Relationship between attachment style, love style and attachment behaviour in intimate relationships of university students

TP Tyolo

orcid.org/0000-0001-9475-7474

Mini-dissertation accepted in partial fulfilment of the requirements for the degree *Master of Social Science in Clinical Psychology* at the North-West University

Supervisor: Dr CP Erasmus

Co-supervisor: Prof V Koen

Graduation ceremony: April 2020

Student number: 24482366

CERTIFICATION

We hereby certify that this research was carried out by Thandiswa P. Tyolo (student number: 24482366) from the Department of Psychology, school of Psychosocial Health, North-West University (Mafikeng Campus), South Africa under our supervision.

SUPERVISOR
Dr P Erasmus
(PhD Psychology)

…….
Date

……

CO-SUPERVISOR
Dr V Koen
(PhD Psychology)

……
Date

……

DECLARATION

I declare that this mini-dissertation titled “Relationship between attachment style, love style and attachment behaviour in intimate relationships of university students” has not been submitted by me for any degree at this or any other university; that it is my own work in design and execution, and that all materials contained in this work have been duly referenced, acknowledged, and amended by the language editor Prof J Kubayi.

……. ……

Name and Signature Date

DEDICATION

This dissertation is dedicated to my mother, Mrs Alinah Tyolo who has been an inspiration of hard work and patience. She has always been supportive and nurturing in my academic life. I would also like to dedicate this mini-dissertation to my sister Phinda Tyolo who worked hard to support me in my career. I appreciate the effort and the encouragement received from my family.

ACKNOWLEDGEMENT

My appreciation goes to my supervisor, Dr P Erasmus and Co-supervisor Dr V Koen for the guidance and constant encouragement in my mini-dissertation. Without their support, the process of writing this mini-dissertation would have been more difficult. I would also like to thank the North-West University for the provision of necessary resources in research. Most of all, I would like to give thanks to the God all mighty for the strength and wisdom to carry on.

TABLE OF CONTENTS

LIST OF TABLES

LISTS OF FIGURES

ABSTRACT

Over the years, researchers have expressed great concerns on love and attachment behaviour in intimate relationships, particularly because relationship difficulties have been found to account for a large part of subjective well-being, failed marriages and escalated rate of divorces as well as being regarded as a main contributor to depression, drug addiction and suicide. Yet, little attention has been given to factors concerning people's attachment styles which could influence love style and attachment behaviour in intimate relationships. These connections have implications for developing better couple understanding, promoting and maintaining satisfying intimate relationships, which in turn can assist in decreasing the rate of divorces, also in South Africa. This may be applicable later in life as high proportions of students seem to find their partners at universities. This study therefore investigated the extent to which attachment styles could influence love styles and attachment behaviour in intimate relationships of university students.

The study is anchored in a cross-sectional correlation research design. By means of a simple randomisation sampling technique, a total of three hundred and seventeen (n=317, 160 females, 157 males) university students between 18 and 40 years of age were randomly selected. The battery used to collect data in this study included the following instruments: Experience in Close Relationships – Revised (ECR-R), which was used to measure attachment style; Sternberg's Triangular Love Scale (STLS), which was used to assess the love style; and Brief Accessibility, Responsiveness, and Engagement (BARE) scale, which was used to assess attachment behaviour. Three hypotheses were tested using Pearson product moment correlation statistics, and independent T test.

Results using Pearson product moment Correlation statistics are suggestive of a positive relationship among love styles (passion, intimacy and commitment) and attachment behaviour (accessibility, responsivity, engagement). No relationship was observed between the independent variable (attachment style) and dependent variables (love style and attachment behaviour). The use of a T test suggested no significant gender difference on love styles and attachment behaviour. This is contrary to some findings in literature as females are said to be influenced by culture, social norms and gender roles in their way of loving. However, other findings in literature support the results found in the present study.

Gaining insight regarding attachment styles, love styles and attachment behaviour in intimate relationships can expand knowledge in existing theories, which in turn can contribute to more satisfying relationships. Therefore, the study recommends that psychoeducation programmes at universities provide knowledge for couples to assist them in understanding themselves better, work

on areas of concerns and have more satisfying relationships. This can also lead to less psychological problems for couples in future.

Keywords: *attachment styles, love styles, attachment behaviour, intimate relationship, university students, South Africa.*

CHAPTER ONE

1.1. Introduction

The impact of early childhood attachment experience on the development and maintenance of adult relationships is a persistent issue in developmental psychology and one with theoretical and clinical concerns (Abdul, Anjuman, & Muhammad, 2013; Cohen, 2017; Gleeson, & Fitzgerald, 2014). The aim of this study is to explore possible connections between attachment styles, love styles and attachment behaviour in intimate relationships. These connections have implications in the development of better couple understanding and the promotion, maintenance and satisfaction of intimate relationships, which in turn can assist in decreasing the rate of divorces in South Africa.

The quality and type of early attachment interactions between a child and his/her parents is said to have a significant impact on the former's subsequent psychological and interpersonal functioning throughout their lifespan. Hypothetically, it is believed that these early interactions develop a child's mental representation, work in the shaping of internal models of attachment and act as a guide for perceptions and attachment behaviours in future relationships (Craig, Grey, & Snoweden, 2013). Thus, Ainsworth, Blehar, Waters and Wall (2015) argue that the attachment style formed by the mother-child may lead to a stable personality, attitude or attachment behaviour that can be observed in future interactions.

Ainsworth et al. (2015) classified attachment in infancy into three components: secure, anxious/ambivalent and avoidant attachment style. Holmes (2014) notes that securely attached children feel warmth, attention, love and care from their attachment figure, assurance of satisfied needs and trust in the relationship (Abraham & Kerns, 2013). Moreover, attachment security develops when the caregiver is seen as responsible and caring, while attachment insecurity fallouts are expected when the caregiver is believed to be inconsistent in their duties, responses and availability (Bowlby, 1988; Feeney & Noller, 1990). Insecurity is associated with anxious/ambivalent attachment style where the anxious/ambivalent child is characterised by fear of abandonment and uncertainty concerning the love of their attachment figure (Craig, Grey, & Snoweden, 2013). The avoidant child, on the other hand, tends to be withdrawn, and has a great feeling of self-reliance and independence (Duschinsky & Solomon, 2017).

According to Berscheid and Regan (2005), the quality of attachment between a child and a significant attachment figure is expressed in adulthood in terms of the degree of interaction, perception about love, and attachment behaviour in future relationships. Early experiences can be

expressed in social interactions, formal interactions (work) or intimate relationships in terms of attachment behaviour. This attachment behaviour can either be negative or positive, depending on the kind of attachment history acquired from the attachment figure (Ainsworth et al., 2015).

Attachment history may be internalised as a schema, and may influence an individual's perception about love (Laverdiere & Descoteaux, 2014). Sternberg (as cited in Sumter, Valkenburg, & Jochen, 2013) theorised three components of love styles that individuals tend to have in intimate relationships, which are: intimacy, passion and commitment. These three components are combined to make six types of love styles comprising romantic, fatuous and companionate love, liking, infatuation and empty love. These love styles (passion, intimacy commitment) are said to emanate from a subjective experience related to early attachment history formed during childhood (Bahareh & Akbar, 2015).

Children's experience of the parent-child relationship can affect attachment behaviour negatively in intimate relationships. Attachment behaviour includes three components which are: accessibility, responsivity and engagement in intimate relationships. For example, a secure attachment style is reported to have a positive impact on an intimate relationship with regards to attachment behaviour. This is important because the type of attachment style differentiates between individuals who might report positive attachment behaviours in an intimate relationship from those that might indicate negative attachment behaviours (Holmes, 2014). As such, individuals with a secure attachment style are expected to be more comfortable in disclosing, trusting and receiving love from love partners while insecurely attached individuals to attachment figures are likely to report negative attachment behaviours owing to their inablility to freely communicate, disclose, trust and engage with love partners (Holmes, 2014). Consequently, attachment history to a primary caregiver can result in a particular perception about love and attachment behaviour that relates to this perception (Laverdiere & Descoteaux, 2014).

Positive attachment behaviours that are reported to be noted in individuals who have a secure attachment style include responsiveness, accessibility, disclosing, engaging and cooperating (Don & Hammond, 2017). Contrary to this, negative attachment behaviours that are associated with individuals who have formed an anxious or avoidant attachment style include withdrawing when conflicts or disagreements need to be resolved, inaccessibility, disengagement and lack of self-disclosure (McMonigle, 2017). According to Don and Hammond (2017), positive attachment behaviours that are observed in intimate relationships are either learned from previous experiences (for example, how an individual was raised) or current satisfying relationships. Therefore, regardless of one's attachment style previously acquired, attachment behaviour can be relearned (Mazur, 2016). This has been explained better by the social learning theory of Albert Bandura, which postulates that

behaviour can be moulded through experience or observation of reinforcements and punishments (Rosenthal & Zimmerman, 2014).

Although numerous studies have been conducted on attachment styles (Ainsworth et al., 2015; Ratto, Doyle, & Markiewicz, 2016; Duschinsky & Solomon, 2017), few of these studies have focused on the relationship between attachment style, love style and attachment behaviour exhibited in intimate relationships (Bahareh & Akbar, 2015). This current study attempts to examine the relationship between attachment style (secure, anxious and avoidant), love style (passion, intimacy and commitment) and attachment behaviour (accessibility, responsiveness and engagement) exhibited in intimate relationships, as well as gender differences that may arise in love styles and attachment behaviours in intimate relationships among students of North-West University (NWU), Mafikeng Campus. This is with the view that an understanding of attachment history will help to address issues in intimate relationships, promote satisfying relationships and facilitate the maintenance of healthy intimate relationships.

1.2. Background to the study

Over the years, researchers have expressed great concerns about psychological problems resulting from unsatisfactory intimate relationships (Campbell & Moros, 2011; Schimmenti, Passanisi, Gervasi, Manzella, & Famà, 2014). The salient reason for this concern is because of multiple problems related to unsatisfying intimate relationships, such as depression, suicide and other psychological problems (Leary & Baumeister, 2017). Yet, little attention has been given to factors concerning possible contributing factors to failed relationships and marriages which can be related to the couple's attachment history, perception about love and attachment behaviour in intimate relationships (Michelson, 2014). This is important because relationships do not only account for a large part of subjective well-being, but also relationship difficulties such as failed marriages and divorces are a main contributor to depression, drug addiction and even suicide (Laursen & Zukauskienè, 2007; Tasman, Key, Lieberman, First, & Riba, 2015).

According to Statistics South Africa (SSA, 2016), the rate of marriages and divorces are on the increase. Individuals fall in love but later find that they are incompatible. For example, in 2015 civil marriages increased by 0.6%, and registered marriages were 138 627 in 2015 and 139 512 in 2016. Further statistics indicated an increase in customary marriages of 14.7%, from a total of 3 467 in 2015 to 3 978 in 2016. Likewise, civil unions recorded an increase of 12.3% (2015 = 1185, 2016 = 1 331). It was noted that Gauteng (494) and Western Cape (358) recorded the highest number of civil unions registered in 2016.

In similar progression, the rate of divorces increased from 21 998 in 2012 to 25 326 in 2016, constituting an increase rate of 0.3% due to the 25 260 divorces finalised in 2015. Moreover, a statistical report (SSA, 2016) shows that these divorces came from marriages that lasted between 5 and 9 years. In 2016, 13 922 (55.0%) divorce cases were granted. These divorce cases involved children under the age of 18 years (SSA, 2016). The prevalence of divorce ranges from 17% to 70%, with South Africa being at 35% (Lamanna, Riedmann, & Stewart, 2015). According to Lamanna et al. (2015), 10% of the 35% divorced population in South Africa reported insecure attachment styles (anxious and avoidant) which could be traced back to early attachment history formed with parents or primary caregivers.

Based on the aforementioned statistics, Gottman (2014) explained that the reason behind the increasing rate of divorce may be associated with people's attachment history. More so, Braithwaite, Doxey, Dowdle and Fincham (2016) indicated that intimate adult relationships have a significant impact on the psychological wellbeing of partners. So much so that disrupted intimate relationships have been found to be associated with emotional maladjustment (Abdul, Anjuman, & Muhammad, 2013), substance use (Cohen, 2017), stress, suicide and depression (Tasman, Key, Lieberman, First, & Riba, 2015).

Depressed adults often come to therapy with the hope of being assisted in relationships so that a better understanding can be gained about their partners (Weissbourd, Peterson, & Weinstein, 2013). Although Furman and Rose (2015) postulate that most of the time when couples fight it is because of lack of communication, Weissbourd et al. (2013) observed that it is more than just communication that results in arguments and conflicts in a relationship. One of the underlying problems could be the attachment history that an individual developed in the early years of life, which can have an influence on how a person loves and behaves later on in an intimate relationship (Weissbourd et al., 2013). This is because early relationships between infants and caregivers influence the perception about self, the world and future relationships (Sachser, Kaiser, & Hennessy, 2013).

Neff and Beretvas (2013) propose that relationships vary according to gender. This difference is seen in attachment styles, love styles and attachment behaviour in intimate relationships. Males tend to develop a secure or avoidant attachment style, have less commitment and disclose less in intimate relationships, whereas females tend to develop an anxious attachment style, commit more and are accessible in an intimate relationship. Ghosh and Gilboa (2014) claim that males with a secure attachment style show independency, goal directedness, want to take care of their partners and make life easy for them, which is expected of them due to gender schema. Moreover, females with an anxious attachment style are seen as submissive, obedient, respecting and caring as it is expected

of them due to gender schema (Craig, Grey, & Snoweden, 2013). These individuals tend to keep their feelings to themselves, and they afraid that if they open up entirely about their feelings, it might hurt another individual and results in conflict (Maslyn, Schyns, & Farmer, 2017).

Although couples who have developed an anxious attachment style are said to have lasting intimate relationships, they tend to sacrifice their happiness in order to avoid being abandoned (Craig, Grey, & Snoweden, 2013). Furthermore, individuals with an avoidant attachment style tend to avoid commitment, closeness and even being in a relationship altogether. Consequently, anxious and avoidant attachment style may lead to psychological, emotional or even social dysfunction which may lead to pathology at a later stage (Donahue, McClare, & Moon, 2014).

1.3. Statement of the problem

Previous studies on love styles in intimate relationships have dominated discussions on how couples can resolve conflicts and revive romance in order to be happy in an intimate relationship (e.g. Braithwaite, Doxey, Dowdle, & Fincham, 2016; Campbell & Moros, 2011; Lamb, Thomson, Gardener, & Charnovie, 2013; Laursen & Zukauskienè, 2007). However, these studies have showed that little attention has been given to factors concerning people's attachment style which could have influenced perception of love and attachment behaviour exhibited in an intimate relationship. In light of this, the present study seeks to investigate the relationship between attachment styles, love styles and attachment behaviour in intimate relationships of NWU students, Mafikeng Campus.

Several previous studies (e.g. Abdul, Anjuman, & Muhammad, 2013; Bragin & Pierrepointe, 2008; Campbell & Moros, 2011; Donahue, McClare, & Moon, 2014; Goldberg, 2013; Robinson, Baker, & Nackerud, 2010; Yari & Amit, 2015) have tried to explain the impact of attachment styles in intimate relationships but have not focused on the relationship between attachment styles, love styles and attachment behaviour, including in the North West Province of South Africa. This study is novel as it attempts to fill this gap in research in this area.

Furthermore, there are contextual and methodological limitations with regards to existing past studies. Firstly, past studies examining love styles and attachment behaviour in intimate relationships generalise results using European settings (e.g. Bonache, Gonzalez-Mendez & Krahe, 2019; Snapp, Lento, Ryu, & Rosen, 2014; Schimmenti, Passanisi, Gervasi, Manzella, & Famà. 2014; Schimmenti, Passanisi, Pace, Manzella, Di Carlo & Caretti 2014). Secondly, some of these past studies (e.g. Konrath, Chopik, Hsing & O'Brien, 2014; Schimmenti & Bifulco, 2015) have limited analysis to either univariate or bivariate summaries, which are inadequate to analyse influential explanations for attachment behaviour in intimate relations. Thus, this study is different from previous studies as the data were collected from a South African sample, making findings applicable

to the South African population. Likewise, a multivariate analysis was employed, thereby extending the methodological domain in relationship studies.

Through a study of available literature, it can be concluded that the relationship between attachment style, love style and attachment behaviour in intimate relationships has not been adequately studied, especially within the South African context. Therefore, the present study seeks to critically consider the issue of intimate relationships in South Africa with a view that the findings of the study will be of paramount importance in the development of relevant relationship programmes necessary to educate South African populations on various attachment styles, and how this may affect adult relationships. Additionally, knowledge of attachment history could assist couples to understand each other better, to gain insight into their individual differences and to understand how they can benefit from these differences. Lastly, knowledge of an individual's attachment history can also help them gain insight into their attachment behaviour, perceptions about love and relationships.

1.4. Purpose of the study

The aim of the study is to examine the relationship between attachment style (secure, anxious and avoidant), love style (passion, intimacy and commitment) and attachment behaviour (accessibility, responsiveness and commitment) in intimate relationships. Below are specific objectives and hypotheses of the study.

1.4.1. Specific objectives of the study

In order to achieve the aim, the following objectives were set:

1. To determine if there is any relationship between attachment style (secure, anxious, avoidant), love style (intimacy, passion and commitment) and attachment behaviour (accessibility, responsiveness and engagement) in intimate relationships of NWU students in Mafikeng;
2. To assess if there are gender differences in attachment behaviour in intimate relationships of NWU students in Mafikeng; and
3. To assess if there are gender differences in love style (intimacy, passion and commitment) in intimate relationships of NWU students in Mafikeng.

