

Running Head: THE IMPACTS OF DIVORCE

THE IMPACTS OF DIVORCE ON STUDENTS AND THEIR ACADEMIC ACHIEVEMENT:

A CASE STUDY IN MEKANISA ELEMENTARY SCHOOL, ADDIS ABABA

BY  
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THESIS

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## **Abstract**

The purpose of this study was to examine the economic and psychological impacts of divorce on the academic achievement of students in Mekanisa Elementary School in Addis Ababa. More specifically, the study tried to look into whether divorce affects students' psychosocial interaction in and around school as well as at home. It also made an attempt to examine whether the impacts affect students' behavior and conduct and attitude towards school because these in turn may affect students' academic performance. So as to conduct this research, descriptive survey method was employed. The primary sources of data 200 students and parents that were selected using simple random sampling, available sampling and purposive sampling. The selected student respondents were enrolled in grades 3-6. Out of these, 50% were members of an intact family while the remaining 50% were from divorced parents. Similarly, 50% of the parent respondents were intact while the remaining 50% were divorced parents. Questionnaires were the major data gathering tools while document analysis was employed to enrich the data gathered through questionnaires. The collected data were analyzed quantitatively using percentage, frequency, mean and standard deviation. The findings of the study revealed that divorce has economic and psychological impacts on students which affect their psychosocial interaction in the school and at home with their parents. As a result, the study found out that students' behavior and conduct as well as their attitude towards school is affected by the divorce of their parents. Most importantly, it affects the academic achievement of students from divorced families.

**KEYWORDS:** divorce, academic achievement

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## **Dedication**

This work is dedicated to my late brother, Nathnaiel Desta, for implanting in me the belief that I can work hard, endure any hurdle, and accomplish my objectives.

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## CHAPTER I

### **Introduction**

#### **Background of the Study**

Ethiopia is implementing so much effort to achieve the standards of quality education, which is significant for the country's economic progress and the overall social and political development. Being responsible to assure the quality of education in the country, the Federal Ministry of Education /MoE/ has formulated different strategies to enable students to achieve their life goals. Since achievement and educational quality are somehow related, the more students are able to get quality education the more likely they are to achieve. Therefore, by ensuring quality education, the MoE is working to increase students' academic achievement.

Most of the Ministry's efforts are directed to address factors related to the school and the teaching-learning process because these factors have a direct and significant impact on students' academic performance. Yet, there are also others factors which need to be addressed as well. These may include such factors as individual, community, peer, and family relationships. Such stated factors are known to have a direct or indirect impact on student's academic achievement (Mackay, 2005).

Among other factors family has a strong relationship with student's achievement. There are few studies that indicated student's achievement may have a relationship with the kind of family structure they have. On his dissertation, Aemero (2013) states that parents are in the strongest position to develop positive relationships with their children. These relationships are capable to facilitate the acquisition of standards and values. Parents are better able to monitor

and understand the behaviors of their children than anyone else because they have long and sustained exposure to them. As a result they have the chance to minimize the effect of a lower level of academic achievement and psychological problems.

Children who are able to grow with the involvement of both parents are most likely to show an acceptable behavior in every aspect of their lives. Different studies have shown that access to both parents seem to be the most protective factor, in that it is associated with better academic adjustment. According to Hargreaves (as cited in Landucci, 2008), says that children adjust more effectively, learn successfully, and misbehave least when home and school are both consistent, predictable and proactive in meeting the child's needs.

On the other hand, scholars also argue that as parental involvement is a key issue for a child's development, parental loss could also affect their development in different aspects. Specifically, a parental loss caused by a divorce has a great impact on the children's development. Regarding the relationship between family conditions and the behavior of children some studies show that harmonious marriages promote children's competence and maturity. Others demonstrate that marital conflict tends to be associated with the children's cognitive delay, school difficulties, and antisocial or withdrawn behavior in the early school years (Aemero, 2013).

Parental divorce has a great impact on children's development (Mackay, 2005). It may cause social, economical and psychological problems among the children. Fagan & Churchill (2012) on their essay entitled *The Effects of Divorce on Children*, list out what they claim to be potential effects that family break up can bring up on children and their families. These effects

include weakened parent-child relationships, children's weakened ability to handle conflict, and diminished social skills.

Raynish (2007) also states that divorce up can also cause emotional problems on the children. These emotional feelings often observed may be aggression, anger, fear, depression loneliness, sadness. Besides, she also argues that the impacts they may face are also academic-wise. Such students often demonstrate lower grades, relocation, increased absences, and increased drop out.

Amato & Keith (1991), say that it is important to remember that as divorce rates continue to increase so does the likelihood that children of divorced parents may have a greater risk adjusting in areas of social relationships, educational achievement, psychological adjustment, self-concept, behavior/conduct, and social relations (VanderValk, Spruijt, Goede, Maas, & Meeus, 2005). It has been argued that marital dissolution might be more emotionally harmful for younger children than for older children, since younger children might be less resilient to the effects of parental separation due to their relative immature social and cognitive development, and their greater dependence on parents (Allison & Furstenburg, 1989; Duncan & Hoffman, 1985; and Manski, Sandefur, McLanahan, and Powers, as cited on Liu, 2007). Single-parent families tend to be economically disadvantaged, invest less time in children, and have fewer and weaker social networks. Consequently, children raised in such conditions tend to enjoy lower investments in human capital (Blau & Duncan, 1967; McLanahan as cited in Liu, 2007).

Children may have a difficult time concentrating on school work from divorce-related stress occurring at home. Children may face unique challenges of completing homework assignments when organizing their homework, backpack, and paperwork between multiple

homes. Hargreaves (as cited in Landucci, 2008), reported reports that children's stressors throughout divorce may include disorganized daily routines, change in parenting style, reduced family income, parental conflict, limited resources, and parental accessibility.

It has been said that divorce does not necessarily affect all children in the same way. Likewise, the impacts of divorce on students' academic performance may also vary according to the sex of the students. Scholars argue that male and female children may differently react towards the separation of their parents. Boys are more likely to respond with conduct problems, acting out at home and in schools, whereas girls are more likely to respond with depression and "over controlled" behavior (Rodriguez & Arnold, 1998).

Children of divorce, especially boys, demonstrated higher frequencies of dependency, irrelevant talk, withdrawal, blaming, and inattention as well as decreased work effort and higher frequencies of inappropriate behavior, unhappiness, and maladaptive symptoms. Girl's reading achievement is not significantly affected by parental divorce, even when pre-disruption characteristics are considered. But, it is also possible that girls manifest distress in ways that are more difficult to observe, such as by becoming more anxious or depressed or exhibiting over controlled "good" behavior.

Generally speaking, divorce issues are not only the concern of developed countries. If we see the case in our country, media reports and unofficial documents from administrative government institutions highlight that family breakup rates are increasing in number. For instance, according to the Women's International Network News (2001), 5-year studies of traditional practices in the Akaki district indicated that there is a high divorce rate due to the practice of abductions. Tilson & Larsen (2000), in their study that used and analyzed data from

the 1990 National Family and Fertility Survey conducted by the Government of Ethiopia, also indicated that 45% of first marriages in Ethiopia end in divorce within 30 years and out of these two-thirds happen within the first five years. Moreover, a 2007 baseline report by the Population Council also reported that twenty six percent of first marriages ended in divorce.

It seems, however, that the issue here is not getting adequate attention. Like it has been discussed earlier, family disruption is thought to affect students' academic performance. In turn, this could have a paramount impact on the quality of education the country is trying to achieve. Sooner or later, family break up is going to impose a serious problem on our society. As mentioned above, the increasing rate of divorce in the country as well as the gap created in the efforts of the MOE which still did not address other factors in the process of assuring the quality of education have caught the researcher's attention or interest to conduct this study. As a result, the researcher has made the attempt to investigate the relationship between divorce and students' academic achievement.

### **Statement of the Problem**

Many researchers and psychologists around the world agree that family relationship has a direct impact on child development. Family and parental situation can either positively or negatively affect a child's personality development. Costello (1999) agrees that family functioning is of central significance when determining a child's sense of well being. Many writers including Costello (1999) stress on the relationship between a child's sense of well being, socio – emotional and academic achievement.

Family and parental situations does not always have a positive impact on child development. Sometimes problems might occur in a family and those problems will make the family not to function well. Among the family problems which are mentioned by many married couples one is conflict or disagreement. Conflicts could be normal if they are settled easily but if it becomes intolerable many negative consequences will be followed. And it may lead the spouses for the decision of breaking up.

In his study conducted on nine ethnic groups in Ethiopia, Habtamu (1998, cited in Afework, 2010) identifies the major causes of divorce as jealousy, not bearing children, sexual incompatibility, interference of in laws and relatives, gossips and rumors about the partners, extramarital sexual affairs, lack of communication and open discussion, not getting along with each other regular arguments, fighting and beating, mismanagement of financial and material resources by a partner and when the wife is talkative and insulting. According to Habtamu, these and other unidentified causes and conflicts are resulting in increased number of family breakup cases.

Some studies demonstrate that divorce has a number of negative impacts on children among which one is failure in academic performance. Smith, (1999) notes that children may lose confidence, blame themselves for the break-up, and see their parent's separation or divorce in a complicated way. The range of feelings that a child may encounter include: disbelief and denial, sadness, loss, loneliness, depression, anger, anxiety, fear, relief, and hope. Response to these feelings often results in different levels of intensity. Whitemarsh (2008) further noted diminishing ability to concentrate in class, declining attendance and willingness to participate in

class may indicate a child is having a difficult time adjusting to a transition in family dynamics. These findings indicate that academic achievement could be affected by family breakups.

Literature shows that considerable research has been conducted internationally to examine the relationship between divorces and academic achievement. However, there have been relatively few empirical studies on the topic in the Ethiopian context including Aemero (2013).

Therefore, the present research is an attempt to extend on this effort by examining the effects of divorce children's academic achievement. This will help our understanding of the potential effects of divorce which may contribute in the development of intervention strategies for improving the quality of elementary education in Ethiopia.

### **Objectives of the Study**

Internationally, there have been many studies that examined the impacts of divorce on children's academics. Thus, the prime objective of this study was to examine whether divorce has any impact on children's academic performance and achievement. More specifically, the study aimed to explore:

- the major impacts of divorce on students' academic achievement;
- whether divorce has any impact on the children's psychosocial interaction in and around school;
- whether divorce affects students' self esteem and attitude towards school; and
- whether divorce has an impact on student's behavior and conduct.

### **Basic research Questions**

Based on the stated problem and objectives, this study made an attempt to provide answers to the following questions.

- How does divorce affect student's academic achievement?
- How does divorce affect student's interpersonal and social life in and around school?
- How does divorce have an impact on students' attitude towards school?
- How does divorce affect student's behavior and conduct?

### **Significance of the Study**

Maintaining quality of education is a major concern of educational planners and policy makers in our country. Since there is a scarcity of studies of this kind in Ethiopia, it is believed that the findings and implications of this study will be of a great importance for improving the quality of education. Understanding the impacts of family break up on students' academic performance and achievement will help educational planners and policy makers in to developing strategies and techniques for intervention to maximize students' success, especially in elementary schools.

The findings of this study are believed to demonstrate the implications of divorce upon students' academic achievement, behavior and conduct, attitude towards schooling, and individual and social life in and around school in Ethiopia. Therefore, it may create awareness among parents, teachers, and other concerned bodies.

Furthermore, the findings and implications of the current study will be important in building and extending the research in the specified area. And finally, the findings of this study could motivate other researchers to undertake further study on the subject. In addition to motivating, the findings of this study could ascertain the directions for future researchers in this area. Moreover, the study can have a significant input as an additional resource and reference material for further research.

### **Scope of the Study**

The current study was focused on examining the impacts of family break up on children's academic performance and achievement. There are a number of factors that may possibly contribute to the degree of the impact of divorce. Some of these factors include economic circumstances, nature of family, degree of access to both parents, amount of change, and degree of hostility expressed. Besides, children's gender, age at time of the divorce, personality and coping skills all contribute to the magnitude of the impacts faced by the children of the divorcing families.

However, the scope of the study was limited to some of the major factors due to the existence of time and financial constraints on the researcher's side. The study focused on students enrolled in grades 3 to 6 in Mekanisa Elementary School and excludes students enrolled in grades 1 and 2. This is because the former have been in the school for at least the last two years which means it is possible to examine whether divorce has anything to do with their academic achievement.

## **Operational Definition**

Unless specified, terms used in this study have the following working meaning and should be understood within the given context below.

Divorce: generally referred as the legal separation of spouses, effected by the judgment or decree of a court, either totally dissolving the marriage relation or suspending its effects so far as concerns the cohabitation of the parties. In this context, family break up is to be understood as an interchangeable term for divorce.

Intact family: the Encarta Pocket Dictionary defines the word 'intact' as 1) not damaged, 2) complete, and 3) without any removed parts. Hence, intact family means a family where its whole part is living together under the same roof. This includes the mother, father and, if any, their children.

Divorced family: according to the Encarta Pocket Dictionary, 'divorced' means no longer married. Thus, the term 'divorced family' in this context is to be understood as a family in which the married couple is no longer living together under the same roof. In other words, it is a state in which the husband and the wife have officially ended the marriage.

## **Organization of the Study**

This study is organized in the way that it comprises five chapters. Chapter one consists of the background, statement of the problem, objective, significance, limitation, delimitation and organization of the study. Chapter two is a review of related literature that is relevant to the problem under study, chapter three deals with the methodology of the study, chapter four

presents the analysis and interpretation of the data and the last chapter contain the summary of findings, conclusion and recommendation.

## CHAPTER II

### **Review of Related Literature**

#### **Introduction**

Education is the process where the teacher brings out concealed capacities of the learner through appropriate teaching methods. Education emphasizes on the ability of humans to acquire information by inquiry into the nature of the external world. Kneller (1987) states that the brain of the child is like a sponge absorbing what it finds significant in the external environment. Thus, according to him, the task of the teacher is to ensure the child is given the right kind of environment and education. The teacher has to provide varied learning experiences in level with the child's abilities.

This, in other words, means that education is a give and take process between man and his environment. That is between students and their environment. Children are one integral part of the educational process. And since family setting is part of the students' environment and since students also learn from the environment, each family setting has to give attention for taking formal responsibility in the education process. Parents should give significant amount of attention to children and support their educational activities. Parents are in a better position to develop positive relationships with their own children. Because of their long and continued contact with their children, parents are also capable of monitoring and understanding their behavior. This can smooth the progress of children's acquisition of standards and values. As a result, parents can play a vital role to assist children to have better academic achievement. They also have better opportunity to minimize children's lower level of academic achievement and psychological problems (Deci, 1981).

In agreement with this, many scholars agree that the situation where their parents are found can play a significant role on children's development. Various studies are being conducted in order to explore the change in family situation and the overall effect on the well being of children. Some of these studies show that harmonious marriages promote children's competence and maturity. On the other hand, divorce and remarriage may have a negative impact on children development. Some studies also indicate that marital conflict tends to be associated with the children's cognitive delay, school difficulties, and antisocial or withdrawn behavior in the early school years (Gottman & Katz, 1989; Hetherington & et al, 1979; Rutter, 1978; Wallerstein & Kelly, 1980; Brown 2004; Fomby & Cherlin 2007).

Unfortunately, divorce rates all over the world are continuing to increase, according to Amato & Keith (1991), cited in VanderValk et al., (2005). A comparison of world-wide divorce statistics indicated that, in the last few decades, there is a significant rise in divorce in the international level. As noted by the Information Please Almanac (1993) and the U.S. Bureau of the Census (1990 & 1991), from 1960 to 1980 alone the divorce rate in industrialized nations has more than doubled. In the United States, for instance, the rate of divorce from 1950 to 1990 showed a threefold increase. Statistics from the same source also indicated that, in 1980 alone, 7.9 out of every 1000 marriages ended in divorce and close to 1.2 million children had experienced parental divorce (Hernandez 1993).

As the rate of world-wide divorce increases, so does the number of children that are more likely to experience the impacts of parental separation. Millions of children are to be affected by such socio-demographic changes. This means children from divorced parents may be at a greater risk to face problems in social relationships, educational achievement, psychological adjustment,

self-concept, behavior, school conduct, and social relations. This is why the relationship between family conditions and the behavior of children has gained an increased attention.

## **Divorce**

Divorce is the legal process through which a marriage is dissolved. Traditionally, divorce implied that one of the partners was guilty of some transgression in the marriage and that someone was at fault. Adultery and physical cruelty were thought to be the major causes for divorce. But there are also a number of other causes, such as abandonment, habitual drunkenness and mental cruelty. Regardless of the causes, divorce is a process that involves a range of economic, psychological and social processes and it is a legal action in most countries of the world. This social process has consequences both for the families involved and for society (Havemann, 1990).

With its general definition, the legal act of officially ending a marriage, divorce may be acceptable and considered common sense for many people. However, for others, particularly for children who have experienced parental separation, 'divorce is not a single event but rather represents a series of stressful experiences for the entire family that begins with marital conflict before the actual separation and includes many adjustments afterward' (Berns, 2007, p. 91).

Rapid developmental changes in the cognitive, emotional, and social domains take place in early childhood. Distraction in this period can have short-term and long-lasting consequences on the child's well-being. For this reason, it is necessary to explore the effects of divorce and separation on children. Rodgers & Pryor (1998) also claim that children from divorced families may experience problems in their behavior, mental health, self-concept, social competence and

long-term health. According to these scholars, divorce also affects students' educational achievement. Consequently, it is important to address the various factors, to which divorce attributes, and to examine the effects of divorce on students' academic achievement.

### **The impacts of divorce on children's well-being**

Divorce is stressful for parents but it is even more stressful for children from divorced parents (Hetherington & et al, 1978). As Weyburne (1999, p.2) puts it, "Divorce can be the most devastating experience of a child's life because it disrupts his developing sense of trust, security, and self, and where they fit into the family and other groups".

While much argument exists about the possible long-term effects of divorce on children, literature agrees about the initial impact. Belli (1988, p.213) states that, "The consequences of a divorce are the equivalent of a major earthquake in a child's mind and feelings". Children of divorce can become frenzied with fear of not being certain what is going to happen to them (Benedek, 1998, p.60). Other sources claim that divorce can be a period when children feel incomparable stress and psychological pain (McKay, 1999). For Wolf (1998, p.50), divorce is "a new place of emptiness because the way it used to be isn't anymore". Hart (1996) and Lansky (2000) argue that divorce is just a little less painful for children than the death of a parent.

When divorce occurs, children suffer the pain of losing their parents and the secure family that they had since birth. These children have to deal with much stress due to the changes in their family structure, routine, schools, and friends. Their emotional and economical stability may also be affected. The combination of all these unexpected experiences put these children in a difficult situation where they have to overcome psychological and economical hardships, and a

set of confusing feelings that may affect their emotional stability and their relations with others (Hughes, 2008).

Due to the multiple changes surrounding their life, children may constantly feel angry, hurt, frightened, and confused after divorce. They do not feel secure anymore. In search of attention and as a response to their anxiety and frustration levels, these children begin to show more behavior problems, lower self-esteem, and higher difficulty in their social interactions (American Academy of Child & Adolescent Psychiatry, 2008; Hughes, 2008).

Erath & Bierman (2006) studied the influence of parental conflict on the aggressive behavior of children at home and at school. According to them, children from intact families, on average, display less behavior problems, less psychological distress, and greater academic achievement than do children of divorce. In one study conducted to investigate the impacts of divorce on children, 30% of the children examined have experienced noticeable decrease in their academic performance three years following parental separation. Students having both parents were associated with better academic adjustment (Bisnaire et al., 1990).

After a complete review of the research evidence on the impact of divorce and separation on outcomes for children, Rodgers & Pryor (1998) concluded that children of separated parents, compared with children whose parents remain together, are at increased risk of growing up in households with lower incomes and poorer housing. Such children tend to experience behavioral problems, depressive symptoms and higher levels of smoking, drinking and other drug use and consequently, leave school and home, become sexually active, pregnant or a parent at an early age. They are more likely to perform less well in school and gain fewer educational qualifications.

## **Impacts of divorce on children's academic achievement**

The impacts of divorce on children are so extensive ranging from economical, social, psychological, and physical. But it is the interest of this researcher to narrow these to the impacts closely related to children's academics and school activities. Even to examine the academic impacts, it is also necessary to address the overall impacts of divorce.

In her thesis, 'The Price of Divorce', Raynish (2007) has identified three major impacts of family break up on children. These are economical, emotional, and academic activities. The cumulative effect of all these three could lead students to lower academic achievement.

### **Economic impacts of divorce and how it affects students' academics**

Following divorce, many different aspects of living such as socioeconomic status are affected. The standard of living after a divorce often changes bringing about a loss of income. Rodgers & Pryor (1998) state that children of separated families tend to grow up in households with lower incomes, poorer housing and greater financial hardship than intact families. This may limit children's access to food and affect their socializing. Their nutrition and health may be affected if their custodial parent cannot provide the proper food and medical treatment. Such economic impact can interfere with students' academic performance in different ways.

**Decreased funds.** Clearly, socioeconomic status is related to poor school achievement. When the effects of social class are taken into account, children from divorced or single-parent families show significantly poorer academic functioning than children from two-parent families (Fern, 1976; Guidubaldi & et al, 1984).

McLanahan & Sandefer (1994) states, that family disruptions also affect a child's school performance due to the, loss of certain resources, with the most significant resource being the loss of income. Parents with limited incomes experience fewer options concerning where they can send their children to school, and rarely can afford extra lessons or any extracurricular activities. Academically, they will probably be unable to provide books, educational toys and private lessons or tutoring that the child may need. Fern (1976) agrees that the differences in academic achievement or lower grades between children from two-parent homes and children from divorce could result from a lack of funds rather than lack of a second parent.

**Less food and welfare.** Children's nutrition and health status could be affected if the custodial parents cannot provide proper food and medical treatment (Hughes, 2008). The child is ultimately missing out on hanging out with friends and items that some people take for granted. Hughes (2008) states, although family income is often associated with the children's studies have not found that improving income directly improves the children's welfare.

