarly observed an association between individuals' attachment styles and related variables such as burnout and the adoption of specific coping strategies (Pines, 2004; Richards & Schat, , 2011). The researcher has learned a lot from the findings of other studies such as attachment styles and other variables (burnout and adoption of specific coping strategies), this encouraged the researcher to go ahead to collect data in relation to attachment styles and emotional wellbeing.

Finally, beyond studies examining direct and indirect effects, a few researchers have begun to consider moderating effects for attachment styles. For example, Dahling and Librizzi (2015) found that the relationship between needs-supplies fit and job satisfaction was moderated by employees' avoidant attachment. Specifically, the positive relationship between fit and satisfaction became weaker for highly avoidant individuals. In another study conducted in Israel, an interactive effect between avoidant attachment and autonomy emerged in predicting multiple outcomes, including engagement, burnout, emotional distress, and career commitment (Littman-Ovadia et al., 2013). Results showed that highly avoidant individuals experienced less desirable outcomes when in more autonomous environments (Littman-Ovadia et al., , 2013).

In addition, most research has explored attachment between a child and one parent; there has been very little exploration of the child's ability to form multiple attachments from a very early age (Rutter, 2008). Although early attachment writing emphasized an infant's preference for a primary caregiver, subsequent reviews have challenged this idea (Lamb (2012) suggests that very young children can form attachment bonds to multiple caregivers simultaneously. The literature on cultural expression of attachment (Ryan, 2011), on shared care-giving (Howes & Spieker, 2008), and on attachment in middle childhood (Kobak, Rosenthal, Zajac, & Madsen, 2007; Laible, 2005) also questions the notion of a primary attachment figure.

When considering the attachment needs of Aboriginal and Torres Strait Islander children and their caregivers, it is important to look beyond the dyadic model of attachment and consider the broader importance of multiple attachment relationships for children, and the significant importance of extended family and kinship networks for children. \

Attachment has been an extremely influential construct in child development and in child protection (Barth et al., 2005). Unfortunately, the quality of the research evidence on attachment is not commensurate with the popularity of the theory in the out-of-home care sector (Barth et al., 2005; McLean, Riggs, Kettler, & Delfabbro, 2013; Zilberstein, 2006). In reality, attachment theory does not offer much clinical guidance about the needs of children who may have already formed a specific attachment to parents prior to entering care (Crittenden, 1985; Dozier & Rutter, 2008; Egeland & Sroufe, 1981; Rutter, 2008; Zilberstein, 2006), meaning that an attachment to a foster carer will be a subsequent attachment relationship. We know little about whether subsequent attachment bonds offer the same protective features as attachments with family of origin. In particular, there is little nuanced knowledge about the attachments of children who are fostered.

According to Bowlby (1982), the attachment behavioural system is activated when a person is exposed to physical or psychological threat. When activated, the attachment behavioural system triggers a set of responses focused on fulfilling attachment needs by seeking support from others (Mikulincer & Shaver, 2007). Research with adult populations has shown that the attachment behavioural system can also be activated in specific interpersonal situations (e.g., when receiving affirmation), or by priming people with memories of past relationships (Lee & Thompson, 2011). Attachment responses can likewise be triggered by organizational events. For example, Albert, Allen, Biggane, and Ma (2015) identified changes in the employment relationship as a trigger for attachment-seeking behaviours among employees (Albert, Allen, Biggane, and Ma, 2015). A lot of studies were interested in other age groups such as children and adults and the findings were amazing. This study focused on a special group of people (the youths). The researcher was interested in the study to examine if the findings in this particular age group are similar to that of other age groups.

Following the activation of the attachment behavioural system, its deactivation occurs upon receipt of social support. Put differently, receiving support in response to stress results in a feeling of “felt security.” However, when support is absent or inconsistent, the attachment behavioural system can become hyper-activated or suppressed (Mikulincer & Shaver, 2008). Over time, the reoccurrence of these positive or negative support experiences result in the formation of generalized working models of relationships, also known as attachment styles. Attachment styles are defined as cognitive–affective representations of the self and others in relationships, and their formation originally occurs on the basis of early care giving relationships (Bowlby, 1969, 1973). However, attachment styles have also been shown to change as people transition to more frequent interactions with others in adulthood (Hudson, Fraley, Chopik, & Heffernan, 2015)

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter focused on describing the research design, the study location and area, study population, sampling procedure and size, the data collection methods and tools, the data quality assurance, data analysis, and ethical considerations.

#### **3.1 Research Design**

A research design is a plan or a means of obtaining data for a specific study. It explains how sampling was carried out, how the study groups were organized, how the variables were manipulated, the tools for data collection and the techniques of presenting and analyzing data; Mbabazi ;2007.

The research design adopted was cross-sectional survey design. The reason for the choice of the said design was that according to Amin (2005), cross sectional survey method is commonly used to gather data from a sample of a population at a particular time which may be about attitudes, practices, concerns etc. of a group of people on the above issues. Bogere (2015) supported this and added that this type of research design is adopted by a researcher whose research project aims at finding out the prevalence of a phenomenon or a problem or an issue by taking a cross-section of the population.

In this research therefore, the researcher aimed at finding out the effects of attachment styles on emotional wellbeing of youth in Gulu city a cross-section of the respondents varying in gender, age group, tribe and religion in the study area of Gulu city were involved in the study at a single point in time. The study was conducted over a specified and limited period with sample selected from the pre-determined population. Both qualitative and quantitative approaches were used by the researcher in order to enhance methodological validity and reliability (Amin, 2005).

### **3.2 Study Area**

The study was done in Gulu which is a city in the Northern Region of Uganda. It is the commercial and administrative centre of the district. The city is located in Northern Uganda between longitude 30-32 degrees east; latitude 02-4 degrees north. Amuru and Nwoya Districts border Gulu District in the west and southwest respectively, Lamwo district in the northeast, Pader district in the east, Lira district in the southeast and Oyam district in the south. The total land area of Gulu District is 3,428.42 sq. km (1.44% of the Uganda land size). 96.9 sq. km (0.8%) is open waters. The Economic activities done in Gulu is agriculture and mainly food crop is grown

Gulu city was chosen as the area of study because it is where I live and witnessed the impacts of the LRA war which is visible in people in many ways. Gulu had been the centre of the armed conflict where most of the heinous crimes and atrocious violation of human rights in Acholi sub-region were committed by LRA armed conflict. These provided the subjects and the background on which the result of the study was contextualized.

### **3.3 Study Population**

According to Oppenheim (1996), as cited by Bogere and Gesa (2015), study population is defined as the group of interest to the researcher, the group to which the researcher would like the results of the study to be generalized.

Research data suggest that Northern Uganda's the kidnapped and forcibly conscripted nearly 80,000 people over the years, including twice as many children as previously believed (Samuel Okiror Egadu, 2007). A new report documenting violence in the 21-year-long conflict between Ugandan government forces and the rebel Lord's Resistance Army indicates that as many as 38,000 children and 37,000 adults have been abducted and forced to join the

insurgents (URN,2018). However, there is no clear statistics ascertaining the exact number of the youth in the region. Gulu is one of Uganda's fastest growing secondary cities. Gulu Municipality with a population of over 150,000 is the largest metropolis in the northern region of Uganda. (UBOS 2016) The study was able to identify these youths from the various institutions and the community in Gulu city and sampled them using the appropriate techniques. However, the target population was 120, out of which a sample of 92 was drawn. Out of the 92 samples, 79 were youthoffsprings of the LRA, 7 were care takers, 2 were government officials and 4 were development partners.

### **3.4 Sampling frame and selection.**

Amin (2005) defines sample as a portion of the population whose results in a research study can be generalized to the entire population.

The research was carried out among the youth within Gulu city. The sample size was 92 respondents. The sample size of 92 respondents has been obtained using the table for determining sample size for research activities prepared by Krejcie, R.V., and Morgan, D.W. (1970).

The above sample size is also authenticated by the following formula:

$$S= \frac{NP (P) (1-P)}{NP-1(B/C)^2 +P (1-P)}$$

$$NP-1(B/C)^2 +P (1-P)$$

S= Sample size

NP= Population size

P= Population proportion magnitude yielding the maximum possible sample size

B= Sampling error which is 5% = 0.05

C= Level of confidence at 95%. The standard of confidence used by most researchers is 1.960.

$$S = \frac{NP(P)(1-P)}{1 - (B/C)^2} \quad S = \frac{NP(P)(1-P)}{1 - (B/C)^2}$$

$$NP - 1(B/C)^2 + P(1-P)$$

$$S = \frac{120(0.5)(1-0.5)}{1 - (0.05/1.960)^2 + 0.5(1-0.5)}$$

$$120 - 1(0.05/1.960)^2 + 0.5(1-0.5)$$

$$S = \frac{120 \times 0.25}{0.07744163 + 0.25}$$

$$119(0.00065077) + 0.25$$

$$S = \frac{30}{0.32744163}$$

$$0.07744163 + 0.25$$

$$S = \frac{30}{0.32744163}$$

$$0.32744163$$

$$S = 92$$

**Table 4. 1: below shows the sampling frame.**

Categories of respondents	Population		Sample	Sampling techniques
Youth born of the LRA rebels	107	$\frac{107}{120} \times 92 =$	82	Simple random
Caretakers	7	$\frac{7}{120} \times 92 =$	05	Purposive sampling
Government officials	02	$\frac{2}{120} \times 92 =$	02	Purposive sampling
Development partners	04	$\frac{4}{120} \times 92 =$	03	Purposive sampling
Total	120		92	

*Source: Primary Data (2020)*

### 3.5 Sampling Size and Techniques

Sampling technique is defined as a description of the strategies which the researcher uses to select representative respondents from the target population (Oso and Onen 2008). The study identified a total of 79 youth who are children born of the LRA rebels from the region, engaged 07 caretakers, 02 government officials and 04 development partners; making a sample size of 92 respondents

The study adopted purposive because it selects typical and useful cases only and saves time and money. Simple random sampling to identify the study participants. Simple random sampling was used to identify and map out the children from the respective residential areas in Gulu city and the reason for this was to give equal chance for the inclusion of the companies in



the study. According to Creswell (2009), simple random sampling ensures that every member has an equal chance of being recruited into the sample and avoids biases.

Later the researcher applied purposive sampling to identify the key informants in those organizations working with the children and two key informants were interviewed to find out their experiences with the child war victims. According to Yin (2011), a purposive sampling procedure focuses on selecting the participants based on their relevance and anticipated richness in information related to the research questions.

### **Data Collection Methods**

The data collection methods used in this research were Questionnaire survey method and Interview method.

#### **3.6. Data collection instruments**

The data collection instruments of data collection were used by the researcher were questionnaires and interviews guide.