1.4.2. Hypotheses

In order to examine each objective, specific hypotheses were formulated:

1. There will be a significant relationship between attachment style (anxious, secure and avoidant), love style (intimacy, passion and commitment) and attachment behaviour (accessibility, responsiveness and engagement) in intimate relationships of NWU students in Mafikeng.
2. There will be significant gender differences in attachment behaviour in intimate relationships of NWU students in Mafikeng.
3. There will be significant gender differences in love style (intimacy, passion and commitment) in intimate relationships of NWU students in Mafikeng.

1.5. Scope of the study

The study focused on the relationship between attachment styles, love styles and attachment behaviour in intimate relationships in order to gain insight into how to understand and maintain couple relationships. The research employed a sample of NWU students aged between 18 and 40 years. This age is chosen based on Erik Erikson's developmental stage of young adulthood, which starts at 18 years and ends at 40 years of age. This stage is characterised by intimacy vs. isolation, which allows students to be at a level where they feel the need to be in a relationship and start to commit to intimate relationships. Specifically, data were collected from males and females who are either in relationships, or have been in relationships and are studying at the NWU, Mafikeng Campus.

For the purpose of this study, all participants who vary in relationship status were included in order to identify if there is any difference concerning attachment style, love style and attachment behaviour in an intimate relationship based on a person's relationship status. 317 participants participated in this study and they were selected by means of the random sampling technique from NWU, Mafikeng Campus. Standardised questionnaires were used to collect data within a space of two weeks. A pilot study was done with 15 participants who were not included in the data as the researcher wanted to test if individuals understood the questionnaires.

This study focuses on attachment styles of individuals and how it might influence their love style and attachment behaviour in an intimate relationship. Therefore, the study did not consider other factors that might influence human development such as trauma, parental styles, birth order or genetics.

1.6. Significance of the study

The relevance of this study is appraised from three domains: i) theoretical relevance, ii) methodological relevance, and iii) practical relevance.

1.6.1. Theoretical relevance

While numerous researchers have focused on the attachment style, little has been done on how it (the attachment style) can influence one's love style and attachment behaviour in adult intimate relationships (Jones, Brett, Ehrlich, Lejuez, & Cassidy, 2014; Sigelman & Rider, 2015; Waters & Grossman, 2015). This study constitutes an empirical investigation of a negligible area of research, the relationship between attachment styles, love styles and attachment behaviour in intimate relationships among NWU students of Mafikeng Campus. Despite the concerns of relational difficulties and the increasing rate of divorce in the country, there is no known study in South Africa that has attempted to investigate attachment style in connection with love style and attachment behaviour in intimate relationships. To the researcher's knowledge, this study may be one of the first attempts to investigate the relationship between attachment styles, love styles and attachment behaviour in intimate relationships. Likewise, investigating these possible associations in the North West Province of South Africa makes the study novel as this context has not been included in studies of this nature.

1.6.2. Methodological relevance

The study provides methodological benefits because it investigates the relationship between attachment style, love style and attachment behaviour in intimate relationships using multivariate analysis to check the differences across the independent (attachment styles- secure, anxious and avoidant) and dependent variables (love styles: passion, intimacy, commitment) and attachment behaviour: accessibility, responsiveness and engagement). Study findings can be valuable to other researchers in the field. This is because methodological information will be obtained from the study, which can inform the employment of more sophisticated statistics in future research of this nature.

1.6.3. Practical relevance

With the increasing rate of divorce in South Africa and challenges facing intimate relations, the results in this study could possibly benefit other researchers working on relationship studies. This is due to the fact that the study integrates attachment styles with love styles and attachment behaviour in intimate relationships, which in turn may expand existing knowledge and give insight concerning intimate relationships, a phenomenon that has not been investigated, particularly in the North West Province of South Africa. This may lead to understanding of surrounding relational difficulties in South Africa.

In light of the above, the study may benefit the government in terms of the implementation of future policies and programmes that promote educational awareness designed to sensitise the public

on issues related to relationships and how to manage such issues so as to promote satisfying relationships.

In addition, the knowledge of the influence of attachment styles on love styles and attachment behaviour in intimate relationships may promote couples' understanding and increase insight into their attachment behaviour. Moreover, individuals could make more informed choices before entering into a relationship and thus decrease the rate of divorce in the long run.

1.7. Chapter outline

This study will be presented in six chapters, each of which contributes to addressing the research objectives and overall purpose of the study, which is to investigate the relationship between attachment styles, love styles and attachment behaviour in intimate relationships of NWU students.

Chapter one serves as a background and introduction to the study. The chapter provides the problem statement, significance of the study, as well as rationale as to the need for this study.

Chapter two provides a comprehensive explanation of the theoretical framework and perspectives. The chapter will detail suitable theories on attachment, love and attachment behaviour in intimate relationships. The following theories will be discussed in detail: attachment theory; triangular theory of love; social learning theory; gender schema theory, and Erik Erikson's stages of development theory.

Chapter three details a comprehensive analysis of the literature on love styles and attachment behaviour in relationships within the international and the South African context. Early parent-child attachment patterns will be highlighted as this will be crucial in the understanding of human development, particularly with regards to love styles (passion, intimacy and commitment) and attachment behaviour (accessibility, intimacy and commitment) in intimate relationships. Additionally, related reviews on the connections between gender, age, love styles and attachment behaviour in intimate relationships will be extensively detailed. This is undertaken for the purpose of understanding trends covered in existing studies so as to identify literature gaps.

Chapter four provides a discussion of the research methodology and design employed in this study. The chapter will present the socio-demographic information of the participants. The research methodology will further explain in detail the procedures used in data collection and its techniques as well as the application of ethical considerations.

Chapter five will detail data capturing, where data is screened for missing values and response rate. Thereafter, the results will be presented and their interpretation will relate to the aim and objectives of the study. Interpretation will include the summation of the overarching findings of the study.

The final chapter will provide a detailed discussion and give a summary of the key findings of the study, including recommendations for future studies.

1.8. Summary of the chapter

The chapter contextualised love styles and attachment behaviour in intimate relationships. It also detailed the problem statement while highlighting and identifying gaps in past studies. This was important in order to introduce the significance of the study, whose relevance was accessed from three broad domains namely: theoretical, methodological and practical areas.

CHAPTER TWO
THEORETICAL FORMULATIONS AND PERSPECTIVES

2.1. Introduction

This chapter addresses the theoretical framework and perspectives applicable to the study. Theory presents a systematic and scientific way of understanding why things happen the way they do. A theory is further described as a set of related concepts, definitions as well as propositions that assist to describe and predict attachment behaviour by specifying relationships amongst variables (Robinson, Baker, & Nackerud, 2010). The theoretical analysis in this chapter is concerned with the explanations of human attachment behaviour in intimate relationships. The chapter explains love style and attachment behaviour from the perspective of attachment theory (Bowlby, 1988) as the theoretical framework underpinning the study. In addition, various theoretical perspectives were analysed to explain all study variables. The theories analysed are Sternberg's triangular theory of love, the social learning theory, the gender schema theory, and Erik Erikson's stages of development. The chapter ends with a summary of the theories.

2.2. Theoretical formulation

The study is based on the theoretical framework of Bowlby (1988), namely attachment theory, which offers structure and guides the research by knitting together all study variables in a systematic and scientific manner.

2.2.1. Attachment theory (Bowlby, 1988)

The attachment theory is a psychological theory of human connection based on normal and abnormal development, and emphasises the impact of parent-child attachment relationships on healthy development and psychopathology (Bowlby, 1988). The theory posits the following: i) individuals are wired to connect with one another emotionally in intimate relationships; ii) children's development is powerfully influenced by the kind of treatment and care received from parents, particularly mothers; and iii) a theory of developmental pathways can predict later attachment behaviour in relationships based on early experiences. In this understanding, Reuther (2014) posits that the attachment theory provides an ethnological, biological and psychoanalytic framework for revealing how human infant attachment to their caregivers correlates with attachment styles in relationships as an adult.

The theory is categorised into three major components with corresponding characteristics associated attachment behaviours and implications for later development. The components are:

secure, anxious/ambivalent and avoidant attachment style. While a secure attachment style is associated with beneficial results, anxious and avoidant attachment style presents developmental risks for the growing child and leads to a feeling of insecurity in interpersonal relationships. In a mother-child secure attachment pattern, for example, the child has a sense of safety because of the relationship that exists between mother and child, and the presence of the mother nourishes the child physically and emotionally. Likewise, the mother comforts the child when in distress and reassures him when frightened. The mother is always there for her child when called upon (Bowlby, 1988). A study in Minneapolis concluded that children with secure attachment patterns at 1-year were mostly cheerful and popular in school by age 4 to 5. On the other hand, those who experience insecure attachment styles were reported to be sad and alienated (Sigelman & Rider, 2015).

Likewise, children with an avoidant attachment style have demonstrated a higher possibility for impaired mental and neurobiological functioning over time (Holmes, 2014), resulting in the development of psychopathology throughout their lifespan. Moreover, anxious and avoidant attachment styles have been associated with anxiety, anger and depressive symptoms (Wilhem, Gillis, & Parker, 2016). Children with anxious and avoidant attachment styles are usually unhappy (Goldberg, 2013). Thus, they are less likely to be involved in intimate relationships and are likely to have difficulties if they want to marry and have children of their own (Bowlby 1988; 2012).

Bowlby (2012) expounded on attachment theory related to a child-parent and adult- adult interaction in greater detail. In his study, he developed a framework consisting of general ideologies of attachment after birth. His theory stemmed from the observation of infants and young children's attachment behaviour. This included infants and young children who were separated from their caregivers (usually mothers) for various lengths of time (Bowlby, 2012).

Bowlby (2012) noticed that when infants or children are separated from their attachment figures, they react by crying, being passive, or hopeless based on the period the mother takes to return. Mothers who respond immediately to their child's cry assure the child that they will always be there for their safety, thereby forming a secure attachment with them. However, mothers who delay responding to their child's needs or who do not respond altogether are likely to produce children with anxious or avoidant attachment styles (Sigelman & Rider, 2015).

The strength of this theory lies within its fundamental principle, which assumes that attachment patterns formed during early experiences persist into adulthood, and may predict social behaviour (Bowlby, 1988). The relevance of attachment theory to the present study is that it helps to determine and explain individuals' attachment style based on the secure, anxious and avoidant attachment style. This is because knowledge of attachment styles will not only assist in understanding an individual's attachment style, but individual characteristics will be identified in

terms of how these characteristics are significant in an intimate relationship. Therefore, evidence of attachment style contributes to the notion that a person's love style and attachment behaviour in an intimate relationship is affected by their previous attachment history.

2.3. Theoretical perspectives

Theoretical perspectives were applied in the study to explain human behaviour in intimate relationships. The first to be discussed is Sternberg's triangular theory of love, followed by Bandura's social learning theory, Bem's gender schema theory and Erikson's stages of development.

2.3.1. Sternberg's Triangular Theory of Love (Sternberg, 1986)

The triangular theory of love developed by Sternberg (1986) posits that love can be understood from three components. The components are intimacy, passion and commitment. While the intimacy component is defined as feelings of closeness, connectedness and attachment in loving relationships, the passion component encompasses the drives connected to romance, physical and sexual attraction. Commitment comes to tie intimacy and passion together. It is the component that deals with the decision made by someone that he loves someone (i.e. short term) and the decision to maintain that love (i.e. long term). Sternberg (1986) states that it is the commitment component that sustains relationships during challenging and difficult periods. In this regard, Sternberg contends that it is the interpretation an individual gives to commitment that decides how a relation is maintained. For example, interpretation of commitment for one partner may mean "stay together at all cost", whereas to another, commitment may mean "stay together until it is not working".

In addition, intimacy is based on aspects such as trust, security and self-disclosure (Jackson-Dwyer, 2014). According to Osborn (2013), intimacy is characterised as an emotional connectedness whereby an individual feels comfortable talking to their partner and opening up to them. Neto and Pinto (2015) postulated that intimacy tends to show after a couple has been in a relationship for a while, and is characterised as a 'warm' component of all the three sides of the love triangle. On the other hand, passion refers to being physically attracted to a partner and always thinking about them (Ratelle, Carbonneau, Vallerand, & Mageau, 2013). Unlike intimacy, passion usually shows in the first stages of an intimate relationship and is characterised as the 'hot' component of all the three sides of the love triangle (Neto & Pinto, 2015). Moreover, commitment as earlier said refers to the decision to love and maintaining that love (Jackson-Dwyer, 2014). Therefore, loyalty, responsibility, faithfulness and trust are descriptors of commitment, suggesting that commitment involves being there for someone in good and in bad times (Osborn, 2013). Commitment is characterised as the 'cool' component of love as it is based more on cognition and decision making (Neto & Pinto, 2015).

Sternberg (1986) theorised that the above mentioned three components of love can be combined to create six different types of love plus non-lover and liking. Intimacy alone results in liking; passion alone results in infatuation; and commitment alone results in empty love (Jackson-Dwyer, 2014). Liking can be observed when individuals enjoy each other's company and feel comfortable talking to each other (Osborn, 2013). Infatuation can be observed as individuals start to idealise their affection and imagine that their lives would be wonderful if they could get into an intimate relationship (Ratelle, Carbonneau, Vallerand, & Mageau, 2013). Bahareh and Akbar (2015) suggest that infatuation often occurs in the early stages of an intimate relationship, and individuals who hold this kind of love style often do not last in their relationship as passion may fade with time. Johnson (2014) postulates that empty love comprises of high levels of commitment and less intimacy and passion, and it is often seen in couples who have been in a relationship for a long time.

In addition, intimacy and passion result in romantic love, which is characterised by sexual attraction, intimate connection and less commitment (Neto & Pinto, 2015). In contrast, intimacy and commitment result in companionate love, which is characterised by emotional connectedness, a decision to stay loyal, and be with your partner over the long haul (Osborn, 2013). Moreover, commitment and passion result in fatuous love, which is characterised by high levels of passion and commitment with low intimacy; it is often seen in polygamous relationships where a husband may be committed to all his wives and be passionate about them but limit his disclosure to some of them (Sumter, Valkenburg, & Jochen, 2013).

The most idealised love style is the consummate love, which is a combination of intimacy, passion and commitment (Jackson-Dwyer, 2014). This type of love style is often seen in movies where two individuals meet, fall madly in love and live happily ever after. Although some people possess this kind of love style in their relationship, it is seen to be the most difficult to maintain as it is unrealistic to expect all components to be high all the time (Bahareh & Akbar, 2015).

The strength of Sternberg's triangular theory of love lies in the distinct characteristics and functionalities of the three components of love, and how these may predict attachment behaviours in intimate relationships. Thus, the implication of Sternberg's triangular theory of love in this study is that it assists to account for individual differences in regard to love and close relationships. Likewise, effective integration of all three components of love in an intimate relationship will strengthen the relationship.

2.3.2. Social learning theory (Bandura, 1977)

Albert Bandura's (1977) social learning theory posits that individuals exhibit behaviour that is learned in social interactions through direct or indirect observation, imitation or modelling

(Wouter, 2013). In addition to the observation of behaviour, learning also occurs through the observation of rewards and punishments, a process known as vicarious reinforcement (Johnson & Bradbury, 2015). When a particular behaviour is rewarded regularly, it will most likely persist; conversely, if a particular behaviour is constantly punished, it will most likely stop. The major strengths of this theory is that it provides a more comprehensive explanation of human learning by recognising the role of mediational processes as it integrates mental (cognitive) factors in learning (Bandura, 1986).

According to the social learning theory, individuals exhibit behaviours they have previously learned and are currently learning (Rosenthal & Zimmerman, 2014). This theory can be used to explain behaviours that individuals portray in a relationship that could have been influenced by the past or present. For example, if an individual has been taught that he or she does not need a relationship to be whole, he or she may develop an avoidant attachment style. However, if the individual gradually realises as s/he develops that human beings are social beings and need one another, especially in times of challenges, ideas previously learnt concerning relationships might change and the individual might start to consider being intimate.

Although early experiences have a great impact on one's behaviour, relearning is possible and can lead to new behaviour (Rosenthal & Zimmerman, 2014). Therefore, social learning can also be used to help individuals alter the dysfunctional learning that has taken place and implement a new set of rewards to enhance more functional behaviours (Johnson & Bradbury, 2015). This study will focus on attachment behaviours exhibited by individuals in their intimate relationships.

2.3.3. Gender schema theory

The gender schema theory introduced by Bem (1981) refers to the theory that individuals learn from childhood about what it means to be male and female constructed from the culture that they emanate (Starr & Zurbriggen, 2017). According to this theory, children mould behaviour to fit in with the gender expectations and associated norms of culture. According to Bem (1981), from an early age, children observe people and the culture that is in their context, learning various associations with masculinity and femininity. This learning does not only focus on physical differences between men and women, but also the societal roles that men and women take, how the society treats each gender, and the characteristics associated with each gender (Leaper, 2017).

For example, a child might learn that a woman's role is in caring, showing respect, being submissive, humble and building a happy family with children who are obedient, which might be related to an anxious attachment style and accessible and responsive attachment behaviour. On the other hand, a child might learn that a man's role is only in providing (financially) for the family,

being the 'head' in the relationship by being the leader who only posits characteristics of strengths and not weaknesses, and being protective, which might be associated with an avoidant attachment style and inaccessible, unengaging attachment behaviour.

Through children's observation that are directed at attributes, activities and actions, schemas related to how men and women should behave are formed. Ghosh and Gilboa (2014) explain a schema as a mental representation of an aspect of the world, which is usually called stereotype. These schemas are incorporated in the child's self-concept and influence how they think and view the world around them (Leaper, 2017). The schemas individuals formed as children create a sort of gender lens that influence how they think. People should behave, hence African men see it as a sign of weakness to cry or explain emotions (Dwairy, 2015). Bem (as cited in Lips, 2017) believed that this gender schema is limiting for men, women and the society as a whole. Raising children free from these gender schemas and stereotypes would lead to greater freedom and less restrictions (Starr & Zurbriggen, 2017).

