

Addis Ababa University

College of Education and Behavioral Studies

School of Psychology

**The Relationship between Adolescent's Perception of Interparental Conflict and their
Academic Performance at Don Bosco Catholic High School**

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Advisor: Dame Abera (Ph.D)

July 2023

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This thesis report is submitted to the School of Psychology of Addis Ababa University in partial fulfillment of the requirement for Masters in Arts degree in Developmental Psychology.

July 2023

Declaration

I hereby declare that this thesis titled “ **The Relationship between Adolescents’s Perception of Interparental Conflict and Academic Performance at Don Bosco Catholic High School**” has been carried out by me under the guidance and supervision of my research advisor Dr. Dame Abera. The thesis is original and has not been submitted for the award of any degree, diploma or master’s to any other university or institution.

Researcher name

Signature

Date

Acknowledgement

I would like to start by acknowledging the Grace of Almighty God, who guided me through the entire research process and enabled me to complete my assignment successfully. His divine guidance and blessings have been a source of strength, resilience, and wisdom throughout my research work.

I would like to thank my advisor Dame Abera (Ph.D.) for his unwavering support and guidance throughout the research process. His expertise and knowledge in the field have been invaluable, and his constructive feedback has helped me to refine and improve my research work.

I'd like to extend my deepest gratitude to the administrators and teachers of Don Bosco Catholic High School for their positive responses and cooperation in this research.

To my dear friend Lesaneyesus Tesfaye, thank you for your unwavering support and encouragement. Your constant motivation and positive feedback have kept me motivated and focused throughout the research work.

To my loving husband Dagmawi Tilahun, thank you for standing by me and providing me with the emotional support that I needed to complete my work. Thank you for understanding my hectic schedule and for your unending support. Your support and love have kept me motivated throughout the research process.

Lastly, I would like to express my sincere gratitude to my father Duche Feleke and mother Kokeb Seleshi, who have always been my pillar of strength throughout my academic journey. Your unconditional love, support, and encouragement have given me the confidence to pursue my dreams and achieve my goals. Thank you for expecting excellence from me and teaching me not to settle for less.

It is with immense gratitude that I acknowledge the contribution of all the people who have supported and encouraged me throughout my research process. Thank you all for being a part of my journey, and I look forward to your continued support and encouragement in the future.

Abstract

The main purpose of the study is to examine the relationship between adolescents' perception of interparental conflict on academic performance at Don Bosco Catholic High School. It specifically looks at the relationship between academic performance and conflict property, perceived threat, and self-blame attributes of interparental conflict. Four research questions were drawn to understand this phenomenon. Children's Perception of Interparental Conflict (CPIC) and the average grade of 2022/23 was used to source the research questions. CPIC was translated into Amharic Language and pilot tested. The Cronbach alpha result of the translated test was 0.943 which signifies high reliability. Data was collected from 189 grade 11 and 12 students of Don Bosco Catholic High School. Of the 189 participants, 94 were male and 95 were female, and 35.4% of the participants were 17 years old, 48.7% were 18 years old and 15.9% were 19 years old. Frequency, Spearman's correlation, Mann-Whitney U test, and Kruskal-Wallis test were used to analyze and describe the result of the research. The result of the study showed that grade 11 and 12 students in Don Bosco Catholic High School perceived interparental conflict in their homes. Furthermore, the results show that there is a significant relationship between conflict property and perceived threat and academic performance ($r=.937$, $p=.000$ and $r=.795$, $p=.000$ respectively). In addition, academic performance is moderately related to the self-blame attribute of interparental conflict ($r=.581$, $p=.000$). The result also shows that there is a significant difference between genders in the perception of interparental conflict. However, there is no significant difference between the ages of 17, 18 and 19 in the perception of interparental conflict. Based on this result conclusion and recommendation have been made.

keywords: inter-parental conflict, conflict property, self-blame, threat, adolescents, academic performance

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Chapter 1

Introduction

1.1 Background of study

According to Steinberg (2014), adolescence is a period that follows puberty, marking the transition from childhood to adulthood. The World Health Organization (WHO) defines adolescence as the age group between 10 and 19 years old (WHO, 2019). During this period, individuals undergo extensive growth in their physical, cognitive, and emotional development, which ultimately shapes their thoughts, emotions, actions, and social interactions with themselves, others, and the environment, as stated by Steinberg (2014).