**Socializing practices.** Emery (1982) asserts that the loss of income disrupts children's coping resources. Changes such as moving, changing schools, losing contact with friends, spending more time in childcare settings while mother is working, and dealing with the parent's concerns over financial pressures affect the interactions children have with their custodial parents. MacKinnon & et al (1982) state that divorced, working mothers provide less cognitive and social stimulation to their children than both married nonworking and married working mothers. They state that children might be affected psychologically by the loss of income at two levels. The first level is indirectly through poorer parenting, as residential parents have less time and energy to give to their children because of the increased demands necessitated by the loss of income. The second is directly through the changes in environmental circumstances such as

lower quality schools and neighborhoods, and the loss of friends. So because of these and other reasons children of divorce may not be able to socialize themselves like children from intact families.

**Less self motivation.** Along with the decreased funds and loss of economic and social resources, McLanahan (1983) stressed that a child's self motivation to learn can be affected. Cherian (1989; p.358) also agreed that divorce could affect the child's ability and motivation to succeed in school. He states that, "with the absence of either parent, the child could be deprived of parental help, encouragement, and guidance conducive to schoolwork". The loss of income and resources due to divorce may decrease a child's motivation which will affect the child's academic achievement. These children may lack someone to assist them in their homework, someone who presents them with reinforcing prizes for their achievement, and someone who is always on their side in time of need. These, in turn, may lead the children to be less motivated and enthusiastic to learn.

### **Emotional impacts of divorce and how it affects students' academics**

Mckee (1992) states that children of divorce exhibit emotional difficulties, which are far worse than children of intact families. A child's emotional security also becomes more fragile during this difficult time of divorce. Fears that both parents will abandon the child are common. Depending on the age of the child, some of the ways a child might express this emotional insecurity may be, large amounts of anger, frequent breaking of rules, sleep problems, defying parents or teachers, frequent guilt, increasing isolation or withdrawal from friends and family, drug and/or alcohol abuse, early sexual activity, and thoughts of suicide or violence.

In a more comprehensive multivariate study, Hetherington & et al (1978) reported that children in divorced families during the first year following divorce, in comparison to children of intact families show more impulsive acting out disorders; they are more antisocial, aggressive and non-compliant; and they express more dependency, anxiety, depression, and difficulties in both social and academic settings.

**Aggression.** Hughes, (1999) asserts that children from divorce are more likely to be aggressive and get in trouble with school authorities or the police. Through his research he found that boys are more likely to be aggressive and have problems getting along with their peers and teachers. These problems could affect the amount of time the child spends in school or on their schoolwork.

Amato (2001) asserts that children who experience parental divorce, compared with children who live with both parents, exhibit more conduct problems, more symptoms of psychological maladjustment, lower academic achievement, more social difficulties, and poorer self-concepts.

**Depression.** Hughes, (1999) points out that anti-social behavior is also common among children. He said that these children are more likely to have low self-esteem and feel depressed. According to him, especially girls are more likely to experience depression, which may interfere with their ability to concentrate on schoolwork or to put as much effort into their work. School success has long-term implications for children's success in life, and so it is important to find ways to support children from divorced families.

**Sadness.** Garnefski & Diekstra (1997) state that immediately upon the breakup of their families through divorce, children experience reactions ranging from anger, fear, and sadness to yearning, worry, rejection, conflicting loyalties, lowered self-confidence, heightened anxiety and loneliness, more depressed moods, more suicidal thoughts, and even more attempts to commit suicide. Benedeck (1998) confirms these beliefs that children whose parents are divorced experience higher feelings of guilt, loneliness, sadness, fear, and anger than children of intact families. Wallerstein & et al (1988) believe that children retaining bad memories from divorce may be more consciously troubled. These emotional problems can ultimately escalate into behavior problems.

#### **The impacts of divorce on students' academic activities**

Children who are more likely to face economic and emotional problems due to parent's divorce are also more likely to face problems in their academic performance, which can be intensified by the former two impacts.

Many literature reviews have documented the negative results of parental divorce on children (Emery, 1982; Guidubaldi & Perry, 1984; Hetherington & et al, 1978; Kurdek, 1981; Wallerstein, 1983). Roseby & Deutsch (1985), report however, that deterioration in school performance and behavior are among the most consistently reported outcomes associated with separation and divorce.

School is an integral part of children's environment because it is the manifestation of family values, stability, and community role models which all affect children's academic and social behavior at school (Hetherington & et al, 1978; Shea, 1976). Shinn (1978) reports that results in divorce-related research are complicated by the finding that children who come from

single-parent families lower their expectations of achievement at school. These children exhibit various learning difficulties, such as inability to concentrate, short attention span, and anxiety about learning (Wodarski, 1982).

**Lower Grades.** One of the impacts these children face in school is that they tend to score lower grades. Regardless of the socio-economic status, children of divorced parents obtained a lower grade point average than children of non-divorced parents, according to Shinn (1978). Moreover, children from divorced parents display significant performance deficits in academic achievement which was a reflection of grade point averages and scholastic motivation (Shinn, 1978).

There seems to be an agreement that children raised in single-parent families perform more poorly than children from two-parent families in a number of academic areas. In reviews by Hetherington & et al (1978), children from single-parent families show deficits in IQ scores, school achievement scores and grade attainment.

In the "Impact of Divorce Project," a survey of 699 elementary students nationwide conducted by Kent State University in Ohio, Fagan & Rector (2000) assert that children from divorced homes performed more poorly in reading, spelling, and math and repeated a grade more frequently than did children from intact two-parent families. Fagan & Rector (2000) found that in general, cognitive test scores for young children are lower when they experience the absence of the father, especially the mathematics scores of daughters. The scholars also point out that frequent relocation, due to divorce, affects a child's school performance, regardless of family background. The moving tends to increase the incidence of behavioral, emotional, and academic problems for all adolescents, regardless of family structure (Fagan & Rector, 2000).

**Increased absence.** Following divorce, students may not have constant supervision from parents. Single-parents may also lack the time and patience to follow up children's academic activities. Consequently, children from divorced families are more likely to be absent or skip more classes. Increased absence also affects children's overall academic achievement.

Hetherington & et al (1979) note that children of divorce are more apt to be absent from school and tardy than children from two-parent homes. Long & Forehand (1987) also assert that children from single-parent homes demonstrate higher rates of absenteeism and higher dropout rates than those from two-parent families. Studies also found that children whose parents divorced skipped nearly 60 percent more class periods than children from intact families. Girls appeared to be more affected than boys. Children living with newly divorced mothers are more likely to be late for school and are less likely to have help with their homework (Hetherington & et al, 1979). Such children tend to have lower achievement scores as they are more likely to be absent from school at higher rates than children from two-parent homes (Lansky, 2000, p.43; Richmond, 1988, p.33).

**Increased drop out.** Increased drop out is also more common among students from divorced families. Amato (2001) asserts that such children are more likely to drop out of school, are less likely to attend college, are more likely to be unemployed, and enter adulthood with fewer financial resources than children of two-parent households. Cherlin & et al (1991) confirm these findings, stating that children of divorced parents experience more emotional and behavioral problems and far worse in school than children of intact families.

Moreover, divorce results in students' dropout, suspension, or expulsion from school. Children who experienced their parents' divorce or separation are less likely to complete high

school. An Australian study found that children of divorced families are 26 percent more likely to drop out of secondary school than children raised in intact families, and found that remarriage did not alleviate the effects of divorce on children's educational attainment.

According to Rodriguez & Arnold (1998) family break may affect children's academic achievement. Children with divorced parents are more likely to exhibit signs of early disengagement from school than children from intact families. Marital disruption is accompanied by increases in truancy and more negative attitudes toward school.

**Decreased concentration and classroom participation.** Rodriguez & Arnold (1998) also assert that divorce may affect a child's ability to freely participate in the learning process, as evidenced by a decline in academic achievement, less time on task, and inability to concentrate, and increased distractibility. Furthermore, children of divorce have a variety of problems, both internal and external, which affect ultimately, affect their academic achievement.

Other factors related to academic achievement are common in children from divorced families. Many experience difficulty concentrating and exhibit restlessness (Benedek, 1998; Lansky, 2000). Schoolwork may deteriorate because children are distracted with worry (Lansky, 2000; Richmond, 1998).

Learning constitutes one of the central developmental tasks of children. Wallerstein & Kelly (1980) suggest that life stresses such as parental separation may impose temporary interruption in the learning process. This in turn, may lead to significant academic problems if the process is not resumed within a reasonable time frame and within an adaptation environment. Receptivity to learning may be compromised by emotional distress. Ability to concentrate,

willingness to experiment with new concepts and overall attitude toward school may all be altered negatively.

In fact, intense sadness, daydreaming and poor ability to concentrate resulted in a decline of academic achievement for twenty percent of the students. Those children, who failed to cope academically following separation, were described as mostly loners with few peer relationships, angry children and daydreamers. It is difficult to decipher if these problems reflected the tension of a poor marriage leading to deficits in parenting or departure of one parent figure from the home leading to less attention being directed at school work or yet other extenuating circumstances.

**Increased misconduct.** In support to Raynish (2007), Fagan & Churchill (2012) also claim that the impacts of divorce include psychosocial outcomes, absence, school drop outs. One study found that children in pre-disrupted families (whose parents' relationship would later dissolve) exhibit more academic, psychological, behavioral, and drug-related problems than children whose families remained intact. The deleterious effect of divorce on children's psychosocial well-being is an important factor in poor math and reading scores.

Marital disruption appears to be associated with behavioral and affective changes, rather than with changes in more cognitive phenomena like aspirations and grades. Children of divorce report lower educational expectations on the part of their parents, less monitoring of school work by both their mothers and fathers, and less overall supervision of school and social activities than children from intact families. The change in parenting practices is strongest for father's monitoring of school work, which reflects the fact that most children live with their mothers after a divorce.

According to Brown (1980), the large scale study conducted by the National Association of Elementary and Secondary School Principals and the Kettering Foundation reported a disproportionately high number of children from single-parent families in low achievement groups and low proportion of these children in high achievement groups. Global school criteria such as grade point average, attendance, tardiness, suspension, student mobility and referrals for behavioral problems of single-parent children were found to be more remarkable than those for children of intact homes.

Because of these reasons, children from divorced parents demonstrate misconduct in the school environment. Since they are less easy to be monitored like students from intact families, they care for school principles. They usually get referral for behavioral problems and sometimes get suspended for misbehavior.

In conclusion, Zinsmeister (1996, p.42) says “Family revolution is the greatest single cause of decline in academic achievement during the last twenty years. It’s not better teachers, texts or curricula that our children need most. It is better childhoods.” Does divorce affect the academic achievement of children? Declining school performance is common during the process of divorce (Benedek, 1998, p.10). Children from divorced families are more likely to perform less well academically, have a lower academic self-concept, and are less motivated to achieve (Miller & et al, 1999).

### **Factors influencing the degree of the impacts of divorce**

Although authors differ in the degree of importance placed upon each component, there are many factors intertwine to influence how divorce affects a particular child. Economic

circumstances, gender, age at time of divorce, personality, coping skills, nature of family, degree of access to both parents, amount of change, presence of a third party, degree of hostility expressed, and downward social mobility compose the complicated web of contributing factors (Craig, 1991; Hetherington & et al, 1978).

Levine (1995, p.4) writes that economic impact on families is ‘one of the secrets about divorce’. The Sun and Li Study conducted over a period of six years gives general support that negative impact of divorce can be largely attributed to economic hardship (Sun, 2002). Financial pressures increase following divorce (Engel, 1992; Wolf, 1998). It is not disputed is the fact that ninety percent of the children of divorce live with their mothers (Fassel, 1991; Levine, 1995; Thompson, 1999), and so the children also experience the economic decline. Assertions regarding the level of decline follow. Age Consideration

Age is also another major factor concerning the impacts of divorce. According to Engel (1992), there is no specific age that divorce could be expected to have minimum damage on children. However, fear of losing their parents are among the biggest concerns for many children (Teyber, 2001). In general, younger pre-school children seem less troubled than older children (Engel, 1992). Typically, elementary age children will experience complications in the area of social adjustment while complications for high school age are related more to self-concept (Miller & et al, 1999). Many of the child’s concerns and responses are dependent upon his cognitive and emotional development (Miller & et al, 1999). If there are dramatic “age-at-separation” effects, they have not been demonstrated empirically (Emery, 1999). Potential negative reactions for any age include fear, sadness, grief, anger, hostility, guilt, loneliness, resentment, shock, confusion, rejection, regression, depression, anxiety, exaggerated

responsibility, sleep problems, masturbation, school problems, physical problems, and eating problems (Belli, 1988; Berry, 1998).

Benedek (1998) states that all children express fear with divorce and their age determines the object of that fear. A commonality among all ages is the intense desire for reconciliation (Wolf, 1998; Teyber, 2001). A second commonality among all ages is the view that the divorce is something happening to them personally (Berry, 1998).

A number of scholars agree that divorce is frequently most difficult on children aged 9 to 12 years (McKay, 1999; Weyburne, 1999; Neuman, 1999). These children demonstrate anger as the predominant response, and at times, the anger is explosive (McKay, 1999; Wolf, 1998). Fassel (1991) argues that such anger is often directed at the custodial parent or at the parent whom the child thinks is responsible for the divorce. Therefore, Benedek (1998) suggests that permitting the child to express anger in acceptable ways. According to him, physical activity is one possible outlet for anger. Many times, this age group is caught between feuding parents and is more likely to be used as a confidant for one parent (Benedek, 1998). McKay (1999) also supports this idea claiming that children between ages 9-12 are likely to join a strong alliance against one parent.

Guilt and grief are common responses (Miller & et al, 1999). Their fear is directed toward financial needs and role models are particularly important for this age group (Benedek, 1998). Moreover, Hart (1996) cautions that the spiritual development of a child is most likely to be damaged at this age. To further explain this, he says that disappointment, disillusionment, and rejection of the parents' spiritual values could easily occur.

## **Existing researches on divorce**

Emery (1999) refers to a study conducted by Teresa Peck, who found a correlation between poor grades and divorce. She examined grades of students when they were in elementary school and again when they were in high school. She defines “underachievers” as students with A’s and B’s in elementary school who earn grades of D’s and F’s in high schools. Her definition of “achievers” is students who maintain A’s and B’s throughout elementary and high school. According to Emery, out of the total achievers, 78% were from intact families, while 30% of the achievers were from divorced parents (Emery, 1999, p.46). Emery (1999), in measuring academic competence, has found statistical significance in four types of academic outcomes in children from divorced homes: lower standardized test scores, lower grades and related indicators of performance in school, various measures of misconduct in school, and school completion and educational attainment (Emery, 1999).

True, there are some studies that reached conflicting conclusions. A study on academic achievement which included 221 children (74 children from divorced homes, and 147 children from two-parent homes) demonstrated no significant difference between the two groups academically (Wadsby, 1996). Hammond (1981) found that on a number of measures, including reading achievement, there were no significant differences between children of divorced and intact families.

Yet, numerous international studies report academic aptitude and achievement to be inferior in children of divorce when compared to children of intact families. A 1992 study in Finland and a 1985 Wisconsin study both conclude that deterioration in school performance is one of the most consistent outcomes of divorce (Wadsby, 1996). McLanahan (1983) found that

children from divorced homes were two times as likely to drop out of high school as children from two-parent homes. The Virginia Longitudinal Study conducted by Hetherington found that children of divorce were more likely to have academic problems and experienced an increased rate of high school drop-out (Hetherington & et al, 1979). A longitudinal study conducted by Wallerstein determined negative correlation between divorce and school attendance, academic achievement, attitudes toward learning, and the ability to concentrate (Wallerstein, 1983). One year following the divorce, 55% had good to excellent grades and 25% had a steady decline in academic performance (Wallerstein, 1983). Five years following the divorce, the academic performance of the entire group was roughly comparable to levels at the time of the divorce. 40% produced academic work below average grade level.

### **Divorce and education in Ethiopia**

In its course over a century, modern education in Ethiopia has gone through different stages and faced numerous challenges. Though it has been hardly associated with social and economic development, educational access, equity, efficiency, and quality have always been the key concerns for policy makers and researchers in the sector.

The Federal Ministry of Education /MoE/ has placed formal and non-formal educational programs so as to address the key issue of access to education in Ethiopia as well as its quality. According to Amare (2002), even the quality of education has of course been one of the top of educational agenda in the country, the MoE has long been responsible to assure the delivery of quality education to students of all levels. Different strategies have been formulated and policies have been implemented.

Almost 95% of children now enter primary school in Ethiopia. Expansion of basic education has succeeded and there is a shift in focus to quality. Despite rapid growth in enrollment, especially in basic primary education, national learning tests and a recent early grade reading assessment revealed declining quality and learning outcomes, and significant gender and regional gaps in enrollment remain. Many millions of young people have dropped out, especially in the rural areas, making them unable to take advantage of the economy's growth opportunities and more susceptible to recruitment into the wrong causes (USAID/ETHIOPIA, 2012).

A number of reasons can be accounted for the challenges faced in delivering quality education to students in its desired level. Of course, efforts have been made to resolve some of the challenges and some improvements have been witnessed. Yet, there are challenges that still require to be addressed. One of these challenges is related with students' academic achievement. And since this achievement is directly related to quality of education, poor academic performance can reveal the magnitude of the delivery of quality education.

So far, most of the efforts exerted by the MoE have been directed towards factors related to the school and the teaching learning process. It is undeniable that these factors have a direct and significant impact on students' academic performance. Nevertheless, this is by no means to say that these are the only factors that affect students' achievement. There are various factors outside the school and the teaching-learning process and which still could exert either positive or negative impact on educational achievement. These could be individual, family, peer, and community factors. Directly or indirectly, these factors play a significant role in student's in-school and out-of-school activities thereby affecting their performance. Unless such factors are

addressed, it is hard to say that the effort to deliver quality education can easily be successful and its outcomes can be maximized.

In Ethiopia too divorce rate has shown a significant jump over the past few years. A Cambridge Journal of Biosocial Science written, in 2000, by Dana Tilson & Ulla Larson reads “Forty-five per cent of first marriages in Ethiopia end in divorce within 30 years, and two-thirds of women who divorce do so within the first five years”. A data from the Addis Ababa City Administration for the year 2011 revealed a staggering number of divorce rate. The Administration expected to perform to process 1994 divorce papers. However, it processed approximately 128% more than its expectation which means it ended up divorcing 2543 wedded couples.

It is estimated that eradicating the detrimental impact of divorce on children could lead to a 30% reduction in rates of mental health difficulties in young adults, a 30% decline in teenage pregnancies, and a 23% cutback in school dropouts (Hart, 1996). However, with the exception of Aemero (2012), much has not been studied to investigate the relationship between parent’s divorce and students’ academic achievement in Ethiopia. In his dissertation entitled as ‘Assessing Children Academic Achievement as Correlates with Parents’ Marital Status: The Case Of Junior High School Students In Addis Ababa’ Aemero found out that children who live with divorced and remarried families were significantly worse off than those who live with intact families and concluded that parental divorce and remarriage may produce their own undesirable problems in children’s academic performance.

Despite Aemero’s findings, this researcher believes that the area needs an increased attention. More researches and long term studies should be conducted on children of divorce

from all classes and ethnic groups in all parts of our country. As said by Sun Yat Sen (1866–1925), ‘To understand is hard. Once one understands, action is easy.’ By knowing what to expect, educators will be better equipped to effectively teach the children of divorce who are in their care (Benedek, 1998, p.61).

Living through divorce does not automatically cause wounds that never heal. Like a giant puzzle, the pieces of your life can be arranged and rearranged into a vibrant picture. You can learn from your experiences, grow emotionally, and have a happy future (Bode, 2001, p.20).

A greater understanding the impacts of divorce on children’s academic performance in schools may be beneficial. To start with, such better understanding may help to identify those kinds of children in need of additional support to improve their academic performance. Besides, it may increase the effectiveness of interventions from concerned parties and may strengthen the current theoretical understanding of healthy and unhealthy development in children following marital breakup. Garmezy (1987) states: "Health, not illness, is the norm of society; resistance not capitulation to mental disorder is the norm; adaptation and recovery from stress, and not breakdown, is the way of majority" (p. 164).

## CHAPTER III

### **Methodology**

#### **Research design**

The purpose of this study was to see the impacts of family breakup on children's academic achievement on selected grade students of Mekanisa Elementary School. To conduct the research, descriptive survey research design was employed, because this method is appropriate to obtain current and relevant information from a relatively large number of respondents (Cresswell, 2003). Furthermore, this method helps to identify opinions, suggestions and comments pertaining to the issue under study

#### **Sources of data**

The primary sources of data for the study were students aged 9 –12 who came from intact families as well as divorced families and selected parents of students. The subject groups were selected from Mekanisa Elementary School in Addis Ababa City Administration because for fear of stigma and discrimination on school administrative' side the researcher was unable to find other schools that could allow the study to be conducted on their students. The selected students from Mekanisa Elementary School were enrolled in grades 3 to 6. In addition, in-tact and divorced parents of students were selected from the same school to be part of the study. This is because making them part of the study would help to know their involvement on their children's activities.

Moreover, secondary source of data were employed in the study. This was two years academic record for the selected students.

### **Sample population and sampling techniques**

The target population in this study consisted of two groups of children who came from divorced and intact parents. That is the first group consisted of students who have divorced parents and the second students who have intact parents. Among the elementary schools found in Addis Ababa, Mekanisa Elementary School was selected through available sampling technique. This is because Mekanisa Elementary School was the only school that expressed consent so that the researcher could go ahead with conducting the study.

The researcher had to select a total of 200 respondents from two groups of population. Obviously, the first respondent group was selected from students of Mekanisa Elementary School who were enrolled in grades 3 to 6. The second group, however, consisted of students' parents who were divorced or intact at least at the time of the research.

To get the desired student population, students were asked to indicate their responses through putting a tick mark alongside a screening questionnaire that consisted age, sex, level of education, and family status and living arrangement/condition. Thereafter, they were categorized into two groups; children from the intact family as well as children from the divorced family.