2.3.4. Erik Erikson's stages of development (Erikson, 1959)

According to Erikson's theory of stages of development (1959), this class of age is found in the stage of intimacy versus isolation (Kivnick & Wells, 2014). In this stage, young adults seek deep intimacy and satisfying relationships, but if unsuccessful, isolation may occur (Baltes & Schaie, 2013).

Erikson's theory explains that every person must pass through a series of eight interrelated stages over the entire life cycle (Newman & Newman, 2015). Erikson calls each stage a crisis, which an individual must successfully pass through in order to grow and develop (Baltes & Schaie, 2013). The relevance of this theory to the study is that the manner in which an individual behaves in an intimate relationship is a reflection as to whether or not he or she successfully completes the stage of intimacy versus isolation. This is because Erikson's stages of development submits that it is expected that an individual will have challenges during relationships in adulthood if that individual did not successfully manage and solve crises, particularly during the stage of intimacy versus isolation. Likewise, the individual may possibly experience unhealthy personality and a sense of self-crisis.

2.4. Summary of the chapter

The chapter presented the theoretical framework and various perspectives to situate love and attachment behaviour in an intimate relationship. Attachment theory as the study's theoretical framework integrated all study variables in order to explain the relationship between attachment style, love style and attachment behaviour in intimate relationships. In contextualising this, the

theory placed the origins of adult romance in infant-caregiver attachment behaviours. The theory explained how early attachment patterns may affect love and influence attachment behaviour in adulthood (Bowlby, 1988). This is because early attachments are the starting steps in the development of emotion identification, which in turn influences social interactions and future relationships.

In addition, theoretical perspectives such as Sternberg's Triangular theory of love, the social learning theory, the gender schema theory and Erik Erikson's stages of development offered theoretical explanations to the variables of the study. Sternberg's triangular theory of love (1986) explains love in an intimate relationship by means of three components, namely intimacy, passion and commitment. The theory highlights that the distinct characteristics and functionalities of these three components of love may predict attachment behaviours in intimate relationships. Additionally, Albert Bandura's (1977) social learning theory explains social behaviour through direct or indirect observation, imitation or modelling. Bandura stressed further that behaviour is reinforced as a result of the consequence of that behaviour. Hence, behaviour will be replicated based on the observation of rewards and punishments. Bandura's social learning theory was used to explain attachment behaviour in intimate relationships.

Furthermore, the gender schema theory (Bem, 1981) links gender attachment behaviour to cultural stereotypes of the role of males and females in the society. The theory explains how individuals in the society become gendered, particularly from an early age and the significance of this gendering on people's cognitive and categorical processing throughout their lifetime. Lastly, Erikson's stages of development (1959) analyses attachment behaviour from the eight popular stages of development. Erickson explains that an individual must successfully pass through each stage in order to grow and develop, and that an unsuccessful passage will result in an unhealthy personality in adulthood.

CHAPTER THREE
LITERATURE REVIEW

3.1. Introduction

This chapter critically analyses scholarly works that have investigated love styles and attachment behaviour in intimate relationships both internationally and locally. Based on the empirical review, gaps in literature will be identified and hypotheses will be presented. The chapter begins with related reviews on attachment styles and love styles, and progresses further into reviews on attachment styles and attachment behaviour in intimate relationships. Thereafter, gender, age, love styles and attachment behaviour in intimate relationships are discussed.

3.2. Attachment styles (secure, anxious and avoidant) and love styles (passion, intimacy and commitment)

The relationship between attachment styles and love styles will be discussed in the following headings: the influence of parent-child attachment on adult intimate relationships, how the developed attachment style from childhood can influence love style, the relationship between attachment style and anxiety disorders, attachment style, childhood neglect and relationship outcome, attachment style and the motive to be in intimate relationships, and attachment style versus sexual and psychological abuse.

3.2.1 The influence of parent-child attachment on adult intimate relationships

It may be said that intimate relationships act as an evolutionary, adaptive objective which is comparable to the parent-infant relationship (Feeney & Noller, 1990). This is in line with Hazan and Shaver's (1987) study on romantic love as an attachment process, whose results indicated three different styles of attachment, namely secure, anxious and avoidant. These styles, as suggested by Ainsworth et al. (2015), assist to explain human differences in experiences of intimate relationships. In fact, people's perceptions of the quality of a relationship with parents during childhood were found to be significantly related with attachment style in adulthood (Hazan & Shaver, 1987). More so, Hazan and Zeifman (1994) hinted that intimate partners might function as an attachment figure and a sexual mate. Similar findings were replicated in a recent study in Israel by Einav (2014), who examined the extent to which perceptions of parents' intimate relationship and the quality of parenting serve as predictors of children's expectations about intimacy in adult future relationships.

Through means of correlational analysis, a positive connection between parents' relationship and parenting quality and between parenting quality and expectations about intimacy was found.

In addition, Gleeson and Fitzgerald (2014) explored the relationship between perceptions of childhood experiences with parents, attachment styles in intimate relationships, and relationship satisfaction in a sample of young adults. Combining samples from university students (153) and the general public (69), the findings showed that participants' descriptions of parents, and parental relationship were related to their own attachment style. As such, with regards to present relationships, participants with a secure attachment style were much more likely to be in a relationship while participants with an avoidant and anxious attachment style were not. Moreover, it was found that participants with a secure attachment style reported satisfaction in their relationships compared to participants with insecure styles of attachment, which are anxious and avoidant attachment styles.

More so, using a checklist in which participants ticked adjectives to describe their parents as they remembered them from childhood, Hazan and Shaver (1987) found that people who had a secure attachment style in current intimate relationships describe having had warm parent-child relationships, and described their parents more positively. People with a secure attachment style were particularly more likely to describe parent-child relationships as caring, accepting, responsive and affectionate, compared to individuals with anxious and avoidant attachment styles, who described their early parent-child relationship as cold and rejecting (Vorria, Vairami, Gialaouzidis, Kotroni, Koutra, Markou, Marti, & Pantoleon, 2007). Likewise, individuals with an anxious attachment style described their early parent-child relationships as inconsistent or unfair (Hazan & Shaver, 1987).

3.2.2. How the developed attachment style (secure, anxious and avoidant) from childhood can influence love style (passion, intimacy and commitment)

Attachment style may influence how one loves in an intimate relationship. Sternberg (as cited in Osborn, 2013) theorised three components of love, namely; passion, intimacy and commitment, which could be combined to form other love styles such as romantic (intimacy and passion), companionate (intimacy and commitment) and fatuous love style, which is a combination of passion and commitment. Passion alone is infatuation and is characterised by being preoccupied with the thoughts of a loved one and can be observed when couples start to fall in love at the beginning of the relationship (Ratelle, Carbonneau, Vallerand, & Mageau, 2013). Intimacy is characterised by being comfortable and disclosing to the loved one and enjoying spending time with them (Neto & Pinto, 2015).

In a longitudinal study, Simpson (1990) examined the influence of attachment styles on romantic relationships among 144 dating couples. Their results revealed that secure attachment style was linked with greater relationship interdependence, commitment, trust and satisfaction compared with the anxious or avoidant attachment styles. Thus, it is expected that individuals with anxious and avoidant attachment styles will show less positive feelings and more frequent negative feelings in their relationships, while individuals with secure attachment style are expected to reveal less post-dissolution emotional distress than others.

According to Johnson (2014), individuals who have a secure attachment style tend to exhibit love styles that are associated with trust, commitment and engagement such as intimacy, fatuous love, companionate love, and consummate love (a combination of intimacy, passion and commitment). Agreeing with Sumter, Valkenburg and Jochen (2013) concluded that secure attachment style is associated with positive love styles such as companionate (a combination of commitment and intimacy), fatuous (a combination of passion and commitment), and consumate love (a combination of intimacy, passion and commitment). In opposition, Bahareh and Akbar (2015) proposed that insecure attachment style is associated with negative love styles such as infatuation, which is only based on passion and empty love, which is characterised by only commitment, and liking, which only comprises intimacy. They add that individuals who have an anxious attachment style are likely to show love styles that are associated with passion, intimacy and commitment. However, being in an intimate relationship for them is more pathological, that is, it is centred on feeling content and complete rather than on solely receiving and giving love to their partners. While the association between attachment styles and exhibition of love in intimate relationships is important, the roles of attachment styles may be crucial as well.

3.2.3. Attachment style (passion, intimacy and commitment) and anxiety disorders

Schimmenti and Bifulco (2015) investigated roles of attachment styles and how this is translated to anxiety disorders in emerging adulthood. One hundred and sixty adolescents and young adults were interviewed and assessed on childhood neglect and abuse, antipathy (i.e. cold, critical parenting), attachment styles, as well as anxiety disorders. The results showed that antipathy was associated with a year prevalence of anxiety disorders, and that anxious-ambivalent attachment mediate the association between antipathy and anxiety disorders, which in turn affect relationships in adulthood. Thus, the authors concluded that emotional neglect and abuse will lead to anxiety in later relationships. More so, Goldberg (2013) noted that individuals who have an avoidant attachment style tend to have love styles that are associated with no or little commitment and lack of intimacy,

such as infatuation and romantic love. However, once the passion or infatuation fades away, they may leave the relationship.

3.2.4. Attachment style, childhood neglect and relationship outcome

Leaving a relationship may be traced to the relationship between childhood abuse and adult attachment (Goldberg, 2013). In an attempt to identify insecure adult attachment styles and its relationship with childhood physical abuse by means of questionnaires administered to university students (552 females, 294 males), Unger and De Luca (2014) found the following: i) a history of childhood abuse was related to other variables; ii) a history of physical abuse was related to attachment avoidance, iii) there is association between physical abuse and attachment anxiety; and iv) a history of childhood abuse was very significant and has specific impacts on intimate adult love relationship with social support serving as protective factors. Apart from this, changes in adult attachment style may influence love styles.

In a cross-temporal meta-analysis study conducted in America among 25 243 college students, Konrath, Chopik, Hsing and O'Brien (2014) investigated changes in adult attachment styles between 1988 and 2011. The results indicated a decrease in percentage of secure attachment style in students in recent years (1988: 48.98%; 2011: 41.62%), while an increase was reported for students with insecure attachment styles (i.e. dismissing, preoccupied and fearful) (1988: 51.02%; 2011: 58.38%). Likewise, an increase was seen among students with dismissing attachment styles (1988: 11.93%; 2011: 18.62%).

Similar findings were also replicated by Smith and Webster (2014), who examined the extent to which associations between attachment styles and relationship outcomes change over time. The results of the meta-analyses showed a negative relationship between insecure attachment dimensions and relationship outcomes in a longer relationship. Apart from this, motives for engaging in a relationship may be significant in intimate relationships.

3.2.5. Attachment style and motive to be in intimate relationships

The motive for engaging in a relationship was investigated by Snapp, Lento, Ryu and Rosen (2014) among 266 college students. The aim of their study was to assess attachment styles and hook-up motives. It was found that an increase in the level of avoidant attachment decreases intimacy motives. Additionally, as anxious attachment increase, so is intimacy. Furthermore, insecure attachment styles are positively associated with coping motives and self-affirmation motives, meaning it may also be crucial to understand love styles in life.

Bodner and Bergman (2016) investigated the relationship between attachment styles and meaning in life (MIL) across adulthood in western societies. Attachment style differences were examined on two dimensions of MIL - presence of meaning (PML) and search for meaning (SML). Data were collected from 992 participants and the results indicated that older adults scored higher PML, whereas younger adults scored more SML. Mostly, participants with secure attachment style reported more PML and less SML. Participants with an anxious attachment style showed more SML than other attachment styles.

Using a mixed method approach in Italy, Schimmenti, Passanisi, Pace, Manzella, Di Carlo and Caretti (2014) investigated attachment and psychopathy among 139 convicted Italian offenders. Findings showed that past and present attachment relationships are significant in understanding sexual behaviour and marital relationships. Highest scorers on the administered Psychopathy Checklist-Revised (PCL-R) were participants who were severely abused in their childhood. Moreover, the same participants reported pointers of disorganised attachment in their current marital relationships. Apart from this, the relationship between attachment styles and experience of sexual and psychological abuse in intimate relationships may be crucial in love styles.

3.2.6. Attachment styles and abuse (sexual and psychological)

Employing an online survey among 216 Spanish undergraduates, Bonache, Gonzalez-Mendez and Krahe (2019) examined how attachment styles relate to the experience of sexual and psychological abuse. The results showed that anxious and avoidant attachment styles were directly associated with victimisation. Likewise, an indirect path from anxious attachment to Intimate Partner Violence (IPV) victimisation was detected via destructive conflict resolution strategies. Specifically, anxiously attached participants reported a higher use of conflict engagement by themselves and by their partners. In addition, engagement reported by the self and perceived in the partner was linked to an increased probability of experiencing sexual coercion and psychological abuse. Avoidant attachment was linked to higher withdrawal in conflict situations, but the paths from withdrawal to perceived partner engagement, sexual coercion, and psychological abuse were non-significant.

The connection between adult attachment style and post-traumatic stress symptoms (PTSD) was examined by Woodhouse, Ayers and Field (2015). The results of the meta-analysis of 46 studies showed theoretical and clinical significance. A medium association was found between secure attachment and lower PTSD symptoms. In addition, the anxious attachment style displayed the largest association. No significant association was found between avoidant attachment and PTSD symptoms.

Oshri, Sutton, Clay-Warner and Miller (2015) investigated the correlation between maltreatment and risk behaviours among 361 undergraduate students and tested whether attachment styles and emotion dysregulation might motivate these relations. Emotional and sexual, but not verbal abuse were related to anxious and avoidant attachment styles, emotion dysregulation, and a variety of risk behaviours. Among the emotion regulation dimensions, impulsivity showed the strongest indirect effect from child maltreatment to risk behaviours.

In a sample of 115 adolescents, Zhao, Young, Breslow, Michel, Flett and Goldberg (2015) examined the relationships between attachment styles, key interpersonal relationships and self-stigma for seeking help and social distance from individuals suffering from mental illness. The findings showed that perceived secure attachment style and strong affiliations with supportive peers are linked to reduced self-stigma of seeking help and social distance from individuals with mental illness. To the contrary, the results from relationship measures revealed that adolescents with strong parental figures as a safe haven reported heightened social distance from people with a serious mental illness.

Among seventy-eight university students in the Midwestern United States, Reynold, Searight and Ratwik (2014) examined the association of adult attachment styles (secure, anxious and avoidant) and rumination. Rumination refers to a cognitive response to stress. The findings showed that females indicated higher levels of rumination than males. When compared with secure and insecure attachment styles, participants with ambivalent attachment styles reported significantly higher levels of rumination. Rumination was also significantly associated with relationship anxiety and avoidance. Shyness may also be vital in love styles.

In a two-study investigation, Roswell and Coplan (2013) explored the correlation between shyness, romantic relationship quality and well-being among sample size (Study 1, n = 1159; Study 2, n = 400). The results showed a negative association between shyness, relationship quality and well-being, whereas a positive association was found between shyness and insecure romantic attachment beliefs (i.e., attachment anxiety, attachment avoidance).

Fox and Warber (2013) examined the extent to which social networking sites serve as a source of information and tension between intimate partners. Including college students (n= 328) to examine interpersonal electronic surveillance (IES) of intimate partners, attachment style and relational uncertainty, attachment style was found to predict both uncertainty and IES, while uncertainty did not predict IES. Above all other factors that might have resulted in the above mentioned individual differences, attachment history was seen to be the most prominent (Ainsworth, Blehar, Waters, & Wall, 2015).

In support of this stance, Goldberg (2013) expounded on the fact that attachment takes place immediately after a mother conceives and continues after birth, whereas parental styles can only take place after the child is born. Attachment is important for the child as it is the only language that the child knows, and because a child communicates his/her needs by crying, protesting, smiling or playing (Holmes, 2014). How the caregiver responds to the child determines the attachment style that the child will develop (Abraham & Kerns, 2013). Ainsworth, Blehar, Waters and Wall (2015) also added that attachment style may rule out birth order as it is not certain that parents respond differently to children given their birth order; sometimes, for example, middle children are given the same attention as first or last born children, depending on factors such as age differences. Given that, it is safe to postulate that attachment between a caregiver and a child does play a significant role in the child's development. Unfortunately, limited studies have addressed attachment styles and love styles in South Africa.

3.3. Attachment styles (secure, anxious, avoidant) and attachment behaviour (accessibility, responsivity, engagement) in intimate relationships

The relationship between attachment styles and attachment behaviour will be explored in the following headings: defining attachment behaviour and attachment styles, the influence of parent-child attachment on attachment behaviour, how attachment is formed, individual differences in intimate relationships, attachment styles and sexual behaviours, as well as attachment and psychological well-being.

3.3.1. Defining attachment behaviour (accessibility, responsivity, engagement) and attachment styles (secure, anxious, avoidant)

Behaviour in general is defined as the way one conducts oneself towards others (Johnson & Bradbury, 2015). Attachment behaviour refers to an observable response on how one attaches and behaves in intimate relationships. It comprises factors such as accessibility, responsivity, and engagement in intimate relationships. Ainsworth et al. (2015) described attachment styles into three components (i.e. secure, avoidant and anxious-ambivalent) centred on the direct observation of responses to brief separations and reunification between parent-child relationships.

Attachment styles have been linked with attachment behaviour in intimate relationships. Based on previous research, individuals who have a secure attachment style tend to show positive attachment behaviours in intimate relationships such as being available and engaging (Neff & Beretvas, 2013). They often trust their partners and receive and give care as they have learned that from caregivers (Ainsworth et al., 2015). These individuals do not have a problem disclosing to their

partners and talking about their feelings or emotions, and they often view communication as a relationship enhancing factor (Holmes, 2014).