##### **3.6.1. Questionnaires**

###### **Questionnaire**

According to Bogere and Gesa (2015), a questionnaire is a carefully designed instrument for data collection in accordance with the specifications of the research objectives, questions and research questions. The questionnaire used in this study had open-ended questions and closed questions. Open ended questions are questions which allow respondents to state responses in the way they see it appropriate in their own way and in their own words (Sarantakos, 2005) while closed-ended question refers to questions with standard responses.

This instrument was administered to some of the informants with each copy of the questionnaire having a set of instructions to guide the response of the questions. The

questionnaire was divided into four sections (A, B, C and D) namely: the demographic data, the effects of avoidant attachment style on emotional wellbeing, the influence of disorganized attachment style on emotional wellbeing among youth and the relationship between secure attachment style and emotional wellbeing the study administered questionnaires to a total of Seventy-Nine (79) respondents who were able to fill and return all the questionnaires.

The questionnaires were self-administered because most of the respondents had the ability to read and write though others were supported by the researcher while filling the questionnaires. Some of the questionnaires were interpreted for the respondents in local languages (Acholi) because some of the youth/children were not so fluent in English. The questionnaire methods of data collection were able to generate objective responses from the respondents. Questionnaires were administered to all the respondents who participated in the study. The researcher administered questionnaires to a total of eighty-two respondents out of which Seventy-Nine (79) respondents who were able to fill and return the questionnaires.

### **3.6.2 Interview guide**

Oso and Onen (2008) defines interview as a person to person verbal communication which one person or a group asks questions intending to elicit information or opinions. This tool was chosen because it gives first-hand information from informants. The interviews were administered to Caretakers of those who are offsprings of the LRA rebels, staffs from the development partners and staff from the Gulu city council (CDO and City Chairman). This was able to provide opportunity for participants to explain and describe their experiences in person, discuss their challenges and opportunities which was actually a direct way of empowering these youths who are offsprings of the LRA rebels in the region.

### 3.6.3 Quality Control of Data Collected-

Data quality control techniques were key to ensure that data collected is valid and reliable; the instruments were first tested to ensure validity and reliability. The researcher did a pre-test with a total of six participants, 3 males and 3 females to ensure that the questions were straightforward and easily understood by the participants. The researcher after realizing that the questions were well understood and easy for the respondents, and then data collection process started.

### 3.6.4 Validity

Content validity index (C.V.I) was used to establish whether the questionnaire measured what it is to measure entailing scoring of relevant items. Quantitative data: Validity was determined using the Content Validity Index (C.V.I).  $C.V.I = \frac{\text{Items rated relevant by both judges}}{\text{total number of items in the questionnaire}}$ .

**Table 4. 2: CVI Values**

Variable	Number of items	Valid items	CVI
Avoidance style of attachment	09	08	0.88
Disorganized style of attachment	09	07	0.77
Secure style of attachment	09	08	0.88

*Source: primary data (2020)*

Therefore, the CVI was  $\frac{0.88+0.77+0.88}{3} = 0.84$

3

The instruments were rendered valid since the computes CVI of 0.84 was greater than 0.7 (Amin, 2005).

### **3.7 Reliability**

Reliability refers to the dependability or trustworthiness of a measuring instrument in as far as the degree to which the instrument consistently measures whatever it is set to measure (Amin, 2005). An instrument is reliable if it produces the same results whenever it is repeatedly used to measure a trait or concept from the same respondents even by other researchers. The reliability of the instruments was established through a pilot test of the questionnaire to ensure consistency and dependability. The items were subjected to a reliability analysis using the Cronbach's Alpha Reliability Coefficient test. According to Kothari (2004), the internal consistency of dimensions within the modified survey instrument is tested using Cronbach's Alpha Reliability Coefficient test focusing on perception and expectation scores across the whole sample. After the construction of instruments, they were presented to the researchers before they were applied to the field for data collection.

For qualitative data, the researcher was able to give the instruments to experts to help her to confirm that responses against previous questions were appropriate. Questions likely to elicit inadmissible responses were discarded. She was also able to use standardized methods and protocols for capturing observations, alongside recording forms with clear instructions.

The reliability of the instrument was established by using computer programs SPSS (version 20) to compute Cronbach's Alpha coefficient values for the variable items. Cronbach's Alpha coefficient test for reliability (Cronbach, 1946) was conducted as recommended by Amin (2005) at a 95% confidence interval and a 5% level of significance. The accepted level of alpha was to give 0.5 based on Cronbach's Alpha (Amin, 2005).

The instrument was considered good for research purposes when the reliability was found to be more than 0.77 (Amin, 2005)

$$\text{Cronbach's alpha coefficient; } \alpha = \frac{k}{(k - 1)} \times \frac{[(SD^2 - \sum SD_i^2)]}{SD^2}$$

Where:

k = number of items in the instrument

SD = standard deviation of scores in the whole instrument

SD = standard deviation of scores on individual items

### **3.7.1 Procedures for data collection**

After the preparation of the data collection instruments with the help of the supervisor, the researcher then obtained a letter of introduction from the Director of graduate studies and research of University of Kisubi. This later was presented to the local authorities at Gulu city who permitted the researcher to go ahead with the data collection. At every moment, the researcher sought for the consent from the respondents before engaging in interviews and filling questionnaires.

### **Data analysis**

#### **3.7.2 Quantitative data analysis**

The researcher employed descriptive analysis and summary statistics to analyze closed-ended observational and survey data. The quantitative data was analyzed using SPSS, meaning that the raw data was uploaded in the software, and analysis was performed on the variables the study was interested in. The output/results of the study were exported from the excel and SPSS to word document for further interpretation and discussion by the researcher.

### **3.7.3 Qualitative data analysis**

The qualitative data collected during the interview were analyzed using thematic analysis. This was done after a thorough transcription, and the researcher was able to upload the transcripts on ATLAS.ti software version 8 for coding and generation of the thematic categories. The researcher generated the transcripts from the qualitative interviews and uploaded them on the software after changing it on the rich text format (rtf) for easy coding. Thematic analysis is a method for identifying, analyzing, organizing, describing, and reporting themes found within a data set (Braun. and Clarke, 2006). As such the researcher used the very research question to do the data coding and generation of the themes and sub themes from the text which informed the reporting of this study. However, the researcher was also cognizant that qualitative analysis is done iteratively meaning that data analysis in qualitative studies straight from data collection; as such the researcher was very keen in data collection and kept identifying some of the likely themes that would emerge from the study. The data sets were kept and saved properly using different computer accessories to avoid losses.

### **3.7.4 Research Ethical Considerations**

In line with the rules and regulations of the university about conducting research using human subjects, the following ethical considerations were considered during the research. These considerations applied to both the quantitative and qualitative research sections of this study.

#### **Permission**

The researcher obtained written permission from the Dean School of Postgraduate studies and Research, University of Kisubi to conduct this research, to ensure that it is a legal exercise.

## **Confidentiality and Privacy**

Confidentiality refers to handling the information concerning the respondents confidentially. Respondents were assured that their names and the names of their organizations would be dealt with in the strictest confidence. This aspect includes the principle of trust in which the researcher assured the participants that their trust would not be exploited for personal gain or benefit, by deceiving or betraying them in the research route or its published outcomes (Lubbe, 2003:41). In deed throughout the data collection process, analysis and reporting, the study maintained highest level of confidentiality, privacy on the respondent's information, their names and any identify were withheld and strictly served the purpose of the study.

## **Voluntary Participation and Informed Consent**

The principle of voluntary participation will be explained to the respondents and they will also be informed that they have the right to withdraw from the study at any time. The principle of informed consent was attached to the questionnaires and verbally explained to the interviewees. Both principles entailed explaining the research process and its purposes to the participants.

### **3.8 Limitations to the study**

This study had a challenge with respondents who were not very open and anxious talking about their lives, meanwhile other respondents had high material and financial expectations after participating in the survey. The researcher had to explain to the respondent again the purpose of the survey and assure them of confidentiality.

Another potential limitation was that some of the participants were anxious during the interviews and hesitated to describe the real experiences with the fear for victimization while

others feared the researcher's presence however, the researcher was able to engage the participants still on one on one interview to document their personal experiences from the region.



## CHAPTER FOUR

### PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

#### 4.0 Introduction

The chapter presents data on the attachment styles and the emotional wellbeing of the offspring's of the Lords resistant army in Gulu city and specifically, the study examined objectively three elements of attachment which included the effect of avoidant attachment style on emotional wellbeing among youth; the influence of disorganized attachment style on emotional wellbeing among youth as well as the relationship between secure attachment style and emotional wellbeing among youth in Gulu City, Northern Uganda. As such, this chapter discusses objectively these issues and highlights the demographic characteristics of the respondents as well. First, the response rate was given as indicated in table 4.1 below.

**Table 4. 3: Response Rate**

Instrument	Frequency	Percentage
<b>Number of questionnaires filled in and returned</b>	79	96%
<b>Number of questionnaires not returned</b>	03	00%
Total number of questionnaires distributed	82	100%

*Source: primary data (2020)*

Out the 82 questionnaires that were distributed, 79 of them were filled in and returned, thereby giving a response rate of 96%.

#### **Demographic characteristics of the respondents**

The study was able to analyze the demographic characteristics of the respondents among which included the gender of the respondents, age categories, the academic qualifications,

number of traumatic events experienced and many more others. These were statistically analyzed and presented as in the below tables.

### Gender of the respondents

**Table 4. 4: Gender of the respondents**

Gender	Number (f)	Percentage (%)
Male	37	46.8
Female	42	53.1
<b>TOTAL</b>	<b>79</b>	<b>100</b>

**Source: Primary data (2020)**

Table 4.2 above shows that the study engaged a total of 79 respondents were 37 were males and 42 were females.

### 4.1.2. Age category of the respondents

**Table 4. 5 : Age Categories of the respondents**

Age Categories	Number (f)	Percentage (%)
14-19	17	21.5
20-24	42	53.1
25-30	20	25.3
<b>TOTAL</b>	<b>79</b>	<b>100</b>

*Source: Primary Data (2020)*

The table 4.3, above presents the statistical results of the age categories of the respondents, to be specific the youth who are LRA offspring's. According to the results, out of the 79 respondents who participated in the study to ascertain their emotional wellbeing and attachment style experiences during and after the war, it is reflected that 17(21.5%) were between 14-19 years, 42(53.14%) of the respondents were between 20-24 years, while 20(25.3%) of the respondents were between 25-30 years which justifies that most of the children born from the war have grown up.

#### 4.1.4. Academic qualifications of the respondents

**Table 4. 6: Academic qualification of the respondents**

Academic qualification	Number (f)	Percentage (%)
Primary	29	36.7
Secondary	11	13.9
Tertiary/University	39	49.3
<b>TOTAL</b>	<b>79</b>	<b>100</b>

*Source (Primary data, 2020)*

According to the findings on the academic qualifications of the study reflected in table above indicated that 29(36.7%) of the young offspring had attained primary education, while 11(13.9%) had secondary education meanwhile 39(49.3%) of the respondents attained Tertiary/University education.