In the selected private primary school there were a total of 512 students. And, in order to identify the number of subjects required for the study about 512 preliminary screening questionnaires were distributed among students who were enrolled in 8 sections that consisted grades three to six. Accordingly, 164 students from all sections were found to have divorced parents. As a result, a total of 50 students, that is approximately 30%, were selected through available sampling technique. This technique was chosen because it enables the student

researcher to have a balanced representation of both genders. Similarly, 50 students were also selected from the total of students with intact families so that the academic results of both groups could be compared in order to shed some light on the effects of divorce on students' academic results.

Finally, through a convenience sampling technique, a total of 100 parent respondents were selected. 50% of these parents were intact families still married and living with their spouses while the remaining 50% were divorced.

### **Data collection instrument**

In investigating the impacts and relationship of the variables, two measuring instruments were used. These were close ended questionnaire and average academic records of students.

Two types of questionnaires were distributed among the selected sample population in order to investigate the impacts of family break up on children. The first type of questionnaire was distributed among the student population. This questionnaire was administered by the researcher and class teachers. Every item was read to the group of respondents in grades 3 and 4 while every effort was made to ensure that respondents in grades 5 and 6 understood the questions as well as instructions included in the questionnaire. However, the second types of questionnaires distributed among parents were self-administered. In addition, secondary data which were academic records of the subject students for the previous two grades were obtained from the school administration. The records of results have provided some insight into the degree of impact divorce can have on children with regard to their academic achievement.

## **Data collection process**

Based on the objectives and hypothesis, the research process of this study was divided into four stages. In the first stage, review of relevant secondary sources was conducted which, in fact, served as the background for understanding the research problem and hence set a research problem within the on-going dialogue in the literature.

In the second stage, the purposive selection of the study school and sample population was done and a pilot study was conducted. The questionnaires were administered carefully before going to the actual study in order to check whether they can measure the expected information or not. In this regard, the questionnaire was tested on non sampled elementary school students, student parents and teachers as a pilot test in order to check the instrument's validity and reliability. This has enabled to check the data gathering tools formulated to assess the impact of family break up on children's academic performance and activities. As a result, appropriate adjustments were made before the distribution of questionnaires.

Thirdly, data related to the objectives of the study were gathered using structured questionnaire administered to the students and parents. At the initial stage of questionnaire administration, the researcher tried to clarify the objectives of the study to the research participants so as to reduce unnecessary confusions. And in order to maximize the rate of return, attempts were made to distribute the questionnaire at convenient time for respondents. Moreover there was a close follow up to obtain reliable data return.

Lastly, since the purpose of the research was to produce findings and the process of data collection is not an end by itself, data analysis, interpretation and presentation of findings were conducted.

### **Method of data analysis**

No matter the type of study, the purpose of every research is to generate knowledge and come up with new finding. So that data collection is not an end by itself rather data analysis, interpretation and presentation are the final duties of every research under study.

Thus, to attain the major objective of this study, the data collected from the study area were analyzed and interpreted. Based on the basic questions and data collected, quantitative method of data analysis was used. Thus, these data was analyzed by employing both descriptive and inferential statistics.

Thus, descriptive statistics mean, standard deviation, mode, range and standard error of the mean were computed for general comparison check whether or not there is a statistically significant difference between students who came from an intact family and from divorced family.

### **Ethical considerations**

Prior to starting data collection, the researcher has sought and gained formal permission to conduct the study. She made every effort and obtained a convenience sample size. Unlike other schools, the administrative staff of Mekanisa Elementary School agreed to participate in the study and allowed the researcher to proceed.

The researcher has conducted pilot studies which enabled her to establish trust from the students and parents. During the data collection process as well as data analysis, the researcher has made sure that names were not associated with responses to protect the anonymity of respondents who participated in the study.

## CHAPTER IV

### **Data Presentation, Analysis and Interpretation**

#### **Introduction**

This chapter presents the data gathered from all respondent groups. As such, it addresses the perspectives of parents and students both with married and divorced backgrounds. Data analysis is organized in three parts. The first part highlights the demographic and social characteristic of the sample parent respondents (married and divorced) under the study. More importantly, it is concerned with analyzing the views of parents (both married and divorced) regarding their economic status and its impact on academic activities and emotional status of their children. The second part presents analysis of data gathered from student respondents. These are students with intact families and students who have divorced parents, which are depicted in the demographic characteristics table of student respondents. In line with the research questions of the study, this part discusses the home activities and school activities of all student respondents (from both married and divorced parents). Then, it focuses on student respondents from divorced parents and assesses their behavioral conduct at home as well as school. The last part of this chapter tries to indicate whether divorce has affected the academic performance of children by comparing the most recent academic scores (average of all subjects) of student respondents from divorced parents versus those from married parents.

In the process, the researcher has made an effort to structure the major analysis based on the objectives of the study; analysis of economic impact, social and psychological impacts, and impacts related to school activities. By doing so, the researcher is able to demonstrate that the

overall effect of these impacts on children’s school performance, behavior and conduct, individual and social life, and school activities in general.

**Data analysis from parent respondents**

This part presents the demographic and social characteristic of the sample parent respondents (married and divorced) under study. It further tries to reflect the relationship between their marital status and the other socio-demographic features through cross-tabulation techniques.

**Demographic characteristics of parent respondents**

As depicted in table 1 below, the sample parent respondents are 100 in total (50 married and 50 divorced). This helps to make the sample representative of all types of parents and make fair comparison in the analysis. Other issues related school performance and activities are discussed in the following section.

There were five items that had relevance to the demographic characteristics of parent respondents. These include sex, age, educational level, work condition and marital status of parent respondents. These are illustrated in the following table and discussed then after.

Table 1

*Demographic Characteristics of Parent Respondents (Both Married and Divorced)*

Item	Characteristics	Frequency	Percentage
Sex	Male	34	34
	Female	66	66
	Total	100	100
Age	20-30	24	24
	31-40	40	40
	41-50	36	36
	Total	100	100
Educational	Grade 12 Not Completed	28	28

Level	Graded 12 Completed	40	40
	College Diploma	23	23
	BSC/BA	9	9
	Total	100	100
Work Condition	Government employee	33	33
	Private employee	21	21
	Unemployed	9	9
	Private business owners	37	37
	Total	100	100
Marital Status	Married	50	50
	Divorced	50	50
	Total	100	100

Table 1 illustrates that 66% of all parent respondents were female while the remaining 34% were under the male category. Therefore, it can be said that the majority of the parent respondents were female. The above table also shows that 40% out of the total parent respondents were under the age category of 31-40, 36% were within 41-50 years and only 24% were between 20 and 30 years. This shows that the majority of the parent respondents fell under the third age category, which is 40-50.

The level of education among parent respondents is also presented in table 1. Hence, the majority of parent respondents were found to be grade 12 complete. These were 40% out of the total 100 respondents. The percentage of respondents who did not complete grade 12 was found to be 28 while 23% were with college diploma and only 9% had either BSC or BA.

With regard to the work condition of the respondents, 37% out of the total 100 respondents indicated that they were owners of private businesses and 33% were government employees while 21% responded that they were private employees. Only 9% of the respondents were unemployed. From this data, it is possible to conclude that out of the actively engaged workers, the majority of respondent were private business owners.

It can also be seen that percentage of marital status of the respondents is equal. That is 50% for both married and divorced groups.

Based on the data presented in table 1, cross tabulation of sex and marital status of respondent parents is segmented to show the relationship between their marital status and their respective gender.

Table 2

*Cross Tabulation of Sex and Marital Status of Respondent Parents*

		Respondent Parents		Total
		Married	Divorced	
Sex of the Respondent Parents	Female	25	41	66
		50.0%	82.0%	66.0%
	25.0%	14.0%	66.0%	
Male	Male	25	9	34
		50.0%	18.0%	34.0%
	25.0%	9.0%	34.0%	
Total		50	50	100
		100.0%	100.0%	100.0%
		50.0%	50.0%	100.0%

The cross tabulation of sex and marital status of the respondent parents, as can be seen in Table 2, shows that out of the total married respondents 50% were female and 50% were male. However, the percentage of females among divorced respondents is much higher than that of the married ones. Out of the total number of divorced respondents, 82% were female and only 18% were male. This could probably be attributed to the country's common trend that in case of divorcee parents, the women tend to be the ones to look after the children. Hence, the number of females looking after a child of divorce could be expected to be much higher than the number of males found in similar situation.

The following table also summarizes the cross tabulation of parent respondent with regard to their ages.

Table 3

*Cross Tabulation of Age and Marital Status of Respondent Parents*

		Respondent Parents		Total
		Married	Divorced	
Age Category of the Respondents	20-30	13 26.0%	11 22.0%	24 24.0%
		13.0%	11.0%	24.0%
	31-40	20 40.0%	20 40.0%	40 40.0%
		20.0%	20.0%	40.0%
	41-50	17 34.0%	19 38.0%	36 36.0%
		17.0%	19.0%	36.0%
Total		50 100.0%	50 100.0%	100 100.0%
		50.0%	50.0%	100.0%

Table 3 depicts that, in the age category of 20-30 years, 26% of the parent respondents were married while 22% were divorced. In the second age category, the number of married and divorced parent respondents is similar, which is 20% each. In the last category, which is 41-50 years of age, 34% respondents were married while 38% were divorced. From this, it can be concluded that the majority of married and divorced parent respondents were within the age category of 31-40 years.

There is much argument with regard to the possible long-term effects divorce can have on children. However, there exists much agreement on the initial impact. In other words, the first few years since the divorce can bring a devastating impact on children's mental and psychological well being (McKay, 1999; Wolf, 1998; Benedek, 1998). In fact, Belli (1988, p.213) compares this impact with 'a major earthquake'. With this regard, the researcher has

concentrated within 0 to 10 years of divorce duration in order to avoid any controversy regard the magnitude of the impacts of divorce. Having this in mind, the amount of time respondents spent after their divorce is presented in the next table.

Table 4

*Time of Divorce of Parent Respondents*

Time of Divorce	Years	Frequency	Percent
	>2	10	20
	3-5	22	44
	6-10	18	36
	Total	50	100

Table 4 reveals that 44% of the parent respondents had been divorced for the last 3-5 years 36% of parent respondents were divorced in the last 6-10 years, 20% of parent respondents were divorced in the last >2 years. From this one can conclude that majority of respondents were divorced in the last 3-5 years.

The former sub sections were focused on the social and demographic characteristics of parent respondents. The following sub sections will focus on responses of parents provided for the hypothetical statements regarding economic status, emotional status academic activities and relationship of parents with their children.

**Parents’ economic and emotional status and impact on their children**

This section presents the data gathered from parent respondents (their views and experiences) and discusses it in view of its implication on academic and behavioral state of students. According to Raynish (2007), the major impacts of family break up on children are

concerned with economy, emotion, and academic activities with all contributing to lower academic achievement. Hence, the following subsections have been organized in this regard.

The first 3 sections assess the views of all selected parents (both married and divorced) regarding their economic status, their children's emotional status, and academic/school activities. The following three sections have 12 hypothetical statements each relevant to the study. The fourth section, however, has 11 hypothetical statements focusing on the views and experiences of divorced parents regarding their relationship (economic, social, and emotional) with their children and how the relationship affects the academic performance and behavioral state of the child. By doing so, this research tried to reflect the perspectives of both married and divorced parents on how family structure affects the academic and behavioral development of a child, which is the main objective of this research.

As far as the statistical approach is concerned, the 5 scale likert scale was used to show the level of agreement of parent respondents to the respective hypothetical statements in all 4 sections. These are 'Strongly Agree (SA=5), Agree (A=4), Neutral (N=3), Disagree (2), and Strongly Disagree (SDA=1)'.

Then, descriptive and inferential analysis tools were used to analyze and present the results derived the responses of the parents. As depicted in Tables 5 to 8, the descriptive tools used are percentage, mean score, and standard deviation. The first two descriptive tools (percentage and mean score) are intended to measure the level of agreement of the parent respondents to the provided hypothetical statements under each section while the standard deviation is meant to show the degree of variation among the respondents.

Furthermore, the researcher used the significance value ( $p$ ) as an inferential tool to show if the responses of the parents are significantly related to their marital status. Thus, using the cross tabulation technique (of the SPSS), the responses of the parents were associated to the marital status data in Table 1. Where the cross tabulation results show a significance value of up to 5% ( $p \leq 0.05$ ), it was inferred that their marital status has a significant association to their responses. On the other hand, a  $p$  value of  $>0.05$  indicated that there is no enough statistical evidence that the parents' (married or divorced) responses were significantly associated to their current marital status. Since the items in the last sub section address only the divorced parents (50), their responses were analyzed using descriptive values (frequency, mean, and standard deviations). Measures of significance ( $p$  value) were not applied as there are no married parents in this section whose responses can be compared to that of divorced parents. The detailed analysis and discussion of results of the four sections is presented here under.

### **Parents' views regarding their economic status**

It has been said that divorce brings an economic impact on divorced parents. Following the divorce, many different aspects of living such as socioeconomic status are affected (Rodgers and Pryor (1998). Such economic impact can interfere with students' academic performance in different ways. While this relationship affects students from both types of parents, its burden is usually felt more by those of divorced parents. In view of this, the following table contains statements selected to show some of the ways in which parents' economic status can interfere with students' academics. As such, the parents' capability to provide their children with adequate meal, educational materials, and entertainment were assessed here under (Table 5). The degree of agreement in the parents' responses is also shown in the table.

For comparative purpose, all 100 parents (married and divorced) were addressed in this part. Their responses were analyzed using descriptive values (frequency, mean, and standard deviations) and inferential values (p value).

Table 5

*Hypothetical Statements Concerning Economic Status of Parent Respondents*

Items/Hypothetical Statements	Frequency (%)					Mean	SD	P
	SA	A	N	D	SD			
1. He/she gets adequate meals every day.	15	23	28	14	22	<b>3.02</b>	<b>1.399</b>	<b>0.002</b>
2. He/she can choose what clothes to wear	4	25	27	21	23	<b>2.66</b>	<b>1.371</b>	<b>0.126</b>
3. He/she takes bath every day	6	23	20	19	32	<b>2.52</b>	<b>1.314</b>	<b>0.002</b>
4. He/she can see a doctor and get medication when necessary.	8	25	17	23	27	<b>2.64</b>	<b>1.33</b>	<b>0.019</b>
5. He/she has all the required exercise books and text material	6	33	21	18	22	<b>2.83</b>	<b>1.41</b>	<b>0.001</b>
6. He/she has supportive educational material games, videos....	3	32	27	20	18	<b>2.82</b>	<b>1.158</b>	<b>0.075</b>
7. He/she has adequate play materials and toys.	11	15	24	28	22	<b>2.65</b>	<b>1.282</b>	<b>0.050</b>
8. He/she often gets rewards or prizes for from me/us his achievement	8	13	35	22	22	<b>2.58</b>	<b>1.224</b>	<b>0.000</b>
9. He/she goes for vacation or visiting places as often as he/she wants.	8	16	24	30	22	<b>2.72</b>	<b>1.28</b>	<b>0.007</b>
10.He/she has adequate time to play & study after doing his/her chores.	14	22	29	15	20	<b>2.63</b>	<b>1.195</b>	<b>0.000</b>
11.He/she gets extra lessons or assistance at home.	8	12	44	21	15	<b>2.94</b>	<b>1.347</b>	<b>0.000</b>
12.He/she has adequate budget for a taxi to go to school.	11	16	29	22	22	<b>2.59</b>	<b>1.207</b>	<b>0.094</b>

Table 5 contains hypothetical statements that describe the economic status of parent respondents in relation to its impact on the child's academic activities and performance. 12 items related to economic status were presented to the parent respondents. The descriptive and inferential results (derived from their responses) are discussed in the following paragraphs.

The first hypothetical statement says that the student “gets adequate meals every day”. This addresses the most basic economic commitment of parents to their children. It also has the most basic link to the academic performance of children. With regard to this hypothetical statement, majority of parent respondents (28%) of parent respondent showed to be neutral. As the researcher’s further observation indicated, this is because that most parents feel they provide their children with adequate volume of meals but with limited variety. Only 15% of parent respondents showed that they strongly agreed with the hypothetical statement followed by 23% who just ‘agreed’. On the other hand, more than a third (36%) of respondents illustrated that they disagree and/or strongly disagree to the hypothetical statement. The calculated mean score is 3.02, implying that parents believe, but not strongly, that their children get the required meal. However, the standard deviation (1.399) of the data implies that there may be significant variation among parents regarding this issue. The significance level ( $p=0.002$ ) is less than the rejection threshold value of 0.05. This implies that the variation in the parents’ responses is related to their being married or divorced.

The second hypothetical statement assesses if parents feel that the student “can choose what clothes to wear”. This is meant to see if parents have the economic ability and freedom to let their children get the right choice of clothes on and off school, which may affect their academic and social behavior as indicated in recent studies (Hughes, 2002). The clothes that children of early ages (9-12) wear to school (uniforms) off school (casual clothes) have to be replaced frequently as they are easily torn or worn. This causes financial burden on parents, as many Ethiopian parents buy clothes to their children only at the start of the academic year or holidays. This may adversely affect the academic performance and behavior of the children by causing the feeling of being inferior to their friends and being neglected by their parents. The

distribution of responses in Table 4.8 shows that only 29% parents agree to the proposition and as many as 44% of them disagree while the rest (27%) being neutral. The low mean score (2.66) and standard deviation (1.371) further indicate that the children/students cannot choose what clothes to wear. Thus, the calculated value of significance ( $p$ ) associated with the data was 0.126, which means that there is limited gap between married and divorced parents regarding the provision of clothes to their children.

The next item has the hypothetical statement that the student “takes bath every day”. This is an important factor to the academic performance of children as it directly affects their health and hygiene. Only 29% of parent respondents showed agreement to the hypothetical statement. To the contrary, significant number of (51%) parent respondents depicted that they disagree with the statement stated above. 20% of respondents indicated to be neutral. Moreover, the standard deviation is concentrated near to the mean score (2.52), which is among the lowest in this part. As such, the results above imply that the student is not taking bath every day. This may not be surprising as the practice of taking bath every day is not among the established practices in most Ethiopian families. However, when cross tabulated to the marital status of the respondents, the significance value ( $p$ ) for this item was 0.002, implying that the divorced parents may be even more reluctant to attend to the hygiene of their children.

Related to the above discussed issue (Item 3), Item 4 addresses another contributing matter to the academic performance and behavioral development of a child/student. It assesses whether the children “can see a doctor and get medication when necessary” through the views of their parents. The results are consistent to that of Item 3. For example, 27% were found to be in strong disagreement with the hypothetical statement provided as the criteria to investigate the

economic status of the student family. Another 23% of the respondents were in disagreement while 33% were in favor of the hypothetical statement included under Table 4.8. This means that half (50%) of the parents admit of not providing their children with the required medical attention. This is further reflected in the mean score (2.64) to which the standard deviation (1.33) is concentrated. The significant statistical value 0.019 is less than the usual statistical limit of 0.05. This implies that the student from divorced parents may have lower chance than those from married parents to see a doctor and get medication when necessary.

Item 5 contains the hypothetical statement “he/she has the required exercise books and text book materials required”. This is even more relevant to the research topic as it is directly related to the academic activities of the child. Here, the views of the parents seem to be at parity with 39% of parent respondents showing that they agreed to the hypothetical statement while an equivalent number (40%) showing disagreement and 21% being neutral. While the results still indicate that the student does not have all the required exercise books and text book materials, at a slightly higher mean score of 2.82 (compared to that of Items 2-4), the views of the parents show some improvement in this regard. Furthermore, there is a statistically sound relationship between the parents’ responses and their marital state as reflected in the p value of 0.001.

Item 6 include the hypothetical statement “He/she has supportive educational materials, games and videos”. Cumulatively, 35% of parent respondents showed their agreement to the statement given. 27% showed a position of neutrality. The standard derivation (1.158) was concentrated near to the mean (2.82) it is almost half the mean. This leads the researcher to draw similar conclusion to that of Item 5. But, when the researcher tried to cross tabulate the results to the family type of the respondents, the significance level ( $p=0.075$ ) is greater than the usual

threshold value of 0.05. This implies that the responses of the parents do not have a statistically significant relationship to their being married or not.

Item 7 has the hypothetical statement “he/ she has adequate play material and toys”. To this hypothetical statement, 50% of parent respondents showed their disagreement which shows that the student has no adequate play materials and toys. 24% of the respondents depicted that they were neutral to the hypothetical statement which is against the combined 26% parents who either responded to agree or strongly agree. Moreover, the standard deviation is concentrated near to the mean (1.28 and 2.65 respectively). The significance value ( $p$ ) associated with the data was 0.05, which was still within the threshold limit of rejection to the notion that the marital status of parents has statistically significant association to their responses. This coincides with the findings of most empirical literatures reviewed by the researcher McInahan (1983).

Item 8 is about whether the parent respondents believe whether the student “often gets rewards or prizes for his/her achievement” from family. For this hypothetical statement the parent respondents who were neutral were 35%. 22% of the respondents said that they disagree with the statement. Moreover, the standard deviation (1.224) is approximately half of the mean (2.58). The data is concentrated near to the mean. This implies that the students under study, according to respondent parents, rarely get rewards or prizes for their achievement. In a way that shows the lower results were likely associated to the responses of the divorced parents, the significant value ( $p$ ) associated with the data was 0.000 which is less than the threshold value of 0.05 ( $p < 0.05$ ).

Item 9 contains the hypothetical statement “he/she goes for vacation or visiting places as often as he/she wants”. In total 52% of parent respondents reported that they disagree (30%

disagree and 22% strongly disagree) to the statement and 24% of respondents illustrated that they were neutral, meaning only 24% were in agreement to the hypothetical statement. The standard deviation (1.280) concentrated near to the mean (2.72). This implies that the students have limited chance to go for vacation or visiting. Moreover, the researcher has exerted effort to further test the difference between married and divorced parents regarding this practice. The resulting value ( $p$ ) of 0.007 was not significant enough to indicate that there is any such difference between the two types of parents. This is consistent to the limited pattern of most Ethiopian parents (married or divorced) in taking their children for vacation or visiting places.