In contrast to this, individuals who have an avoidant attachment style tend to view intimacy as threatening, avoid self-disclosure and hardly talk about their emotions or feelings to their partners (Schimmenti et al., 2014). This type of individual may seem distant in intimate relationships and may seem less concerned about the lack of communication in their relationship. Moreover, individuals who have an anxious attachment style may be too dependent in intimate relationships, always be suspicious of their partners, require constant reassurance that they are still loved and fear abandonment (Ainsworth et al., 2015).

3.3.2. The influence of parent-child attachment on attachment behaviour

From an individual's early years to adulthood, attachment behaviour has been observed as it unfolds throughout the years (Newman & Newman, 2015). Research has shown that perception about love, attitudes and attachment behaviour is shaped by factors that can be traced back to an individual's history (Pennington, Gillen, & Hill, 2016). Such factors may include attachment styles, parental styles and birth order. Yari and Amit (2015) argued that human history is very complex and does not only look at attachment styles, parental styles and birth order, but other personal incidents or experiences an individual might have encountered, such as trauma. These factors can have an impact on an individual's attachment behaviour in future relationships, and can influence how they view the world (Donahue, McClare, & Moon, 2014).

According to Goldberg (2013), perception about love and attachment behaviour that results from an attained attachment history can be transferred to present relationships. Reuther (2014) added that it may be beneficial to look at attachment and parental styles because it can pinpoint how each person's needs and attachment behaviour in a relationship can differ.

Huynh, Caron and Fleury (2016) found that there is a rise in the rate of individuals seeking mental health services. 92% of this rate seeks medical treatment, 50% seek counselling therapy and 60% need medical treatment and counselling (Huynh, Caron, & Fleury, 2016). Underlying problems that were observed to be probable explanations of psychological impairments associated with the above mentioned mental health services were failed marriages and relationship problems.

3.3.3. How attachment is formed

Robinson, Baker and Nackerud (2010) argue that attachment is a process that takes place in order to establish a bond between a parent and a child. This process is considered to be far more

complex, consisting of underlying assumptions about parent-child bonding (Bragin & Pierrepointe, 2008). Attachment does not only refer to the period instantly after birth where the mother starts to bond with the infant, but develops prenatally. Sigelman and Rider (2015) posit that maternal attachment stems from a complex set of events such as foetal movement, preparation and adjustment to pregnancy.

Robinson, Baker and Nackerud (2010) expounded nine events that contribute to the formation of a mother's attachment to her infant: a) planning the pregnancy; b) confirming the pregnancy; c) accepting the pregnancy; d) feeling foetal movement; e) accepting the foetus as an individual; f) delivering; g) seeing the baby; h) touching the baby; and i) taking care of the baby. Based on the above events, it can be validated that attachment does not only begin after birth, but emanates prior to this period.

From immediately after birth, when a kangaroo mother care method is applied on babies by holding the infant to skin with the mother, father or a substitute care giver, attachment is built and security is assured (Jawn, Mwansa-Kambafwile, Barros, & Cousens, 2010). Therefore, early relationships formed between parents and children are perceived to guide children's feelings, thoughts and expectations in subsequent adult relationships (Wilhem, Gillis, & Parker, 2016).

Kagan (2014) concluded that attachment behaviour has little to do with attachment style but rather with temperament. He defined two types of temperaments, inhibited and uninhibited. Individuals with inhibited temperaments are shy, timid and fearful, whereas those who have an uninhibited temperament are bold, sociable and outgoing (Kagan, 2016). He believed that there is no guarantee on a stable temperament because environmental factors (such as parenting style and personal experience) are always changing, and both genes and environment influence a child's temperament (Lamb, Thomson, Gardener, & Charnovie, 2013).

Given credence to this stance, Keenan, Evans and Crowley (2016) acknowledged that biological factors play a role in a child's development. However, environment can either compensate or add to the biological factors. Therefore, environmental factors play a significant role in shaping one's expectations, perceptions and attachment behaviour (Steg, Bolderdijk, & Perlaviciute, 2014). For example, a child who is born with a shy temperament might grow up in an environment where one is expected to be dominant and take a leading position. This might change the individual altogether as environmental factors are life-long and continue to impact on one's attachment behaviour throughout his or her life cycle, which in turn may impact on the psychological wellbeing of partners.

3.3.4. Individual differences in intimate relationships

According to Egan (2014), many individuals who come to therapy for relationship problems state that they have tried almost everything they could think of, and feel like probably only a third person can help resolve the conflicts that may be present. Furman and Rose (2015) observed that it is often not the problem presented at hand but each individual's personal history that is the problem. Berscheid and Regan (2005) further added that couples often present with different innate attachment behaviours and characteristics, which on their own bring conflicts in relationships. These differences can be attained from certain backgrounds consisting of different experiences.

Different experiences are linked with different components of attachment styles between early parent-child relationships affecting attachment behaviour. For example, a secure attachment style is reported to have a positive impact on an intimate relationship with regards to attachment behaviour, and allows individuals to be comfortable in disclosing, trusting and receiving love from partners (Holmes, 2014). On the contrary, an insecure attachment style has been reported to have a negative impact on intimate relationships as it hinders individuals to freely communicate, disclose, trust and engage with partners (Holmes, 2014).

Likewise, Gottman (2014) states that the reason behind the escalating rate of divorce could be because of different experiences such as an individual's attachment history and experiences that are often overlooked when entering into a relationship. Prevalence of divorce ranges from 17% to 70%, with South Africa being at 35% (Lamanna, Riedmann, & Stewart, 2015). According to Lamanna, Riedmann and Stewart (2015), 10% of the 35% divorced population in South Africa reported insecure attachment styles (anxious and avoidant), which could be traced back to early attachment history formed with parents or primary caregivers.

3.3.5. Attachment and psychological well-being

Braithwaite, Doxey, Dowdle and Fincham (2016) indicated that intimate adult relationships have a significant impact on the psychological wellbeing of partners. Findings of previous studies (e.g. Abdul, Anjuman, & Muhammad, 2013; (Conde, Figueiredo, & Bifulco, 2011) have demonstrated that disrupted intimate relationships are often associated with emotional maladjustment, substance use (Cohen, 2017), stress, suicide and depression (Tasman, Key, Lieberman, First, & Riba, 2015). Disrupted intimate relationships, which can be indicated by lack of communication, negative love styles and attachment behaviour that promotes conflicting situations can be related to an early attachment style with primary caregivers (Bahareh & Akbar, 2015).

To be more specific, the dimensions of anxious-ambivalent and avoidant attachment styles were found to increase risks of depression (Roberts, Gotlib, & Kassel, 1996). Correspondingly, individuals with secure attachment styles appear to cope with stressful and challenging life situations more effectively than individuals with challenging attachment patterns (Roberts, Gotlib, & Kassel, 1996). In essence, Bowlby (1988) defined human attachment as an evolutionary beginning, and by maintaining closeness to an adult caregiver during this period, guarantees survival. This is because it is a period of physical vulnerability for the child. Psychologically, attachment style is hypothesised to play an important role in the child's sense of security (Cummings & Davies, 1994).

In light of the above explanation, attachment theory proposes that the attachment style developed during childhood (e.g. responsive vs. unresponsive support and care) becomes revitalised in adult intimate relationships (Gillath, Shaver, Baek, & Chun, 2008). Besides, research submits that specific attachment styles found among children impact adult attachment behaviour in intimate relationships (Maunder & Hunter, 2012). As such, while securely attached people are expected to show dependence on their partners, they also uphold a distinctive identity and separate worldviews. Avoidant adults are expected to be more uncomfortable with emotional closeness and dependence, and indicate difficulty in trusting their partners. Anxious-ambivalent adults are controlled by fear of abandonment with a strong desire for closeness that is capable of driving away a romantic partner (Hazan & Shaver, 1987). As such, this attachment behaviour is reflected in sexual encounters.

3.3.6. Attachment style and sexual behaviours

Attachment patterns and sexual behaviours, however separate constructs, are found to interact in adolescence and adulthood (Dewitte, 2012), since sexual intercourse may be used to assist attachment-related needs. For example, closeness and approval (Dewitte, 2012). A study on attachment and sexual behaviours found that adults with insecure attachment in dating, marriage and same-sex relationships reported to be sexually dissatisfied (Stenfanou & McCabe, 2012). According to Dewitte (2012) and Stefanou and McCabe (2012), this is in line with attachment theory, which suggests that insecure attachment may compromise an individual's sexual experience through anxiety, avoidance, closeness or intimacy (i.e. features of an avoidant individual) or through universal worry and fear of disapproval or rejection (i.e. features of an anxious individual). Equally, individuals with insecure attachment styles express higher needs for attention, security, approval and reassurance. Therefore, they are more likely to approach sex in an exaggeratedly self-focused manner, which may produce sexual encounters conflict.

The characteristics of avoidant attached adults, such as defensive self-reliance and desire to preserve emotional distance from people may become evident in their sexual relations, whereby sex may be used to gain social prestige or improve self-esteem with no concern for the needs or feelings of their partner. For adults with an anxious attachment style, their thinking that the self is unlovable and others are undependable can lead to doubts about rejection or about the consequences of sex for the relationship, and this may have an effect on sexual encounters and inability to let go and relax during sex (Mikulincer & Shaver, 2007).

Although less is reported about associations between secure attachment and sexuality (Dewitte, 2012), it is however believed that due to the distinct characteristics of securely attached adults, they are expected to derive positive benefits in sexual encounters because of their positive models of the self as not only desirable, but esteemed and other people as loving and well intentioned. Thus, secure attachment style encourages positive, mutually satisfying sexual experiences. This allows securely attached adults to reduce preoccupation with sexual performance (Hazan & Shaver, 1987). In addition, secure attachment characteristics combined with a pleasure of intimacy and closeness allows secure people to experience sexual pleasure in its own right (Mikulincer & Shaver, 2007).

Based on the preceding reviews, research in attachment theories has been growing drastically, trying to explain why humans behave differently and have different needs in intimate relationships (Bragin & Pierrepointe, 2008). However, few studies have focused on how attachment styles can influence one's love style and attachment behaviour in intimate relationships, particularly in South Africa, leaving a lacuna in existing literature which the present researcher intends to close.

3.4. Gender, age, love styles and attachment behaviour in intimate relationships

Gender refers to an individual's identification with reference to male or female, masculinity or femininity (Leaper, 2017). It has been observed that males and females are raised and treated differently based on the duties they are supposed to perform (Starr & Zurbriggen, 2017). Males are perceived and raised as leaders, which may influence how they love and behave in a romantic relationship (Leaper, 2017). Lips (2017) suggested that males may show love styles associated with passion and lack of availability due to the drive of providing financially for the family. Contrarily, females are often raised as individuals who are caring, loving, prepared for raising children and building a peaceful and a happy family (Starr & Zurbriggen, 2017). Therefore, females may show an anxious attachment style, love styles associated with commitment, intimacy and passion as well as behaviours such as respect, obedience, gentleness and sensitivity (Starr & Zurbriggen, 2017).

According to Erikson's stages of development (as cited in Newman & Newman, 2015), individuals who are in young adulthood and between 18 and 40 years of age are in the stage of intimacy versus isolation. They are in a crisis of being in a relationship or being alone. This is where individuals start to commit to relationships and find meaning in them. Contrarily, others might be isolated instead of being in an intimate relationship (Baltes & Schaie, 2013).

In this regard, Bodner and Bergman (2016) found a connection between age, gender and attachment. The results indicated gender differences among adults with an anxious attachment style. Meanwhile, an interaction was found for attachment age and gender, with older women having secure attachment styles compared to men.

Likewise, Snapp, Lento, Ryu and Rosen (2014) indicated a relationship between gender and attachment style. The authors concluded that an anxious attachment style is positively related to peer pressure motives in men. A similar finding was replicated in Italy by Schimmenti, Passanisi, Gervasi, Manzella and Famà (2014), who investigated attachment attitudes and Problematic Internet Use (PIU) among 310 Italian high school students. The results showed that the majority of the students who were positively associated on PIU were males who had also suffered physical and sexual abuse during childhood. These males reported high scores on anxious and avoidant attachment style.

In contrast to this, a study by Gleeson and Fitzgerald (2014), which investigated the relationship between perceptions of childhood experiences with parents, attachment styles in intimate relationships, and relationship satisfaction among young adults, found no relationship between gender and attachment style. The majority of the males had an avoidant-fearful style. Females reported an avoidant-fearful or secure style. The implication of the findings was that participants' descriptions of parents and parental relationship were related to their own attachment style. Participants with a secure attachment style were much more likely to be in a relationship, while participants with an avoidant-fearful style were not. Moreover, it was found that secure participants reported satisfaction in their relationships compared to those participants with insecure styles of attachment (Gleeson & Fitzgerald, 2014).

Hadden, Smith and Webster (2014) tested gender differences in the associations between attachment dimensions and relationship outcomes and how this association changes over time. These scholars integrated literature on adult attachment and intimate relationship satisfaction/commitment and highlight the importance of relationship duration as a key moderator of the associations among these variables.

Across continents, Galinha, Oishi, Pereira, Wirtz and Esteves (2012) examined cross cultural gender differences in connection with attachment security, love styles, intimate relationship

experiences and subjective well-being (SWB) across three samples of 1,574 university students in US (North Carolina = 497), Mozambique (Maputo =544) and Portugal (Lisbon = 533). The findings indicated both gender similarities and differences. While the association between attachment security and SWB was not gender-specific, love styles, relationship experiences and SWB were gender-specific.

Among 229 newlywed couples in Italy, Velotti, D'Aguanno, de Campora, Di Francescantonio, Garofalo, Giromini and Zavattini (2016) investigated the extent to which gender moderates between the associations of attachment styles and emotion dysregulation. The findings showed that gender moderated between the associations of attachment anxiety and attachment avoidance with regard to difficulties in pursuing desired goals when experiencing negative emotions. Specifically, women reported attachment anxiety in regards to greater difficulties in engaging in goal-directed behaviour during challenging situations. Conversely, under challenging situations, the associations between attachment avoidance and difficulties in pursuing desired goals when troubled appeared to be positive for men and negative for women.

3.5. Attachment and later problems in life

Based on the preceding paragraphs, it has been observed that disturbances that may occur in formulation of attachment between infants and mothers could result in pathology or problems in future relationships (Goldberg & Kerr, 2009). Infants carry feelings, thoughts and attachment behaviours that they have been reared with into their adult relationships. These thoughts and attachment behaviours could be maintained by parental styles and lead to attachment behaviour that is maladaptive in social interactions. Sigelman and Rider (2015) suggest that infants who are rejected in their early years of life may be adamant to form close relationships in future. Ainsworth et al. (2015) called this the avoidant attachment style. Individuals with an avoidant attachment style may want to function on their own and 'be their own person' when having conflict or a disagreement in a relationship. They may not talk about their feelings and may think that they have everything under control, which may later lead to emotional breakdown, or psychological dysfunction (Bowlby, 2012).

Individuals who have an anxious attachment style may not be able to cope well under stress and be preoccupied with the thought of losing their loved one (Robinson, Baker, & Nackerud, 2010). These individuals are likely to develop anxiety problems and end up being depressed when abandoned. Therefore, it is important to form a secure attachment between mother and child, both prenatally and after birth in order to develop a secure attachment that would later show positive outcomes in relationships.

3.6. Operational definitions of terms

The definitions of attachment, attachment behaviour, love styles and intimate relationships will be explored.

Attachment: This is operationalised as the emotional bond that forms between infant and caregiver; it is by this bond that helpless infants' primary needs are met. This attachment can be observed in adult relationships as it influences an individual's emotional, cognitive and social development (Goldberg, 2013). In this study, attachment was measured on a 42-item Experienced in close relationships –Revised (ECR-R) scale. The mean score (M = 34.56) and standard deviation score (SD=12.54) of the scale was used to dichotomise between participants who score high or low. Thus, individuals whose scores fall at the mean and above reported more tendencies of displaying characteristics of the corresponding attachment category and vice versa.

Attachment behaviour: Behaviour refers to the way in which one acts or conducts himself or herself, especially towards others. This study focuses on attachment behaviour which refers to how individuals attach and behave in intimate relationships. Attachment behaviour in this study includes actions exhibited in a relationship that are either negative (e.g. inaccessible, unresponsive, unengaging) or positive (e.g. accessible, responsive and engaging). In this study, attachment behaviour was measured on a 3-item Brief Accessibility, Responsiveness and Engagement (BARE) scale that measured 6 categories: accessibility, responsiveness, engagement, partner's accessibility, partner's responsiveness and partner's engagement. The mean score (M = 34.65) and standard deviation score (SD = 5.972) of the scale was used to dichotomise between participants who score high or low. Thus, individuals whose scores fall at the mean and above reported more negative attachment behaviours in couple relationships and those who scored below the mean reported more negative attachment behaviours.

Love Styles: This is operationalising as intimacy, passion and commitment in a relationship and it was measured on Sternberg's Triangular Love Scale (STLS) scale, which consists of 45 items. The mean score (M = 293.18) and standard deviation score (SD = 72.23) of the scale was used to dichotomise between participants who score high or low. Thus, individuals whose scores fall at the mean and above reported more positive love styles and those that scored below the mean reported less positive love styles.

Intimate Relationship: this refers to an interpersonal relationship that involves physical and emotional intimacy. Although an intimate relationship is usually referred to couples, it may also be non-sexual. Therefore, it may also include friends and family. People who are said to have an intimate relationship are comfortable talking and opening up to their loved ones as well as spending time with them (Johnson, 2014). In this study, an intimate relationship will refer to couples.