#### 4.1.5. Number of trauma events witnessed

**Table 4. 7 Number of trauma events of respondents**

<b>Number trauma events</b>	<b>Number (f)</b>	<b>Percentage (%)</b>
Less than 3 times	22	27.8
Between 3-6 times	34	43.0
More than 6 events	23	29.1
<b>TOTAL</b>	<b>79</b>	<b>100</b>

**Source: Primary data (2020)**

The above table presents the frequency of occurrence of traumatic events experienced by the youth who were born during the war and according to the report, 22(27.8%) of the respondents reported experiencing traumatic events less than three times, while 34(43.0%) experienced traumatic events between 3-6 times and finally 23(29.1%) of the respondents experienced traumatic events for more than six (6) times. Where is the interpretation????

#### 4.2. Descriptive Statistical Analysis

#### 4.2.1. The effect of avoidant attachment style on emotional wellbeing

**Table 4. 8, the effect of avoidant attachment style on emotional wellbeing**

<b>Sub variables/statement</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
I usually discuss my problems and concerns with my care taker	22 (27.8%)	17 (21.5%)	01 (01.3%)	19 (24.1%)	20 (30..3%)
I talk things over with my care taker	33 (41.7%)	21 (26.5)	01 (1.2%)	14 (17.7%)	10 (12.6%)
It helps to turn to my care taker in times of need	23 (29.1%)	25 (31.6%)	00 (00.0%)	19 (24.0%)	12 (15.1%)
I find it easy to depend on my care taker	43 (54.4%)	23 (29.1%)	00 (00.0%)	12 (15.1%)	01 (1.2%)
I prefer not to show my care taker how I feel deep down	23 (29.1%)	13 (16.4%)	00 (00.0%)	33 (41.7%)	10 (12.6%)
I don't feel comfortable opening up to my care taker	34 (43.0%)	21 (26.5%)	00 (00.0%)	16 (20.2%)	08 (10.1%)
I'm afraid this person may abandon me	13 (16.4%)	22 (27.8%)	00 (00.0%)	34 (43.0%)	10 (12.6%)
I worry that my care taker won't care about me as much as I care about him or her	12 (15.1%)	11 (13.9%)	00 (00.0%)	36 (45.5%)	20 (25.3%)
I often worry that my care taker doesn't really care for me.	22 (27.8%)	23 (29.1%)	00 (00.0%)	31 (39.2%)	03 (3.9%)

*Source: (primary data, 2020)*

Table 4.5 above presents analysis on the effects of the avoidant attachment style on the emotional wellbeing of the youth born during the war and out of the 79 respondents who answered the questionnaires, the results that were statistically analyzed indicated that 22(27.8%) strongly disagreed that they usually discuss their problem with their relatives and friends, 17 (21.5%), disagreed, 19(24.1%) agreed, and 20(30.3%) strongly agreed that they usually discuss their emotional feelings with their friends, relatives and nay person close to them.

The study in one of the qualitative interviews with one of the parents of the children who were abducted during the war explains this:

I was abducted at the age of nine, came back when I was twenty years old with two children. These children were born and grew up in the bush knowing a life of fighting, being on standby expecting anything at any time, they came out of the bush at different times without any knowledge of how a family setting looks like., they never learnt how to play and interact with other children because they get angry faster. The worst thing is that they do not listen to us their parents and I think they look at us as just being a woman. There is no way they could miss witnessing and experiencing those traumatic events. They were usually caught up in battles, they witnessed brutal killings, some of them were trained as soldiers and so they were forced to kill, the girls were raped and majority was punished for breaking rules.... (a 43 years old, a mother of three girls Narratives her ordeal during an interview).

These children are not close to us and they rarely share their challenges with us as parents or care givers and they are never stable with their friendships, they are all very unruly and solve their problems using violent means. They learnt this kind of life style from their war experiences... (During an interview with one of the parents in Gulu city on 20<sup>th</sup> March 2020.

Still on the same question, when the respondents were asked if they talk things over with the person next to them, the analysis revealed that 33(41.7%), strongly disagreed while 21(26.5%) disagreed, 01. (1.2%) were neutral, 14 (17.7%) agreed and, only 10(12.6%) strongly agreed.

When it comes to the question of if they turn to the person they love when it comes to need, majority of the 23(29.1%) strongly disagreed, 25(31.6%) disagreed and only, 19(24.0%), agreed and 12(15.1%) strongly agreed respectively. When the respondents were asked if they find it easy to depend on this person they stay with, majority of the 43(54.4%) and 23(29.1%)

strongly disagreed and disagreed respectively while only, 12(15.1%), 01(1.2%) agreed and strongly agreed respectively that they find it easy to dependent on the person they live with. This scholarly analysis justifies the reason why most of the youth this study engaged could not have close attachment to their relatives because they grew in different settings as opposed to family setting with much parental guidance. In one of the interviews with a relative, he stated:

.... My children do not even discuss with me, the best is when they think of informing about what they have done, they never involve me and none of them is close to me. This makes me feel like they do not trust and value me so I also keep to myself, I do not want to bother them anymore... (Interview with a relative on 15<sup>th</sup> March 2020).

In addition to further investigating the avoidant attachment behaviours of the youth born during the war, when they were asked if they prefer not to show this person how they feel deep down, 23(29.1%) strongly disagreed 13(16.4%) disagreed and 33(41.7%), agreed while 10 (12.6%) strongly agreed to the statement meaning that majority of the respondents still prefer hiding their deep feeling from the people they live with which justifies a poor and avoidant attachment style among the youth born during the war. This is also similar to the respondents stating that they don't feel comfortable opening up to this person, with 34(43.0%) strongly disagreed, 21(26.5%), disagreed to the assertion while only 16(20.2%), agreed and 08 (10.1%) strongly agreed to the assertion.

The study also sought it imperative to examine the internal worry of the youth in relation to the avoidant attachment style, and when they were asked if they were afraid the person they were living with would abandon them, 13(16.4%) strongly disagreed, 22(27.8%) disagreed, 34 (43.0%) agreed, meanwhile 10(12.6%) strongly agreed.

Similarly, they also expressed worry that the person they lived with won't care about them as much as they care about themselves and the results revealed that, 12(15.1%) strongly disagreed, 11. (13.9%) disagreed while 36(45.5%), and 20(25.3%) agreed and strongly agreed

respectively which still justifies avoidant behaviour exhibited by the youth during and after the war. Finally, they also expressed that 22(27.8%) strongly disagreed, 23(29.1%) disagreed that they worry that this person doesn't really care for them and, 31(39.2%), agreed and 03 (3.9%) strongly agreed that they worry that this person doesn't really care them.

#### 4.2.2. The influence of disorganized attachment style on emotional wellbeing

**Table 4. 9 the influence of disorganized attachment style on emotional wellbeing**

<b>Sub variables/statement</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
I make friends easily	12 (15.1%)	11 (13.9%)	00 (00.0%)	43 (54.4%)	13 (16.4%)
I don't feel comfortable making new friends	13 (16.4%)	14 (17.7%)	00 (00.0%)	38 (48%)	14 (1.7)
It is easy for me to depend on people, especially if they are my good friends	11 (13.9%)	11 (13.9%)	00 (00.0%)	33 (41.7%)	24 (30.3%)
I feel uncomfortable if others get too friendly or too close to me	10 (12.6%)	11 (13.9%)	00 (00.0%)	22 (27.8%)	36 (44.5%)
Sometimes I feel afraid when other kids no longer want to be my friend	10 (12.6%)	11 (18.9%)	00 (00.0%)	33 (30.3%)	30 (37.9%)
I like having good friends and being with them all the time	20 (25.3%)	10 (12.6%)	00 (00.0%)	43 (45.4%)	09 (11.3%)
It's all right with me if good friends trust and depend on me	14 (17.7%)	20 (27.7%)	00 (00.0%)	20 (27.7%)	15 (6.3%)
It's hard for me to trust others completely	11	11	00	33	15



	(13.9%)	(13.9%)	(00.0%)	(41.7%)	(6.3%)
I sometimes feel that others don't want to be good friends with me as much as I do with them	12 (15.1%)	14 (17.7%)	00 (00%)	34 (43.3%)	19 (24.0%)

*Source: primary data (2020)*

On the table 4.6, above, the study examined the influence of disorganized attachment style on emotional wellbeing among the youth born during the war. When they were asked if they make friends easily only 12(15.1%) strongly disagreed 11(13.9%) disagreed while, 43(54.4%) agreed and 13(16.4%) strongly disagreed that they are not used to making friends easily.

This same kind of disorganized attachment was expounded by the one of the care takers in interviews who explained that:

... The life of my child is very complicated, hard to predict and very difficult to talk about. He suffered a lot from the time he was born from the bush, he is very peaceful when doing his things alone and sometimes with others. He was born when the mother was abducted but the mother was released after she was seriously wounded when the boy was only six months' old he came back when he was fifteen years old. While there he went through a number of experiences since he had become a soldier, he was forced to kill using panga by cutting and big sticks, he was shot on the thigh and hand, he walked long distances, he fought and went through all sorts of things... (During an interview with the care taker on 12<sup>th</sup> March 2021)

On the question of comfort ability with friends, 13(16.4%) strongly disagreed, 14(17.7%) disagreed while, 38(48%) agreed and, 14(17.7) strongly agreed to the fact that they are comfortable with their friends. This implies that they have got more attachment to their current friends than their next of kin/relatives probably because they grew more with friends than their

relatives which explains the current attachment style and behaviour. This is also expounded by the findings of the next variable that explained that the 11(13.9%)strongly disagreed, 11(13.9%), disagreed and 33(41.7%) agreed while 24(30.3%) strongly agreed that it is easy for them to depend on people, especially if they are with their good friends, meaning the relative attachment is less valued by the youth in the region due to the war which has a bearing on their emotional wellbeing.

On the contrary, the study disagreed with the assumption that the youth feel uncomfortable if others get too friendly or too close to them with only 10(12.6%) strongly disagreeing, 11(13.9%), disagreeing while a greater number of the 22(27.8%) and 36(44.5%) agreed that they don't feel uncomfortable but rather feel happy due to the fact that most of the close people they are attached to are not their friends not the relatives due to the separation by the war. When the respondents were asked if they sometimes feel afraid when other kids no longer want to be their friend 10 (12.6%) strongly disagreed, 15(18.9%) disagreed while, 24(30.3%), agreed and 30(37.9%) strongly agreed that they get worried if the rest of the children refused to associate with them. This is a significant factor justifying the disorganized level of attachment in the emotional element of these children. Ideally, they would be more attached to their relatives or next of kin as opposed to the friends however, due to the fact that most lost their relatives; they consider their friends more of their relatives and remained attached to them than relatives. Meanwhile majority of the respondents reported enjoying having good friends evidenced by the statistical results were 20(25.3%) strongly disagreed, 10(12.6%) disagreed, while 43(45.4%) agreed and, 06(11.3%) strongly agreed to the assertion. which explains their high rate of dependence where14 (17.7%) strongly disagreed, 20(27.7%) disagreed, and 20(27.7%), 15(6.3%) agreed depending more on their friends.