The next statement assesses if parents make sure that their child gets “adequate time to play & study after doing his/her chores”. This factor affects the academic performance and behavior of children as it respectively reflects the time to study and the chance socialize with their friends. This is particularly true among children of 9-12 age group, who are the focus point of this study. To this statement 29% of parent respondents had a neutral position equivalently dividing the responses of the remaining parents in to 36% of them showing various levels of agreement and 35% having the opposite view. In reflection of this response pattern, the mean score was found to be 2.63 at a standard deviation of 1.195. The significance value ( $p$ ) of 0.000 was less than the statistical threshold value ( $p < 0.005$ ). This implies that the student’s chance to get enough study and play time is significantly associated to whether his parents are married or divorced. As indicated in Emery (1988), children from divorced families are more subject to handle house chores as the single parent has to work more hours to bring enough income to the family. Thus, such children may not have time for their academic and social activities.

Item 11 contains the hypothetical statement “he/she gets extra lesson or assistances from a tutor at home” of which the standard deviation (1.347) concentrated around the mean (2.94). The frequency distribution of responses to this hypothetical statement (which is developed to describe the economic status of parents) shows that 44% of the parent respondents held the position of neutrality followed by 36% showing disagreement. Just a fifth (20%) of the parent respondents indicated their agreement to the statement given. It implies that the student does not fully get extra lessons or assistance from a tutor at home. The significance value (p) is 0.000. This implies that the student from divorced parents has even less chance to fully get extra lessons or assistance from a tutor at home.

Item 12 has the statement “he/she has adequate budget for a taxi to go to school”. This is quite critical to the student as it determines the ability to arrive at school safe and on time. In large cities and towns, the distance between the student’s home and school is usually long, making this factor more important. In Addis Ababa, many students pay one time fare to ride mini bus taxis or use public bus while some parents arrange transport to their children on a monthly fee basis. Still, many more students travel on foot to reach their respective schools. Thus, the parents (both married and divorced) were assessed if they believe they allocate enough school transportation budgets to their children. Out of the total respondents, 29% of respondents reported that they were neutral to the hypothetical statement given. 22% of respondents responded that they disagree while a little under half (44%) admitted they don’t. Moreover, the data is concentrated around the mean (2.59). The significance value (p) associated with the data was 0.094, which was greater than threshold value of 0.05. Hence, according to parent respondents (both married and divorced), students don’t have adequate budget for a taxi to go to school.

To summarize the discussions presented above, with the mean scores of most hypothetical statements falling between 2.5 and 3.0 points, the study indicated that majority of the parent respondents do not provide adequate economic support to their children. This is understandable in the context of the low economic status of the majority of the country's population.

More importantly, when cross tabulated to the marital status of parent respondents, the p value of most of the 12 items included under this section (Table 4.8) were found within the significance limit of 0.05, indicating the association between divorce in parents and their ability to economically support their children's academic and behavioral development.

#### **Parents' views concerning students' emotional status**

In order to ensure that their children maintain good academic performance and behavior, parents should understand the emotional state of their children and treat them accordingly. In more specific terms, parents play the primary role in shaping their children's emotional status towards the right level of self-confidence, happiness, friendship, respect, expressiveness, etc. These attributes of emotional status of students are affected by the marital status of their parents where students from divorced parents showing significant gaps in their emotional stability (Mckee, 1992). With regard to students' emotional status, 12 items were administered to parent respondents (both married and divorced). The parent respondents were then asked to demonstrate their level of agreement with the hypothetical statements. To do so, they were provided with five options (strongly disagree, disagree, neutral, agree and strongly agree'. Accordingly, responses provided by the parent respondents are presented in the table 4.9 and discussions are to follow.

Table 6

*Hypothetical Statements of Parents' Views Concerning Students' Emotional Status*

Items/Hypothetical Statements	Frequency (%)					Mean	SD	P
	SA	A	N	D	SD			
1. He/she is always confident to express his/ her feelings.	12	21	28	25	14	<b>2.92</b>	<b>1.228</b>	<b>0.050</b>
2. He/she prefers to show her/ his disappointments in a polite way.	10	13	38	22	17	<b>2.77</b>	<b>1.79</b>	<b>0.000</b>
3. He/she is capable of explaining his/ her agreement/disagreement on specific issues rather than behave in a bad way without.	10	27	26	21	16	<b>2.93</b>	<b>1.233</b>	<b>0.039</b>
4. He/she always complies with what his/her parents' or teachers' expectations.	21	27	22	18	22	<b>2.87</b>	<b>1.276</b>	<b>0.192</b>
5. He/she makes friends easily.	26	21	19	21	13	<b>2.90</b>	<b>1.411</b>	<b>0.938</b>
6. He/she easily gets along with his/ her peers and teachers and seems to be having a good time.	4	25	29	24	18	<b>2.73</b>	<b>1.145</b>	<b>0.001</b>
7. He/she always is willing to tell me about his/ her school days.	11	20	29	25	15	<b>2.87</b>	<b>1.220</b>	<b>0.031</b>
8. He/she has good feelings about himself or herself.	9	24	35	19	13	<b>2.78</b>	<b>1.292</b>	<b>0.054</b>
9. He/she is always interested in spending a family time.	15	18	33	18	16	<b>2.98</b>	<b>1.271</b>	<b>0.028</b>
10. He/she is always happy.	12	17	29	20	22	<b>2.77</b>	<b>1.302</b>	<b>0.095</b>
11. S/he is organized at home or school.	10	30	24	22	14	<b>3.00</b>	<b>1.223</b>	<b>0.012</b>
12. He/she usually gets a good sleep.	10	37	20	18	15	<b>3.09</b>	<b>1.248</b>	<b>0.000</b>

Item 1 contains the statement “He/she is always confident to express his/her feelings”. The responses seem to be closely divided where 33% showing agreement while 28% of parent respondents indicated a neutral position towards this hypothetical statement. The remaining 39% of the respondents demonstrated their disagreement with the hypothetical statement which describes the emotional status of the students. Moreover, the standard deviation (1.228) is concentrated near to the mean (2.92). This indicates that the students have some confidence to express his/her feelings. Furthermore, the researcher tried to test the statistics using chi-square

statistical test. The significance statistical value ( $p$ ) was 0.050 which is equal the statistical threshold value of 0.05 ( $p=0.05$ ). This implies that the student's confidence to express his/her feelings is somehow related to the marital status of his/her parents.

Item 2 contains the statement "he/she prefers to show her/his disappointment in a polite way". 38% of parent respondents responded that they were neutral to the hypothetical statement given. 39% responded that they disagreed with the statement provided. Moreover, the mean score is 2.77. This implies that there is not a consensus among parent respondents as to whether their children would prefer to show her/his disappointment in a polite way, with many of them showing neutrality in their responses. The calculated significance level ( $p$ ) was 0.000, which implies that the student from divorced parent prefers less to show her/his disappointment in polite ways than the other way.

Item 3 included the statement "He/she is capable of explaining his/her disagreement on specific issues rather than behave in a bad way" to which 39% of parent respondents agreed while the same number (39%) showed disagreement. 27% of the parent respondents showed neutrality to the hypothetical statement provided. The standard deviation (1.233) is concentrated around the mean (2.93). Again, there is reservation among parents to clearly indicate that they believe in the capability of their respective children to explain his/her agreement/disagreement on specific issues rather than behave in a bad way. Additionally, the significance value ( $p$ ) associated with the data was 0.039 which was less than the rejection threshold value of 0.05. This implies that marital status of the parents affected their views in this regard.

Item 4 contains the statement "he/she always complies with his/her parents or teachers' expectations". Towards this statement, 26% of parent respondents indicated that were neutral

while 48% showed agreement. Moreover, the standard deviation (1.276) is concentrated around the mean of the data (2.87) which is almost half the mean. This implies that the student sometimes complies with what his/her parents' or teachers expectations. Furthermore, at 0.192 the significance value (p) is greater than the usually rejection threshold value 0.05 ( $P > 0.05$ ).

Item 5 contains the statement "he/she maker friends easily". To this hypothetical statement, 13% of parent respondents were observed to strongly disagree while 21% disagreed. On the other hand, 21% and 26% agreed and strongly agreed respectively with the hypothetical statement. The standard deviation (1.411) was concentrated near to the mean of the data (2.90). This indicates that students do not fully make friends easily. Moreover, the significance level (p) was 0.938 which is greater than the usual rejection statistical threshold value 0.05. This implies that all parents (married and divorced) of the students under study are concerned about the student's ability to make friends easily.

While it still addresses the issue of personal relationship, Item 6 narrows its focus to the school based relationship of the children as perceived by the parents. As such, it contains the statement "he/she easily gets along with his/her peers and teachers and seems to be having a good time". With just 29% of parent respondents showing agreement and neutrality each, it leaves the significant number (42%) of those who disagree with the assumption that the child easily gets along with his/her peers and teachers and seems to be having a good time. This resulted in a low mean score (2.73) with standard deviation of 1.145. From this, it is possible to conclude that the student does not get along school peers and teachers. The significance statistical level was 0.001 which less than the rejection threshold value 0.05 ( $p < 0.05$ ).

Item 7 contains the hypothetical statement “He/she always is willing to tell me about his/her school days”. 29% of parent respondents showed their neutrality, 25% showed their disagreement to the hypothetical statement provided. The standard deviation (1.220) is concentrated around the mean (2.87). The calculated statistical significance value was 0.031 which was less than the rejection statistical threshold value 0.05. This implies that the students, under study are not willing to tell about school days, particularly those from divorced family.

Item 8 has the hypothetical statement “he/she has good feelings about himself or herself”. To this hypothetical statement, 35% of parent respondents showed their neutrality followed by 19% and 13% of those who disagreed and strongly disagreed respectively. This means that majority of the parents do not know the feelings (emotional status) of the students. The calculated standard deviation of the data was (1.292), which is concentrated to the mean (2.78). Additionally, the significance value (P) associated with the data was 0.054. Hence, the results imply that student under study has not full good feelings about himself or herself.

Item 9 has the hypothetical statement “he/she is always interested in spending a family time”. 33% of parent respondents reported that they were neutral to the statement describing the emotional status of student. 18% of the parent respondents reported that they disagree to the hypothetical statement the students always interested in spending a family time and 18% of the parent respondents reported that they agreed with the hypothetical statement. Moreover, the mean score was 2.98. This implies that there is partial interest of the student to spend a family time. The calculated statistical significance value (p) was 0.028 which is less than the usual statistical threshold value of 0.05. This implies that the students from divorced parents are even less interested to have a family time.

In Item 10, the hypothetical statement provided was “He/she is always happy”, to which a far more significant size of negative responses (42%) was gathered compared to the positive (29%). To this hypothetical statement, 29% of parents reported to be neutral. Moreover, the standard deviation was 1.302, which is almost half of the mean (2.77). The researcher tried to investigate situation of the student relative to the marital state of the parent respondents. The significance value (P) associated with the data was 0.095 which is greater than the threshold value of 0.05. Hence, the study could not could students of both types of parents are always happy.

Item 11 is represented by the hypothetical statement “He/she is organized at home or school”. To the hypothetical statement, 24% of parent respondents were neutral while 30% of them agreed. Moreover, the mean (3.00) was relatively (but not significantly) higher than that of the items assessed so far in this section. This indicated that the students were organized (but not fully) at home or school. Furthermore, the researchers exerted an effort to test the result using cross tabulation technique. The significance value (P) associated with the parents’ marital state was 0.012 which was less than the threshold value of 0.05.

Item 12 has the hypothetical statement “He/she usually gets a sleep”. With this hypothetical statement, about half (47%) of parent respondents were in agreement while 20% were neutral indicating favorable views (with uncertainty) of the parents that the student usually gets adequate sleep. Moreover, the standard deviation (1.248) almost concentrated near to the mean (3.09). However, the significance value (P) associated with the data was 0.000 which was less than the threshold value of 0.05. This implies that married parents are more inclined to assume that the student usually gets adequate sleep.

### Parents' views concerning academic activities of students

While the last two segments of this part addressed the general economic and emotional issues of parents and children respectively, this segment focuses on how much parents closely follow up the school/academic activities of their children. As asserted by many researchers of the field, children who are more likely to face economic and emotional problems due to parent's divorce are also more likely to face problems in their academic performance, which can be intensified by the former two impacts (Emery, 1982 and Wallerstein, 1983). Thus, this study tried to assess if the parents feel that their marital status has affected the academic activities of their children. To this effect, both married and divorced parents were provided with 12 items and were asked to indicate their level of agreement using the five options alongside each hypothetical statement. The hypothetical statements included such issues as motivation for school, level of academic concentration, class discipline, class participation, peer relationship at school, etc. Results are presented in the next table and this is followed with further discussions.

Table 7

#### *Hypothetical Statements of Parents' Views on Students' Academic Activities*

Items/Hypothetical Statements	Frequency (%)					Mean	SD	P
	S A	A	N	D	SD			
1. S/he is usually happy to go to school.	12	22	25	21	20	<b>2.85</b>	<b>1.306</b>	<b>0.319</b>
2. He/she wakes up early on school days and is rarely late	17	23	24	21	15	<b>2.94</b>	<b>1.317</b>	<b>0.558</b>
3. He/she is happy with my compliments.	6	28	37	18	11	<b>2.82</b>	<b>1.226</b>	<b>0.001</b>
4. S/he likes to have help with studies	14	29	21	19	17	<b>3.04</b>	<b>1.317</b>	<b>0.171</b>
5. He/she usually actively participates in classroom or school activities	5	23	25	26	21	<b>2.77</b>	<b>1.221</b>	<b>0.002</b>
6. He/she is never told to bring parents to school because of misbehavior.	10	20	29	23	18	<b>2.81</b>	<b>1.237</b>	<b>0.046</b>
7. He/she is capable of concentrating in the learning process.	11	22	27	24	16	<b>2.88</b>	<b>1.241</b>	<b>0.031</b>
8. His/her receptivity to learning is rarely	7	26	27	22	18	<b>2.88</b>	<b>1.24</b>	<b>0.011</b>

compromised by emotional distress.								
9. S/he enjoys peer relationship in school.	13	17	32	20	18	<b>2.87</b>	<b>1.269</b>	<b>0.036</b>
10.He can easily observe his/ her educational progress without being told by anybody.	13	19	28	25	15	<b>2.90</b>	<b>1.251</b>	<b>0.085</b>
11.He/she gets adequate parental monitoring on his/ her school work.	18	22	16	19	25	<b>2.89</b>	<b>1.463</b>	<b>0.645</b>
12.He/she performs more than the average in his academic subjects.	11	21	27	24	17	<b>2.85</b>	<b>1.250</b>	<b>0.099</b>

The first hypothetical statement which was included in the questionnaire was “He/she usually happy to go to school”. The standard deviation of the data (1.306) is concentrated to the mean (2.85). Moreover, as many as 41% parents responded unfavorably compared to the 34% favorable responses. 25% of parent respondents reported that they were neutral to the hypothetical statement provided to describe academic activities of student. In addition to this, the significance level (P) 0.319 is greater than the usual significance threshold level 0.05. This implies that it is difficult to definitely state that the students under study are usually happy to go to school regardless of the type of family they have. Related to this, the mean score for the hypothetical statement given to test whether the student wakes up early on school days and is rarely late is 2.94. As far as frequency distribution of responses is concerned, about 40% parents showed agreement followed by 24% neutrality. This implies that majority (very slim) of the students show interest to wake up early on school days. The statistical value which is associated with the data 0.558 is greater than the usual statistical threshold value (0.05), meaning the responses are evenly distributed among parents.

The standard deviation (1.226) of the hypothetical statement “The student is happy with my compliment” was concentrated near to the mean (2.82). The parents’ responses are highly concentrated towards neutrality (37%), which implies that many of the contacted parents may not

frequently complement their children. As indicated by the statistical significance value (p) of 0.001, the lack of compliment is seen to be more apparent in divorced families.

Regarding the hypothetical statement “He/she likes to have help with his/her studies”, the mean score was 3.04 at standard deviation value of 1.317. The calculated statistical significance value (p) was 0.171 which is greater than the usual statistical threshold value 0.05. With 43% and 21% of parents showing agreement or neutral to this item, the results imply that the student usually likes to get help with his/her studies.

The standard deviation (1.221) of the hypothetical statement “He/she usually actively participates in classroom or school activities” is concentrated around the mean (2.77). This reflects the distribution of parents’ responses as 47% of them reported disagreement eclipsing just 28% of those who agreed to the statement. Thus, the results indicate that usually the student lacks active participation in class room or school activities. Additionally, the statistical significance value (P) was 0.002 which is less than the usual statistical threshold value 0.05. This implies that divorce may be the major factor for the low statistical results here as 50 of the respondents are divorced parents.

Regarding the hypothetical statement (Item 6) “He/she is never told to bring his/her parents to school because of any misbehavior”, the ratio of agreement to disagreement among the parents was 3 to 4 (30% to 41%), resulting in a mean score of 2.81. Moreover, the significance value (P) was 0.046 which is less than the statistical threshold value 0.05. This implies that students from single parents are likely to be told to bring the parent to school.

As far as the hypothetical statement “He/she is capable of concentrating in the learning process” was concerned, the standard deviation (1.241) is concentrated near to the mean (2.88). Additionally, the statistical significance value (P) was 0.081 which was greater than the usual statistical value 0.05. This implies that the student (particularly from divorced parent) is not entirely capable of concentrating in the learning process. The findings regarding the next item reflect similar tone. The parents’ responses if their children’s “receptivity to learning is rarely compromised by emotional distress” resulted in a standard deviation of 1.24, which is still concentrated near to the mean (2.88). In line with this, the statistical significance value (p) is 0.011, which is less than the usual statistical threshold value 0.05. This implies that the student receptivity to learning is at times compromised by emotional distress, which is the case among many children from divorced parents (Roseby & Deutch, 1985).

Regarding the hypothetical statement “He/she enjoys peer relationships in school”, the parents’ responses showed marginal growth from agreement (30%) to neutrality (32%) to disagreement (38%). As such, the standard deviation (1.269) concentrates to the mean (2.87). This implies that the student enjoys average peer relationship in school. Furthermore, the calculated statistical significance value (P) 0.036 which is less than the statistical significance value 0.05 indicates that the view of the parents to this specific issue is affected by whether they are married or divorced.

The item “He/she can easily observe his/ her educational progress without being told by anybody” has standard deviation of (1.251) compared to its mean (2.90). Additionally, the calculated significance value (p) 0.085 which is greater than the usual statistical threshold value 0.05. This implies that both types of parents do not feel confident enough that the student can

easily observe educational progress without being told by anybody. As the students/children addressed in this study are from Grades 3-6 (9-12 old), the parents' feelings regarding this issue are rational.

When asked if the student "gets adequate parental monitoring on his/ her school work", the parents' responses were mixed resulting in a mean score of 2.89 with standard deviation of 1.463. Furthermore, the calculated significance value (P) was 0.645 which was greater than the statistical threshold value 0.05. This implies that the student may not get adequate parental monitoring on the school work.

Finally, at 1.250 the standard deviation of the hypothetical statement "He/she performs more than the average in his academic subjects" concentrates around the mean (2.85). The calculated significance value (P) was 0.099 which was greater than the usual statically threshold value 0.05. This implies that parents (all types) are not bold enough to claim that their child performs more than the average student in to academic subjects.

### **Students' relationship with their divorced parents**

The segments so far discussed have included both married and divorced parents. This segment, however, focuses on divorced parents. This is because the parental relationship divorced parents have with their child may indicate the level of impact the divorce has left upon the child. More specifically, it tried to capture the views and experiences of such parents as to how much their divorce might have affected their children's academic performance and behavior by altering their relationship. Therefore, 11 items were administered to divorced parent respondents regarding their relationship with their children. The statements address important

issues such as emotional protection, sharing time with the child, parent involvement on the child's academic affairs, etc. These 11 hypothetical statements were equipped with five options each (strongly disagree, disagree, neutral, strongly agree and agree).to test parents' level of agreement. Since the items in this section address only the divorced parents, their responses were analyzed using descriptive values (frequency, mean, and standard deviations). Measures of significance (p value) were not applied as there are no married parents in this section whose responses can be compared to the divorced parents.

Table 8

*Divorced Parents' Views on their Relationship with one's Children*

Items/Hypothetical Statements	Frequency (%)					Mean	SD
	SA	A	N	D	SD		
1. Before the divorce, we were able to hide our conflicts from our child.	12	24	28	18	18	<b>2.94</b>	<b>1.155</b>
2. After the divorce, I find it easier to raise my child all by myself.	7	13	26	29	25	<b>2.48</b>	<b>1.030</b>
3. I have made it clear to my child that she/he is not the reason for our divorce.	10	20	30	22	18	<b>2.82</b>	<b>1.077</b>
4. The non custodial father/mother usually visits our child.	10	16	25	30	19	<b>2.68</b>	<b>1.010</b>
5. Our family vacations are still the same even after the divorce.	4	15	29	32	20	<b>2.51</b>	<b>0.913</b>
6. I am capable of giving my child the same time and attention like I used to.	6	14	32	28	20	<b>2.58</b>	<b>1.055</b>
7. I usually make sure that my child is doing her/ his daily routines like before.	13	14	38	11	24	<b>2.81</b>	<b>1.096</b>
8. Even with increased responsibilities, I can manage my time to follow up my child's school activities.	3	16	30	33	18	<b>2.53</b>	<b>1.104</b>
9. My child always attends school and is on time every day.	10	26	24	19	21	<b>2.85</b>	<b>1.030</b>
10. My child's academic performance is as good as it was before the divorce.	9	13	36	22	20	<b>2.69</b>	<b>1.114</b>
11. I have rarely witnessed my child misbehaving repeatedly after the divorce.	6	20	32	16	26	<b>2.64</b>	<b>1.050</b>

As a primary indicator to the Students' Relationship with their Divorced Parents, the first hypothetical statement which was included in this part of the questionnaire was "Before the divorce, we were able to hide our conflicts from our child". The standard deviation of the data (1.115) concentrated near to the mean (2.94). The result has showed that the parent/s were somewhat able to hide their conflicts from the child/student. As far as the frequency distribution of responses is concerned, 36% confirmed their agreement while similar number of parents (36%) stated their disagreement to the statement. As many as 28% parent respondents reported that they were neutral to the hypothetical statement. In line with this, the standard deviation of (1.030) for the hypothetical statement whether the single parent finds it "easier to raise a child alone after the divorce" concentrates near to the mean (2.48). Naturally, overwhelming majority of respondents (54%) disagreed to the statement compared to the 20% positive responses. This implies that the now divorced parents find it much more difficult to raise their children as a single parent than before.