3.7. Summary of the chapter

Reviews of the relationship between attachment style, love style and attachment behaviour in intimate relationships of NWU students, Mafikeng Campus have been established through literature cited above. The present study represents an attempt to fill the gaps not addressed in past studies or within a South African context.

The reviews have presented three major areas open to development: firstly, past studies on attachment styles, love styles and attachment behaviour in intimate relationships were Eurocentric in nature. For example, Schimmenti, Passanisi, Pace, Manzella, Di Carlo and Caretti (2014) investigated attachment and psychopathy in Italy. The relationship between attachment theory and meaning in life across adulthood in western societies was investigated across western countries by Bodner and Bergman (2016). Likewise, a cross-temporal meta-analysis study was conducted in America by Konrath Chopik, Hsing and O'Brien (2014) to investigate changes in adult attachment styles. Furthermore, in Spain, Bonache, Gonzalez-Mendez and Krahe (2019) examined how attachment styles relate to the experience of love relationships.

Secondly, past studies (e.g. Bonache, Gonzalez-Mendez & Krahe, 2019; Donahue, McClare, & Moon, 2014; Oshri, Sutton, Clay-Warne & Miller, 2015; Pennington, Gillen, & Hill, 2016; Schimmenti, Passanisi, Pace, Manzella, Di Carlo & Caretti, 2014; Woodhouse, Ayers, & Field, 2015; Yari & Amit, 2015; Zhao, Young, Breslow, Michel, Flett & Goldberg, 2015) have focused on single aspects (e.g. attachment styles on intimate relationships, or love styles in intimate relationships) whereas this study integrated the relationship between attachment style, love style and attachment behaviour in intimate relationships.

Thirdly, possible theoretical gaps were identified (e.g. Gillath, Shaver, Baek, & Chun, 2008; Hazan & Shaver, 1987; Hadden, Smith &Webster, 2014). Despite conclusions arrived at in regard to the relationship between attachment styles, love styles and attachment behaviour, the theoretical approaches of these studies focused on different contexts and methodologies. In any human development study, context, individual, society, culture and ideology are always intricately intertwined. Therefore, drawing from the study's theoretical framework and various theoretical perspectives as employed in the present study, the study fulfils this need by adopting an eclectic approach to integrate individual, society, cultural, philosophical and contextual underpinnings.

CHAPTER 4
METHODOLOGY

4.1. Introduction

The chapter deals with methodology and research cross-sectional correlation design, and aligns the research aim and objectives, research hypotheses, data collection methods and data analysis. The research methodology explains in detail the process used in conducting research and its techniques. This study adopted a quantitative approach. According to Goertz and Mahoney (2006), a quantitative approach is a formal, objective and systematic process in which numerical data are used to obtain information about a phenomenon. This approach is used to describe variables, examine relationships among variables, and determine cause and effect interactions between variables (Muijs, 2011). This chapter will start with the research design, setting and participants, which will then be followed with an explanation of the sampling technique and instruments used in data collection.

4.2. Study design

The study is anchored in a cross-sectional correlation research design because the design is useful for describing relationships between or among variables, and enables the observation of two or more variables at the point in time (Goertz & Mahoney, 2006). The independent variable was attachment style and the dependent variables were love styles and attachment behaviour in intimate relationships.

4.3. Research setting

The NWU, Mafikeng Campus, South Africa was purposely chosen to be the research setting of the study. NWU comprises of 6 faculties namely, Economic and Management Sciences (EMS), Education, Health Sciences, Humanities, Law, and the Faculty of Natural and Agricultural Science (FNAS), with a total student population of twelve thousand nine hundred and seventy-eight (12, 978) in 2018 (HEMIS data, 2018).

The relevance of NWU as research setting of this study is because love and attachment behaviour in relationships is practised and common among university students. Moreover, the majority of these students fall within the age bracket (18-40 years) targeted for inclusion in the present study.

4.4. Participants

A total of three hundred and seventeen (n = 317, 160 females, 157 males) university students between the ages of 18 and 40 years (M = 21.98; SD = 2.911) were randomly selected from the

population of 12, 978 across six faculties in the NWU, Mafikeng Campus in South Africa. The faculties are: FNAS (21.8%); Health Science (5.7%); Law (7%); Education (22.5%); EMS (7.6%) and Humanities (35.4%). 50% were males and 50% were females, indicating a good gender representation. 95.6% of the participants were single, 2.5% were married and 1.6% were separated. Participants had to be individuals who are either in intimate relationships or have been in intimate relationships before. See Figure 4.1 below regarding participant information.

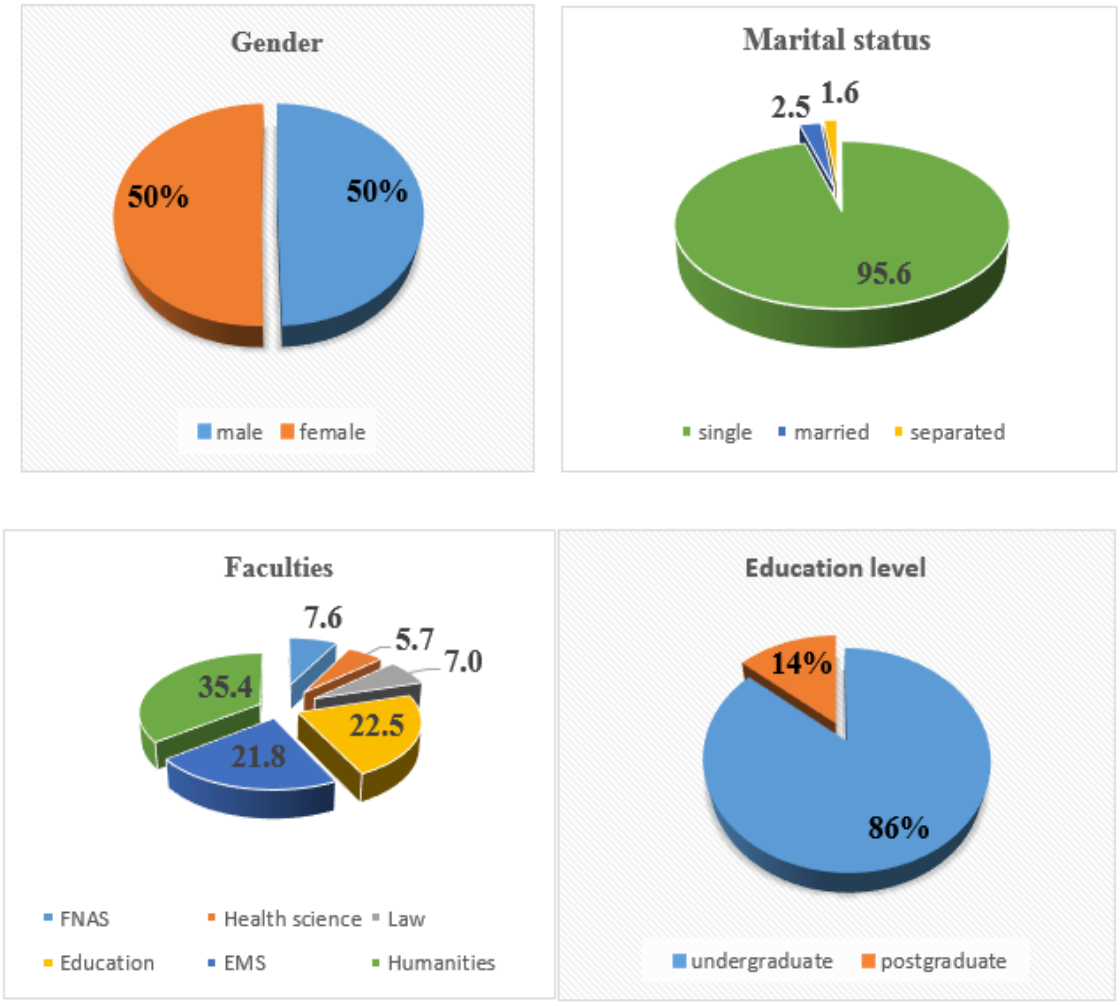

Figure 4.1. Socio-demographic information of participants

Inclusive criteria for participating in the study included: (1) that the person was willing to participate as participation was voluntary; (2) the person was between 18-40 years of age as this was the ages of focus; (3) had to be a registered student at NWU, Mafikeng Campus with proof of a student identification card; (4) had to be able to communicate and understand English or Setswana as these are the two main languages used at the university and the languages employed in this research regarding informed consent, data collection and so forth; and (5) had to be individuals who are in or

have been in intimate relationships before as this is the focus of the study. Data on participants' gender, faculty, educational level and marital status were obtained from participants. Refer to Table 4.1 for the frequencies of these sample descriptives.

Table 4.1. Demographics: gender, faculty, educational level, marital status (n = 317)

Demographics	Frequency	%
GENDER		
Male	157	50
Female	160	50
FACULTY		
FNAS	24	7.6
Health Science	18	5.7
Law	22	7.0
Education	71	22.5
EMS	69	21.8
Humanities	112	35.4
EDUCATION LEVEL		
Undergraduate	271	86.0
Postgraduate	43	13.7
MARITAL STATUS		
Single	302	95.6
Married	8	2.5
Separated	5	1.6

4.5. Sampling technique

By means of simple randomisation sampling technique, participants were randomly selected by a simple random of every even number. Participants were randomly selected through individual administration of questionnaires from libraries, computer reading laboratories across the six faculties and lecture halls. The randomisation sampling technique was considered suitable because each participant has equal chance to participate in the study. Using Raosoft's sample size calculator at marginal error of 5% and 95% confidence level, a sample size of 374 was determined for the study. Following Raosoft's (2004) estimation, 400 questionnaires were distributed among the students at the NWU Mafikeng Campus. Out of the 400 distributed questionnaires, twenty-three were not

returned despite several reminders, sixty were incompletely filled and were not usable. Only three hundred and seventeen (317) were found usable for the study, representing 79% response rate.

4.6. Method of data collection

This section focuses on the instruments used to collect data for the study. Batteries of standardised questionnaires were used to collect data. A description of the instruments follows.

4.6.1. Instruments

Data were collected using a battery of questionnaires containing four sections (see Appendix 1(A-D)). Section A consists of socio demographic information, such as gender, educational level, faculty, age and marital status. Section B consists of the attachment style questionnaire named the Experience in close relationships-revised (ECR-R). Section C consists of the love style questionnaire named Sternberg's triangular love scale (STLS). Lastly, section D consists of the attachment behaviour questionnaire, which is the Brief accessibility, responsiveness and engagement (BARE).

4.6.1.1. Experience in Close Relationships–Revised (ECR-R) of Brennan, Clark and Shaver (1998)

This is a self-report scale designed to measure romantic attachment. It is a 42-item questionnaire designed to assess people's attachment style. This questionnaire is based on the Experience in Close Relationship (ECR). The scale is divided into three categories that each have 14 questions, including anxious attachment style, secure attachment style and avoidant attachment style. For example: "I often worry that my partner will stop loving me (anxious attachment style)"; "I find it easy to be affectionate with my partner (secure attachment style)"; and "I find it difficult to depend on my romantic partner (avoidant attachment style)". Respondents indicated by a tick if a statement was true for them and skipped the ones that did not apply to them. In a study in New Zealand, Sibley and Fischer (2005) indicated a Cronbach Alpha of 0.90 for the scale, good reliability and validity were found. No evidence could be found that this scale has been used in South African studies, the questionnaire is currently in the public domain for use.

4.6.1.2. Sternberg's Triangular Love Scale (STLS) of Sternberg (1986)

The Triangular Love Scale was developed by Sternberg (1986) to assess love styles in intimate relationships. STLS is a 45-items scale of which 15 items measure intimacy, 15 passion and 15 commitment. For example: Intimacy - "I have a warm relationship with my partner"; passion –

"just seeing my partner exercise excites me"; and commitment - "I am willing to share myself and my possessions with my partner". Each of these items is assessed with a Likert scale response format, where one point represents not at all; 5 = moderately; and 9 = extremely. In a study from 13 Brazilian states, Whitley (1993) obtained a very high level of reliability ($\alpha = 0.98$). The scale has been used in a South African study on "Love styles and marital satisfaction" by Mogilner, Rudnick, & Iyengar (2008). It is also available in the public domain for use.

4.6.1.3. Brief Accessibility, Responsiveness and Engagement (BARE) of Sandberg, Busby, Johnson and Yoshida (2012)

This is a short self-report tool for measuring attachment behaviours in couple relationships. The scale comprises of 6 items that measure accessibility, responsiveness, engagement, partner's accessibility, partner's responsiveness and partner's engagement. For example: accessibility – "I am rarely available to my partner"; responsiveness – "I am confident I reach out to my partner"; and engagement – "It is hard for me to confide in my partner". The scale was only administered on individuals and not on couples as it aims to assess the overall attachment behaviour and perception about the other partner's attachment behaviour in an intimate relationship. The reliability and validity of the BARE scale was tested in Brigham young university among students (USA) and the Cronbach Alphas ranged from .66 to .85 for all six self and partner's attachment behaviour scores (Sandberg, Busby, Johnson, & Yoshida, 2012). No evidence could be found that the scale has been used in South African studies. The questionnaire is currently in the public domain for use.

4.7. Procedure of data collection

After obtaining ethical clearance from the NWU, Mafikeng Campus (NWU-HS-2017-0185), participants were randomly selected for the study with the help of a trained research assistant. The research assistant is a post graduate student and a graduate assistant who is familiar with data collection procedures. During data collection, the aim of the study was read to research participants who were in groups, either in the computer reading lab, in a lecture hall or at the 24hour reading space. For students that were targeted in the lecture rooms, initial permission was taken from their lecturers to allow data collection in their lecture rooms.

Once understanding was established and targeted people expressed interest in participating in the study, they were screened for eligibility based on the inclusion criteria of willingness to participate, language proficiency (English or Setswana), age, being registered students at NWU,

Mafikeng with a proof of student card, and being in or having been in an intimate relationship before. Thereafter, research participants read and signed an informed consent (see Appendix 1).

Data were collected from different locations named above across all 6 faculties: Economic and Management Sciences (EMS), Education, Health Sciences, Humanities, Law, and Faculty of Natural and Agricultural Science (FNAS). Participants were given an opportunity to ask questions related to the battery, and questionnaires were completed in approximately 20 minutes or less. The administration of the process took two weeks from the 8th to the 22nd of May, 2018.

4.8. Data analysis

Data were analysed using Pearson Product Moment Correlation statistics as well as independent T-test.

To test hypothesis 1, Pearson Product Moment Correlation statistics was conducted. This was important to show the extent of the relationship among variables in the study. Hypotheses 2 and 3 were tested using an independent T-test to test for differences between samples, especially when the variances of two normal distributions are unknown. All data were analysed using SPSS version 25 (IBM Corp, 2017).

4.9. Ethical considerations

It is essential that throughout the research process, the researcher follows and abides by ethical guidelines. According to Burns (2000), it is important to obtain clearance from an ethics committee when human or animal subjects are involved in any kind of research. With that said, the researcher obtained permission from the Department of Psychology ethics committee of the NWU (NWU-HS-2017-0185) before commencing with the study. Anyone involved in the research needs to be aware of the general agreements about their rights and responsibilities and what is proper and improper in scientific research. When working with individuals, it is essential to understand and pay attention to the following ethical principles:

4.9.1. Informed consent

The researcher briefly explained the research being conducted to each participant. Consent can be given orally or in writing. The study focused on individuals who are between 18-40 years of age. These individuals can be able to give consent as they are adults according to the law. Before the interview, the researcher presented the participants with a consent form in which the research process

was described. Participants read the form, were given an opportunity to ask questions in order to gain clarity and signed the consent form to show their willingness to be involved in the research.

4.9.2. Voluntary participation

Participation in research was voluntary. This information was included on the informed consent. Research participants were informed that they can withdraw at any time should they wish to not participate. They were made aware of possible consequences of either participating (e.g. give input in research, which can assist in South African representation of data) or not participating (not being part of the research, which might affect the sample representation).

4.9.3. Protection from harm

The researcher ensured that participants were not exposed to any uncalled-for physical or psychological harm by minimising risks (Goertz & Mahoney, 2006). During the study, the researcher strived to be honest, respectful and sympathetic towards all participants, and if by any chance the participants required debriefing after an interview, which was not the case, the researcher would have made the necessary referral to a qualified professional to provide such services. Attention was paid to the nature of the study (i.e. the degree to which personal matters are dealt with and the need to protect privacy). This ensured that personal integrity was not intervened as participants remained anonymous and filled in their own questionnaire privately.

4.9.4. Privacy, confidentiality and anonymity

According to Burns (2000), both the researcher and the participants must have a clear understanding of the confidentiality of the findings and the results of the study. Participants' information and responses shared in the questionnaires were kept private, and the results were presented in an anonymous manner in order to protect the identities of the participants. Data were stored in a secure office on NWU premises and virus- and password protected electronic devices. No questionnaire was linked to the participants' identity. In case of publication, the results of quantitative research will be reported statistically, this means that there is no risk of identification of participants.

4.10. Summary of the chapter

The chapter has discussed in detail the research design and setting. Likewise, data collection methods and the sampling method employed as were clearly relayed and the statistical test used in analysing all stated hypotheses was discussed. The chapter ended with ethical considerations.

CHAPTER FIVE
RESULTS

5.1. Introduction

The chapter reported the findings from the analysis of the data. The chapter opens with a step-by-step screening and treatment of the data. This includes screening of the data for missing values and assessment of normality. Following this, the hypotheses were tested. Hypothesis 1 was tested using Pearson Product Moment Correlation statistics. This was important to show the extent of the relationship among variables in the study. Hypothesis 2 and 3 were tested using an independent T test to test for differences between samples, especially when the variances of two normal distributions are unknown.