Based on the Havighurst's Developmental Task Theory, there are seven developmental tasks of adolescents. They are learning to get along with friends of both sexes, accepting one's physical body and keeping it healthy, becoming more self-sufficient, making decisions about marriage and family life, becoming socially responsible, acquiring a set of values to guide behavior, and preparing for a job or career (Houlberg, Henry, & Morris, 2017).

In the present day, succeeding in a career largely depends on one's academic performance due to industrialization and modernization. Many career options require specific skills or knowledge for qualification. As noted in the executive summary by Carnvale et al. (n.d.) in the US by 2020, 65% of all jobs will require at least a high school diploma. Furthermore, only 12% of career options do not require formal education. Therefore, education is a critical factor in producing qualified human capital that accelerates a country's academic growth.

Academic achievement is a measurable performance that indicates how well a person has performed in a formal educational setting like school, college, or university (Academic Achievement, n.d.). Academic achievement refers to achieving educational milestones like a high

school diploma or a Bachelor's degree, which is measured through exams or continuous assessments. In a structured educational environment, individuals learn problem-solving skills that help them secure better jobs, improve the economy, and create a modern society (H. & H., 2023).

Academic achievement is vital, not only as a marker of positive adolescent adjustment but also because it sets the stage for future educational and occupational opportunities. Good academic performance is not only essential in school but also sets the stage for children's college and career life. Contrariwise, academic failure has a high chance of resulting in un-employability or under-employability and reduced quality of adult life (Hoose, n.d.). As financial stability, good physical and mental health are linked to academic achievement, it plays a crucial role in one's life.

Academic performance is influenced by multiple factors, such as intra-personal factors like dedication, motivation, and hard work, institutional factors like the quality of education, accessibility of materials, and teaching methodologies, and inter-personal factors, such as the environment, peer relationships, and parental involvement in children's education (Hoose, n.d.). One such inter-personal factor that affects academic performance is the stability of the living environment.

Inter-parental conflict refers to the disagreement or physical aggression between parents which is a normal and expected part of parental relationships. It can be caused due to many factors of life stressors. It is a normal and expected part of any parental relationship but it intensifies when parental relationship quality erodes. Frequent, intense and unresolved parental conflict can negatively impact children's mental health and have long-term outcomes. (Grych and Fincham, 1992).

Perceived interparental conflict is the awareness and interpretation of the conflict by the children. Children's perception of parental conflict is a major stressor especially when exposed to

angry and aggressive interactions with parents. (Cummings et al., 2003) witnessing destructive parental conflict will cause internal behavioral problems such as anxiety, depression, and withdrawal and external behavior problems such as aggression, delinquency, and conduct disorders. Based on Grych and Fincham, (1992) Children's Perception of Interparental Conflict Scale (CPIC) Measurement Instrument Database for the Social Science, children's perception of interparental conflict has 9 dimensions: frequency, intensity, resolution, content, perceived treatment, stability, triangulation, coping efficacy and self-blame.

Youth who reported higher levels of inter-parental conflict were more likely to engage in negative cognitive performance. (Grych et al. 2000) many studies have backed up this finding since then. Here in our country there are a few studies done on this topic. In a study done by Tamiru (2017) on examining the process of how the exposure of adolescents to destructive inter-parental conflicts influences their academic self-regulation on 421 students in Bahir Dar Preparatory schools, according to the findings, low self-regulated students feel self-blame and less parental support for their needs than high self-regulated students do because they are exposed to more frequent, intense, and poorly resolved conflicts and are more threatened by these conflict. In another study done by Chalachew and Lakshmi (2013) on academic achievement and parental marital status in junior high school in Ethiopia, the researchers concluded that there is a significant difference between children of intact families than children from divorced or remarried families.