Concerning the assumption that "the parent has made it clear to the child that she/ he is not the reason for the divorce", the results are more positive than that of the previous item. About 60% agreed or were neutral to the statement. The standard deviation (1.077) concentrates and the mean score (2.82) reflect this assumption. This implies that the parent respondents showed at least some efforts to make it clear to their child the reason of their divorce.

Compared to a low mean score of 2.68, the standard deviation (1.010) of the hypothetical statement "the non-custodial father/mother usually visits our child" is significant. This implies that most of the custodial parents believe the non-custodial father/mother does not usually visit their child.

Regarding the hypothetical statement “Our family vacations are still the same even after the divorce”, the responses are highly skewed towards disagreement. As such, only 19% of parents showed clearly that their family vacations are still the same even after the divorce while 52% indicated that there is a decline in this practice. As a result, the mean score (2.51) is among the lowest in this section. This implies that their family vacation is not still the same after the divorce.

When it comes to their post-divorce relationship with the child, results still show decline in divorced parents’ self-confidence on maintaining good relationship. As such, the standard deviation (1.055) of the assessment “I am capable of giving my child the same time and attention like I used to” concentrates near the mean (2.58). This implies that the parent who participated in the study were not capable of giving their child the same time and attention like they used to.

On a more positive note, when it comes to the statement “I usually make sure that my child is doing her/ his daily routines like before”, significant majority of the divorced parents haven’t shown explicit disagreement with as many as 38% remaining neutral. The distribution of responses resulted in a mean score (2.81). From this it is possible to infer that the parent respondents somewhat try to make sure that their child is doing the daily routines like before. But, the adverse impact of the divorce is more visible when it comes to the parents’ practices of monitoring their children at school. When challenged with the hypothetical statement “even with increased responsibilities, I can manage my time to follow up my child’s school activities”, more than half (51%) of the divorced parents disagreed. The responses of the divorced parents show a standard deviation of 1.104 while the mean score is 2.53. This implies that the parent

respondents felt that with increased responsibilities, they cannot manage their time to follow up their child's school activities.

For the hypothetical statement "my child always attends school and is on time every day", the results, while still low, are a little better than that of the above item. About 60% responses were positive or neutral pulling the mean score to 2.85 (with standard deviation of 1.030). From this it is possible to conclude that the parents have tried to limit the impact of the divorce on the child's school attendance.

Addressing the parents' view regarding the impact of family breakup on their children's academic performance, the next hypothetical statement (Item 10) represents the most relevant aspect of this study. As such, for the hypothetical statement "my child's academic performance is as good as it was before the divorce", the results show (mean of 2.69 and standard deviation of 1.114) that the respondents feel the adverse effect of divorce on their children's academic life. From this it is possible to conclude that the child's academic performance is not as good as it was before the divorce.

Finally in this part, the hypothetical statement "I have rarely witnessed my child misbehaving repeatedly after the divorce" tried to look in to the divorced parent's view as to how the divorce affected the behavior of one's child. For this hypothetical statement, the standard deviation was 1.050 which was concentrated around the mean (2.64). From this it is possible to conclude that parent have fairly witnessed their child misbehaving repeatedly after divorce.

### **Analysis of data from student respondents**

By addressing the parents' roles and perspectives, the analyses and resulting findings presented above have provided important insight regarding the main issue (topic) of the research, which is about the impact of family break up on students' academic performance and behavior. Subsequently, this part of the analysis tries to address the research topic from the Students' angles. Thus, it mainly focuses on reflecting the views and experiences of the sample surveyed students regarding the realities (and possible challenges) of their life at home and school. Similar to that of parents, 100 student respondents provided adequate and valid information to the questionnaires. Therefore, the analysis on most of the questionnaire focuses on the 100 responses except in very few cases. Naturally, the analysis begins with presenting the demographic characteristics of the student respondents. Then, it tries to provide answers to the research questions by assessing three main issues. The issues are organized as the students' home activities, the students' school activities, and the behavior and conduct of students with divorced parents. The researcher has adopted the structure for the analysis from the items specified in the questionnaire. In order to enhance the focus on certain issues that may have some significant relationship to the realities of parenting and its impact on students' academic performance, experiences of other sources and literature citations are used in the analysis.

As established in the tables below (9 to 11), the actual choice of the respondents from the list of alternatives to each question were tallied and analyzed for their implications on the research topic. In order to ensure reliability and validity, this way is more rational in collecting and analyzing data from respondents who are at their early age (9-12) and school grades (3-6).

The statistical composition of the responses (represented in number (N) and percentage rates (%)) reflects the areas where problems significantly lie with regards to the home and school activities of all student respondents in general. Similarly, the problem areas of the behavior and conduct of students with divorced parents are reflected. The full discussion follows.

### **Demographic characteristics of student respondents**

This part summarizes the respondents' demographic background by focusing on the age, sex, school grade, and family background (parents' marital status). These factors in general and parents' marital status in particular are believed to have their own role in shaping the academic performance and behavior of students. As such, the researcher believes this summary may have some appeal in the discussions handled later.

Table 9

*Demographic Characteristics of Student Respondents*

<b>Item</b>	<b>Category</b>	<b>Frequency (N)</b>	<b>Percent (%)</b>
Sex	Male	54	54
	Female	46	46
	Total	100	100
Age	9	15	15.0
	10	18	18.0
	11	23	23.0
	12	44	44.0
	Total	100	100
School Grade	2	21	21
	3	26	26
	4	37	37
	5	26	26
	Total	100	100
Parents' Marital Status	Married	50	50
	Divorced	50	50
	Total	100	100

Table 9 depicted that the demographic distribution of respondents is fairly balanced. Even where majority of certain group or another was observed, it was occasional and limited in degree. This helped in maintaining representativeness of the findings. For example, 54% of student respondents were male and 45% of were female, showing only a slight majority of male respondents. This seems to fit the sex distribution of primary students of the school and that of the country. As most primary students are expected to be, the respondents fall in to the age group of 9-12. Here, student respondents at age of 12 take the majority at 44%. This enabled them to understand the issues included in the questionnaire and provide more complete responses. The remaining share is fairly distributed among the other age groups with 9, 10, and 11 old students making up 15%, 18%, and 23% respectively. Regarding their distribution across school grades, the table shows that 4th grade students take the lead at 37%. This is possibly related to the larger class sizes (more students) at this grade of the school.

As indicated above, however, the most important factor to the research topic is the distribution of the students according to their parents' current marital status. In other words, the researcher tried to identify the student respondents as to if they are from intact family (still married parents) or divorced (single) parents. Surprisingly, the respondents are equally split in this regard with 50% accounting for each group. This may not exactly reflect the family background of all the school's students or that of national trend. But, it still was instrumental for this study by providing adequate basis for analyzing the impact of family breakup on students' academic performances and behavior.

### Data concerning home activities of both student groups

It is indicated in many research studies that the academic (school) performance and behavior of students (particularly those at primary level) is significantly influenced by their activities at home and vice-versa. In line with this, this research tried to assess the involvement of students in their home activities and how supportive their parents are in this aspect. The researcher focused on those home activities that are more directly related to the school activities and academic performance of students. As depicted below (Table 10), the assessment starts with a very simple and important factor-how early the respondent starts his/her day. Then, it goes to address such issues as home entertainment (TV), availability of program for activities, bringing friends to home, and degree of parental help/supervision in studies and school projects.

Table 10

#### *Students Home Activities*

Item	Response	Frequency (N)	Percent (%)
I wake up very early	Always	76	76
	Sometimes	10	10
	Rarely	6	6
	Never	8	8
	Total	100	100
Do you have a fixed program of activities at home?	yes, in everyday of the week	24	29.3
	yes, only in school days	31	37.8
	we had routines but now I can do whatever I like to do	19	23.2
	we don't have any routines	8	9.8
	total	82	100
Is there a TV set at home	Yes	80	80
	yes, but is broken	3	3
	we had, but not now	4	4
	no, we don't have	13	13
	Total	100	100
Permission to watch TV Monday to Friday	I watch TV alone whenever I want to	47	52.8
	I always watch TV in the presence of an	26	29.2

	adult after completion of my homework.		
	I sometimes watch TV in the presence of an adult after completion of my homework.	13	14.6
	After completion of my homework I usually watch TV without the presence of an adult	3	3.4
	Total	89	100
When I want to bring my friends home....	I can bring friends whenever I want to	45	45
	I can bring friends most of the time	26	26
	I can bring friends only on a special occasion	10	10
	I am never allowed to bring friends at home	19	19
	Total	100	100
When I need help with my homework...	my mom/dad always helps me	41	41
	my mom/dad sometimes helps me	17	17
	only a relative helps me	13	13
	I get help from no one	27	27
	Total	100	100
My mom/dad supervises me after I get back from school	Always	7	7
	Sometimes	34	34
	Rarely	15	15
	Never	44	44
	Total	100	100

As stated above, the assessment on students' home activities begins with a simple factor: how early they wake up every day. In view of this research, however, this factor has significant implication. In order to avail themselves in school on time, students need to wake up early to arrange everything and go to school. As clearly indicated in Table 10, the overwhelming majority of student respondents (76%) reported that they always wake up early in the morning. This is more likely related to the long distance of their schools and lack of transport service than their parents being married or divorced.

The other issue addressed in this part is regarding the existence of any fixed program to guide their daily home activities. This is critical in influencing the students' academic performance as it determines balance of time and energy spent on study, school assignments,

house chores (if any), entertainment, etc. It also shapes their behavior by enforcing discipline and responsibility. As observed above (Table 10), the responses drawn from the students are more varied than the above. Only about 29% indicated that they have a fixed program every day of the week while about 38% of them stated they use programs only on school days. On the other hand, as many as 23% respondents said that they used to have programs in the past but not anymore. Related to this, the study reflected that about 10% of the students have never had any fixed program to guide their home activities. The latter two results indicate that the students are more likely from divorced families as a single parent finds it more difficult to enforce fixed programs on their children for home activities. This is due to their extra burden to work longer hours to support their family economically.

Related to the above factor, the researcher also tried to assess to what level students are supervised (by programs and/or parent presence) in using home entertainment facilities. In this case, TV was selected due to its availability and use in most urban households as proven by more than 80% of the respondents. Furthermore, this device has been increasingly criticized for adversely affecting academic and behavioral growth of young students. This is particularly the case where there is no/limited program or parent involvement to dictate the students' use of TV. The study tried to assess this situation by using such indicators as parental (adult) guidance and if the students' TV use is related to their handling of school assignments. Contrary to the conventional expectation of the study, more than half (actually, 53%) of the students admit that they watch TV alone whenever they want to. Only about 29% indicated that they always watch TV in the presence of an adult after completion of their homework followed by up to 15% who stated that their TV right is bound only occasionally (sometimes) to parent supervision or doing homework. The findings regarding this home activity of students apparently show a very

worrying trend in today's households. It is important to note that contemporary studies show these trends are becoming more common among children coming from single parent households.

The other home bound situation that affects the academic and behavioral state of children is their relationship with friends. Thus, parents have to encourage but control their children's efforts to meet friends and pass time at their homes. This parent involvement is particularly important considering the fact that children at such young age (9-12 old) are easily influenced by their friends. Again, the analysis results show that the performance of parents is not satisfactory in this regard. On the one hand more than 61% students stated that they can bring friends home whenever or most of the time they want to, indicating the absence or lack of supervision from parents. On the other hand up to 20% said they are never allowed to bring friends home, showing the absence of parent encouragement to help their children build interpersonal and social skills. Only 10% of the respondents indicated that their parents encourage and monitor their relationships with friends at home. Consistent to the earlier findings of this study and review of related empirical studies, interviews with teachers and management of the school indicate that this problem is observed more on divorced families.

It is understood that significant part of the students' home activities are directly related to their school assignments to which they need help from their family members. Due to its additional psychological implication (love, care, commitment, etc.), their expectations for help from their immediate parents (mother/father/both) is particularly higher. With regard to this question, the study shows that only 41% of the students get help consistently from their parents in doing home works. Parents of 17% of the students help their children only sometimes while 13% of them delegate this obligation to other family members. The most concerning finding,

however, is that 27% of students who get help from no one in their school assignments. As further interviews/discussions with the school community and analysis of parents' responses indicated, majority of the respondents from the later two categories have a single/divorced parent.

The final item used to assess the students' home activities is related to the overall after school supervision of parents on their children. This includes various activities such as study, home work, meals, playing and entertainment, etc. Thus, it provides a comprehensive picture regarding parent-child relationship at home and its potential impact on the academic performance of the children. In this regard, only 7% of the student respondents implied that they feel 'always' supervised by their parents while up to 49% indicated of getting parent supervision just 'sometimes' or 'rarely'. This may be understandable given the fact that either of most parents in major urban centers (such as Addis Ababa) are employed (public and private) and have to work at least 8 hours a day. Since many of the students learn only single shifts (half day), they may be at home for hours without actual/physical supervision of their parents. But, this does not justify or even explain that 44% of students are never supervised after they come from school. As reflected in the above findings (regarding the presence of fixed programs, use of TV, and relationship with friends), the lack of after school supervision is far more chronic among single/divorced families.

As underlined in many theoretical and empirical studies, the behavior and activities of a child at home have significant relationship with his/her school behavior and activities. Thus, the relationship they have at home with their parents shall have a crucial influence on how they

perform and behave at school. As such, the following part analyses students' activities at school in relation to their family background/structure.

### **Data concerning school activities of both student groups**

Based on the inputs generated from the analysis above, this part addresses the activities and behaviors of students when they are at school. As such, it primarily assesses the students' attitudes towards their schools and what part of school arouses their interest. Then, the relationship with their teachers and school friends are overviewed. In line with this, the students' involvements in class as well as outdoor activities are assessed. Finally, this part analyzes if and to what extent the students' parents are involved in the school life of their children. Focusing on the stated and related factors, the statistical summaries (Table 11) and the subsequent interpretation of findings are presented hereunder.

Table 11

#### *Students' School Activities*

<b>Item</b>	<b>Response</b>	<b>Frequency (N)</b>	<b>Percent (%)</b>
When I go to school	I am always happy	8	8
	most of the time I am happy	6	6
	I am sometimes not happy	7	7
	I am always not happy	79	79
	Total	100	100
What most interests me in school is	my teachers	44	41
	my friends	32	32
	the play ground	6	6
	I don't like much about school	18	18
	Total	100	100
At break time in school	I always play with school friends	48	48
	I sometimes play with school friends	8	8
	I rarely play with school friends	38	38
	I just like to be alone and not play with others	6	6
	Total	100	100
I get into trouble with school friends	Never	4	4
	once in a month	28	28
	once in a week	28	28

	Usually	40	40
	Total	100	100
Do you skip classes?	Never	7	7.1
	rarely	20	20.4
	Sometimes	24	24.5
	usually	47	48
	Total	98	100
Why do you	If I get sick	75	75
	If my mom/dad has any trouble	7	7
	If I am late	9	9
	If I don't feel like going	9	9
	Total	100	100
I get punished by my teacher	very rarely	11	11
	rarely like in a month	20	20
	most of the time	65	65
	Usually	4	4
	Total	100	100
My teacher punishes me usually	when I don't do my homework	32	32
	when I misbehave in classroom	34	34
	when I get into fight with friends	3	3
	when I lack concentration while learning	26	26
	Total	100	100
My present school behavior when compared to the one I had before	my behavior was and is still good	18	18
	I have started to behave better	20	20
	I have started to misbehave	58	58
	Now, I usually do misbehave	4	4
	Total	100	100
When you need something for school purpose	I only have to tell mom/dad once to get it	29	29
	I sometimes have to wait patiently after telling mom/dad	35	35
	I have to tell mom/dad repeatedly because she/he might forget it	13	13
	mom/dad won't buy it for me even if I told her/ him	23	23
	Total	100	100
How often do you tell your parents how your school day was?	Always	12	12
	sometimes, only when mom/dad asked	46	46
	rarely, only if I had a good day	11	11
	Never	31	31
	Total	100	100
How often are you told to bring your parent because of any wrong doings you committed at school?	I have never been told to bring my parent	10	10
	about once or twice a year	15	15
	about once in two months time	39	39
	about once or twice in a month	36	36
	Total	100	100

The analysis on the students' school activities begins with two items that respectively feature their level of happiness at school and what part of their school interests them more. These

two items are very important indicators for at least two reasons. On the one hand, they directly affect the child's academic performance as a student and his/her ability to forge good personal/social relations at school. On the other hand, they partly reflect on the child's livelihood at home and relationship with parents. Referring back to the results of the first item in the above table (Table 11, only few of the student respondents (just more than 20%) indicated that they are always or usually happy to be at school while majority of them (79%) feel otherwise. This response pattern coincides with that of parents where at least two-third of them admitted that their children may not be always happy with their school life (see 4.6.9. above). However, as the results to the second item imply, the responses of students to the above item (happiness at school) may be driven by their dislike to only one/few aspects of the school. For example, when asked to state what interests them most at school, 44% and 32% respectively indicated their relationships with teachers and friends remotely followed by 6% of those (mostly youngest respondents) who pointed to the school playground. Only 18% of the student respondents have stated that they "don't like much about school".

Related to this, the study tried to observe what the students do at their break time to which the findings show that 48% (always) and 8% (sometimes) of them play with school friends. On the other hand about 38% "rarely" play with school friends while 8% avoid such contact and keep to themselves. The study further assessed how frequently children may run in to trouble in their relationships with school friends. In this regard, only 4% of them claimed to never have any such problem while 56% admitted to have such conflicts from weekly to monthly basis with 40% of them facing this scenario at even more frequent (usual) basis. Even though it may not be unnatural at such early life cycle stage, lack of interest to relate to school friends/mates and frequent conflicts are predominantly observed among students from divorced

families (Hughes, 1999). So, the students will likely show more positive attitude to their school if they are encouraged (mainly by divorced parents) to strengthen their ties with their teachers and friends, that are the core parts of any young child's school life.

On a more direct basis, class attendance is one of the most determinant factors of academic performance and discipline of students. Due to their young age and active mind state, it is very important for primary school students to maintain regular class attendance. In this regard, the study shows a realistic if not problematic pattern. While only 7% of the respondents claimed to have 'never' skipped class, about 21% and 25% respectively admitted to have missed their classes only 'rarely' and 'sometimes'. On the other hand, as many as 48% respondents have 'usually' skipped class. As far as their reasons are concerned, sickness is the predominant factor causing 75% of the students to miss classes while 9% do not arrive at school on time. More significant to this study is that there are students (7%) who skip class because their parent/s are in trouble whereas 9% of them skip class because they just don't feel up to it. Divorced families have only a single parent whose trouble at home/work usually means either the child has to attend more responsibilities at home or is not in a psychological state to go to class. Related to this, lack of home supervision on children, which is more observed in divorced families, may explain those who skip class for no apparent reason (Hetherington, 1989). The researcher's interviews with teachers and concerned administration members of the school have ascertained this assumption of the study.

Discipline is one of the elements that students learn at school with long term effect on their behavioral development. Children, particularly those 9-12 old (and grades 2-6) are subject to close disciplinary supervision at school. This is meant to ensure their good behavioral and

academic growth. As such, standard disciplinary measures are designed and applied ranging from counseling to expulsion. In most primary schools, disciplinary measures are frequently applied, though they are mostly routine and limited to class room. Hence, teachers take the dominant responsibility in maintaining discipline of their young students. In line with this, the assessment results depicted above (see Table 4.14) show that up to 69% of students are punished by their teachers most of the time or usually. The rest face punishment 'rarely' with about 22% being disciplined once a month. In order of choice by respondents, the reasons for disciplinary measures include misbehaving in class (34%), not doing homework (32%), lack of concentration in lessons (26%), and fighting with friends (3%). In line with this, the researcher tried to look in to the behavioral (disciplinary) progress of the students as viewed by themselves. As such, when asked to compare their present school behavior to the past, about 38% have either maintained their good behavior or improved it while 58% believe that they have declined in this regard. The remaining (4%) see themselves as misbehaving students from which they have not shown any improvement. Again, relevant empirical studies associate such disciplinary and behavioral gaps at school being more reflected among children who come from divorced families/parents (Fagan and Churchill, 2012). Moreover, the disciplinary records cross checked by the researcher and interviews with teachers prove this situation.

The last three items in this part (children's school activities) address the level of involvement of parents in their children's school life and activities. As such, the researcher assessed the students' views and experiences regarding their parents' readiness to provide things needed for school purpose, discuss about school, and work together with the school in disciplinary/behavioral issues of their children. Regarding the first item in this group, the results above show that (see 11) while majority of parents basically provide for their children, only 29%

immediately respond to their children's request while 35% students sometimes have to wait patiently after telling mom/dad. On the contrary up to 13% have to tell their mom/dad repeatedly because she/he might forget it whereas not less than 23% said their mom/dad won't buy it for them even told repeatedly. Related to this issue is the degree to which the parents motivate their children to discuss about their time at school. As such, only 12% said they always do it while 46% indicated they discuss about school only when asked by mom/dad. The more interesting responses came from those who admitted (11%) that they discuss about school if they have had a good day whereas as many as 31% students have never enjoyed this opportunity. In a way that reflects the pattern of the above results, a significant number (36%) of students stated that they have brought their parents to school on disciplinary matters once or twice a month while 39% have done this once every two months followed by 15% who do it at least twice a year. Only 10% have been exempted from this requirement. According to Raynish (2007), parents' reluctance to provide for their children's school needs and discuss on school activities will ultimately lead to the children's academic as well as behavioral decline, thus, resulting in frequent request by the schools to attend disciplinary cases.