Relatedly, others reported *I sometimes feel that others don't want to be good friends with me as much as I do with them*", with the results showing 12(15.1%) strongly disagreeing, 14(17.7%) disagreed and, 34(43.3%), 19(24.0%) agreed to the assertion. Additionally, they also stated *"It's hard for me to trust others completely"* with the results revealing, 11(13.9%) disagreed, whereas 11(13.9%) agreed, meanwhile 33(41.7%) strongly agreed and 24 (20.3)

Another interview revealed this:

..My son is so closed up; I do not know what he does with his life and he is not interested in what happens with us in the family, we all fear him even if at times he comes and sits with us he does not engage so much in conversations, he is very hostile when others try to force him in doing things he does not like or picks what belongs to him without permission. He says he just does not like others to intrude into his privacy and he does not also intrude... (Interview with key informant on the 30<sup>th</sup> March 2021).

This same analysis explains why most of the children have developed disorganized attachment with their care takers. In one of the key informant interviews, he stated:

.... This child was born when the mother was in captivity unfortunately the mother died while still in abduction. She lived under very tough condition full of fear and uncertainty. She witnessed her mother being chopped into pieces until she died. She was involved in fighting, carrying very heavy language, being threatened all the time... (During key informant interviews on the 26<sup>th</sup> March 2021).

#### 4.2.3. The relationship between secure style of attachment and emotional wellbeing

**Table 4. 10 , Secure style of Attachment**

<b>Sub variables/statement</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
I'm confident that my parent/caretakers will listen to me.	44 (55.6%)	00 (00.0%)	00 (00.0%)	20 (25.3%)	15 (18.9%)
I feel for my parent/ my care taker I live with when he/she is upset	30 (37.9%)	14 (17.7%)	00 (00.0%)	23 (29.1%)	12 (15.1%)
I think it is unfair to always have to handle problems by	32	13	00	21	13

my self	(40.5%)	(16.4%)	(00.0%)	(26.5%)	(16.4%)
My parent or my care taker I live only seems to notice me when I am angry	30 (37.9%)	14 (17.7%)	00 (00.0%)	20 (25.3%)	15 (18.9%)
I'm afraid that I will lose my parent's/care takers love	33 (41.7%)	13 (16.4%)	00 (00.0%)	20 (25.3%)	13 (16.4%)
I enjoy helping my parent/ my care taker I live whenever I can.	24 (30.3%)	23 (29.1%)	00 (0.00%)	21 (26.5%)	11 (13.9%)
I can count on my parent/ my care taker to be there for me when I need him/her	31 (39.2%)	25 (31.6%)	02 (2.5%)	11 (13.9%)	10 (12.6%)
I get annoyed at my parent my care taker /because it seems I have to demand his/her caring and support	12 (15.1%)	14 (17.7%)	00 (0.00%)	38 (48.1%)	15 (18.9%)
I get really angry because I never get enough help from my parent/care taker	10 (12.6%)	10 (12.6%)	00 (0.00%)	13 (16.4%)	46 (58.2%)

*Source: Primary Data (2020) Where is the mean & standard deviation??*

The table 4.7, above presents the findings of the analysis of the influence of secure attachment on the emotional wellbeing of the youth/offspring's of the of the Lord's resistance army in Gulu city. When they were asked if they were confident that their parent/caretakers will listen to them, majority of the 44 (55.6%), strongly disagree, while only 20(25.3%), agreed and 15(18.9%) strongly agreed that their relatives would listen to them when they need support or they feel explaining their challenges to them. When the researcher engaged in interviewing and probing for the possibility of secure attachment from the parent and relatives of these children, most of the parents reported contrary to the expectations of the study. One of the parents reported that:

...My child gets very agitated and angry at every small thing; he is very moody yet sometimes he is happy, relaxed. He has very few friends whom he associates with but he never opens up to them, like he can choose to travel somewhere for days and no one knows where he has gone... (During an interview with parents/relative of the victims of the war on the 23<sup>rd</sup> March 2020).

When they study also managed to examine the love for the parents and relatives to relate the question of secure attachment among these children one of the key questions asked to them was if they felt for their parent/person they live with when he/she was upset, majority of the 30(37.9%) strongly disagreed, 14(17.7%) disagreed, while 23(29.1%), of the respondents agreed 12(15.1%) which underscores the poor attachment among these children during to the impact of the war on their emotional wellbeing in the region.

When the respondents were further examined on their problem skills especially when they were asked they felt unfair handling their own problems by themselves instead of sharing with their relatives, the results revealed that 32(40.5%) strongly disagreed, 13(16.4%) disagreed while, 21(26.5%), agreed and 13(16.4%) strongly agreed that they felt unfair handling their own problems instead of getting parent support from the relatives.

On anger management as a key variable in understanding the question of attachment among the youth, when the study asked if their parents and relatives or the person they live with only seems to notice them when they are hungry, the findings revealed that 30(37.9%) strongly revealed, 14(17.7%) disagreed while, 20(25.3%) agreed and 15(18.9%) strongly agreed to this assertion.

When the care takers were also interviewed on the secure attachment of their children and whether they feel secure sharing their issues with them, one of the care takers reported:

...This girl is free with other people outside home here. As her caretaker, she never shares with me her problem but she does that with other people. We stay in the same compound but she stays in her own house and cooks her own food. When she wants she talks to me but other times she does not even respond to my greetings, in fact we live as enemies. She keeps complaining that I

don't like her and so there is no need relying on me.... (Interviews with a key informant on the 22<sup>nd</sup> March 2020)

On the question of love, the findings revealed that 33(41.7%) strongly disagreed losing their relatives love 13(16.4%) disagreed while, 20(25.3%) agreed and, 13(16.4%) strongly agreed losing their parents and relatives love which to some extent reveals a strong secure attachment. With regard to how the care-giving behavioural system is influenced by the attachment style.

On the question of helping the parents the respondents revealed "I enjoy helping my parent/person I live whenever I can" and this was revealed by the results where. 24(30.3%), strongly disagreed 23(29.1%), disagreed and 21(26.5%) agreed and 11(13.9%) strongly agreed that they enjoy helping their relatives whenever they which does not explain the secure attachment style and emotional wellbeing among the youth in the region.

...The life of these children started with very harsh bush condition of sleeping in cold from birth running up and down, having less attention of their parents and not knowing what peace means. They are generally forced to help with work at home. We lived with them in the camp and still life was very hard. When we returned home, they were at first received but now their uncles do not want them in the land. Yes, they experienced and witness very many bad things like killings, fighting, beatings and other forms of tortures...(Interview with a caretaker on 11<sup>th</sup> March 2020)

While the findings also revealed that 31(39.2%) strongly agreed, 25(31.6%) disagreed, while 11(13.9%) strongly agreed and, 10(12.6%) strongly agreed that they counted on their parents whenever they need them. "*I get annoyed at my parent because it seems I have to demand his/her caring and support*", 12 (15.1%) strongly disagreed, 14(17.7%) disagreed while, 38(48.1%) agreed and, 15(18.9%) strongly agreed. "*I get really angry because I never get enough help from my parent/care taker*", 10(12.6%) strongly disagreed, 10(12.6%) disagreed 13(16.4%) and, 46(58.2%) strongly agreed.

The results presented in table 4.8 show that Pearson Product Moment Correlation Coefficient for secure style of attachment and emotional wellbeing was  $r=0.723$ , which was

positive with probability value  $p=0.000$  which was less than  $\alpha=0.01$  suggesting a significant correlation. This implies that secure style of attachment significantly positively correlates with emotional wellbeing at one percent level of significance. Thus, a change in secure style of attachment, positively affects emotional wellbeing.

#### 4.2.4. LEVEL OF EMOTIONAL WELLBEING

**Table 4. 11 :shows the level of emotional wellbeing**

##### Descriptive Statistics

	N	Mean	Std. Deviation
I've been feeling optimistic about the future	79	2.08	.917
I've been feeling useful	79	2.16	.854
I've been feeling relaxed	79	2.30	.774
I've been feeling interested in other people	79	2.30	.822
I've had energy to spare	79	2.66	.918
I've been dealing with problems well	79	2.06	.465
I've been feeling good about myself	79	2.38	.837
I've been thinking clearly	79	3.06	1.170
I've been able to make up my own mind about things -	79	2.04	.576

**Source: Primary data (2021)**

Table 4.8 above presents the results on emotion wellbeing of the children born in the war torn northern Uganda and one of the issues examined was whether the children had been feeling optimistic about the future and the results showed ( $M= 2.08$ ;  $SD=.917$ ). Research has suggested the protective potential of a range of child characteristics, such as high intelligence, internal locus of control, good coping skills, and an easygoing temperament (Fergusson & Horwood, 2003; Masten & Pwell, 2003) conducted a narrative analysis of six Colombian child soldiers who did not exhibit trauma-related symptoms after experiencing armed combat. They sought to understand the mechanisms and resources that these 'resilient children' used to buffer the effects of war trauma. They identified six themes which indicated a wide repertoire of strengths and

resources that seemed to facilitate the ability of these youths to overcome the trauma of war: a sense of agency; social intelligence, empathy, and affect regulation; shared experience, caregiving features, and community connection; a sense of future, hope and growth; a connection to spirituality; and morality.

When the respondents were also asked if they have been feeling useful, it was revealed that on (M=2.08 SD= .854). Similarly, the respondents reported on the question of feeling relaxed as (M=2.30 SD=.774). On the question of feeling interested in other people (M= 2.30 SD= .822). While other respondents had reported sparing their energy (M =2.66, SD=.918). All these findings present low mean values which signifies that the war has affected the emotional wellbeing of the children born in captivity in Gulu city, Northern Uganda. This study is not alone but several other circumstances have been reported about posttraumatic experiences of children in war torn regions. For instance, a longitudinal study of mental health among former child soldiers in Mozambique, found that post-conflict experiences, including family support and economic opportunity, influenced the mental outcomes of the participants re-interviewed sixteen years after reintegration. There are similar findings in Northern Uganda. And in Sierra-Leone, post conflict discrimination was associated with the relationship between perpetrating violence during the war and subsequent externalizing symptoms. These findings highlight that the experiences of child soldiers, in addition to post-conflict factors like economic and educational opportunities, community acceptance and stigma, and social support, are along the continuum and mental risks and protective factors.

The respondents also reported having dealt with the problems well (M=2.06, SD=.465), feeling good about self (M=2.38, SD=.837), thinking clearly (M=3.06 SD=1.170) and finally been able to make up own mind about things (M=2.04, SD=.576). In a similar way, Stichick and Machel,



2001) argue that trauma, psychological adjustment, resilience, and the mental health of children in war must be viewed as a dynamic process, rather than as a personal trait. Furthermore, this study therefore argue for an understanding of resilience from the perspective of the social ecology , the nurturing physical and emotional environment that includes, and extends beyond, the immediate family to peer, school and community settings, and to cultural and political belief systems.