5.2. Preliminary Analysis

Prior to the main analysis, some tests of major assumptions were undertaken. First, the data were screened for missing values. Out of the 377 participants that completed the questionnaire, it was observed that a total of 60 cases had missing values of more than 5% response rate. These cases were therefore removed from the analysis (Muijs, 2011). Other cases with less than 5% response rates were replaced with mean and median values depending on whether the variable concerned was a continuous or ordinal variable.

The Attachment scale ($\alpha = 0.72$) and Love scale ($\alpha = 0.74$) had acceptable alpha coefficients (> 0.70) according to the criteria of Nunnally and Bernstein (1994). According to the criteria of Bowling (1997), the lower alpha coefficient for the BARE (0.58) is also acceptable in research of this nature.

Please note that correlation (p) is significant at the 0.01 level; medium effect size (r) = > 0.30; and large effect size (r) = > 0.50.

Hypothesis 1

There will be a significant relationship between attachment styles (anxious, secure and avoidant), love styles (intimacy, passion and commitment) and attachment behaviour (accessibility, responsivity and engagement) in intimate relationships of NWU students in Mafikeng.

Hypothesis 1 was tested using Pearson Product Moment Correlation statistics. Based on the results, no significant correlation was found between attachment styles and love styles, or attachment styles and attachment behaviour. However, a significant positive correlation was observed between

love styles (passion, intimacy and commitment) and attachment behaviour (accessibility, responsiveness and engagement). The love styles correlate with one another: intimacy significantly and positively correlates with passion (r =.75; p<.01) as well as commitment (r = .79; p<.01). Passion is also significantly and positively correlated with commitment (r = .82; p<.01). In addition, passion is positively correlated with attachment behaviour at the medium effect size (r = .34; p<.01). Intimacy is positively correlated with attachment behaviour at the medium effect size (r = .43; p<.01), commitment is also positively correlated with attachment behaviour at the medium effect size (r = .41; p<.01).

Table 5.1

Correlational analysis between attachment styles, love styles and attachment behaviour

		Intimacy	**Passion**	**Commitment**	**BARE**
Anxious	Correlation Coefficient	-0.032	0.008	-0.021	0.019
	Sig. (2-tailed)	0.575	0.890	0.707	0.739
	N	317	317	317	317
Secure	Correlation Coefficient	0.072	0.045	0.025	0.028
	Sig. (2-tailed)	0.204	0.424	0.653	0.614
	N	317	317	317	317
Avoidant	Correlation Coefficient	-0.005	-0.020	-0.048	0.091
	Sig. (2-tailed)	0.925	0.726	0.393	0.107
	N	317	317	317	317
Intimacy	Correlation Coefficient	1.000	.746**	.788**	.434**
	Sig. (2-tailed)		0.000	0.000	0.000
	N		317	317	317

Passion	Correlation Coefficient	1.000	.821**	.337**
	Sig. (2-tailed)		0.000	0.000
	N		317	317
Commitment	Correlation Coefficient		1.000	.405**
	Sig. (2-tailed)			0.000
	N			317
Bare	Correlation Coefficient			1.000
	Sig. (2-tailed)			
	N			317

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

Hypothesis 2

There will be a significant gender difference in attachment behaviour in intimate relationships of NWU students in Mafikeng.

Table 5.2

Independent t-test on the difference in attachment styles, love styles and attachment behaviour between males and females

Variable	Gender	N	mean	Std deviation	df	t	p
Anxious	male	157	0.4033	0.23298	315	-0.233	0.816
	female	160	0.4094	0.23421			
Secure	male	157	1.0632	0.38770	315	0.299	0.765
	female	160	1.0509	0.34674			
Avoidant	male	157	0.9768	0.62820	315	-0.810	0.419
	female	160	1.0313	0.56809			
Intimacy	male	157	6.3333	1.67560	315	-1.701	0.090

	female	160	6.6529	1.66929			
Passion	male	157	6.4654	1.55427	315	-0.308	0.758
	female	160	6.5213	1.66726			
Commitment	male	157	6.4981	1.86834	315	-0.552	0.582
	female	160	6.6154	1.91781			
Bare	male	157	2.9114	0.49640	315	0.846	0.398
	female	160	2.8641	0.49936			

To test the hypothesis that there will be a significant gender difference with regards to attachment behaviour, an independent sample t-test was performed (see Table 5.2).

There was no significant mean difference for gender as related to attachment behaviour in intimate relationships: male mean = 2.911 (SD = 0.496), female mean = 2.864 (SD = 0.499).

The result implies that there is no gender difference with regards to attachment behaviour in an intimate relationship. Therefore, the null hypothesis is accepted while the alternate hypothesis is rejected. In this regard the stated hypothesis 2 is not supported.

Hypothesis 3

There will be a significant gender difference in love styles (intimacy, passion and commitment) in intimate relationships of NWU students in Mafikeng.

To test the hypothesis that there will be a significant gender difference in love styles of NWU students, an independent sample t-test was performed. The result showed no statistically significant difference between males and females with regard to love styles in an intimate relationship. See Table 5.2 and 5.3.

There was no associated statistically significant mean difference for gender as related to love styles. For example, the male mean for intimacy stands at 6.3333 (SD = 1.675) and the female mean for intimacy was 6.652 (SD = 1.669); for passion, males reported the mean of 6.465 (SD = 1.554) and females reported the mean of 6.5213 (SD = 1.66726), commitment for male group was a mean of 6.498 (SD = 1.868) and the female mean was 6.615 (SD = 1917). There was no significant mean difference for gender as related to behaviour in intimate relationships: male mean = 2.911 (SD = 0.496) and female mean = 2.864 (SD = 0.499).

The implication of the results is that there is no gender difference with regards to love styles in an intimate relationship. Therefore, the null hypothesis is accepted and the alternate hypothesis is rejected. In this regard, the stated hypothesis 3 is not supported.

Table 5.3

Independent samples test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Anxious	Equal variances assumed	0.218	0.641	-0.233	315	0.816	-0.00611	0.02624	-0.05774	0.04553
	Equal variances not assumed			-0.233	314.941	0.816	-0.00611	0.02624	-0.05774	0.04552
Secure	Equal variances assumed	1.191	0.276	0.299	315	0.765	0.01235	0.04129	-0.06890	0.09359
	Equal variances not assumed			0.299	309.760	0.765	0.01235	0.04134	-0.06899	0.09369
Avoidant	Equal variance	1.128	0.289	-0.81	315	0.419	-0.05445	0.06725	-0.18676	0.07786

	es assumed			0						
	Equal variances not assumed			-0.809	310.592	0.419	-0.05445	0.06731	-0.18689	0.07799
Intimacy	Equal variances assumed	0.261	0.610	-1.701	315	0.090	-0.31958	0.18787	-0.68923	0.05006
	Equal variances not assumed			-1.701	314.837	0.090	-0.31958	0.18788	-0.68924	0.05008
Passion	Equal variances assumed	0.712	0.399	-0.308	315	0.758	-0.05586	0.18112	-0.41221	0.30050
	Equal variances not assumed			-0.309	314.179	0.758	-0.05586	0.18100	-0.41198	0.30027
Commit-ment	Equal variances assumed	0.136	0.713	-0.552	315	0.582	-0.11733	0.21271	-0.53583	0.30118

	Equal variances not assumed			-0.552	314.984	0.582	-0.11733	0.21265	-0.53573	0.30107
BARE	Equal variances assumed	0.095	0.758	0.846	315	0.398	0.04730	0.05593	-0.06275	0.15734
	Equal variances not assumed			0.846	314.946	0.398	0.04730	0.05593	-0.06274	0.15734

5.3. Summary of the chapter

The chapter presented results for all stated three hypotheses as well as their various interpretations. This was directed by the need to address the aim and objectives of the research study. The interpretation of findings included a summation of the overarching findings of this study. Chapter six will provide a detailed discussion of the findings of the study presented above.

CHAPTER SIX
DISCUSSSION, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The study investigated the relationship between attachment style (secure, anxious and avoidant), love style (passion, intimacy and commitment) and attachment behaviour (accessibility, responsivity and engagement) in intimate relationships of NWU students, Mafikeng Campus. Three hypotheses were analysed and are discussed below.

6.2 Discussion

From the analysis reported, hypothesis one, which stated that there is a relationship between attachment style, love style and attachment behaviour was partly supported. No relationship was found between the independent variable - attachment style and dependent variables - love style and attachment behaviour. Contrary to the results, the findings found by Gottman (2014) indicate that attachment styles are related to love styles and attachment behaviour in an intimate relationship. However, a significant and positive correlation was observed between the dependent variables which include love styles and attachment behaviour in the present study. The three love styles (passion, intimacy and commitment), as hypothesised, showed a positive correlation to one another. This finding is contrary to previous research (e.g. Bahareh & Akbar, 2015), which found that it is unrealistic to expect all three components of love to be high all the time. The three love styles also had a positive relationship with attachment behaviour in an intimate relationship. Contrary to these findings, the results (Johnson, 2014) found that there is no relationship between love styles and attachment behaviour.

There are reasons that could explain why there was no relationship between attachment style and love style, or attachment style and attachment behaviour. Factors such as environment, developmental stage and socio demographics, culture and personality could have played a role in the findings of the present study which will be discussed below.

According to Sternberg (1986), attachment styles are formed from early childhood through primary care givers. These attachment styles may be carried to adulthood as individuals interact in relationships. Yari and Amit (2015) further added that it is not always the case that individuals carry their childhood attachment styles to adulthood as the environment can mould perception and make the individual relearn the attachment style based on experiences. For example, an individual who formed a secure attachment style from early childhood may later experience disappointment, hurt and betrayal, which may lead to lack of trust in intimate

relationships. Therefore, forming a secure attachment style in childhood does not necessarily mean that one will be fully trusting in their adult intimate relationships (Yari & Amit, 2015).

Furthermore, Newman and Newman (2015) reported that the developmental stage as well as the socio demographic factors plays a significant role in love style and attachment behaviour in an intimate relationship regardless of the acquired attachment style from childhood. The study reported that 96% of individuals were single and ranged from 18-40 years of age. According to Starr and Zurbriggen (2017), these individuals who are at a higher tertiary education institution, may be influenced by peers and lifestyles as they are still in the process of finding themselves and their values. For example, an individual who has formed an anxious or avoidant attachment style from childhood may be reassured by friends when entering university, have a supportive structure such as church, family, friends, and so forth and end up having a positive perception about love and relationships. On the contrary, an individual who has formed a secure attachment style from childhood may find themselves around peers who have negative perceptions about love, which may ultimately influence how they view love and relationships (Sachser, Kaizer, & Hennessy, 2013).

Culture also plays a role on how one loves and behaves in intimate relationships regardless of the attachment style previously formed (Cummings & Davies, 1994). Culture includes aspects such as religion, norms, adopted societal rules and beliefs. For example, an African woman may see it as disrespectful to question her partner's ways or address her concerns as women tend to be submissive due to the adopted culture regardless of the attachment style they posit (Steg & Perlaviciute, 2014). Therefore, such individuals would not act based on what they desire, but how they are expected behave because of inundated beliefs even when it is against their wishes or feelings.

Moreover, personality can also explain why there is no significant relationship between attachment styles, love styles and attachment behaviour as personality remains stable over time (Furman & Rose, 2015). Regardless of one's attachment style and experiences, one has certain personality traits that tend to remain the same over time. For example, one may continue to be trusting in intimate relationships regardless of numerous disappointments, merely because it is one of the personality traits that they possess (Holmes, 2014). Furthermore, an individual may tend to isolate themselves in interactions not because they have an avoidant attachment style or they do not have a positive perception about love, but mainly because it is their character and they prefer to be in their own space.

In addition, there are reasons to suggest why the three love styles are positively associated with one another in the study. According to Social, Developemntal and Clinical Perspectives

(2009) and Goldberg (2013), passion marks the beginning of intimacy as it allows an individual to be vulnerable following a strong attraction towards someone. Once individuals are comfortable enough to be themselves and accept one another in the relationship, they gradually move towards commitment, which takes place after being in a relationship for a while. In support of this stance, Sternberg (1986) reported that high passion takes place when intimacy is felt to be growing speedily. As such, passion is perceived early in an intimate relationship because of the essence of love and the foundation upon which intimate love is cultivated. It is expected that passionate individuals will exhibit positive relations with regards to intimacy in any satisfying adult relationships as passionate people will help to nurture and develop a romantic relationship (Sumter, Valkenburg & Jochen, 2013).

This nurturing is expected to propel the relationship into intimacy which, according to Neto and Pinto (2015), is the aspect of love that appears dominant, especially when couples have been in a relationship for a long time as the duration of time invested in an intimate relationship enables people to begin to decide on managing and sustaining that relationship. Consequently, commitment sets in and it is that component in the relationship that ties passion and intimacy together, known to be the cognitive aspect that enables the individual to make decisions regarding maintaining the relationship (Jackson-Dwyer, 2014). Therefore, the results of the study are in line with theoretical expectations as proposed by Sternberg's triangular theory of love (1986), which submits that love styles are divided into three components which are able to interrelate.

This above understanding will explain positive relationships between all three love styles. In a satisfying intimate relationship, passion, intimacy and commitment are expected to keep increasing. Another possible reason for the positive correlation among all three love styles may be linked to sample specifications. The participants of the study are not only university students, they are also young adults whose ages ranged from 18-40 years of age. People in this age range fall within a period classified by Erikson's theory of stages of development (1959) as a stage of intimacy versus isolation (Kivnick & Wells, 2014). It is expected for young adults to seek deep intimacy and satisfying relationship during this stage.

Likewise, young adults, particularly university students, are probably in the stage of fantasy. This may account for the third reason of the findings of the present study. University students may live in fantasy as they often fantasise to want to have everything working for them even in love. This may be the reason for this idealised love style, which offers support to findings by Jackson-Dwyer (2014), who proposed a combination of passion, intimacy and commitment as consummate love.

While a positive relationship exists between all three love styles, a significant positive relationship was also observed between love style and attachment behaviour. According to the study results, passion has a positive relationship with attachment behaviour. Ratelle, Carbonneau, Vallerand and Mageau (2013) also found that passion and attachment behaviour are related as passionate love comprises of cognitive, emotional and behavioural components. Individuals who are passionate about their partners constantly think about them (cognitive component) and want to be with them; they tend to feel good when things go well and are sexually attracted to their partners (emotional component). This makes it easier for them to be accessible, responsive and engaged in their intimate relationship (behavioural component). Leaper (2017) also added that love styles have a positive relationship with attachment behaviour as an individual behaves how he feels in an intimate relationship. If an individual feels connected to their partner, they tend to become more intimate and accessible, unlike those that do not feel connected to their partners.

Hypothesis two was not supported as no statistical significant difference was found between males and females with regards to attachment behaviour. This was contrary compared to findings of previous studies (e.g. Bodner, & Bergman, 2016; Galinha, Oishi, Pereira, Wirtz, & Esteves, 2012; Snapp, Lento, Ryu, & Rosen, 2014), who reported a connection between gender and attachment behaviour in intimate relationships. However, findings by Gleeson and Fitzerald (2014) are in line with those of the present study and reported no relationship between gender and attachment behaviour in intimate relationships.

Three possibilities may account for no difference on gender concerning attachment behaviour in intimate relationships. Such possibilities include modernisation and changed beliefs, age, responsibilities, etc. Although a theoretical perspective emphasises gender roles and societal expectations, recent studies highlight that the world is constantly evolving, people's perceptions and beliefs also change as they become more modernised (Furman & Rose, 2015). Men are now able to express themselves just like women without being viewed as 'weak' (Wouter, 2013). Nowadays psychological programmes are made known to assist men and women to voice their emotions, something that was highly forbidden for African men in earlier times (Cohen, 2017). This makes it easier for both genders to communicate effectively about their feelings, vulnerabilities, insecurities and their concerns. It is no longer seen as the woman's duty to be emotionally expressive, accessible, understanding, engaging, and to reach out to another person in the relationship with regards to opening up about issues. Pennington, Gillen and Hill (2016) also reported that gender roles are gradually fading as people get to realise that they are human beings before they can identify themselves with gender, and human beings have feelings,

whether male or female. They both have the ability to express how they feel in their intimate relationships (Cohen, 2017).

Secondly, age may also account for no significant difference in attachment behaviour with regards to gender in the present study. This study focused on young adults whose ages ranged from 18- 40 and are at university. According to Erikson (1959), individuals at this age want to belong, are still lively and ambitious and are at a higher tertiary institution, which makes it easier for them to be accessible to their partners unlike those who are separated because of work. According to Newman and Newman (2015), these individuals have almost similar schedules (academically). For example, they can see one another during break times, school holidays weekends, etc. unlike a couple that works odd hours and live miles apart from one other. Therefore, it might be easier (based on convenient academic schedules) or difficult (based on factors such as school work pressure, exams, doing different courses etc.) for both genders to be accessible and responsive to one another.

Thirdly, responsibilities may also play a role in the lack of significant gender difference with regard to attachment behaviour in an intimate relationship (Erikson, 1959). Nowadays, women are also allowed to study further and build their careers, therefore enabling them to work. In support of this, Huynh, Caron and Fleury (2016) also reported that couples have to negotiate about chores, communication, spending time together by looking at their schedules, meaning that they both consider their plans with regard to making the relationship work. This kind of communication may promote empathy and support in the relationship. However, it may also bring about conflict, depending on individual beliefs and perceptions (Holmes, 2014).

The third hypothesis, which stated that there will be a significant gender difference in love styles in intimate relationships was not supported. The results show similarities with those of Gleeson and Fitzgerald (2014). On the other hand, the findings are in contrast to those reported by Starr and Zurbriggen (2017), who found that gender role moulds how individuals love and act in a relationship due to how they were raised. There are three possible explanations that could account for the results found by the present study. These include academic pressure or challenges, group socialisation and gender identity.