Like the results observed in the analysis regarding the previous part (students' home activities), there looks to be some mixed outlook from respondents on this aspect of the study. At least the respondents show that they are more active and interested in their school activities than at home. On the other hand parents, particularly those divorced, still show limited involvement in their children's school life.

## **Data regarding behavior and conduct of students with divorced parents**

As already signified in the title, the ultimate commitment of this study is to reflect on the possible impact of family breakup on the school related performance as well as behavioral make up their children. As the primary factor for family breakup is divorce, this part focuses on the academic and behavioral aspects of students living with divorced parent/s. Thus, it presents findings on two main dimensions. The first is related personal behavioral aspects of the students including their coping mechanisms to anger and stress. The second dimension assesses the relationship between the students and their parent (mother or father). The table below (Table 12) illustrates the students' responses on this regard whereas the findings drawn from the table and their respective implications are discussed next to it.

Table 12

### *Behavior and Conduct of Students with Divorced Parents*

<b>Item</b>	<b>Response</b>	<b>Frequency (N)</b>	<b>Percent (%)</b>
If I get angry or feel bad about something	I want to share it to people	13	26
	I rather watch TV than telling people about it	9	18
	I usually cry	16	32
	I usually want to be left alone	12	24
	Total	50	100
When I am angry about something and want to share it with people, I usually prefer to tell....	my mom	35	70
	my dad	3	6
	my teacher	1	2
	my friends or others	11	22
	Total	50	100
If I am angry or stressed and don't feel talking about it	my mom/dad won't let me go until I told them my situation	8	16
	my mom/dad may ask me once but if I don't tell them they will be worried	9	18
	my mom/dad won't notice it	17	34
	my mom/dad will take it only as a negative behavior and tell me not to do it again	16	32
	Total	50	100
When I tell mom/dad what I want to dress, eat, watch on	I always get what I want	11	22
	I sometimes get what I want	13	26

TV....	even I tell mom/dad she sticks with her/ his own choice	14	28
	I never tell mom/dad because she/ he doesn't listen to me	12	24
	Total	50	100
When my teacher asks mom/dad to come to school to discuss issues about my education	mom/dad is always ok after asking me to explain the reason	6	12
	mom/dad is sometimes ok after asking me to explain the reason	11	22
	mom/dad will only go after being upset believing that I must have done a serious mistake	20	40
	mom/dad doesn't want to go	13	26
	Total	50	100
If my mom/dad knew that I got into trouble with friends in school	mom/dad will ask me the reason and tell me not to do it again	16	32
	mom/dad will avoid talking to me for some time	14	28
	mom/dad will shout at me without asking for my side of story	10	20
	my mom/dad will just punish me immediately	10	20
	Total	50	100
When I want to talk mom/dad	I can just go and talk	8	16
	I will ask permission first	13	26
	I have to look at mom/dad's face and talk only if she seems to be fine	18	36
	I am not able to talk since mom/ dad does not have the time to listen to me and is usually not home	12	24
	Total	50	100

We can summarize the results of the above table regarding the behavior and conduct of students with divorced parents in to two. The general emotional (psychological) state of the students (as reflected primarily by the respondents themselves) can be reviewed first. As underscored in most contemporary studies, such emotional distresses as depression/sadness/anger are more frequently observed on students from divorced parents than otherwise (Garnefski & Diekstra, 1997). In view of this, the study tried to assess the emotional problems of respondents and their parents' roles in alleviating them. To begin with, the results show extreme reluctance among the students to share their emotional distress with others. As such, while only 26% of the students share their feelings of anger to other people the remaining majority prefer to be alone (24%) or use other channels such as crying (32%) or watching TV

(18%). Even among those that want to share their issues with people, most of them (70%) choose their mothers remotely followed by their friends (22%) while divorced fathers seem to be options for even fewer students (8%). This tendency of majority of respondents to prefer their mothers are usually related to their young ages and the fact that most of the children live with their mothers after divorce. On the other hand, majority of those who do not want to share blame their parents for not even noticing their emotional state (34%) or being judgmental rather than sympathetic (32%). Relatively, divorced parents seem to be more liberal in responding to the physical or economic issues of their children. In this regard, up to 48% of the student respondents indicated that they always or sometimes get from their parents what they want to dress, eat, watch on TV, etc. But, there are still gaps in this aspect as indicated by 28% respondents who said they are forced to accept their parents' choices and even worse 24% of those who said they never tell their mom/dad because she/ he doesn't listen to them anyways.

This part of the study also looked in to the nature of relationship between students and their single/divorced parents when it comes to school related matters such as their teachers and school friends. The findings indicate that only few parents show willingness to discuss with teachers on their children's education. As such, when the student's teacher asks mom/dad to come to school to discuss issues about his/her education only 34% parents do so either always or sometimes after asking the reason. On the other hand, parents of about 40% students will only go after being upset believing that the child must have done a serious mistake while that of 26% students do not entirely want to go. Similar patterns are observed among divorced parents regarding their children's relationships with school friends. When the mom/dad knew that the student got into trouble with friends in school, only few (32%) parents show any level of understanding by asking the reason and telling them not to repeat it. The remaining follows a

different direction which includes avoiding talking to the child (28%), shouting (20%), or initiating punishments (20%).

The final item assesses the overall state of communication between students and their divorced parents. Thus, it serves as a comprehensive reflection of the general relationship in families with single/divorced parents. In this regard, when asked about their freedom and motivation of communication with their parents, only 16% of the student respondents said they can talk to their parents when they want followed by 26% of those who do it with permission whereas about 36% have to look at mom/dad's face and talk only if s/he seems to be fine. A significant minority (24%) indicated about the absence of any open communication by saying that they are not able to talk since mom/dad does not have the time to listen to them and is usually not home.

Consistent to what has been discussed at length in the literature review (see chapter 2) and the analysis results of data from parent respondents, the analysis and resulting findings here above underscore the adverse impacts of family breakup on a child's academic performance and behavior. In more specific terms, divorce makes the school life of children (especially those 9-12 year old students) very difficult. They may blame themselves for the separation of their parents. This feeling grows when the custodial parent (mother or father) becomes either aggressive or reluctant to the physical or more importantly psychological/emotional situations or needs of the child. This naturally leads them towards emotional despair, lack of motivation, deep sense of insecurity, etc. these situations, in turn, adversely affect their academic performance as well as discipline at school by causing or aggravating lack of class attention, misconduct, absenteeism, tardiness, etc. Divorced parents, thus, have to give due attention to their children's home and

school activities and adjust their lives accordingly to ensure academic success and proper behavioral development of their children.

### **Students’ results for the previous two academic years**

The previous section dealt on the impacts of family break up on based on primary data gathered through the questionnaire administered to students and parents. The data presented and analyzed so far has shown how family break up affects children’s academic performance, emotional and social conditions that in turn affect their academic achievement in general. Hence, the effect on students’ academic achievement has to show on their academic record for the previous grades, that is two grades prior to the one currently enrolled in.

The researcher has, therefore, has made an attempt to obtain the students’ academic records for the last two grade years. These secondary data was obtained from the school administration. The detailed list of students’ academic records can be found under the section for appendices. However, summary of the results for the last two years are presented in the next two tables while discussions on the findings drawn from the data with their respective implications are presented in the sub sections that follow.

Table 13

#### *Frequency and Percentage of Students’ Academic Records*

Students	Average Mark		Students with Improved Results		Students with Decreased Results		No Change		Missing	
	2011/12	2012/13	Frequency	%	Frequency	%	Frequency	%	Frequency	%
With Intact Parents	71.25	74	40	80	9	18	0	0	1	2
With Divorced Parents	75	71.75	28	56	21	42	1	2	0	0

Table 14

*Summary of Academic Records of Students with Improved and Decreased Results*

Results	Student with Intact Parents				Student with Divorced Parents			
	With Improved Results		With Decreased Results		With Improved Results		With Decreased Results	
	2011/12	2012/13	2011/12	2012/13	2011/12	2012/13	2011/12	2012/13
Lowest	46.5	59	52	50.5	58	60.5	62	50.5
Highest	94	97.5	96	91.5	91.5	92.5	95.5	88
Mean	70.25	78.25	74	71	74.5	76.5	78.5	69.25

**Summary of academic results of students with intact parents**

As can be seen in table 13, the majority of students from intact parents (80%) were found to improve their academic results. Their academic results for the last year show that the students have scored better than they did in the year before last year. As demonstrated in table 13, the average score has improved from 71.25 to 74. Moreover, as illustrated in table 14, the lowest mark scored by students from intact families in the year before happened to be 46.5 while the score went up to 59 in the last year. Even the highest score for the same students went up from 94 to 97.5 in the same year. Out of the total number of students from intact families, only 18% were found to be with decreased academic scores. It can be seen from table 4.18 that the lowest mark for these students has went down from 52 to 50.5 which is a decrease in 1.5 marks.

From these data, it can be concluded that a majority of the students from intact families have a better academic achievement than they did in the year before last year.

### **Summary of academic results of Students with divorced parents**

When it comes to students with divorced parents, however, the data obtained tells a different story. The number of respondents with improved results was only 56% which shows a significant difference with the number of students with intact parents and had improved results, as demonstrated in table 14. The lowest and highest scores for these students with improved results in the year before were 58 and 91.5 respectively. The scores went up to 60.5 and 92.5. Unlike students from intact families, a far more students with divorced parents, 42%, were found to score less last year than the year before. The average score for students with divorced parents can be observed to go down from 75 to 71.75 (See table 14). Their lowest and highest scores, which were 62 and 95.5 respectively, went down to 50.5 and 88 last year. These significant decreases in results can also be illustrated in their average scores, which went down from 78.5 to 69.25 (See table 14). This is a decrease in 9.25, far more significant than those students from intact families with a decreased average mark of only 1.5.

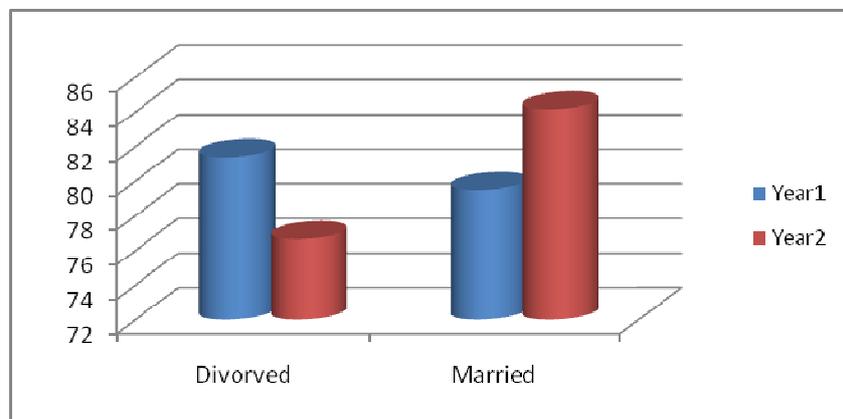
This implies that a significant percentage of students with divorced parents (42%) were found to have a decreased academic achievement. This may be attributed to the fact that their parents were divorced which has affected their academic performance and individual and social life in and around their school.

**Comparative Summary of Academic Results of Students with Married versus Divorced Parents.** It is generally accepted that parent involvement has an impact on a child's growth and development (Sheldon, 2003). Yet, one of the differences between students with intact parents and students with divorced parents is that the latter may have limited access to enjoy academic assistance from both parents. Besides, due to economic impacts and other factors

divorced single parents may find it difficult to manage in assisting and supervising their children's school activities. This has been discussed under the sections that analyzed data from parent respondents. Hence, one can expect that this condition may affect students' academic achievement as is shown in data presented in the comparative chart as well as the t-test results presented below.

Figure 1

*Comparative Chart of Academic Results of Students of Married versus Divorced Parents*



As presented in the chart (Figure 1), the results of students from married parents showed an increase from the first year to the second. On the contrary, the academic results of students from divorced parents showed a decrease from the first year to the second. To see if the respective increase and decrease in academic results of the two groups of students is related to their parents being married or divorced, a paired sample test (t-test) was conducted. The relevant results of the test are summarized below (Table 14).

Table 15

*T-test Summary of Academic Results of Students of Married versus Divorced Parents*

Year	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
1	1.880	14.999	2.121	-2.383	6.143	.886	49	.380
2	-7.380	16.740	2.367	-12.138	-2.622	-3.117	49	.003

The table shows that while the mean (average) academic results of the students from divorced parents was higher by 1.88 marks than those from married parents in the first year (the year before), the trend was reversed sharply in the second year (last year), in which the students from married parents showed a mean result 7.38 higher than that of divorced parents.

Furthermore, the significance value (2 tailed) of 0.380 indicates that the marital state of their parents didn't have a statistically significant association to the students' academic results in the first year. But, the factor is seen to have a significant role in their results of the second year as reflected by the significance value (2 tailed) of 0.003 in that year.

## CHAPTER V

### SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### **Introduction**

The main purpose of this study was to examine the impacts of family break up on the academic performance and achievement of elementary school students enrolled in grades 3 to 6. More specifically, it aimed to show the impacts of divorce on students' individual and social life in and around school and its effect on their self esteem, behavior and conduct related to schooling.

Data regarding students' activities at home and in/around school was gathered from the selected students as well as parents both from intact and divorced families. Besides to analyzing these primary data, a comparative study of the school's record of students' average academic records for the last two years was conducted to reveal any existing differences between academic achievements of students from both backgrounds. In general, data collected through both instruments, primary as well as secondary, were carefully scrutinized. This chapter, therefore, presents summary of the findings of the analysis in accordance with the objectives of the study and the research questions formulated to be answered in this study.

#### **Summary of the findings**

The main purpose of this study was to find out the impacts of family break up on the academic performance and achievement of students of Mekanisa Elementary School of Addis Ababa. In order to attain the objectives, the following basic research questions were raised and answered in the course of the study.

- Does family break up affect student's academic performance and achievement?
- Does family break up affect student's interpersonal and social life in and around school?
- Does family break up have an impact on students' attitude towards school?
- Does family break up affect student's behavior and conduct?

To deal with these questions descriptive survey method was employed. The main instruments of data collection were questionnaires and document analysis. The subjects of the study were 100 students and 100 parents selected using purposive sampling and available sampling techniques. The data collected through questionnaire and document analysis were analyzed using percentage frequency, mean and standard deviation.

This study has made an attempt to address the parents' roles and perspectives, the analyses and resulting findings presented in the previous chapter have provided important insight regarding the main issue (topic) of the research, which is about the impact of family break up on students' academic performance and behavior. The current study has also made an effort to reflect the views and experiences of the sample surveyed students regarding the realities (and possible challenges) of their life at home and school. The researcher has focused on the issues that may have some significant relationship to the realities of parenting and its impact on students' academic performance, experiences.

Therefore, based on the data presented and discussed in the previous chapter, the findings and implications are summarized as follows.

- It has been found that parents are unable to provide their children with adequate play materials and toys, the required exercise books and materials, adequate meals, and proper medication. The students do not get enough time and attention from their parents or go for a vacation. Moreover, they are often unrewarded for their achievements and lack extra academic assistance from a tutor at home. These can be attributed to the economic impacts that family break up can impose on the divorcee parents as well as their children.
- According to the surveyed parents, children do not prefer to show their disappointment in polite ways. Besides, the students lack the capability to explain themselves even if people talk to them strongly or explaining their disagreement on specific issues rather than behave in a bad way. They tend not to get along with their peers and teachers. The students are not willing to tell about their school days. They are also not organized at home or school. These show that the psychological impacts of divorce are manifested in students' individual and social life in and around school as well as their academic activities.
- The study found out that divorced parents do not clarify to their children the reasons for the break up, which may leave the children feeling guilty about it. Another finding is that divorced parents are not able to provide their children the same time and attention like they used to before the break up. Therefore, parents, particularly those divorced, have been found out to show limited involvement in their children's school life.
- It is indicated in many research studies that the academic (school) performance and behavior of students (particularly those at primary level) is significantly influenced by their activities at home and vice-versa. In line with this, this research found out that

single divorced parents are more likely to face difficulty in enforcing fixed programs for their children's home activities. This may be due to their extra burden to work longer hours to support their family economically.

- Related to this factor, a majority of students selected TV as their source of entertainment. However, this device has been increasingly criticized for adversely affecting academic and behavioral growth of young students. This is particularly the case where there is no/limited program or parent involvement to dictate the students' use of TV. Contrary to the conventional expectation of the study, more than half of the students have admitted that they watch TV alone whenever they want to. The findings regarding this home activity of students apparently show a very worrying trend in today's households. It is important to note that contemporary studies show these trends are becoming more common among children coming from single parent households.
- The other home bound situation that affects the academic and behavioral state of children is their relationship with friends. The analysis results show that the performance of parents is not satisfactory in encouraging and control their children's efforts to meet friends and pass time at their homes. This parent involvement is particularly important considering the fact that children at such young age (9-12 old) are easily influenced by their friends.
- With regard to assistance in their school assignment, the study shows the majority of respondents with single parent either get help from no one or from a delegated person and rarely from their parents. However, it is understood that significant part of the students' home activities are directly related to their school assignments to which they need help

from their family members. Due to its additional psychological implication (love, care, commitment, etc.), their expectations for help from their immediate parents (mother/father/both) is particularly higher. When parents fail to fulfill these expectations, the students may feel unwanted and unloved which affects their psychological well being and in turn this affects their academic performance and achievement.

- The analysis on the students' school activities found out that they are not happy with certain aspects of their school including their relationships with teachers and friends. More than half of the surveyed respondents have also admitted to have come into conflicts. Even though it may not be unnatural at such early life cycle stage, lack of interest to relate to school friends/mates and frequent conflicts are predominantly observed among students from divorced families (Hughes, 1999).
- While about half of the respondents have admitted that they usually skip class, the predominant factor causing absenteeism have been found out to be sickness followed by no apparent reason. This may have to do with the finding that stated respondents have lack of proper medication. Related to this, the study found out that there is lack of home supervision on children, which is more observed in divorced families. And this in turn may explain those who skip class for no apparent reason (Hetherington, 1989).
- With regard to their present and past school behavior, more than of the respondents with divorced parents believe that they have declined the quality in this regard. In other words, they have recently demonstrated bad school behavior and conduct.

- In a way that reflects the pattern of the previous finding, a significant number of students stated that they have brought their parents to school on disciplinary matters once or twice a month According to Raynish (2007), parents' reluctance to provide for their children's school needs and discuss on school activities will ultimately lead to the children's academic as well as behavioral decline, thus, resulting in frequent request by the schools to attend disciplinary cases.
- The results also show extreme reluctance among the students to share their emotional distress with others. Even if they do, the majority of respondents prefer to tell their mothers which can be explained by the fact that most of the children live with their mothers after divorce.
- A majority of the students from intact families have demonstrated better academic achievement than they did in the year before last year while a significant percentage of students with divorced parents demonstrated decreased academic achievement. This may be attributed to the fact that their parents were divorced which has affected their academic performance and individual and social life in and around their school.

## **Conclusions**

It has been years since the Ethiopian Government placed education at the center of its development strategies (TGE, 1994). Since it is the base to a country's economic progress and its overall social and political development the Government's strong policies has promoted the quality of education.

Hence, the Federal Ministry of Education /MOE/ has taken the responsibility to assure the quality of education through formulating different strategies to help students to be better achievers. With this regard, the findings of the current study could provide some input to the effort by identifying the impacts of family break which influence students' academic performance and achievement.

Based on the analyses and findings presented in the previous sections, therefore, the following conclusions were drawn:

- As underlined in many theoretical and empirical studies, the behavior and activities of a child at home have significant relationship with his/her school behavior and activities. However, due to the economic impacts of family break, divorced parents do not tend to develop adequate relationship with their children. As a result, lack of adequate parental involvement is affecting the students' academic performance and achievement.
- Divorce affects the family's different aspects of life including socioeconomic status (Rodgers & Pryor, 1998). One of the consequences of such impact is the family's, especially the student's, socializing practices. Cognizant to this notion, family break up has affected the individual as well as social life of the students' with divorced parents.
- Apart from the consequences from economic impact, the students' individual as well as social life is also affected by the psychological impact resulting after family break up. The effect of such an impact has been manifested through the students' home and school activities including lack of interest for school and increased absenteeism from the students' sides.

- Students were found out to prefer not to talk about the problems they face. They also admitted that their behavior and conduct has been deteriorating from year to year. These and other situations are the manifestation of psychological effects that could result from family break up or divorce. Such impact is also interrelated with the students' poor individual and social relationship with others, both at home and school.
- From the comparison of students' academic result for the last two years, one can also conclude that the majority of students with divorced parents have scored less in the last year. This can be considered as a total effect of the impacts of family break up on students' academic performance and achievement.

In general, the economic, psychological and social impacts caused by family break up or divorce have negatively influenced the academic performance as well as achievement of those students' who came from divorced parents.

### **Recommendations**

Hopefully, parents, educators and researchers can get a glimpse of the impacts of divorce on children. If we could gain some insight and understanding of the negative effect divorce on children's academic achievement, then we could be part of the effort in minimizing the impacts and improving the quality of education children get.

What seems to be essential to recommend in this study is a simple way in which we could easily help students from divorced parents. If students begin to demonstrate change, the school, particularly teachers, should try to pay close attention to the changes in behavior, emotions or academics. They should also be ready to assist the child as best they can and to create a positive

learning environment. They can guide and support students so as to assure them that they can get all of the love and support when they need it.

As family dynamics continue to change, moreover, further research could document the impact of divorce on children's psychological and cognitive development. More research should be considered to investigate the divorce impacts on students based on their age and gender differences. This is because there are many variables that could impact children and their academic, social and emotional development where further research could provide new insight and strategies for improving their development as well as their lives in general.