**Table 4. 12: Correlation between Avoidant attachment and Emotional wellbeing**

		Avoidant attachment	Emotional wellbeing
Avoidant attachment	Pearson Correlation	1	.452**
	Sig. (2-tailed)		.000
	N	62	59
Emotional wellbeing	Pearson Correlation	.452**	1
	Sig. (2-tailed)	.000	
	N	59	62

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

*Source: Generated by researcher from data collected*

The above table shows that at significance level of 0.01 (2-tailed), there is statistically significant and positive relationship between Avoidant attachment style and Emotional wellbeing (.452). The hypothesised relationship between Avoidant attachment style and emotional wellbeing among the youth in Gulu city was tested using regression analysis. The model summary, ANOVA and Coefficients of regression are shown later in last part of this section. In this study, the researcher found positive but statistically insignificant relationship between avoidant attachment style and emotional wellbeing among the youth in Gulu city (B=.208, t=1.210, p=.232).

**Table 4. 13 Correlation between disorganized attachment style and emotional wellbeing**

		<b>Disorganized attachment style</b>	<b>Emotional wellbeing</b>
<b>Disorganized attachment style</b>	Pearson Correlation	1	.610**
	Sig. (2-tailed)		.000
	N	59	57
<b>Emotional wellbeing</b>	Pearson Correlation	.610**	1
	Sig. (2-tailed)	.000	
	N	57	62

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

*Source: Generated by researcher from data collected*

The above table shows that at significance level of 0.01 (2-tailed), there statistically significant and positive relationship emerges between disorganized attachment style and emotional wellbeing (.610).

The hypothesised relationship between disorganized attachment style and emotional wellbeing was tested using regression analysis. The model summary, ANOVA and coefficients of regression are shown later in last part of this section. Table above shows that this study established a positive and statistically significant relationship between disorganized attachment style and emotional wellbeing among the youth born during the war in Gulu city (B=.409, t=2.034, p=.047).

**Table 4.10**

**Table 4. 14 Correlation between secure attachment style and emotional wellbeing**

		<b>Secure attachment style</b>	<b>Emotional wellbeing</b>
<b>Secure attachment style</b>	Pearson	1	.207
	Correlation		
	Sig. (2-tailed)		.107
	N	64	62
<b>Emotional wellbeing</b>	Pearson	.207	1
	Correlation		
	Sig. (2-tailed)	.107	
	N	62	62

*Source: Generated by researcher from data collected*

The above table shows that at significance level of 0.01 (2-tailed), there was positive but statistically insignificant relationship between secure attachment style and emotional wellbeing (.107).

The hypothesised relationship between secure attachment style and emotional wellbeing was tested using regression analysis. The model summary, ANOVA and coefficients of regression are shown later in last part of this section. The statistic and significance value in table above show that there is negative but statistically insignificant relationship between secure attachment style and emotional wellbeing among the youth born during the war in Northern Uganda Gulu city (B=-.087, t=-.842, p=.404).

**Table 4. 15: Model summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.647 <sup>a</sup>	.419	.371	.40289

a. Predictors: (Constant), Avoidant style of attachment, disorganized attachment style and secure attachment style

From table 13 above, the coefficient of multiple determinations ( $R^2$ ) is 0.419. This means that the attachment style variables study jointly account for 41.9% of the variation in the emotional wellbeing of the youth in Gulu city. Therefore, there is positive and statistically significant relationship between attachment styles and emotional wellbeing of the youth in Gulu city.

To determine whether the model is a good fit for the data, *F*-test was used. This is presented in ANOVA table below

**Table 4. 16 Analyses of Variables**ANOVA<sup>b</sup>

Model		Sum of Squares	F	Mean Square	F	Sig.
1	Regression	5.727	4	1.432	8.821	.000 <sup>a</sup>
	Residual	7.954	49	.162		
	Total	13.681	53			

**a. Predictors: (Constant), Avoidant attachment, disorganized attachment and secure attachment**

b. Dependent Variable: Emotional wellbeing

Since the significance value of the F statistic is smaller than 0.05 ( $F=8.821$ ,  $p=.000$ ), it means that the independent variables in this study do a good job explaining the variation in the dependent variable. This statistically significant model means at least one the independent variables predicts the dependent variable.

To ascertain the relative importance of each IV in predicting the DV, the unstandardized (B) coefficients are the coefficients of the estimated regression model and t statistics were used as shown in table below.

**Table 4. 17 Coefficients of Regression**  
**Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.741	.579		1.280	.207
	Avoidant Attachment	.208	.172	.171	1.210	.232
	Disorganized attachment	.409	.201	.373	2.034	.047
	Secure attachment	-.087	.103	-.106	-.842	.404

## Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.741	.579		1.280	.207
	Avoidant Attachment	.208	.172	.171	1.210	.232
	Disorganized attachment	.409	.201	.373	2.034	.047
	Secure attachment	-.087	.103	-.106	-.842	.404

a. Dependent Variable: Emotional wellbeing

Multiple regression analysis was used to show the statistical relationship of the variables as captured below:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where:

Y = Emotional wellbeing

$\alpha$  = Constant

$\beta_1, \beta_2, \beta_3$  = Beta coefficients

$X_1$  = Avoidant attachment style

$X_2$  = Disorganized attachment style

$X_3$  = Secure attachment style

$\varepsilon$  = Error term

This gives the equation of the regression line as  $Y = .741 + .208X_1 + .409X_2 - .087X_3$

Close examination of the equation shows that the most influential variable was avoidant attachment style with a regression coefficient of 0.409 ( $p= 0.047$ ). Avoidant attachment style was followed by disorganized attachment style with a regression coefficient of 0.235 ( $p= 0.159$ ) and secure attachment style with a regression coefficient of 0.208 ( $p=0.232$ ).

## **CHAPTER FIVE**

### **SUMMURY, OF THE FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents the summary of the findings of the study on the effects of attachment style on the emotional wellbeing of the youth born of Lord's resistance Army rebels during the war or insurgency in Northern Uganda and particularly this study was done in Gulu. The chapter thus objectively presents the summary of the findings, discussion, and conclusion of the study, recommendations and suggestions for further studies.

#### **5.1 Summary of findings**

#### **5.2 The effects of avoidant attachment style on emotional wellbeing**

On the question of avoidant attachment style, the study found that it had great negative effects on the emotional wellbeing of the youth in Gulu city as many reported having developed behavioural challenges as evidenced in their relationship with the relatives, parents and the cater takers. The findings revealed that most of the youth who went through these experiences prefer keeping certain things to themselves and are so insecure with the people around them; avoid them and only open with their friends on only critical issues. This is illustrated in table 4.5 of chapter four question 4 where a high percent 54.4% indicated that they strongly disagree to the statement that they find it easy to depend on their parents/caretakers. In the same table question 8, 36% of the respondents stated that agree to having worries that their parents/caretakers won't care about them as much they would do.



### **5.3 Disorganized attachment style on emotional wellbeing**

The findings revealed that disorganized attached individuals have emotional problems as many displayed unstable inter-personal relationships skills. They have also shown inability to maintain friendship for long which signifies disorganised attachment style. In table 4.5 of chapter 4 question 2 where 44.4% of the respondents said they agree that they make friends easily. Meanwhile on the same table question 4, majority 66.6% of the respondents strongly agreed that they feel uncomfortable if others get too friendly or too close to them. Meaning their attachment style is disorganised.

### **Secure style of Attachment and emotional wellbeing**

On secure attachment style, the study revealed that this is something majority of the youth are struggling with to adapt to the current environment. They have shown unstable minds in discussions, interaction with people, friends due to the missed opportunities of growing in stable families. Often times these children were found to lack trust in others and expressed of depressive behaviours which affects their emotional wellbeing. Table 4.7 in chapter for question one indicated that 55% of the respondents affirmed that they are not confident that their parents/caretakers will listen to them.

## **5.4 Discussion**

### **The effects of avoidant attachment style on emotional wellbeing**

The study found that indeed youth expressed avoidant attachment style when the variables were investigated. This implies that, majority of the youth who experiences the challenges in the war still feel emotionally detached with their closed relatives probably due to the post-traumatic stress of the war. This relates to the study done by Marques and colleagues (2016) where they examined whether a comorbid Avoidant Personality Disorder (AVPD)

diagnosis yields additional clinically relevant information in a sample of 326 individuals seeking treatment for generalized social phobia. They reported that individuals with a comorbid AVPD diagnosis showed higher impairments across various aspects, such as work, social, or family domains. It should be noted that the higher severity of social anxiety in individuals with a comorbid AVPD explained these differences in impairment. This same analysis done by these scholars could substantiate the findings of the present study and could be the reason why the youth who have been victims of the war have personality challenges when it comes to relating with their relatives and refuse to explain and share their problems with the relatives due to avoidant attachment behaviour they have learnt and adopted over time.

There above narrative description and statistical findings relates to another study done by Eikenaes and colleagues (2017) who provided further evidence in favour of the continuum hypothesis that Individuals with Avoidant Personality Disorder(AVPD) scored lower on aspects of personality functioning like enduring relationships and self-reflexive functioning (the competence to understand the possible meanings of and causal relations between internal and external experiences) than individuals with SAD alone. Group differences in these aspects of personality functioning was explained by the presence of comorbid disorders, such as SAD

Additionally, the implication to this is that most of the youth still continue to avoid remembering about their relatives and parents because of what they probably experienced with them during the war and don't want to be reminded by such incidents which are a clear manifestation of the avoidant attachment element. However, previous research has shown substantial overlap among categorical diagnoses of PDs. Although AVPD is among the PDs that are the most likely to be diagnosed solely, comorbidity rates with other PDs are high. For example, Stuart and colleagues (2016) reported that 59% of individuals with dependent PD also met criteria for AVPD. Bachrach, Croon, and Bekker (2011) examined the factor structure of PD

symptoms in a sample recruited from a mental health institute. The authors performed a factor analysis of self-reported PD symptoms for narcissistic, avoidant, borderline and dependent PD symptomatology and identified six subscales. However, the subscales were still highly correlated. Interestingly, two factors explained the correlations among the scales: internalizing personality problems and externalizing personality problems. This is comparable to the findings of the most comprehensive longitudinal study on the structure of mental disorders by Caspi et al. (2013) and indicates that the high comorbidity of AVPD with other PDs might be due to an underlying latent factor reflecting “internalizing personality problems. This is not different from the situation of the war victims of the LRA in northern Uganda that disrupted many life’s and activities of the people in the region causing the avoidant personality of the offspring’s as they could not closely attach to their parents and relatives.