Firstly, academic challenges might also account for the lack of gender differences with regard to love styles (passion, intimacy and commitment) among university students (Newman & Newman, 2015). Passion refers to being sexually attracted to your partner, constantly thinking about them and wanting to spend time with them. Intimacy required relates to being emotionally vulnerable to one's partner, and commitment is the intention to take the relationship to a deeper and a higher level. Academic challenges, such as the writing of assignments, meeting deadlines

and preparing for tests, examinations and making presentations may not create an environment conducive to commit freely and be intimate with the significant other. Hence, the more challenging an academic semester is, the less likely it may be for students to want to engage in any intimate relationship. More so, Sternberg's (1986) love theory also submits that relationships demand more of peoples' time, which university students may not afford.

Secondly, university students are most likely to socialise in groups. This makes it easier for individuals to influence one another concerning relationships and perceptions about love. This could result in having less time for intimate relationships as the element of belonging is satisfied in group socialisations (Erikson, 1959).

Thirdly, gender identification may also play a role in the lack of gender difference concerning love styles (passion, intimacy and commitment) as people, especially university students, are increasingly free to voice their identified gender, thereby expressing their emotions without fear of being judged. For example, our societies are gradually accepting homosexuals for who they are. This gives them an opportunity to communicate their genuine feelings towards their partners regardless of their sexual identification given at birth (Cohen, 2017).

Nonetheless, this finding contributes to past research on attachment behaviour and romantic relationships, and suggests that futuristic research should be conducted to ascertain whether the findings of the present results is sampling and context specific.

6.3. Conclusions

Based on study findings on the relationship between attachment style, love style and attachment behaviour in intimate relationships of NWU students, Mafikeng Campus, four overarching conclusions can be drawn:

1. There is no statistically significant relationship between the attachment styles and love styles, or between attachment styles and attachment behaviour.
2. There was a statistically significant positive relationship between love styles and attachment behaviour.
3. There is no statistically significant difference between males and females with regard to attachment behaviour in their intimate relationships.
4. There is no statistically significant gender difference in love styles in intimate relationships of NWU students in Mafikeng.

Based on the study findings, it is recommended that psychological awareness programmes can be developed concerning attachment styles, love styles and attachment behaviour in intimate relationships. It would be beneficial for students to learn about factors that

can influence their perception about love and attachment behaviour regardless of one's acquired attachment style from childhood. Such insight could assist students to protect themselves as they would know how the environment can make one to have either a positive or negative perception about love and relationships. Environmental influencers include group socialisations, peer pressure, church, support groups, etc.

Psychoeducation regarding developmental stages may also be of benefit as individuals may make sense of their needs at a certain time period in their lives. Knowing which developmental stages one is in may assist in utilising available resources to meet one's needs effectively. For example, young adults who are in the intimacy versus isolation developmental stage may utilise the availability of their friends, church or family members to fulfil the need to belong. This is unlike ruminating on the thought that one is not in an intimate relationship and therefore prone to loneliness.

Students may also benefit from learning about love styles (passion, intimacy and commitment) so that they can gain insight into the kind of relationships they want to have and to communicate openly about them with their partners in order to avoid disappointments. This knowledge would assist them to see if any of the three components are lacking should they wish to have a consummate love (a combination of passion, intimacy and commitment). Talking about it would make things easier for couples. This information can also be beneficial not only to students but to the public or the society as whole so that they can nurture and improve their intimate relationships, and as a result, to work towards meaningful and satisfying relationships. In support of this stance, literature indicated that one of the main reasons for high divorce rates, mental illnesses and suicide rates are unsatisfying relationships, loneliness, failed relationships and marriages. Therefore, knowledge on love styles and attachment behaviour may assist individuals to have more satisfying relationships and thus decrease the rate of divorce and mental illnesses in the country.

Periodic workshops can also be implemented to educate people about how love styles can affect attachment behaviour in intimate relationships. People may not be aware that their relationships may fail, not because they are not loved, but because of how their perception about love affects their behaviour in an intimate relationship, thus making it difficult for them to be loved in a relationship. Information about attachment styles can also be provided by the university through awareness programmes (radio, word of mouth, interviews and sharing research results) so that parents can raise their children better with more insights on how early attachment styles can have an influence on how a child engages in relationships through to adulthood.

Lastly, it is suggested that relationship modules should be integrated into the curriculum in the Department of Education. This will further educate people on all related relationship matters and conventions as research shows that one of the reasons for high suicide rates is loneliness and failed - or unsatisfying relationships.

6.5. Suggestions for future studies

It is impossible for any single research study to be exhaustive, particularly research of this magnitude. Hence, there is a need for future research to establish other factors such as culture that could also determine love styles and attachment behaviour in intimate relationships. This is because culture may also predict love styles and attachment behaviours. Likewise, future researchers need to extend investigation about love and attachment behaviour in intimate relationships to other provinces in South Africa. This might assist to identify if similar factors influence love and attachment behaviour in the provinces.

It would be interesting to also conduct the same study with a population that is on a different developmental stage in order to see if there will be any difference in how individuals love and behave in intimate relationships. Future studies can also compare individuals' attachment styles, love styles and attachment behaviours according to marital status, e.g. single, engaged to be married, married, and divorced to see if there will be a significant difference in how these individuals love and behave in intimate relationships. It would also be interesting to look at only one category of marital status in comparison of years spent in marriage. This exploration could assist in determining whether there is a difference, why there could be a difference in categories, and what could other categories do to enhance their relationships.

6.6. Study limitations

The research design (cross-correlational survey) used in the present study is a limitation, because it did not permit for inferences about causal relationships among the study variables. Future studies could address this limitation by using a longitudinal research design in order to investigate the causal mechanisms connecting to resources and authoritarianism, and their associations with love and attachment behaviour in intimate relationships.

Additionally, data in this study are self-reports which may have an influence on the relationship among the variables. This may lead to escalation in the level of common method bias (Conway & Lance, 2010). Thus, there is a need for future studies to employ other measures like focus group discussions and interviews along with self-report measures in eliciting the necessary information from samples.

Lastly, the sample of the present study was taken from North West Province only, i.e within a single university context. This sample may not be a full representation of the world as it limits the data with regard to age, developmental stage and culture. Should this finding be fully validated, it will require analysis from other provinces in South Africa, perhaps in a manner determining love and attachment behaviour in intimate relationships unique to each province since culture plays a role in determining love behaviour. Based on this, there is a need that future research should attempt to include more provinces as this might be more representative of the larger population. This is not to say that the results obtained from this study are not generalisable to the larger population.

Irrespective of the above limitations, this study is novel and unique because of its attempt to address attachment styles, love styles and attachment behaviours in a South African context. It is believed that the study constitutes a genuine contribution to relationship literature and social sciences in general.

References

Abdul, K., Anjuman, S., & Muhammad, K. (2013). Attachmnet Relationships and Psychological Adjustment of Married Adults. *Social Indicators Research, 110*(1), 237-244.

Abraham, M., & Kerns, K. (2013). Positive and Negative Emotions and Coping As Mediators Of Mother-Child Attachments and Peer Relationships. *Merrill-Palmer Quarterly, 59*(4), 399-425.

Ainsworth, M., Blehar, M., Waters, E., & Wall, S. (2015). *Patterns of Attachment: A Psychological Study of The Strange Situation.* London: Routledge.

Bahareh, H., & Akbar, S. (2015). The Study of Relationship between Attachment Styles and Obsessive Love Styles. *Procedia Social and Behavioral Sciences, 165*(1), 152-159.

Baltes, P., & Schaie, K. (2013). *Life-Span Developmental Psychology: Personality and Socialization.* London: Academic Press.

Bandura, A. (1977). *Social learning Theory.* New Jersey: Prentice Hall.

Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory.* New York: Prentice-Hall, Inc.

Bandura, A. (2007). *A History of Psychology in Autobiography (9th ed.).* Washington: American Psychological Association.

Bem, S. (1981). Gender Schema Theory: A Cognitive Account of Sex Typing. *Psychological Review, 88*, 354-364.

Berscheid, S. E., & Regan, P. C. (2005). *The Psychology of Interpersonal Relationshps.* Los Angeles: Pearson.

Bodner, E., & Bergman, Y. (2016). Loneliness and Depressive Symptoms among Older Adults: The Moderating Role of Subjective Life Expectancy. *Psychiatry Research*, 50-62.

Bonache, H., Gonzalez-Mendez, R., & Krahe, B. (2019). Adult Attachment Styles, Destructive Conflict Resolution, and The Experience of Intimate Partner Violence. *Journal of Interpersonal Violence, 34*(2), 287-309.

Bowlby, J. (1988). *A Secure Base: Parent-Child Attachment and Healthy Human Development.* New York, NY: Basic Books.

Bowlby, J. (2012). *A Secure Base: Clinical Applications of Attachment Theory.* New York: Routledge.

Bragin, M., & Pierrepointe, M. (2008). Complex Attachments Exploring The Relationship Between Mother and Child When Economic Necessity Requires Migration to The North. *Journal of Infant, Child, and Adolescent Psychotherapy, 3*(1), 28-46.

Braithwaite, S., Doxey, R., Dowdle, K., & Finchman, F. (2016). The Unique Influence of Parental Divorce and Parental Conflict on Emerging Adults in Romantic Relationships. *Journal of Adult Development, 23*(4), 214-225.

Burns, R. B. (2000). *Introduction to research methods.* London: Sage.

Campbell, L., & Moros, S. (2011). Humour Use between Spouses and Positive and Negative Interpersonal Behaviours During Conflict. *Europe's Journal of Psychology, 10*(3), 140-150.

Cohen, N. (2017). *Public Health Perspectives on Depressive Disorders.* New York: John Hopkins University Press.

Conde, A., Figueiredo, B., & Bifulco, A. (2011). Attachment Style and Psychological Adjustment in Couples. *Attachemnt and Human Development, 13*(1), 271-291.

Conway, J., & Lance, C. (2010). What Reviewers Should Expect from Authors Regarding Common Method Bias In Organizational Research. *Journal of Business and Psychology, 25*(3), 325-334.

Craig, R., Grey, N., & Snoweden, R. (2013). Recalled Parental Bonding, Current Attachment, and the Triarchic Conceptualisation of Psychopathy. *Personality and Individual Differences, 55*, 345-350.

Cummings, M., & Davies, P. (1994). Marital Confluct and Adjustment: An Emotional Security Hypothesis. *Psychological Bulletin, 116*(1), 387-411.

Dewitte, M. (2012). Different Perspectives on the Sex Attachment Link: Towards an Emotion-Motivational Account. *Health Psychology, 49*(2), 105-124.

Don, B., & Hammond, M. (2017). Social Support in Intimate Relationships. The Role of Relationship Autonomy. *Personality and Social Psychology, 43*(8), 1112-1124.

Donahue, J., McClare, K., & Moon, S. (2014). The Relationship between Emotion Regulation Difficulties and Psychopathic Personality Characteristics. *Personality Disorders: Theory, Research, and Treatment, 5*(2), 186-194.

Duschinsky, R., & Solomon, J. (2017). Infant Disorganized Attachment: Clarifying Levels of Analysis. *Clinical Child Psychology and Psychiatry, 1*, 1461-7021.

Dwairy, M. (2015). *Culture and Psychology: From Psycho-Analysis to Culture- Analysis.* New York: Palgrave Macmillan UK.

Einav, M. (2014). Perceptions About Parents' Relationship and Parenting Quality, Attachment Styles, and Young Adults' Intimate Expectations: A Cluster Analytic Approach. *The Journal of Psychology Interdisciplinary and Applied, 148*(4), 413-433.

Erikson, E. (1959). *Psychological Issues.* New York: International Universities Press.

Feeney, F., & Noller, P. (1990). Attachment As A Predictor of Adult Romantic Relationhsips. *Journal of Personality and Social Psychology, 58*(2), 281-291.

Fox, J., & Warber, K. (2013). The Role of Facebook in Romantic Relationship Development An Exploration of Knapp's Relational Stage Model. *Journal of Social and Personal Relationships, 30*(6), 771-794.

Furman, W., & Rose, A. (2015). *Friendships, Romantic Relationships, and Peer Relationships.* New York: John Wiley & Sons, Inc.

Galinha, I., Oishi, S., Pereia, C., Wirtz, D., & Esteves, F. (2012). The Role of Personality Traits, Attachment Style, and Satisfaction with Relationships in the Subjective Well-being of Americans, Portuguese, and Mozambicans. *Journal of Cross-Cultural Psychology, 44*(3), 416-437.

Ghosh, V., & Gilboa, A. (2014). What is a Memory Schema? A Historical Perspective on Current Neuroscience Literature. *Neuropsychologia, 53*, 104-114.

Gillath, O., Shaver, P., Baek, J., & Chun, D. (2008). Genetic Correlates of Adult Attachment Style. *Personality and Social Psychology, 34*(10), 1396-1405.

Gleeson, G., & Fitzgerald, A. (2014). Exploring The Association between Adult Attachment Styles in Romantic Relationships, Perceptions of Parents from Childhood and Relationship Satisfaction. *Health, 6*(1), 1643-1661.

Goertz, G., & Mahoney, J. (2006). *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Science.* New Jersey: Princeton University Press.

Goldberg, S. (2013). *Attachment and Development.* London: Routledge.

Goldberg, S., & Kerr, J. (2009). *Attachment Theory: Social, Developemntal, and Clinical Perspectives.* New York: Routledge.

Gottman, J. (2014). *What Predicts Divorce?: The Relationship between Marital Process and Marital Outcomes.* New York: Psychology Press.

Hadden, B., Smith, C., & Webster, G. (2014). Relationship Duration Moderates Associations between Attachment and Relationship Quality: Meta-Analytic Support Forthe Temporal Adult Romantic Attachment Model. *Personality and Social Psychology Review, 18*, 155-160.

Hazan, C., & Shaver, P. (1987). Romantic Love Conceptualized as an Attachment Process. *Journal of Personality and Social Psychology, 52*, 511-524.

HEMIS data. (2018). *Statistics on Post- School Education and Training in South Africa.* Pretoria: Department of Higher Education and Training.

Holmes, J. (2014). *The Search for the Secure Base: Attachment Theory and Psychotherapy.* London: Routledge.

Jackson-Dwyer, D. (2014). *Interpersonal Relationships.* New York: Routledge.

Jawn, J., Mwansa-Kambafwile, J., Barros, F., & Cousens, S. (2010). 'Kangaroo Mother Care' to Parent Neonatal Deaths due to Preterm Birth Complications. *International Journal, 39*, 144-154.

Johnson, M., & Bradbury, T. (2015). Contributions of Social Leraning Theory to the Promotion of Healthy Relationships. *Journal of Family Theory and Review, 7*(1), 13-27.

Johnson, S. (2014). *The Love Secret: The Revolutionary New Science of Romantic Relationships.* London: Piatkus.

Jones, J., Brett, B., Ehrlich, K., Lejuez, C., & Cassidy, J. (2014). Maternal Attachment Style and Responses to Adolescents' Negative Emotions:. *Parenting: Science and Practice, 14*(3), 235-257.

Kagan, J. (2016). Follow the Evidence, Ignore the Words. In R. Sternberg, & S. Fiske, *Scientists Making a Difference* (pp. 260-263). New York: Cambridge University Press.

Kagan, R. (2014). *Rebuilding Attachments with Traumatized Children: Healing from Losses, Violence, Abuse, and Neglect.* New York: Routledge.

Keenan, T., Evans, S., & Crowley, K. (2016). *An Introduction to Child Development.* London: SAGE.

Kivnick, H., & Wells, C. (2014). Untapped Richness In Erik H. Erikson's Rootstock. *The Journal of Gerontology, 54*(1), 40-50.

Konrath, S., Chopik, W., Hsing, C., & O'Brien, E. (2014). Changes in Adult Attachment Styles in American College Students Over Time: A Meta-Analysis. *Personality Social Psychology Review, 4*, 326-348.

Lamb, M., Thomson, R., Gardener, W., & Charnovie. (2013). *Infant-Mother Attachment: The Origions and Developmental Significance of Individual Differences in Strange Situations Behaviour.* New Jersey: Lawrance Erlbaum Associates.

Laursen, B., & Zukauskiene, R. (2007). *Interpersonal Development.* London: Routledge.

Laverdiere, O., & Descoteaux, J. (2014). Organisation of Specific Attachment Relations. *Journal of Psychology, 60*(9), 62-80.

Leaper, C. (2017). Further Reflections on Sandra Lipsitz Bems's Impact. *Sex Roles, 76*(11), 759-765.

Leary, M., & Baumeister, R. (2017). The Need to Belong: Desire for Interpersonal Attachments as a Fundamental Human Motivation. *Psychological Bulletin, 117*(3), 497-529.

Lips, H. (2017). *A New Psychology of Women: Gender, Culture, and Ethnicity.* New York: Waveland Press.

Lips, H. (2017). Sandra Bem: Naming the Impact of Gendered Categories and Identities. *A Journal of Research, 76*(9), 627-632.

Maslyn, J., Schyns, B., & Farmer, S. (2017). Attachment Style and Leader-member exchange: The Role of Effort to Build High Quality Relationships. *Leadership and Organization Development Journal, 38*(3), 112-125.

Maunder, R., & Hunter, J. (2012). Using Attachment Theory to Understand Illness Behaviour. *General Hospital Psychiatry, 23*(4), 177--182.

Mazur, J. (2016). *Learning and Behaviour: Research Edition.* London: Routledge.

McMonigle, M. (2017). Identifying Attitudes and Behaviours in Intimate Relationships: Psychometric Properties of the Relationship Evaluation and Analysis Link. *Journal of Creativity, 12*(2), 203-212.

Michelson, D. (2014). Personality and the Varieties of Fictional Experience. *The Journal of Aesthetic Education, 48*(2), 64-85.