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## **Appendix A: Questionnaire for Parent Respondents (English Version)**

**Addis Ababa University**

**School of Graduate Studies**

**Institute of Educational Research**

Dear Respondents

My name is Bethelhem Getachew. I am conducting a master's research entitled as 'The Impact of Family Break up on Students' Academic Achievement: the Case of Renaissance International and Cruz Academy Schools in Addis Ababa. The purpose of the study is to investigate the effects of parental separation on children's school achievement. Therefore, this questionnaire is distributed among parents like yourself to enable the researcher to collect relevant information regarding the research subject. The success of this study depends on the quality of the responses you provide. However, there is no right and wrong answer to all the questions. What is required from you is to provide honest responses to the items presented. Your responses will only be used for academic purposes and be kept confidential. There is no need to write your names. Thank you in advance for your time, honest responses and sincere cooperation.

### **Part One**

#### **Background Information about yourself**

**Direction:** the following statements are about your personal information. Please write the necessary information on the blank spaces provided and, in the optional items, indicate your answer by putting 'X' mark in the box.

1. Sex:

Female \_\_\_\_ Male \_\_\_\_

2. Age:

20-30 \_\_\_\_ 31-40 \_\_\_\_ 41-50 \_\_\_\_

51-60 \_\_\_\_ Above 61 \_\_\_\_

3. Educational level

Not completed Grade 12 \_\_\_\_

Grade 12 completed \_\_\_\_\_

College Diploma \_\_\_\_\_

BSC/BA \_\_\_\_\_

MSC/MA \_\_\_\_\_

PHD \_\_\_\_\_

4. Marital status

Married \_\_\_\_\_

Divorced \_\_\_\_\_

Remarried \_\_\_\_\_

Widowed \_\_\_\_\_

5. If you are married, how long have you been married for?

Less than 5 years \_\_\_\_\_

6-10 years \_\_\_\_\_

11-15 years \_\_\_\_\_

16-20 years \_\_\_\_\_

Over 20 years \_\_\_\_\_

6. If you are divorced, how long has it been since your divorce?

Less than 2 years \_\_\_\_\_

3-5 years \_\_\_\_\_

6-10 years \_\_\_\_\_

Over 10 years \_\_\_\_\_

7. Current work condition

Government Employee \_\_\_\_\_

Private Employee \_\_\_\_\_

Unemployed \_\_\_\_\_

Private business Owner \_\_\_\_\_



10.He/she is always happy.					
11.S/he is organized at home or school.					
12.He/she usually gets a good sleep.					

### Section Three

**The following questions are to be answered only by divorced and custodial parents.**

**Direction:** In the following table, issues concerning divorce and its consequences are listed. Please indicate your opinion by putting ‘X’ mark in the box in line of each item. The choices range from strongly agree to strongly disagree.

Key: 5=Strongly Agree                      4=Agree                      3=Undecided  
2=Disagree                                      1=Strongly Disagree

Statements	5	4	3	2	1
1. S/he is usually happy to go to school.					
2. He/she wakes up early on school days and is rarely late					
3. He/she is happy with my compliments.					
4. S/he likes to have help with studies					
5. He/she usually actively participates in classroom or school activities					
6. He/she is never told to bring parents to school because of misbehavior.					
7. He/she is capable of concentrating in the learning process.					
8. His/her receptivity to learning is rarely compromised by emotional distress.					
9. S/he enjoys peer relationship in school.					
10.He can easily observe his/ her educational progress without being told by anybody.					
11.He/she gets adequate parental monitoring on his/ her school work.					
12.He/she performs more than the average in his academic subjects.					

THANK YOU

**Appendix B: Questionnaire for Parent Respondents (Translated Amharic Version)**

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ቤት

የትምህርት ምርምር ተቋም

ውድ ወላጆች

ስሜ ቤተሰብዎ ጌታቸው ይባላል። 'የወላጆች ፍች በልጆች የትምህርት ስኬት ላይ ያለው ተጽዕኖ፣ በአዲስ አበባ በሬኔዛንስ ኢንተርናሽናልና በክሩዝ አካዳሚ ትምህርት ቤቶች' በሚል ርዕስ የማስተርስ ዲግሪ የመመረቂያ ጥናት በማካሄድ ላይ እገኛለሁ። ጥናቱ የወላጆች ፍች በልጆች ትምህርት ስኬታማነት ላይ የሚኖረው ተጽዕኖ ለማወቅ ያለመ ነው። ስለዚህ ለምርምሩ የሚያስፈልገኝን መረጃ ለመሰብሰብ እንዲረዳኝ ይኼን መጠይቅ አዘጋጅቼ እንደናገሩ ለመሰሉ ተማሪዎች አቅርቤዋለሁ። ለጥያቄዎቹ የምትሰጡት መልስ የተሟላ መሆኑ ምርምሩ ውጤታማ እንዲሆን ወሳኝ ነው። ጥያቄዎቹ ግን ትክክለኛ ወይም የተሳሳተ የሚባል መልስ ስለሌላቸው ከናገሩ የሚጠበቀው ለያንዳንዱ ጥያቄ ሐቅ የሆነ መልስ መስጠት ብቻ ነው። መልሶቻችሁ ምርምሩን ለማካሄድ ብቻ የሚውሉ በመሆናቸው ከተመራማሪዎ ውጭ ሌላ ሰው አያያቸውም። ስማችሁን መጻፍም አያስፈልጋችሁም። ሀቀኛ ምላሻችሁን እንዳገኝ ጊዜያችሁን ስለሰጣችሁኝና ስለተባበራችሁኝ በቅድሚያ ከልብ አመሰግናችኋለሁ።

**ክፍል አንድ**

**አጠቃላይ መረጃ**

መመሪያ: የሚከተሉት ጥያቄዎች ስለናገሩ መረጃ ለመሰብሰብ የሚረዱ ናቸው። ስለዚህ ከተሰጡት ምርጫዎች አንዱን መርጣችሁ በማክበብ ወይም በተሰጠው ክፍት ቦታ ላይ የራይት ምልክት በማድረግ መልሳችሁን ሰጡ።

1. ስያ: \_\_\_\_\_ ሴት: \_\_\_\_\_ ወንድ: \_\_\_\_\_
2. ዕድሜ: ከ20-30: \_\_\_\_\_ ከ 31-40: \_\_\_\_\_ ከ 41-50: \_\_\_\_\_ ከ 51-60: \_\_\_\_\_  
ከ60 በላይ \_\_\_\_\_
3. የትምህርት ደረጃ  
12ኛ ያላጠናቀቀ: \_\_\_\_\_ 12ኛ ያጠናቀቀ: \_\_\_\_\_  
ኮሌጅ ዲፕሎማ: \_\_\_\_\_ የመጀመሪያ ዲግሪ: \_\_\_\_\_  
ሁለተኛ ዲግሪ: \_\_\_\_\_ ዶክተሬት: \_\_\_\_\_
4. የጋብቻ ሁኔታ  
ያገባ/ች: \_\_\_\_\_ የተፋታ/ታ: \_\_\_\_\_  
ድጋሚ ጋብቻ የፈጸመ/ች: \_\_\_\_\_ የትዳር አጋሩ/ሯ በሞት ያጣ/ች: \_\_\_\_\_
5. በትዳር ውስጥ ካለህ/ሽ ከተጋባችሁምን ያህል ጊዜ ሆናችሁ?  
ከ5 ዓመት በታች: \_\_\_\_\_ ከ6-10 ዓመታት: \_\_\_\_\_  
ከ11-15 ዓመታት: \_\_\_\_\_ ከ16-20 ዓመታት: \_\_\_\_\_  
ከ 20 ዓመታት በላይ: \_\_\_\_\_
6. ከትዳር አጋራችሁ ጋር የተለያዩችሁ ከሆነ ፍቺ ከፈጸማችሁ ምን ያህል ጊዜ ሆናችሁ?  
ከ2 ዓመታት በታች: \_\_\_\_\_ ከ3-5 ዓመታት: \_\_\_\_\_

ከ6-10 ዓመታት: \_\_\_\_\_ ከ10 ዓመት በላይ: \_\_\_\_\_

7. የሥራ ሁኔታ

የመንግስት ሰራተኛ: \_\_\_\_\_ የግል ድርጅት ሰራተኛ: \_\_\_\_\_

የግል ቢዝነስ አንቀሳቃሽ: \_\_\_\_\_ ስራ የለኝም: \_\_\_\_\_

**ክፍል ሁለት**

መመሪያ: የሚከተሉት ጥያቄዎች የናገተን ሀሳብ ለማወቅ የሚረዱ ናቸው። ከዓረፍተነገሩ ጎን ከቁጥሩ ስር የኤክስ ምልክት በማስቀመጥ ከቀረበው ሀሳብ ጋር ምን ያህል እንደምትስማሙ ግለጹ።

5-በጣም እስማማለሁ                      4-እስማማለሁ                      3-መካከለኛ                      2- አልስማማም  
1- በጣም አልስማማም

		5	4	3	2	1
1	ልጄ በየዕለቱ በቂ ምግብ ያገኛል/ታገኛለች።					
2	ልጄ የሚሉበትውን/የምትለብትውን ልብስ መምረጥ ይችላል/ትችላለች።					
3	ልጄ በየዕለቱ ገላውን/ዋን ይታጠባል/ትታጠባለች።					
4	ልጄ አስፈላጊ ሲሆን ህክምና ያገኛል/ታገኛለች።					
5	ልጄ አስፈላጊ የትምህርት መርጃ መፃህፍትና መለማመጃ ደብተር አለው/ላት።					
6	ልጄ በትምህርት ቤት ውስጥ ከመምህራኑም ሆነ ከእኩሮቹ ጋር ጥሩ ግንኙነት አለው።					
7	ልጄ ሁሉም ቢሆን ትምህርት ቤት ስላሳለፈው ውሎ ለመናገር ፍቃደኛ ነው።					
8	ልጄ ሁሉም ስለራሱ ጥሩ ስሜት አለው።					
9	ልጄ ከቤተሰቡ ጋር የሚያሳልፈው ጊዜ ያስደስተዋል።					
10	ልጄ ሁሉም ደስተኛ ነው።					
11	ልጄ ቤትም ሆነ ትምህርት ቤት የተቀናጀ ስርዐት አላት።					
12	ልጄ አብዛኛውን ጊዜ ጥሩ እንቅልፍ ይተኛል።					

**ክፍል ሶስት**

መመሪያ: የሚከተሉት ጥያቄዎች ስለልጆቻችሁ መረጃ የምትሰጡበት ነው። ከዓረፍተነገሩ ጎን ከቁጥሩ ስር የኤክስ ምልክት በማስቀመጥ ከቀረበው ሀሳብ ጋር ምን ያህል እንደምትስማሙ ግለጹ።

5-በጣም እስማማለሁ                      4-እስማማለሁ                      3-መካከለኛ                      2- አልስማማም  
1- በጣም አልስማማም

		5	4	3	2	1
1	ሁሉም ወደ ትምህርት ቤት ለመሄድ ደስተኛ ነው።					
2	በትምህርት ቤት ቀናት በማለዳ ይነሳል። እናም ብዙ ጊዜ የማርፊድ ልምድ የለውም።					
3	እኔ በምስጠው አስተያየት ሁሉም ደስተኛ ነው።					
4	ሲያጠና/ ስታጠና እርዳታ ይፈልጋል/ለች።					
5	በክፍል ውስጥም ሆነ በሌሎች የትምህርት ቤት እንቅስቃሴዎች ውስጥ ንቁ የሆነ ተሳትፎ ያደርጋል/ ላት።					
6	በመጥፎ ስነምግባር ምክንያት ወላጅ እንዲያመጣ ተጠይቆ/ ቃ አያውቅም።					
7	ትምህርቱን/ ቷን በአግባቡ ትከታተላለች።					

8	ትምህርት የመቀበል አቅሙ በተስፋ መቁረጦች ውስጥ የመረጣበሽ ስሜት ያጋጥመዋል።					
9	በትምህርት ቤት ከእኩዮቿ ጋር ባላው/ ት ግንኙነት ደስተኛ ነው/ ናት።					
10	በትምህርቱ/ ቷ ዙሪያ ያሉ መሻሻሎችን/ ለውጦችን በቀላሉ መመልከት አችላለሁ።					
11	ልጄ በትምህርት ጉዳዮች ላይ በቂ የሆነ የወላጅ ክትትል ይደረግለታል/ ይደረግላታል።					
12	ልጄ በትምህርቱ ከአማካዮቹ ተማሪዎች በላይ ውጤት ያስመዘግባል።					

**ክፍል አራት**

**መመሪያ: የሚከተሉት ጥያቄዎች የናንተን ስለልጆቻችሁ መረጃ የምትሰጡበት ነው። ከዓረፍተነገሩ ጎን ከቁጥሩ ስር የኤክስ ምልክት በማስቀመጥ ከቀረበው ሀሳብ ጋር ምን ያህል እንደምትስማሙ ግለጹ።**

- 5- በጣም እስማማለሁ                      4- እስማማለሁ                      3- መካከለኛ                      2- አልስማማም  
 1- በጣም አልስማማም

		5	4	3	2	1
1	ፍቺ ከማድረጋችን በፊት ልጆቻችን አለመግባባቶቻችን እንዲያዩ አናደርግም ነበር።					
2	ከፍቺው በኋላ ልጆቻችን ለብቻዬ ማሳደግ አልከበደኝም።					
3	ለልጄ/ ለልጆቼ የመለያየታችን ምክንያት እነሱ እንዳልሆኑ እነግራቸዋለሁ።					
4	የማሳደጉን ሀላፊነት ያልወሰደው/ ሰደቸው ወላጅ ልጆቼን ቶሎ ቶሎ የመጎብኘት ልምድ አለው።					
5	የቤተሰባችን የመዘናኛ ጊዜ ከፍቺው በኋላም ቢሆን ከቀድሞው አልተቀየረም።					
6	ከባለቤቴ ጋር ከመለያየታችን በፊት ለልጆቼ እሰጥ የነበረውን ጊዜ ያህል አሁንም እሰጣቸዋለሁ።					
7	ልጄ የየዕለት ተግባሩን በአግባቡ ማከናወኑን እከታተላለሁ።					
8	ከፍቺው በኋላ ምንም እንኳን ያለብኝ ሀላፊነት ቢጨምርም የልጄን የትምህርት ሁኔታ ለመከታተል ግን ጊዜዬን አብቃቃለሁ።					
9	ልጄ በትምህርት ሰዎት አያረፍድም፤ ከትምህርት ቤትም አይቀርም።					
10	ልጄ ከፍቺው በፊት የነበረው ጥሩ የትምህርት ብቃት ከፍቺው በኋላም አልቀነሰም ።					
11	ፍቺ ከፈጸምን በኋላ በልጆቼ ባህሪ ላይ ተደጋጋሚ የባህሪ ለውጥ አስተውያለሁ።					

## **Appendix C: Questionnaire for Student Respondents (English Version)**

**Addis Ababa University**

**School of Graduate Studies**

**Institute of Educational Research**

Dear Respondents

My name is Bethelhem Getachew. I am conducting a master's research entitled as 'The Impact of Family Break up on Students' Academic Achievement: the Case of Renaissance International and Cruz Academy Schools in Addis Ababa. The purpose of the study is to investigate the effects of parental separation on children's school achievement. Therefore, this questionnaire is distributed among students like yourself to enable the researcher to collect relevant information regarding the research subject. The success of this study depends on the quality of the responses you provide. However, there is no right and wrong answer to all the questions. What is required from you is to provide honest responses to the items presented. Your responses will be used for academic purposes and be kept confidential. There is no need to write your names. Thank you in advance for your time, honest responses and sincere cooperation.

---

### **Part One**

#### **Background Information**

Direction: The following questions aim to collect personal information about you. Please write the necessary information or put a tick mark on the blank space provided.

1. Grade: \_\_\_\_ Section: \_\_\_\_ Class Roll Number: \_\_\_\_
2. Sex:  
    Female \_\_\_\_  
    Male \_\_\_\_
3. Age in Years: \_\_\_\_
4. What is your average classroom rank when you were in the previous grade? \_\_\_\_

## Part Two

### School Information

#### Section One

**Direction:** Read the following questions carefully and circle the answer that best describes you and your family. Since there will not be a right and wrong answers to the questions, feel free to respond honestly to all the questions.

1. I wake up very early.
  - a. Always.
  - b. Sometimes.
  - c. Rarely.
  - d. Never.
2. Do you have a fixed program of activities at home?
  - a. Yes, in everyday of the week.
  - b. Yes, only in school days.
  - c. We had routines but now I can do whatever I like to do.
  - d. We don't have any routines.
3. Is there a TV set at home?
  - a. Yes.
  - b. Yes, but is broken.
  - c. We had, but not now.
  - d. No, we don't have TV.
4. If your answer to question No. 3 is 'a', are you permitted to watch TV on school nights?
  - a. I watch TV alone whenever I want to.
  - b. After completion of my homework, I always watch TV in the presence of an adult.
  - c. I sometimes watch TV in the presence of an adult and after completion of my homework.
  - d. After completion of my homework, I sometimes watch TV without the presence of an adult.
5. Are you permitted to bring you're your school friends home?
  - a. I can bring friends whenever I want to.
  - b. I can bring friends most of the time.
  - c. I can bring friends only if we have a special occasion at home.
  - d. I am never allowed to bring friends.
6. Who I need help with my homework...
  - a. My mom/dad always helps me.
  - b. My mom/dad sometimes helps me.
  - c. Only a relative helps me.
  - d. I get help from no one.
7. My mom/dad supervises me after I get back from school.
  - a. Always.
  - b. Sometimes.
  - c. Rarely.
  - d. Never.

## Section two:

**Direction:** in the following questions, you will be asked about your school life. Please circle the answer that best describes your opinion.

1. When I go to school...
  - a. I am always happy.
  - b. Most of the time I am happy.
  - c. I am sometimes not happy.
  - d. I am always not happy.
2. What most interests me in school is...
  - a. My teachers.
  - b. My friends.
  - c. The playground.
  - d. I am always not happy.
3. At break time in school...
  - a. I always play with school friends.
  - b. I sometimes play with school friends.
  - c. I rarely play with school friends.
  - d. I never play with school friends.
4. I get into trouble with school friends...
  - a. Never.
  - b. Once in a month.
  - c. Once in a week.
  - d. Usually.
5. Do you skip classes?
  - a. Never.
  - b. Sometimes.
  - c. Rarely.
  - d. Usually.
6. Why do you skip classes?
  - a. If I get sick.
  - b. If my mom/dad has any trouble.
  - c. If I am late.
  - d. If I don't feel like going.
7. I get punished by my teacher...
  - a. Very rarely.
  - b. Rarely like in a month.
  - c. Most of the time.
  - d. Usually.
8. My teacher punishes me usually...
  - a. When I don't do my homework.
  - b. When I misbehave in classroom.
  - c. When I get into fight with friends.
  - d. When I lack concentration while learning.
9. My present school behavior when compared to the one I had before...
  - a. My behavior was and is still good.

- b. I have started to behave better.
  - c. I have started to misbehave.
  - d. Now, I usually do misbehave.
10. How often do you get absent from school?
- a. About once or twice a week.
  - b. About two or three times a month.
  - c. About once a month.
  - d. Very rarely.
11. When I need something for school purpose...
- a. I only have to tell mom/dad once to get it.
  - b. I sometimes have to wait patiently after telling mom/dad.
  - c. I have to tell mom/dad repeatedly because she/he might forget it.
  - d. Mom/Dad won't buy it for me even if I told her/ him
12. How often do you tell to your parents about your school days?
- a. Always.
  - b. Sometimes, only when mom/dad asked.
  - c. Rarely, only if I had a good day.
  - d. Never.
13. How often are you told to bring a parent for any wrong doings you committed at school?
- a. I have never been told to bring my parent.
  - b. About once or twice a year.
  - c. About once in two months time.
  - d. About once or twice in a month.

### Section Three:

**Direction:** in the following questions, you will be asked about your behavior. Please circle the answer that best describes your opinion.

1. If I get angry or feel bad about something ...
  - a. I want to share it to people.
  - b. I rather watch TV than telling people about it.
  - c. I usually cry.
  - d. I usually want to be left alone.
2. When I am angry about something and want to share it with people, I usually prefer to tell ...
  - a. My mom
  - b. My dad.
  - c. My teacher.
  - d. My friends or others.
3. If I am angry or stressed and do not feel talking about it...
  - a. My mom/dad won't let me go until I tell them my situation.
  - b. My mom/ dad may ask me once but if I don't tell them they will not be worried.
  - c. My mom/dad won't notice it.
  - d. My mom/dad will take it only as a negative behavior and tell me not to do it again.
4. Are you involved in making decisions with your parents about what to dress, to eat, to watch on TV?

- a. I always get what I want.
  - b. I sometimes get what I want.
  - c. Even I tell mom/dad she sticks with her/ his own choice.
  - d. I never tell mom/dad because she/he doesn't listen to me.
5. When my teacher asks mom/dad to come to school to discuss issues about my education...
- a. Mom/Dad is always ok after asking me to explain the reason.
  - b. Mom/Dad is sometimes ok after asking me to explain the reason.
  - c. Mom/Dad will only go after being upset believing that I must have done a serious mistake.
  - d. Mom/Dad doesn't want to go.
6. If my mom/dad knew that I got into trouble with friends in school...
- a. Mom/Dad will ask me the reason and tell me not to do it again.
  - b. Mom/Dad will avoid talking to me for some time.
  - c. Mom/Dad will shout at me without asking for my side of story.
  - d. Mom/Dad will just punish me immediately.
7. When I want to talk mom/ dad...
- a. I just go and talk to them.
  - b. I ask them if I can talk to them.
  - c. I won't talk to them at all if they don't seem okay or in a bad mood.
  - d. I am not able to talk to them most of the times because they are not at home when I need them.

THANK YOU!