When it comes to the question of if they turn to the person they love when it comes to need, majority of the strongly disagreed. When the respondents were asked if they find it easy to depend on this person they stay with, majority of the participants strongly disagreed and disagreed. This means that most of the youth who lost their relatives or parent have developed poor attachment style with their closest neighbourhood or caretakers. This could explain the reason why most of them are not willing to ask for help from the parents or the closest neighbours’ due to the avoidant behaviours they inherited or developed over time which clearly was seen having an implication on their emotional wellbeing. However, from the scholarly point of view, the A solution to the problem of high comorbidity amongst PDs lies in the application of a dimensional classification system. Wright et al. (2012) provided support for the notion that existing PDs can be conceptualized as expressions of different personality traits. The authors reanalyzed data of the Longitudinal Study of Personality Disorders to examine the relationship between AVPD and basic personality traits using parallel process growth curve modeling. They

demonstrated that in a non-clinical sample AVPD symptom trajectories had a significant negative relationship with the personality traits trajectories of interpersonal dominance and affiliation and a significant positive relationship to rates of change in neuroticism. Hence, they provided further evidence for a continuum between normal personality and personality pathology and replicated previous findings that neuroticism seems to play a crucial role for AVPD.

This scholarly analysis justifies the reason why most of the youth this study engaged could not have close attachment to their relatives because they grew in different settings as opposed to family setting with much parental guidance.

The ultimate question remains how a person with Avoidant Personality Disorder like these youths could be treated from this and enable them live meaningful life in the society? However, several authors argue that the treatment lengths vary greatly between different studies. Schema therapy delivered in the trial by Bamelis et al. (2014) lasted for 50 sessions spread out over more than a year. Rees and Pritchard (2015) question the necessity of prolonged treatment duration in AVPD and present the cases of two patients successfully treated in 12 sessions of cognitive therapy. However, many authors argue that it takes more time to achieve structural or emotional changes in AVPD. Results show no consistent trend in favour of longer or shorter treatments, and additional empirical research is needed. Furthermore, future research should target the lack on empirical research examining the relationship between number of treatment sessions and symptomatic change.

Attachment styles present in the early childhood environment have been reliably linked to the development of other PD's, such as borderline PD (Nickell, Waudby, & Trull, 2002), and are considered a potential risk factor for AVPD (Joyce et al., 2003). Studies of early parenting and PD's consistently link cluster C PD's (including AVPD) with derivational parenting (greater

parental indifference and parental abuse scores; Parker et al., 2009), while Carr and Francis (2009b) also found maternal overprotection to be positively related to AVPD symptomatology. Russ, Heim, and Westen (2003) focused on the relationship between personality pathology and parental bonding from 203 clinician reports, and found maternal and paternal rejection were significantly associated with AVPD. Together these and other studies support a potential link between parental over protection and poor parental care with AVPD symptoms (Arbel & Stravynski, 2011). In addition to literature indicating the relevance of family relationships and abuse to AVPD, there is evidence to suggest childhood teasing is a potential risk factor for AVPD.

Furthermore, the findings still justify avoidant behaviour exhibited by the youth during and after the war. However, previous literature has established associations between adverse peer relationships and later psychopathology (Deater-Deckard, 2001; Kim & Cicchetti, 2010). Childhood teasing has been broadly associated with distress and later depression, anxiety, loneliness, and fear of negative evaluation (Storch, Bravata, Storch, & Johnson 2003). The experience of teasing has also been related to higher levels of social anxiety (Craig, 2012) and lower levels of social competence and global self-worth compared to children who have not experienced childhood teasing (Callaghan & Joseph, 2015). This suggests that children may internalize peer criticism (Storch et al., 2003), leading to maladaptive patterns of thinking typical of AVPD (e.g., belief of inadequacy).

Finally, they also expressed that majority strongly disagreed that they worry that this person doesn't really care them. Tillfors and colleagues reported that Social Phobia (SP) and APD are best described as a continuum when they are analyzed in the context of the familiar aggregation of social phobia. The same conclusion was drawn by Ralevski and colleagues who investigated a sample of 224 patients with APD and 101 patients with both diagnoses. According

to this conceptualization, APD would be a more severe variant of SP (Antonio Drago.etal., 2016). A large recent study on SP and APD involving 16,399 individuals with SP and 2,673 individuals with APD suggests that the two disorders are etiologically related and may represent different results of a common biological process. Finally, Hummelen and colleagues underlined that the diagnosis of APD or SP can be the result of a different understanding of social phobia which relates to the current situation of the youth in Gulu city who have developed some social Phobia due to the effects of the war in the region.

### **5.5 Disorganized attachment style on emotional wellbeing**

On the question of disorganized attachment style on the emotional wellbeing of the youth in the regions, the study found that majority strongly disagreed that they are not used to making friends easily. Duschinsky cites the finding of Ainsworth that repetition of the strange situation procedure (SSP) within two weeks caused all avoidant infants to display conflict behaviours. In studying this phenomenon, Granqvist et al. (2016) in his study identified that children who had been subject to the Strange Situation Procedure (SSP) or children allowed to think about their parents previously, displayed elevated type disorganized behaviours. They hypothesize that this could be due to increased levels of distress combined with their learning from the previous Strange Situation Procedure(SSP) that their primary caregiver would not respond as they had come to expect, resulting in behavior that is coded as 'disorganized'. This is a similar experience of these children who were born during the war and when we could ask them during the study, they exactly displayed disorganized attachment to the caretakers within Gulu. However, their research underlines the point that there may be many reasons why a child's behaviour may be categorized as disorganized beyond maltreatment. Indeed, in considering the relationship between avoidant and disorganized attachment classifications, Duschinsky (2015) avers that these contradictions “are inconsonant with any account drawing categorical distinctions between

avoidant and disorganized/disoriented infants”. He argues that the creation of the new category should best be seen as primarily rhetorical: the “discovery” of a D category, he argued, “had the advantage of helping to attract notice to an important phenomenon for researchers and clinicians” (Duschinsky, 2015, p. 41). Duschinsky continues to make other important points, especially relating to the measurement of type D via Main's 1-to-9 scale and inconsistencies in its use (coding of behaviours, setting of thresholds, misuse as a diagnostic instrument, rather than a measure of “interpretive certainty”

On a similar note, the argument on disorganized attachment leaves a lot to be desired as far as the emotional wellbeing of the youth is concerned. This implies that they have got more attached to their current friends than their next of kin/relatives probably because they grew more with friends than their relatives which explains the current attachment style and behaviour. This study finding is in agreement with another study done on disorganized attachment of children and their findings revealed that Children with disorganized attachment style generally struggle to know how to manage closeness, feel unsafe receiving personal care, feel overly-responsible for managing situations/events, have difficulty coping in a new setting or meeting new people, and can show sometimes bizarre reactions and be highly challenging to support when anxious. (A (A Child), Re (2015) EWFC B131 (03 March 2015).

On the contrary, the study disagreed with the assumption that they youth feel uncomfortable if others get too friendly or too close to them with only 10(12.6%), 11(11.1%), disagreeing while majority of the 22(22.2%) and 36(66.6%) agreed that they don't feel uncomfortable but rather feel happy due to the fact that most of the close people they are attached to are not their friends not the relatives due to the separation by the war. In another model demonstrated to understanding the experiences of children with disorganized attachment revealed this same result. Bakermans-Kranenburg and van IJzendoorn (2006) have investigated

the relationship between maternal sensitivity and externalizing behaviors in children and a variant of the DRD4 dopamine gene, which has been linked to a range of maladjusted behaviors in childhood and adulthood, including externalizing behavior, as well as conditions on the autistic spectrum and ADHD Wastell and White (2017). Superficially, the results show that in children without the gene, maternal sensitivity has no effect on externalizing behaviour. Only for those children with the variant, who may be presumed to be more challenging for parents, does maternal sensitivity appear to make a difference, with high sensitivity linked with normal levels of externalization. This suggests that children who are more difficult to deal with, through some intrinsic characteristic or temperamental trait, require higher levels of parental input, and that some mothers struggle to provide this. Therefore, the point this study seeks to make is not that their model is better than that of Carlson, nor that it is correct; the study simply wishes to underline the point that the theoretical models tested by researchers are their models reflecting theoretical orientations, and thus these youths should be treated differently despite their current attachment styles and emotional wellbeing in living with people in Gulu city.

There is a significant factor justifying the disorganized level of attachment in dysfunctional emotional wellbeing of these youth. Ideally, they would be more attached to their relatives or next of kin as opposed to the friends however, due to the fact that most lost their relatives; they consider their friends more of their relatives and remained attached to them than relatives. However, an interesting review by Bakermans-Kranenburg et al. (2011) looked at attachment and emotional development in institutional care, and included studies both with children living in institutions and post adoption studies. The authors underlined the importance of considering some specifics when studying attachment in these contexts. In particular, they highlighted the need to take into account the possible lack of a specific attachment in some children reared in institutions due to limitations in developing a stable relationship with a



specific Caregiver, where this lack of attachment formation can be misunderstood as disorganized attachment (e.g., with the Strange Situation Procedure. They propose the use of an attachment formation rating scale in these contexts. The review also discusses the concept of indiscriminate friendliness, and the nature of it in institutional settings, stating that it may respond to different factors than those observed in family contexts. The authors highlight the need for further study considering quality of care at the micro caring environment.

Relatedly, others reported *“I sometimes feel that others don’t want to be good friends with me as much as I do with them”*, with the results showing 12(15.1%) strongly disagreeing, 14(17.7%) disagreed and, 34(43.3%), 19(24.0%) agreed to the assertion. Additionally, they also stated *“It’s hard for me to trust others completely”* with the results revealing, 01(1.26%) disagreed, and 03(3.7%), 05(6.3%).

In summary, the debates in this subject area concludes that the arguments put forth by scholars may not be final for decision making which resonates with what Granqvist et al. (2017) concluded, that attachment classifications in the Strange Situation are not evidence of child maltreatment and the disorganized category should not be used for decision making within specific child protection cases. The paper sparked further debate and controversy from within the research and practice community. Spieker and Crittenden (2018) responded to argue that the D category was derived from one strand of attachment theory and the Dynamic-Maturational Model (DMM) of attachment and adaptation differs from this and, therefore, offer alternative possibilities for child protection work. They argue that the DMM model does not see insecure behaviours as bad, but rather as environmental adaptation strategies, which they argue are strength. They argue that the D category does not exist in the same way, is not theorized in the same way in DMM, and, therefore, the conclusions of the Granqvist et al. (2017) paper do not apply to this particular strand of attachment theory (Spieker & Crittenden, 2018).

Spieker and Crittenden (2018) argue, therefore, that the DMM model can be used for decision making in case specific child protection decision making. They seek to demonstrate how the DMM model meets the guidelines and criteria for reporting of attachment in family courts of the International Association for the Study of Attachment (IASA). Van Ijzendoorn, Bakermans, Steele, and Granqvist (2018), however, take issue with such conclusions going on to critique the DMM model, the argument that it can identify maltreatment reliably and validly, and that it could be used ethically in family courts. The debate is heated and while Crittenden and Spieker's (2018) response to Van Ijzendoorn et al. (2018) outlines some commonalities between the different versions of attachment theory, the debate amply demonstrates the divisions within the attachment theory research communities about what attachment behaviours are, how they can be assessed, and what these behaviours mean.