Most of the research conducted on the impact of inter-parental conflict on children has primarily focused on Western countries. Some studies have also been conducted in Asia and the Middle East. However, it is important to note that the empirical investigation of this topic in Ethiopia and Africa remains relatively limited and not yet fully explored.

1.2 Problem statement

Inter-parental conflict is a common issue in many households and can have a significant impact on the academic performance of adolescents. Adolescents who experience high levels of inter-parental conflict are more likely to experience emotional distress and academic difficulties, which can lead to poor academic performance. Therefore, understanding the relationship between inter-parental conflict and academic performance is essential for developing interventions aimed at improving academic outcomes among adolescents.

In today's society, the importance of academic achievement among adolescents is undeniable. Numerous factors can affect an adolescent's academic performance, such as family dynamics, mental health, social support, and other life stressors. One significant factor that has attracted research attention in recent years is inter-parental conflict. Adolescents are directly affected by their parents' marital relationship, (Keeports, 2017) and research suggests that children exposed to interparental conflict may be at risk for poor school performance.

The study by Tekelab & Mekonen (2021) about the current research gap in the relationship between inter-parental conflict and academic performance in adolescent's states that the current research gap regarding how inter-parental conflict affects adolescent academic performance is the lack of studies conducted in low and middle-income countries. While previous research from high-income countries has indicated that inter-parental conflict negatively influences adolescents' academic performance, it is uncertain whether this generalizes to low and middle income countries due to discrepant socio-cultural norms, values, family structures, and economic circumstances. Hence, the study suggests that more studies concentrating on the relationship between inter-parental conflict and academic performance among adolescents in low and middle income countries are urgently necessary.

Despite the significant impact that inter-parental conflict can have on academic performance, limited research has been conducted on the relationship between inter-parental conflict and academic performance among adolescent's especially late adolescents in Ethiopia. As such, there is a need for studies to examine the association between inter-parental conflict and academic performance among students.

Don Bosco Catholic High School counselors and teachers have been making observations on the effect of parental conflict on adolescents for some time. They have noticed that parental conflict can have significant negative effects on students and manifests in various forms. These negative effects are more evident when parents go through a divorce or when the conflict is intense.

One of the most evident ways reported by the school counselor through which parental conflict affects students is through stress. In females stress manifests more than males through internal behavior problems such as fainting, crying and anxiety. While in boys it is manifested through aggression towards peers and teachers. And the other is the decline of grades. It is reported that usually students from lower grades show more external behavior problems than student's from higher grades.

It is reported that talking with the school counselor and intervention with parents have had positive outcomes in terms of stress due to inter-parental conflict but it is not enough as the need for help of the students is increasing.

This study aims to fill the gap reported by Tekelab & Mekonen (2021) by understanding the relationship between inter-parental conflict and adolescent's academic performance in Ethiopia. Second, the relationship between inter-parental conflict and academic performance in late adolescence. And finally the relationship between inter-parental conflict and adolescent's academic performance in terms of conflict property, self-blame and threat.

The present study aims to investigate the relationship between adolescent's perception of interparental conflict and their academic performance at Don Bosco Catholic High school. The study hypothesized that adolescents who have more negative perceptions of interparental conflict would demonstrate lower academic performance, while adolescents who perceived less conflict would have better academic outcomes. The study explored a sample of adolescents in grade 11 and 12 from diverse socio-economic backgrounds and family structures. The study also examined the possible moderators and mediators of this relationship, such as age, gender, conflict frequency, threat and self-blame.