Appendix D: Questionnaire for Student Respondents (Translated Amharic Version)

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ቤት

የትምህርት ምርምር ተቋም

ውድ ተማሪዎች

ስሜ ቤተሰብዎ ጌታቸው ይባላል። 'የወላጆች ፍች በልጆች የትምህርት ስኬት ላይ ያለው ተጽዕኖ፣ በአዲስ አበባ በሬኔዳንስ ኢንተርናሽናልና በክሩዝ አካዳሚ ትምህርት ቤቶች' በሚል ርዕስ የማስተርስ ዲግሪ የመመረቂያ ጥናት በማካሄድ ላይ እገኛለሁ። ጥናቱ የወላጆች ፍች በልጆች ትምህርት ስኬታማነት ላይ የሚኖረው ተጽዕኖ ለማወቅ ያለመ ነው። ስለዚህ ለምርምሩ የሚያስፈልገኝን መረጃ ለመሰብሰብ እንዲረዳኝ ይኼን መጠይቅ አዘጋጅቼ እንደናገሩ ለመሰሉ ተማሪዎች አቅርቤዋለሁ። ለጥያቄዎቹ የምትሰጡት መልስ የተሟላ መሆኑ ምርምሩ ውጤታማ እንዲሆን ወሳኝ ነው። ጥያቄዎቹ ግን ትክክለኛ ወይም የተሳሳተ የሚባል መልስ ስለሌላቸው ከናገሩ የሚጠበቀው ለያንዳንዱ ጥያቄ ሐቅ የሆነ መልስ መስጠት ብቻ ነው። መልሶቻችሁ ምርምሩን ለማካሄድ ብቻ የሚውሉ በመሆናቸው ከተመራማሪዎ ውጭ ሌላ ሰው አያያቸውም። ስማችሁን መጻፍም አያስፈልጋችሁም። ሀቀኛ ምላሻችሁን እንዳገኝ ጊዜያችሁን ስለሰጣችሁኝና ስለተባበራችሁኝ በቅድሚያ ከልብ አመሰግናችኋለሁ።

ክፍል አንድ

አጠቃላይ መረጃ

መመሪያ: የሚከተሉት ጥያቄዎች ስለናገሩት መረጃ ለመሰብሰብ የሚረዱ ናቸው። ስለዚህ ከተሰጡት ምርጫዎች አንዱን መርጣችሁ በማክበብ ወይም በተሰጠው ክፍት ቦታ ላይ የራይት ምልክት በማድረግ መልሳችሁን ሰጡ።

1. የክፍል ደረጃ: \_\_\_\_\_ መማሪያ ክፍል: \_\_\_\_\_ የክፍል ቁጥር: \_\_\_\_\_
2. ጾታ: \_\_\_\_\_  
    ሴቴ: \_\_\_\_\_ ወንድ: \_\_\_\_\_
3. ዕድሜ: \_\_\_\_\_
4. አምና ላይ ስንተኛ ክፍል ነበር/ሽ? አማካይ የክፍል ደረጃህ/ሽ ስንተኛ ነበር: \_\_\_\_\_
5. ካቻምናስ ስንተኛ ክፍል ነበር/ሽ? አማካይ የክፍል ደረጃህ/ሽ ስንተኛ ነበር: \_\_\_\_\_

ክፍል ሁለት

ትምህርትን የተመለከተ መረጃ

ንዑስ ክፍል አንድ

መመሪያ: የሚከተሉትን ጥያቄዎች በጥንቃቄ አንብባችሁ ወላጆቻችሁን በትክክል ይገልጻሉ የምትሉት አማራጭ በማክበብ መልሳችሁን ሰጡ። ጥያቄዎቹ ትክክለኛ ወይም የተሳሳተ የሚባል መልስ ስለሌላቸው ነጻ ሆናችሁ የሚሰማችሁን መልስ ለመስጠት ሞክሩ።

1. ከአንቅጃ ማልደህሽ ትነሳለህሽ  
    ሀ ሁሌም ለ አልፎ አልፎ ሐ አንዳንዴ ብቻ መ በፍጹም

2. በትምህርት ቤት ውስጥ ከሁሉም በላይ የሚያስደስትህሽ ምንድን ነው?  
 ሀ መምህራኖቼ ለ ጓደኞቼ ሐ የልጆች መጫወቻው መ ምንም የሚያስደስተኝ ነገር የለም
3. ቤት ውስጥ ቴሌቪዥን አለ?  
 ሀ አዎ ለ አለ ግን ተበላሽቷል ሐ ነበረን አሁን ግን የለንም መ ኖሮን አያውቅም
4. ከሰኞ እስከ አርብ ምሽት ላይ ቴሌቪዥን ማየት ይፈቀድልሃልሻል?  
 ሀ ሁሌም ለ አልፎ አልፎ ሐ አንዳንዴ ብቻ መ በፍጹም
5. ለጥያቄ ቁጥር 4 መልስህ ሽ ሀ ወይም ለ ከሆነ በአብዛኛው እንዴት ነው የምትመለከተው ችው?  
 ሀ ባሰኝኝ ሰዓት አያለሁ ለ የቤት ስራየን ሰርቼ ስጨርስ አዋቂዎች ባሉበት አያለሁ ሐ የቤት ስራየን ሰርቼ ስጨርስ አንዳንዴ አዋቂዎች ባሉበት አያለሁ መ የቤት ስራየን ሰርቼ ከጨረስኩ በኋላም ማየት አይፈቀድልኝም
6. ቤት ውስጥ ቋሚ የሆነ የስራ ፕሮግራም አለህ ሽ  
 ሀ አዎ በሳምንቱ ለሁሉም ቀናት ለ ከሰኞ እስከ አርብ ባሉት ቀናት ብቻ ሐ በፊት ፕሮግራም ነበረን አሁን ግን የፈለግኩትን አደርጋለሁ መ ፕሮግራም የለንም
7. የትምህርት ቤት ጓደኞችህን ሽን ወደቤት ማምጣት ይፈቀድልሃል ሻል?  
 ሀ በፈለግኩ ጊዜ ለ አብዛኛውን ጊዜ ግን መጀመሪያ ማስፈቀድ አለብኝ ሐ የተለየ ዝግጅት ካለን ብቻ መ አይፈቀድልኝም
8. ከትምህርት ቤት መልስ የትምህርት ክትትል ወይም ድጋፍ በማድረግ የሚረዳህ ልሽ ማነው?  
 ሀ እናቴ አባቴ ለ እህቴ ወንድሜ ጠባቂዬ ሐ የእናቴ አባቴ ጓደኛ ጎረቤታችን መ ማንም አይረዳኝም
9. የቤት ስራ ለመስራት የሚረዳ ሽ ማነው?  
 ሀ እናቴ አባቴ ለ አስጠኚ ሐ አብሮ የሚኖር ዘመድ መ ማንም አይረዳኝም፤ ሁሌ የምሰራው ለብቻዬ ነው

**ንዑስ ክፍል ሁለት**

1. በትምህርት ቤት እረፍት ሰአት ምን ማድረግ ትወዳለችሁ  
 ሀ. ከጓደኞቼ ጋር መጫወት ደስ ይለኛል  
 ለ. ቁጭ ብዬ ልጆች ሲጫወቱ ማየት ነው የምወደው  
 ሐ. መፅሀፍት ቤት/ library መግባት ነው ደስ የሚለኝ  
 መ. ብቻዬን መሆን ነው የምወደው
2. አስተማሪ ቀጥቶህ/ ቀጥቶሽ ያውቃል  
 ሀ. ብዙ ጊዜ  
 ለ. አልፎ አልፎ፤ በሳምንት አንድ ጊዜ ወይም በወር አንዴ እቀጣለሁ  
 ሐ. አስተማሪ ቀጥቶኝ አያውቅም
3. ብዙውን ጊዜ በአስተማሪዎች የምትቀጣው/ የምትቀጩው ምን ስታጠፋ/ ስታጠፊ ነው  
 ሀ. የቤት ስራዬን ብዙ ጊዜ ስለማልሰራ  
 ለ. ክፍል ውስጥ ብዙ ጊዜ ስለምረብሽ  
 ሐ. ከጓደኞቼ ጋር ብዙ ጊዜ ስለምደባደብ  
 መ. ክፍል ውስጥ አስተማሪ ሲያስተምር ስለማልከታተል
4. ትምህርት ቤት ውስጥ ከጓደኞቻችሁ ጋር ተጣልታችሁ ታውቃላችሁ  
 ሀ. ሁልጊዜ እጣላለሁ  
 ለ. አልፎ አልፎ እጣላለሁ

ሐ. ተግልጽ አላውቅም

5. ትምህርት ቤት ውስጥ ያለህ/ ያለሽ ባህሪ በፊት ከነበራችሁ ባህሪ ጋር ሲነፃፀር ምን ያህል ይለያል

ሀ. አሁንም የኔ ባህሪ ጥሩ ነው

ለ. እንደውም ከበፊቱ የተሻለ ጥሩ ባህሪ አምጥቻለሁ

ሐ. ከበፊቱ ባህሪዬ መጥፎ እየሆነ መጥቷል

መ. አሁንም ጥሩ ባህሪ የለኝም

6. ትምህርት ቤት ትቀራለህ/ ትቀሪያለሽ

ሀ. ብዙ ጊዜ.

ለ. አልፎ አልፎ

ሐ ቀርጽ አላውቅም

7. ከክፍል ትፎርፋላችሁ የምትፎርፉ ከሆነ ለምንድን ነው የምትፎርፉት

ሀ. ምክንያቱም ትምህርት ቤት ስለማልወድ

ለ. ምክንያቱም ጓደኞቼ .....

ሐ. ምክንያቱም ትምህርት ቤት ስሆን እንቅልፌ ስለሚመጣ

መ. ምክንያቱም አስተማሪው የሚናገረው ነገር ስለማይገባኝ

8. ትምህርት ቤት ምን ያህል ጊዜ ትቀራላችሁ

ሀ. አንድ ወይም ሁለት ጊዜ በሳምንት ከትምህርት ቤት እቀራለሁ

ለ. በወር ሁለት ወይም ሶስት ጊዜ ከትምህርት ቤት እቀራለሁ

ሐ. በወር አንድ ጊዜ ብቻ ብቀር ነው

መ. በጣም አልፎ አልፎ ከትምህርት ቤት ብቀር ነው

9. ትምህርት ቤት ውስጥ ጥፋት አጥፍተህ ምን ያህል ጊዜ ወላጅ አምጣ ተብለህ/ ተብለሽ ታውቂያለሽ

ሀ. በሳምንት ውስጥ አንድ ጊዜ አልፎ አልፎ ደግሞ ከአንድ ጊዜ በላይ በሳምንት ውስጥ ወላጅ አምጣ/ አምጬ እባላለሁ

ለ. በወር አንድ ጊዜ ወይም ሁለት ጊዜ ወላጅ አምጣለሁ

ሐ. በአመት አንዴ ወይም ሁለቱ ብቻ ነው ወላጅ አምጣ/ አምጬ የምባለው

መ. ወላጅ አምጣ/ አምጬ ተብዬ አላውቅም

10. ከትምህርት ቤት የምትቀሩት ለምን እና መቼ መቼ ነው

ሀ. ካመመኝ ብቻ ነው ከትምህርት ቤት የምቀረው

ለ. እናቴ/ አባቴ ችግር ሲያጋጥማቸው ከትምህርት ቤት እቀራለሁ

ሐ. የትምህርት ቤት ሰርቪሴ ካመለጠኝ ከትምህርት ቤት እቀራለሁ

መ. ከእንቅልፍ በመነሻዬ ሰአት ካልተነሳሁ ወይም ከተኛሁ

11. ስለትምህርት ቤት ውሎህ/ ውሎሽ ለወላጆቻችሁ ትነግራቸዋለህ

ሀ. ስለሚጠይቁኝ ሁልጊዜ እነግራቸዋለሁ

ለ. ደስ የሚል ቀን ካሳለፍኩ ብቻ ነው የምነግራቸው

ሐ. አንዳንድ ጊዜ ብቻ እሱንም ሲጠይቁኝ ነው የምነግራቸው

መ. ስለማይጠይቁኝ አልነግራቸውም

12. ለትምህርት ቤት የሚያስፈልገኝ ነገሮች እንዲገዙልኝ ከፈለኩ

ሀ. ለወላጆቼ እንዲገዙልኝ አንድ ጊዜ ከነገርኳቸው ይገዙልኛል

ለ. እንዲገዙልኝ ከነገርኳቸው በኋላ ብር አግኝተው እስኪገዙልኝ ድረስ መታገስ አለብኝ

ሐ. ደጋግማ እነግራቸዋለሁ ምክንያቱም ሊረሱት ስለሚችሉ ነው

መ. ግዙልኝ ስላቸው ስለማይገዙልኝ አልነግራቸውም

**ንውስ ክፍል ሶስት**

1. በሆነ ነገር ከተበሳጨህ ብዙውን ጊዜ የምትናገረው/ የምትናገሪው ለማን ነው

ሀ. ለእናቴ

ለ. ለአባቴ

ሐ. ለአስተማሪዬ

መ. ለጓደኞቼ

2. በሆነ ነገር ከተበሳጨህ ወይም ደስ የማይል ስሜት ከተሰማህ ምን ታደርጋለህ/ ታደርጊያለሽ

ሀ. ከእናቴ/ ከአባቴ ጋር አወራለሁ

ለ. ቴሌቪዥን አያለሁ

ሐ. ስናደድ ከማንም ጋር ማውራት ስለማልፈልግ ወደ መኝታቤቴ እገባለሁ

መ. አለቅሳለሁ

3. በሆነ ነገር ከተበሳጨህ ወይም ደስ የማይል ስሜት ከተሰማኝ እና ለማንም መናገር ካልፈለኩ

ሀ. እናቴ/ አባቴ ምን እንደሆንኩ ካልነገርኳቸው አይለቁኝም

ለ. እናቴ/ አባቴ ምን እንደሆንኩ አንዴ ይጠይቁኛል ካልነገርኳቸው ግን ይተውኛል

ሐ. እናቴ/ አባቴ ስበሳጭ ወይም ሲደብረኝ አይገባቸውም

መ. ስበሳጭ ወይም ሲደብረኝ እናቴ/ አባቴ መጥፎ ባህሪ እንደሆነ ነግረውን

ሁለተኛ እንዳልደግመው ይነግሩኛል

4. አስተማሪዬ ትምህርት ቤት ከልጆች ጋር ተጣልቼ እንደነበረ ለወላጆቼ ከነገራቸው

ሀ. ቤተሰቦቼ ለምን እንደተጣላሁ ሳይጠይቁኝ ዝም ብለው ይቆጡኛል

ለ. ወዲያውኑ ይቀጡኛል

ሐ. ለምን እንደተጣላሁ ይጠይቁኛል

መ. ለትንሽ ጊዜ አያዋሩኝም

5. አንተና/ አንቺ ቤተሰቦችሽ ከትምህርት ቤት ውጪ አብራችሁ እንዳንድ ቦታ ትሄዳላችሁ

ሀ. ብዙውን ጊዜ

ለ. አንዳንድ ጊዜ

- ሐ. በፊት በፊት አብረን የምንሄድባቸው ቦታዎች ነበሩ አሁን ግን የለም
6. መልበስ ስለምትፈልጉት፤ መብላት ስለምትፈልጉት ምግብና ማየት ስለምትፈልጓቸው የቲቪ ፕሮግራሞች ለእናታችሁ/ ለአባታችሁ ትነግራላችሁ
- ሀ. ሁልጊዜ
- ለ. አልፎ አልፎ
- ሐ. እነሱ በመረጡትን እንጂ በኔ ምርጫ ምንም አይሆንም
7. እናትሽ/ አባትህ ስለትምህርት ጉዳይ ለመነጋገር አስተማሪዎቻችሁ ትምህርት ቤት ሲጠሯቸው ይሄዳሉ
- ሀ. ሁሌም ከተጠሩ ይሄዳሉ
- ለ. አንዳንዴ ብቻ ይሄዳሉ
- ሐ. ሴሚስተሩ መጨረሻ ላይ ብቻ ነው የሚሄዱት
- መ. በፊት ይሄዱ ነበር አሁን ግን ትተዋል
8. ከእናትና አባትህ ጋር ማውራት ስትፈልግ ምን ታደርጋለህ
- ሀ. ዝም ብዬ ሄጄ አዋራቸዋለሁ
- ለ. መጀመሪያ አስፈቅድና እሺ አዋራኝ/ አዋሪኝ ከተባልኩ አዋራቸዋለሁ
- ሐ. መጀመሪያ ፊታቸውን አይቼ ደስተኛ ካልሆኑ አላዋራቸውም ደህና ከሆኑ ግን አዋራቸዋለሁ
- መ. ብዙ ጊዜ ቤት ስለማይሆኑ ለማውራት አልችልም
9. ጥሩ ነገር ስሰራ .....
- ሀ. ቤተሰቦቼ ሁሌም ያመሰግኑኛል
- ለ. ጥሩ ነገር ስሰራ ቤተሰቦቼ የሚያመሰግኑን ደስተኛ ስሜት ውስጥ ከሆኑና የሰራሁትን ስራ ካስተዋሉት ነው
- ሐ. ቤተሰቦቼ በጣም አልፎ አልፎ ጥሩ ከሰራሁ ያመሰግኑኛል
- መ. ቤተሰቦቼ ጥሩ ስሰራ ሳይሆን ጥፋት ሳጠፋ ብቻ ነው የሚታያቸው

አመሰግናለሁ!

## Appendix E: Academic Results of Students

### *Academic Results of Students with Intact Parents*

	Students' Average Result for The Year Before			Students' Average Result for Last Year		
	1st Sem GPA	2nd Sem GPA	Average GPA	1st Sem GPA	2nd Sem GPA	Average GPA
1	77	78	77.5	78	82	80
2	83	87	85	92	88	90
3	91	87	89	60	62	61
4	83	88	85.5	87	91	89
5	67	76	71.5	75	80	77.5
6	87	89	88	83.5	84	83.75
7	71	79	75	89	91	90
8	87	82	84.5	86.5	94	90.25
9	73	82	77.5	79	84.5	81.75
10	86	84.5	85.25	91	88	89.5
11	91	92	91.5	94.5	91	92.75
12	80	79	79.5	91.5	92	91.75
13	63	67	65	67	65	66.5
14	93	95	94	97	98	97.5
15	87	82	84.5	89	91	90
16	58	52	55	54	52	53
17	89	90	89.5	95	97	96.5
18	83	86.5	84.75	85.5	87	86.25
19	89	91	90	88.5	91.5	90
20	51	54	52.5	59	63	61
21	71	70	70.5			
22	85	84	84.5	92	97	94.5
23	72	74	73	73	79	76
24	78	73	75.5	86.5	90.5	88.5
25	80	87	83.5	90.5	93	91.75
26	55.5	61	58.25	60.5	72.5	66.5
27	53	51	52	50	51	50.5
28	64	65	64.5	71	74.5	72.75
29	46	47	46.5	57	61	59
30	82	85	83.5	92.5	92	92.25
31	64	68	66	62	60	61
32	71	74	72.5	86	89	87
33	90	88	89	93	92	92.5
34	52	55	53	59.5	66.5	63
35	81	84	82.5	84	86	85
36	87	88	87.5	79.5	84	81.75
37	73	71	72	76.5	79.5	78
38	56	63	59.5	67	67.5	67.25
39	87	84	85.5	81	84	82.5
40	86	87	86.5	79	78	78.5
41	87	85	86	87.5	90.5	89
42	89	93	91	95	93	94
43	58	75	66.5	77	76	76.5
44	90	88	89	96	98	97

45	95	97	96	92	91	91.5
46	92	94	93	91.5	97.5	94.5
47	75	74	74.5	73	77	75
48	81	89	85	87.5	90.5	89
49	88	88	88	89	90	89.5
50	75	76	75.5	78.5	77	77.75

***Academic Results of Students with Divorced Parents***

	Students' Average Result for The Year Before			Students' Average Result for Last Year		
	1st Sem GPA	2nd Sem GPA	Average GPA	1st Sem GPA	2nd Sem GPA	Average GPA
1	85	82	83.5	89	91	90
2	87	89	88	86.5	84.5	85.5
3	54	62	58	57	64	60.5
4	57	55	56	58	54	56
5	76	80	78	83	87	85
6	66	71	68.5	73	77	75
7	90	93	91.5	89	87	88
8	89	87	88	87	74	80.5
9	73	82	77.5	79	84.5	81.75
10	86	82	84	80	75	77.5
11	82	80	81	88	77	82.5
12	79	78	78.5	81	85	83
13	98	86	92	87	84	85.5
14	73	79	76	78	82	80
15	90	86	88	83	82	82.5
16	86	78	82	79	78	78.5
17	83	75	78	84	86	85
18	69	70	69.5	61	61	61
19	93	85	89	96	89	92.5
20	84	79	81.5	78	87	82.5
21	73	70	71.5	80	81	80.5
22	78	76	77	70	61	65.5
23	88	86	87	90	88	89
24	71	70	70.5	64	62	63
25	93	89	91	92	93	92.5
26	63	61	62	56	52	54
27	85	83	84	91	81	86
28	95	96	95.5	89	87	88
29	66	58	63	52	49	50.5
30	90	87	88.5	94	92	93
31	80	82	81	85	83	84
32	75	71	73	69	71	70
33	80	75	77.5	76	58	67
34	87	81	84	88	86	87
35	64	62	63	63	60	61.5
36	76	73	74.5	89	84	86.5
37	77	79	78	79	71	75
38	71	72	71.5	78	79	78.5

39	89	84	86.5	89	85	87
40	88	82	85	80	76	78
41	58	68	63	77	79	78
42	74	76	75	80	76	78
43	62	68	65	86	88	87
44	80	80.5	85	81	78	79.5
45	70	68	69	73	77	75
46	86	84	85	82	88	85
47	73	68	70.5	54	51	52.5
48	84	87	85.5	92	86	89
49	67	63	65	60	57	58.5
50	93	88	90.5	91.5	82.5	87