This same analysis explains why most of the children have developed disorganized attachment with their care takers.

### **5.6 The relationship between secure style of Attachment and emotional wellbeing**

A large body of research has explored the link between attachment style in adulthood (e.g., self-reported and interview studies) and parental aspects. Studies have consistently shown that across three domains of parenting (i.e., cognition, emotion, and behaviour) secure attachment was positively associated with positive parenting characteristics and outcomes, while insecure styles were negatively associated (Jones et al., 2014).

When they were asked if they were confident that their parent/caretakers will listen to them, majority of the 44 (55.6%), strongly disagree, while only 20(25.3%), agreed and 15(18.7%) strongly agreed that their relatives would listen to them when they need support or they feel explaining their challenges to them. Attachment theory posits that secure infant-parent

attachment relationships are foundational for children's psychological and physiological functioning by (1) providing a safe haven, wherein infants rely on caregivers for comfort at times when they feel frightened, threatened, or stressed; and (2) a secure base, from which they can explore the world and learn about the environment (Cassidy, Jones, & Shaver, 2013). Because infants use caregivers to regulate their distress under threatening conditions, the quality of early attachment relationships can guide bio-behavioral responses to threat, including infant stress reactivity and emotion regulation (Dagan & Sagi Schwartz, 2018; Diamond, Simpson, & Rholes, 2015). However, this contradicts the question of secure attachment the study envisaged to achieve as most of the youth reported poor support from their relatives. A good and listening parent gives ground and opportunity for the children explains themselves to them and this comes with trust and confident, while with the trend of events in Gulu, most of the children seem lacking this parental trust in region.

When the researcher engaged in interviewing and probing for the possibility of secure attachment from the parent and relatives of these children, most of the parents reported contrary to the expectations of the study.

When they study also managed to examine the love for the parents and relatives to relate the question of secure attachment among these children one of the key questions asked to them was if they felt for my parent/person they live with when he/she was upset, majority of the 30(37.9%) strongly disagreed, 14(17.7%) disagreed, while 23(29.1%), of the respondents agreed 12(15.1%) which underscores the poor attachment among these children during to the impact of the war on their emotional wellbeing in the region. A number of studies have now examined relations between attachment security to mothers and infant cortisol reactivity during the SSP, but the findings are not consistently replicated (Beijers, Riksen-Walraven, & de Weerth, 2013). For instance, Beijers et al. (2013) reported a near significant effect ( $p < .10$ ), with insecure

infants' higher post-SSP cortisol levels compared to secure infants (N = 193). Nachmias et al. (2016) reported no significant differences between secure and insecure infants on post-SSP cortisol levels (N = 77).

The results of this study indicated that a secure attachment state in adulthood reliably predicted the three positive components of parental motivation by comparing neutral faces of infants and adults. When the care takers were also interviewed on the secure attachment of their children and whether they feel secure sharing their issues with them.

However, it should be noted that another study by (Cheng et al., 2015), and most studies reported above (Yamamoto et al., 2009; Parsons et al., 2009; Charles et al., 2013), used only neutral infant faces as stimuli. This limitation would narrow the generalizability of the results since parent-child interactions are primarily expressions and voices (Bowlby, 2013). Furthermore, smiling or crying facial expressions are understood to convey the child's emotional state (Ekman and Fridlund 2013) and the need for certain resources from potential caregivers (Trivers, 2014).

With regard to how the care-giving behavioural system is influenced by the attachment system, Mikulincer et al., (2005) suggested that secure attachment activates the care-giving system indirectly and instead provides a stable psychological foundation that others' suffering or the interdependence entailed by care-giving cannot prevail over. In other words, perceived needs for self-protection are lessened by the sense of attachment security consequently; secure attachment allows individuals to shift their energy to the caregiving behavioural system (Mikulincer et al., (2005).

On the question of helping the parents the respondents revealed "I enjoy helping my parent/person I live whenever I can" and this was revealed by the results where. 24(30.3%),

strongly disagreed 23(29.1%), disagreed and 21(26.5%) agreed and 11(13.9%) strongly agreed that they enjoy helping their relatives whenever they which does not explain the secure attachment pattern and emotional wellbeing among the youth in the region.

This study was invalidated by the findings of a recent empirical study found that adults rated smiling and neutral children as cuter, more adoptable, and less distressing than crying children and viewed smiling videos of children for longer durations than crying children, indicating facial expressions of children elicit motivations for nurturing in non-relatives (Aradhye et al., 2015). Similar findings on the effects of child and infant expressions have been found in neuro imaging studies that show regions of brain activity are differentiated by infant expressions (Strathearn et al., 2008; Lenzi et al., 2009). Overall, it is important to note the impact of infant emotions on adults' interest in nurturing which is a serious experienced witnessed from this present study in Gulu with the offspring's of the LRA rebels in Northern Uganda.

While the findings also revealed that 31(39.2%) strongly agreed, 25(31.6%) disagreed, while 11(13.9%) strongly agreed and, 22(27.8%) strongly agreed that they counted on their parents whenever they need them. *"I get annoyed at my parent because it seems I have to demand his/her caring and support"*, 12 (15.1%) strongly disagreed, 14(17.7%) disagreed while, 38(48.1%) agreed and, 15(18.9%) strongly agreed. *"I get really angry because I never get enough help from my parent/care taker"*, 10(12.6%) strongly disagreed, 10(12.6%) disagreed 13(16.4%) and, 46(58.2%) strongly agreed. A large number of studies have indicated that attachment is related to several facets of emotion (Shaver and Hazan, 2013; Niedenthal et al., 2002; Donges et al., 2009). For instance, preoccupied participants tend to notice negative emotions, whereas those classified as dismissive were apt to avoid negative attachment information. Moreover, one neuro-imaging study reported that individuals with different attachment types had marked differences in brain activation response to their own infant's crying

face (Strathearn et al., 2009). In this research, mothers with secure attachment showed increased activation in reward processing regions, but insecure/dismissive mothers showed greater activation of the anterior insula, a region associated with feelings of unfairness, pain, and disgust.

The studies reviewed above illustrate the ways facial expressions affect adults' parenting and how different types of attachment activate different responses to various facial expressions. However, there are still two inadequacies. First, the aforementioned behavioural study examined the association between attachment and motivation using only neutral infant faces (Cheng et al., 2015). Second, although (Strathearn et al., 2009) reported different neural responses across attachment styles and facial expressions of infants, a behaviour study has yet to be conducted. Therefore, it is essential to extend previous findings by developing a behavioural investigation concerning the effects of infant expressions on parental motivation.

## **Conclusion**

### **5.7 The effects of avoidant attachment style on emotional wellbeing.**

Conclusively, attachment style is very paramount to understanding the emotional wellbeing and growth of children and the youth. This is most especially for such youth who grow up in unstable environment like the youth in Northern Uganda. The finding from this study shows that youth who are offsprings of the LRA rebels exhibit avoidance behaviours as a way of protecting themselves from feeling hurt.

### **The influence of disorganized attachment style on emotional wellbeing.**

It is evidenced in this study that majority of the youth exhibits disorganised attachment style. This could have come as a result of the situation the youth and their parents were in, the parents were distressed while in abduction and did not have opportunity to attend to their

children's needs since they were also not having control over their own lives and lacks interpersonal skills.

### **The relationship between secure attachment style and emotional wellbeing.**

This study reveals that Securely attached individuals are more positive and have constructive behaviors and are emotionally stable compared to individuals with insecure attachment style who shows more negative and destructive behaviors. Even during conflicts, securely attached people exhibits constructive approaches to resolving the conflict than those who are insecurely attached.

#### **5.7.1 Recommendations**

#### **5.7.2 Introduction**

In this study relevant information has been discovered and can be useful to those concerned in appropriate services necessary in supporting the Youth who are LRA offsprings, parents or caretakers, community leaders, non-governmental organisations in enhancing the emotional wellbeing of the youth. Drawing from the discussion of the findings and the conclusions made, the following recommendations have been made based on the research objectives.

#### **5.7.3 The effects of avoidant attachment style on emotional wellbeing**

The study recommends that the government through the Ministry of Gender Labour and Social Development promotes affirmative action for youth (children inclusion) in its programs like the youth livelihood program, skilling Uganda, NAADs, PRDP, NUSAF3 and women entrepreneurship program. As most of the youth and their relatives returned after the war into poverty, ring-fencing or inclusion of the youth and mothers of these youth in such promote would empower them socially and economically to send their children back to school. This study witnessed best practices at Women Network and Justice and Reconciliation Project. Coupled to

this, setting up technical and skills development opportunities for the children who never continued with education would also enhance their livelihood capacity to self-reliance, hence promoting emotional wellbeing.

### **The influence of disorganized attachment style on emotional wellbeing**

There is still a need to continue with post-war stress management and social support by the government and the operating development partners in the area. As many lost their relatives and parents, psychological torture and coping skills are still needed even when most are now adults. This would also fix to some extent the challenges of the stigma the youth are subjected all the time as war captives which leads to a disorganised attachment pattern. Similarly, the child sponsorship and child protection programs for the war-ravaged Gulu need to be promoted by the government and the partners so that those who are still struggling to access quality education in higher institutions of learning are supported so that they would also in future contribute to the development of the area. Follow up and home visits of the reintegrated youth also need to be done and evaluated so that clear and procedural reintegration process is undertaken to reduce stigma, poor adoption, and other social related challenges. Where are the action oriented key implementers of recommendations?

### **The relationship between secure attachment style and emotional wellbeing.**

The government through the ministry of lands and Housing need to intervene and arbitrate the land conflicts in Gulu after the war. As the government and partners faced challenges in the reintegration process, many of the youths were adopted but not provided land by their alternative parents. Those who were successfully reintegrated found difficulties accessing their parents' land which leads to land conflicts and later on they remain homeless thus



destabilising the secure attachment. These youth (children) need land to advance their economic livelihoods and therefore providing legal and justice in such a situation to create a peaceful and harmonious society would be a commendable initiative.

#### **5.7.4 Suggestion for further study**

1. There is need to assess the relevance of the government mainstream programs for the youth who are LRA off springs and how they are addressing the economic livelihoods in the area.
2. Study should be done on the issue of family mental health of these youth born to Rebels and their emotional intelligence.
2. There still remained unanswered questions on stigma and perception of the youth born in captivity among the community.
3. Study on the effectiveness of access to human right issues among the youth in the area.
4. The future researcher can also interest themselves in understand deeper the question of child labour among the youth born in captivity and their access to better livelihood.