Mikulincer, M., & Shaver, P. (2007). *Attachment in adulthood: Structure, Dynamics, and Change.* New York: Guilford.

Mogilner, C., Rudnick, T., & Iyengar, S. (2008). The Mere Categorisation Effect: How the Presence of Categories Increases Choosers' Perceptions of Assortment Variety and Outcome Satisfaction. *Journal of Consumer Research, 35*(2), 202-215.

Muijs, D. (2011). *Doing Quantitative Research in Education with SPSS.* Los Angeles: SAGE.

Neff, K., & Beretvas, N. (2013). The Role of Self Compassion in Romantic Relationships. *Self and Identity, 12*(1), 78-98.

Neto, F., & Pinto, M. (2015). Satisfaction with Love Life Across the Adult Life-span. *Applied Research in Quality of Life, 10*(2), 89-304.

Newman, B., & Newman, P. (2015). *Development through Life: A Psychosocial Approach.* Boston: Cengage Learning.

Nunnally, J., & Berstein, I. (1994). The Assessment of Reliability. *Psyhcometric Theory, 3,* 248-292.

Osborn, M. (2013). William James' 'Automatic Sweetheart' Revisited: Comparing Sternberg's Love Measurements for Real Versus Identical Android Sweethearts. *North American Journal of Psychology, 16*(2), 1527-7143.

Oshri, A., Sutton, T., Clay-Warner, J., & Miller, J. (2015). Child Maltreatment Types and Risk Behaviors: Associations with attachemnt Style and Emotion Regulation Dimensions. *Personality and Individual Differences, 73*, 127-133.

Pennington, D., Gillen, K., & Hill, P. (2016). *SociaL Psychology.* London: Routledge.

Raosoft. (2004). *Raosoft Sample Size Calculator*. Seatle: Raosoft, Inc. Retrieved from http://www.raosoft.com/samplesize.html

Ratelle, C., Carbonneau, N., Vallerand, R., & Mageau, G. (2013). Passion in the Romantic Sphere: A look at Relational Outcomes. *Motivation and Emotion, 37*(1), 106-120.

Ratto, N., Doyle, A., & Markiewicz, D. (2016). Attachment with Mother and Adolescents' Conflict with Romantic Partner Or Close Friend. *Canadian Journal of Behavioural Science, 48*(1), 68-77.

Reuther, B. (2014). Our Everyday Being: Heidegger and Attachment Theory. *Journal of Theoretical and Philosophical Psychology, 34*(2), 101-115.

Reynold, S., Searight, R., & Ratwik, S. (2014). Adult Attachemnt Styles and Rumination in the Context of Intimate Relationships. *North American Journal of Psychology, 16*(3), 495-506.

Roberts, J., Gotlib, I., & Kassel, J. (1996). Adult Attachment Security and Symptoms of Depression: The Mediating Roles of Dysfunctional Attitudes and Low Self-esteem. *Social Psychology, 70*(2), 310-320.

Robinson, M., Baker, L., & Nackerud, L. (2010). The Relationship of Attachment Theory and Perinatal Loss. *Death Studies, 23*(3), 257-270.

Rosenthal, T., & Zimmerman, B. (2014). *Social Learning and Cognition.* London: Academic Press.

Rosenthal, T., & Zimmerman, B. (2014). *Social Learning and Cognition.* New York: Academic Press.

Roswell, C., & Coplan, R. (2013). Exploring Links between Shyness, Romantic Relationship Quality and Well-being. *Canadian Journal of Behavioural Science, 45*(4), 287-295.

Sachser, N., Kaiser, S., & Hennessy, M. (2013). Behavioral Profiles are Shaped by Social Experience: When, How and Why. *Philosophical Transactions: Bibliogical Sciences, 368*(1618), 1-11.

Sandberg, J., Busby, D., Johnson, S., & Yoshida, K. (2012). The Brief Accessibility, Responsiveness, and Engagement (BARE) Scale: A Tool for Measuring Attachment Behaviour in Couple Relationships. *51*, 512-526.

Schimmenti, A., Passanisi, A., Pace, U., Manzella, S., Di Carlo, G., & Caretti, V. (2014). The Relationshiop between Attachment and Psychopathy: A Study With a Sample of Voilent Offenders. *Current Psychology, 33*(2), 256-270.

Sibley, C., Fischer, R., & J, L. (2005). Reliability and Validity of the Revised Experiences in Close Relationships (ECR-R) Self-Report Measure of Adult Romantic Attachment. *Social Psychology, 31*(11), 1524-1536.

Sigelman, C., & Rider, E. (2015). *Life-Span: Human Development.* New York: Cengage Learning.

Simpson, J. (1990). Influence of Attachment Styles on Romantic Relationships. *Journal of Personality and Social Psychology, 59*(5), 971-980.

Smith, C., & Webster, G. (2014). Relationship Duration Moderates Associations between Attachment and Relationship Quality: Meta-Analytic Support for the Temporal Adult Romantic Attachment Model. *Personality and Social Psychology Review, 18*, 42-58.

Snapp, S., Lento, R., Ryu, E., & Rosen, K. (2014). Why Do They Hook Up? Attachment Style and Motives of College Students. *Personal Relationships, 21*(3), 801-811.

SSA. (2016). *Annual Report: Statistics South Africa.* Mmabatho: Statistics South Africa.

Starr, C., & Zurbriggen, E. (2017). Sandra Bem's Gender Schema Theory After 34 Years: A Review of Its Research and Impact. *Sex Roles, 76*(9), 566-578.

Steg, L., Bolderdijk, J., K, K., & Perlaviciute, G. (2014). An Integrated Framework for Encouraging Pro-Environmental Behaviour: The Role of Values, Situational Factors and Goals. *Journal of Environmental Psychology, 38*(1), 104-115.

Stenfanou, C., & McCabe, M. (2012). Adult Attachment and Sexual Functioning: A Review of Past Research. *Journal of Sex Medicine, 10*(1), 2499-2507.

Sternberg, R. J. (1986). A Triangular Theory of Love. Psychological Review. *Psychological Review, 93*, 119-135.

Sumter, S., Valkenburg, P., & Jochen, P. (2013). Perceptions of Love across the Lifespan. *International Journal of Behavioral Development, 37*(5), 417-427.

Tasman, A., Key, J., Lieberman, J., First, M., & Riba, M. (2015). *Psychiatry, 2 Volume Set.* New York: John Wiley & Sons.

Unger, J., & De Luca, R. (2014). The Relationship between Childhood Physical Abuse and Adult Attachment Styles. *Journal of Family Violence, 29*(3), 222-234.

Velotti, P., D'Aguanno, M., de Campora, G., Francescantonio, S., Garofalo, C., Giromini, L., . . . Terrasi, M. (2016). Gernder Moderates the Relationship between Attachment Insecurities and Emotion Dysregulation. *South African Journal of Psychology, 46*(2), 191-202.

Vorria, P., Vairami, M., Gialaouzidis, M., Kotroni, E., Koutra, G., Markau, N., . . . Pantoleon, I. (2007). Romantic Relationships, Attachment Styles, and Experiences of Childhood. *Hellenic Journal of Psychology, 4*, 281-309.

Waters, E., & Grossman, K. (2015). *Maternal Sensitivity: Mary Ainsworth's Enduring Influence on Attachment Theory, Research, and Clinical Applications.* London: Taylor and Francis.

Weissbourd, R., Peterson, A., & Weinstein, E. (2013). Preparing Students for Romantic Relationships. *The Phi Delta Kappan, 95*(4), 54-58.

Whitley. (1993). Reliability and Aspects of the Construct Validity of Sternberg's Triangular Love Scale. *Journal of Social and Personal Relationships, 10*(3), 475-480.

Wilhem, K., Gillis, I., & Parker, G. (2016). Parental Bonding and Adult Attachment style:The Relationship Between Four Category Models. *International Journal of Women's Health and Wellness, 2*(1), 50-62.

Woodhouse, S., Ayers, S., & Field, A. (2015). The Relationship between Adult Attachment Style and Post-traumatic Stress Symptoms: A Meta-Analysis. *Journal of Anxiety Disorders, 35*, 103-117.

Wouter, S. (2013). The Meaning of Role Modelling in Moral and Character Education. *Journal of Moral Education, 42*(1), 28-42.

Yari, G., & Amit, F. (2015). Traumatic Experiences and Their Relationship to Self- Destructive Behavior in Adolescence. *Journal of Infant Child and Adolescent Psychotherapy, 14*(4), 406-422.

Zhao, W., Young, R., Breslow, L., Michel, N., Flett, G., & Goldberg, J. (2015). Attachment Style. Relationship Factors, and Health Stigma among Adolescents. *Canadian Journal of Behavioural Science, 47*(4), 263-271.

Appendices 1

Dear Respondent,

INFORMED CONSENT FORM

My name is Thandiswa P. Tyolo, an MSc Clinical Psychology student at North-West University, Mafikeng Campus, South Africa. I am conducting a research on the relationship between attachment style, love style and attachment behaviour in intimate relationships of NWU students (Mafikeng Campus). Kindly complete the questionnaire which will take about 20 minutes of your time.

All information provided by you shall be treated with utmost confidentiality and strictly used for research purposes only. Your name and identification are not required. The information you give will enhance in maintaining relationships and reducing the rate of divorce in South Africa. Please be assured that participation is voluntary and that you are free to decline from participation and to withdraw your participation at any time. The researcher will be very grateful for your help in completing the questionnaire and for your participation in the study.

Consent:

Now that the study has been fully explained to me and I fully understand the details of the study protocol, I hereby voluntarily consent to participate in the research on the following topic:

Relationship between attachment style, love style and attachment behaviour in intimate relationships of North West University students, Mafikeng Campus.

..... ……

Signature of Participant/Date Signature of the researcher/Date

Section A

Instruction

Demographic information

Please tick in the appropriate boxes and fill in your personal information

1. Gender Male ☐ Female ☐
2. Educational level Undergraduate year ☐ ☐
   Postgraduate level ☐ ☐
3. Faculty ☐
4. Age ☐
5. Marital status Single ☐
   Married ☐
   Divorced ☐
   Separated ☐

Section B

Attachment style questionnaire

Part A:

Check the small box next to each statement that is TRUE for you. (If the answer is untrue, don't mark the item at all.)	
I often worry that my partner will stop loving me.	
I find it easy to be affectionate with my partner.	
I fear that once someone gets to know the real me, s/he won't like who I am.	
I find that I bounce back quickly after a breakup. It's weird how I can just put someone out of my mind.	
When I'm not involved in a relationship, I feel somewhat anxious and incomplete.	
I find it difficult to emotionally support my partner when s/he is feeling down.	
When my partner is away, I'm afraid that s/he might become interested in someone else.	
I feel comfortable depending on romantic partners.	
My independence is more important to me than my relationships.	
. I prefer not to share my innermost feelings with my partner.	
. When I show my partner how I feel, I'm afraid s/he will not feel the same about me.	
. I am generally satisfied with my romantic relationships.	
. I don't feel the need to act out much in my romantic relationships.	
. I think about my relationships a lot.	
. I find it difficult to depend on romantic partners.	

. I tend to get very quickly attached to a romantic partner.	
. I have little difficulty expressing my needs and wants to my partner.	
. I sometimes feel angry or annoyed with my partner without knowing why.	
. I am very sensitive to my partner's moods.	
. I believe most people are essentially honest and dependable.	
. I prefer casual sex with uncommitted partners to intimate sex with one person.	
. I'm comfortable sharing my personal thoughts and feelings with my partner.	
. I worry that if my partner leaves me, I might never find someone else.	
. It makes me nervous when my partner gets too close.	
. During a conflict, I tend to impulsively do or say things I later regret, rather than be able to reason about things.	
. An argument with my partner doesn't usually cause me to question our entire relationship.	
. My partners often want me to be more intimate than I feel comfortable being.	
. I worry that I'm not attractive enough.	
. Sometimes people see me as boring because I create little drama in relationships.	
. I miss my partner when we're apart, but then when we're together I feel the need to escape.	
. When I disagree with someone, I feel comfortable expressing my opinions.	
. I hate feeling that other people depend on me.	
. If I notice that someone I'm interested in is checking out other	

people, I don't let it faze me. I might feel a pang of jealousy, but it's fleeting.	
. If I notice that someone I'm interested in is checking out other people, I feel relieved—it means s/he's not looking to make things exclusive.	
. If I notice that someone I'm interested in is checking out other people, it makes me feel depressed.	
. If someone I've been dating begins to act cold and distant, I may wonder what's happened, but I'll know it's probably not about me.	
. If someone I've been dating begins to act cold and distant, I'll probably be indifferent; I might even be relieved.	
. If someone I've been dating begins to act cold and distant, I'll worry that I've done something wrong.	
. If my partner was to break up with me, I'd try my best to show her/him what s/he is missing (a little jealousy can't hurt).	
. If someone I've been dating for several months tells me s/he wants to stop seeing me, I'd feel hurt at first, but I'd get over it.	
. Sometimes when I get what I want in a relationship, I'm not sure what I want anymore.	
. I won't have much of a problem staying in touch with my ex (strictly platonic)-after all, we have a lot in common.	

Section C:

Love style questionnaire

Read each of the following statements, filling in the blank spaces with your initiate partner in mind. Rate your agreement with each statement according to the following scale, and enter the

1 2 3 4 5 6 7 8 9

Not at all Moderately Extremely

_____ 1. I am actively supportive of my partner's well-being.

_____ 2. I have a warm relationship with my partner.

_____ 3. I am able to count on my partner in times of need.

_____ 4. My partner is able to count on me in times of need.

_____ 5. I am willing to share myself and my possessions with my partner.

_____ 6. I receive considerable emotional support from my partner.

_____ 7. I give considerable emotional support to my partner.

_____ 8. I communicate well with my partner.

_____ 9. I value my partner greatly in my life.

_____ 10. I feel close to my partner.

_____ 11. I have a comfortable relationship with my partner.

_____ 12. I feel that I really understand my partner.

_____ 13. I feel that my partner really understands me.

_____ 14. I feel that I can really trust my partner.

_____ 15. I share deeply personal information about myself with my partner.

_____ 16. Just seeing my partner excites me.

_____ 17. I find myself thinking about my partner frequently during the day.

_____ 18. My relationship with my partner is very romantic.

_____ 19. I find my partner to be very personally attractive.

_____ 20. I idealise my partner.

_____ 21. I cannot imagine another person making me as happy as my partner does.

_____ 22. I would rather be with my partner than with anyone else.

_____ 23. There is nothing more important to me than my relationship with my partner.

_____ 24. I especially like physical contact with my partner.

_____ 25. There is something almost "magical" about my relationship with my partner.

_____ 26. I adore my partner.

_____ 27. I cannot imagine life without my partner.

_____ 28. My relationship with my partner is passionate.

_____ 29. When I see romantic movies and read romantic books, I think of my partner.

_____ 30. I fantasise about my partner.

_____ 31. I know that I care about my partner.

_____ 32. I am committed to maintaining my relationship with my partner.

_____ 33. Because of my commitment to my partner, I would not let other people come between us.

_____ 34. I have confidence in the stability of my relationship with my partner.

_____ 35. I could not let anything get in the way of my commitment to my partner.

_____ 36. I expect my love for my partner to last for the rest of my life.

_____ 37. I will always feel a strong responsibility for my partner.

_____ 38. I view my commitment to my partner as a solid one.

_____ 39. I cannot imagine ending my relationship with my partner.

_____ 40. I am certain of my love for my partner.

_____ 41. I view my relationship with my partner as permanent.

_____ 42. I view my relationship with my partner as a good decision.

_____ 43. I feel a sense of responsibility towards my partner.

_____ 44. I plan to continue my relationship with my partner.

_____ 45. Even when my partner is hard to deal with, I remain committed to our relationship.

Section D:

Attachment behaviour questionnaire

Please circle the number that best represents your experiences in your current relationship with your partner.

1= Never True **2**= Rarely True **3**= Sometimes True **4**= Usually True **5**= Always True

Accessibility

1. I am rarely available to my partner.	1	2	3	4	5
2. It is hard for my partner to get my attention.	1	2	3	4	5

Responsiveness

3. I listen when my partner shares her/his deepest feelings.	1	2	3	4	5
4. I am confident I reach out to my partner.	1	2	3	4	5

Engagement

5. It is hard for me to confide in my partner.	1	2	3	4	5
6. I struggle to feel close and engaged in our relationship.	1	2	3	4	5

Partner's Accessibility

7. My partner is rarely available to me.	1	2	3	4	5
8. It is hard for me to get my partner's attention.	1	2	3	4	5

Partner's Responsiveness

9. My partner listens when I share my deepest feelings.	1	2	3	4	5
10. I am confident my partner reaches out to me.	1	2	3	4	5

Partner's Engagement

11. It is hard for my partner to confide in me.	1	2	3	4	5
12. My partner struggles to feel close and engaged in our relationship.	1	2	3	4	5

Section E : Editorial Letter

University of Limpopo

School of Languages and Communication Studies

Translation Studies and Linguistics

Private Bag x1106, Sovenga, 0727, South Africa

Tel: (015) 268 3707, Fax: (015) 268 2868, email:joe.kubayi@ul.ac.za

18 March 2019

SUBJECT: EDITING OF MINI-DISSERTATION

This is to certify that the mini-dissertation entitled ‘Relationship between attachment style, love style and attachment behaviour in intimate relationships of university students’ by Thandiswa P. Tyolo has been proofread and edited, and that unless further tampered with, I am content with the quality of the mini-dissertation in terms of cohesion, clarity of thought and precision.

Kind regard

Prof. SJ Kubayi (DLitt et Phil - Unisa)
Senior Lecturer (Department of Translation Studies and Linguistics – UL) SATI Membership No. 1002606