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## APPENDICES

### Appendix 1: Consent form

I am Lanyero Ketty, offering Master of Science in Clinical and Counseling Psychology of University of Kisubi. I'm collecting data for my research paper entitled Attachment styles and Emotional wellbeing among youth: A case of the Lord's Resistance Army offsprings in Gulu city, Northern Uganda

This is in fulfilment of the requirements leading to the award of the stated degree in 2021. The data collected will be treated with at most confidentiality only to be used for the purpose of this academic work. I therefore kindly request you to contribute to this academic project by answering the research questions.

I, the undersigned respondent basing on the information above have freely decided to participate in this research project after understanding its usefulness and the risks that may be involved. I therefore hope that my information will be useful and used only for the purpose of this study.

Respondent: Name.....signature.....

Researcher: Name.....signature.....

## **Appendix 2: Questionnaire (For the Youth Specifically)**

**Dear Respondent,**

My name is **Lanyero Ketty** and I am a student of Uganda Martyrs University pursuing Masters of Science in Clinical and Psychological Counselling. I am conducting a study on the *“attachment styles and emotional wellbeing among youth: a case of the Lord’s Resistance Army offsprings in Gulu city, Northern Uganda”*.

I would like to appreciate your participation. I am requesting for information to assess relationship between attachment style and emotional wellbeing of the youth in Northern Uganda with special emphasis of Gulu city. The study seeks specifically to assess how attachment style of avoidance, disorganized and secure attachment affect the emotional wellbeing of the youth born in captivity and war related trauma. The study intends to contribute to the providing productive services to these youths by generating insights and documenting the plights of the youth so that the state and non-state actors can respond to their needs.

The information has been ranked on 5 likert scale measurement. The information provided will remain anonymous, strictly used for academic purpose only and will be treated with utmost confidentiality. There are foreseeable risks to you or your organization in the study.

The findings of the study will be shared upon request via my email: [lnyeroketty@gmail.com](mailto:lnyeroketty@gmail.com) or Tel **0785600291**

Thank you for your participation

**Student/Researcher**

**Lanyero Ketty**

Master of Science in Clinical and Psychological  
Counselling

Tell: **0785600291**

Email: [lnyeroketty@gmail.com](mailto:lnyeroketty@gmail.com)

## SECTION A: CHARACTERISTICS OF THE RESPONDENTS

For questions 101-104, provide that describes or indicates the characteristics of the respondents.

No	Questions and filters	Response	Go to				
1	Gender	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td>Male</td> </tr> <tr> <td style="width: 20px; text-align: center;">2</td> <td>Female</td> </tr> </table>	1	Male	2	Female	
1	Male						
2	Female						
2	Age category of respondents	<ol style="list-style-type: none"> <li>1. 14-19</li> <li>2. 20-24</li> <li>3. 25-30</li> </ol>					
3	Ethnicity	<ol style="list-style-type: none"> <li>1. Acholi</li> <li>2. Alur</li> <li>3. Others</li> </ol>					
4	Education level	<ol style="list-style-type: none"> <li>1. Primary level</li> <li>2. Secondary level</li> <li>3. Tertiary level</li> <li>4. University level</li> </ol>					
5	Religion	<ol style="list-style-type: none"> <li>1. Christian</li> <li>2. Non-Christian</li> </ol>					
6	Orphan status	<ol style="list-style-type: none"> <li>1. Has both parents</li> <li>2. Lost one parent</li> <li>3. Lost both parents</li> </ol>					
7	Living situation	<ol style="list-style-type: none"> <li>1. Living alone</li> <li>2. Living with siblings</li> <li>3. Living with relatives</li> <li>4. Living with parents</li> </ol>					
8	Parental marital status	<ol style="list-style-type: none"> <li>1. Married</li> <li>2. Divorced or separated</li> <li>3. single</li> </ol>					
9	Number of trauma events witnessed	<ol style="list-style-type: none"> <li>1. Less than 3 events</li> <li>2. between 3-6 events</li> <li>3. More than 6 events</li> </ol>					

## SECTION B: AVOIDANCE STYLE OF ATTACHMENT

Please on a scale of 1-5, where 1-strongly disagree, 2- Disagree, 3- Not sure, 4- Agree, 5- Strongly agree. Please tick [√] as appropriate. What is your level of agreement on the following

statements in relation to avoidance style of attachment among the youth born in captivity in Gulu city? Specifically answer the following questions on how you feel about your parents or parent-like figure?

S/N	Sub variables/statement	1	2	3	4	5
10	I usually discuss my problems and concerns with my care taker					
11	I talk things over with my care taker					
12	It helps to turn to my care taker in times of need					
13	I find it easy to depend on my care taker					
14	I prefer not to show my care taker how I feel deep down					
15	I don't feel comfortable opening up to my care taker					
16	I'm afraid of my care taker may abandon me					
17	I worry that my care taker won't care about me as much as I care about him or her					
18	I often worry that my care taker doesn't really care for me.					

### SECTION C: DISORGANIZED PATTERNS OF ATTACHMENT

Please on a scale of 1-5, where 1-strongly disagree, 2- Disagree, 3- Not sure, 4- Agree, 5- Strongly agree. Please tick [√] as appropriate. What is your level of agreement on the following statements in relation to disorganized style of attachment among the youth born in captivity in Gulu city?

S/N	Sub variables/statement	1	2	3	4	5
19	I make friends easily					
20	I don't feel comfortable making new friends					
21	It is easy for me to depend on people, especially if they are my good friends					
22	I feel uncomfortable if others get too friendly or too close to me					
23	Sometimes I feel afraid when other kids no longer want to be my friend					
24	I like having good friends and being with them all the time					
25	It's all right with me if good friends trust and depend on me					
26	It's hard for me to trust others completely					
27	I sometimes feel that others don't want to be good friends with me as much as I do with them					

#### **SECTION D: SECURE STYLE OF ATTACHMENT**

Please on a scale of 1-5, where 1-strongly disagree, 2- Disagree, 3- Not sure, 4- Agree, 5- Strongly agree. Please tick [√] as appropriate. What is your level of agreement on the following statements in relation to secure style of attachment among the youth born in captivity in Gulu city? Answer all of the following questions about your relationship with the person in your life who raised you as a young child - that is, the person who mostly took care of you from the time



you were born to age. Also please circle the number that indicates the extent to which the statement describes you.

S/N	Sub variables/statement	1	2	3	4	5
28	I'm confident that my parent/caretakers will listen to me.					
29	I feel for my parent/ my care taker i live with when he/she is upset					
30	I think it is unfair to always have to handle problems by my self					
31	My parent or the person i live only seems to notice me when I am angry					
32	I'm afraid that I will lose my parent's/care takers love					
33	I enjoy helping my parent/ my care taker i live whenever I can.					
34	I can count on my parent /my care taker to be there for me when I need him/her					
35	I get annoyed at my parent/my care taker because it seems I have to demand his/her caring and support					
36	I talk things over with my parent/ my care taker					

### SECTION E: LEVEL OF EMOTIONAL WELLBEING

Please on a scale of 1-5, where 1-strongly disagree, 2- Disagree, 3- Not sure, 4- Agree, 5- Strongly agree. Please tick [√] as appropriate. What is your level of agreement on the following statements in relation to the level of emotional wellbeing among the youth born in captivity in Gulu city?

S/N	Sub variables/statement	1	2	3	4	5
37	I've been feeling optimistic about the future					
38	I've been feeling useful					
39	I've been feeling relaxed					
40	I've been feeling interested in other people					
41	I've had energy to spare					
42	I've been dealing with problems well					
43	I've been feeling good about myself					
44	I've been thinking clearly					
45	I've been able to make up my own mind about things -					
46	I've been feeling confident I've been feeling loved -					
47	I've been feeling cheerful					
48	I've been feeling close to other people I've been interested in new things					

**Thank you participating**

**Appendix II: Interview Guide (care takers/parents)**

How would you describe the general life of your child (ren) during and after the post-conflict/war in this region?

1. Where they able to witness some traumatic events of the war?

2. What exactly happened in their presence?
3. What is their level of attachment to you as a parent/care taker? How would describe their relationship with you? Is it friendly or hostile? And why so?
4. What elements of mechanisms does your child employ while relating with you? How does this affect their relationship with your as a parent/care taker?
5. How would describe the emotional aspect of your child at intra-personal level, inter-personal level(please explain these to the respondents)
6. How does the described emotional status affect the development life of the child?
7. In your opinion, how should we improve the attachment and emotional wellbeing of these youthborn during the war?

**Appendix III: Interview Guide (Development partners, local government authorities, school authorities)**

1. In your experience of working with the families of youth and children affected by the war in this region, how would you describe the general life of these children during and after the post-conflict/war in this region? Where they able to witness some traumatic events of the war? What exactly happened in their presence?
2. What is their level of attachment to their parent/care taker? How would describe their relationship with the families, parents and care takers? Is it friendly or hostile? And why so?
3. What elements of mechanisms do these children employ while relating their parents? How does this affect their relationship with their parent/care taker?
4. How would describe the emotional aspect of these children at intra-personal level and inter-personal level (please explain these to the respondents)
5. How does the described emotional status affect the development life of the child?
6. In your opinion, how should we improve the attachment and emotional wellbeing of these youth born during the war?

### APPENDIX III

**TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION**

<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	342
80	66	420	201	3500	347
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
<b>120</b>	<b>92</b>	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

**Note:** N is the Population: S is the Sample size

Source: R.V. Krejcie and D.W. Morgan (1970)

**BUDGET FOR THE RESEARCH DISSERTATION**

<b>ITEM</b>	<b>QUANTITY</b>	<b>RATE/SHS.</b>	<b>AMOUNT/SHS.</b>
<b>RESEARCH PROPOSAL</b>			
Stationary			10,000
Printing	50 pages	200	10,000
Photocopying	50 pages	100	5,000
Binding	3 copies	1,500	3,000
<b>SUB-TOTAL</b>			28,000
<b>FINAL RESEARCH PAPER</b>			
Printing questionnaire	4 pages	200	800
Photocopying	120 copies	200	24,000
Printing interview guide	2copies	200	400
Stationary			10,000
Transport			150,000
Feeding			100,000
Typing	105pages	300	31,000
Printing	86 pages	200	17,000
Photocopying	210pages	100	21000
Binding	3copies	10,000	30,000
Miscellaneous			60,000
<b>SUB-TOTAL</b>			<b>444200</b>
<b>GRAND-TOTAL</b>			<b>472200</b>

## APPENDIX 6

### TIME FRAME FOR THE ENTIRE RESEARCH WORK

<b>PERIOD</b>	<b>RESEARCH</b>	<b>ACTIVITY</b>
January 2019- December 2019	Proposal development and proposal vetting.	Outline and content writing
February 2020	Permission	Seeking permission from Gulu District officials.
March- 2020	Field work	Data Collection
April- July 2020	Lockdown	No Much activities
September-November 2020	Reading	Data analysis, interpretation and presentation
November 2020-March 2021	Submission to the supervisors for corrections	Final reviews
March –April 2021	Final adjustments, Corrections, printing and signing	Submission of the research work to the school of graduate studies for marking and defence.

## **Appendix V: Introduction letter**