1.3 Purpose of Study

The main purpose of the study is to examine the relationship between adolescent's perception of interparental conflict and their academic performance at Don Bosco Catholic High school.

Within this domain the research will examine

- The perception of grade 11 & 12 students at Don Bosco Catholic high school on their parent's conflict.
- The relationship between adolescent's perceptions of interparental conflict and the adolescent's academic performance.
- The difference between adolescent's perceptions of interparental conflict by age and gender.
- The relationship between academic performance and conflict property, threat and self-blame attributes of inter-parental conflict.

1.4 Research questions

1.4.1 General

Is there a correlation between adolescent's perception towards inter-parental conflict and their academic performance?

1.4.2 Specific

RQ1: What is the perception of grade 11 & 12 students at Don Bosco Catholic high school on their parent's conflict?

RQ2: What is the relationship between adolescent's perceptions of inter-parental conflict and the adolescent's academic performance?

RQ3: Is there a difference between adolescent's perceptions of interparental conflict by age and gender?

RQ4: What is the relationship between academic performance and conflict property, threat and self-blame attributes of inter-parental conflict?

1.5 Significance of study

It is expected that the research will add to, or challenge, the findings on the Cognitive-Contextual Framework, Family system theory and other complementary theories in terms of inter-parental conflict and academic performance of adolescents. Further study will surely be needed to learn more about other underlying mediating factors if the results indicate a significant relationship between the variables. This research will add knowledge to Ethiopian research literature on this topic.

Practically this study will add knowledge to governmental and non-governmental organizations, policy makers, schools, parents, youth development programs and the community in showing the relationship between adolescent's perception of interparental conflict and their

academic performance for designing interventions and prevention programs. The research can also be used as empirical evidence for future research projects.

It is important to note that these findings are correlational and do not necessarily indicate causation. Nevertheless, they highlight the need for parents to consider the potential impact of their conflicts on their children's academic performance. Practitioners may consider educating parents about positive communication and conflict resolution strategies to mitigate potential negative effects on their children's academic development.

1.6 Delimitation of study

This study aims to investigate the relationship between adolescents' perception of interparental conflict and their academic performance in Don Bosco High School. The study will only include students from Don Bosco High School Grade 11 and 12 in the age range of 17 - 19 because the study focuses on late adolescents. Even though interparental conflict is related to a number of internalizing and externalizing behavioral problems this study will only focus on the relationship with academic performance.

By delimiting the study, the researcher can focus on a specific population and variables, which can help them obtain accurate and reliable results. The delimitations also help to ensure that the study is feasible and manageable within the given resources and time frame.

1.7 Definition of Terms

Inter-parental conflict (IPC): conflict or disagreement between parents (married, unmarried or divorced). (*The Influence of Interparental Conflict on Children*, n.d.)

Constructive IPC: when parents handle conflicts in positive and non-violent ways. (*The Influence of Interparental Conflict on Children*, n.d.)

Destructive IPC: the use of verbal hostility, nonverbal anger, and withdrawal behaviors in dealing with conflict. (*The Influence of Interparental Conflict on Children*, n.d.)

Conflict property: the property that is owned or shared by two parents who are in conflict due to their disagreements on issues related to co-parenting and/or child-rearing. These conflicts can have significant negative impacts on the well-being and development of children in the household, leading to emotional distress, instability, and insecurity (Cummings & Schatz, 2015).

Threat: a verbal or nonverbal message that expresses a potential intention to use physical or emotional force, or to engage in behaviors that may cause harm or injury to the other parent or their children. Threats can be explicit or implicit and can be communicated in various forms, such as statements, gestures, or actions (Jouriles et al., 2016).

Self-blame: the occurrence where a child may attribute the conflicts between their parents to their own behavior or actions, leading them to feel guilty, ashamed, or responsible for causing the conflict

Academic performance: the level of accomplishment or success a student achieves in their academic pursuits (Pervin & Cervone, 2018). It is typically measured by a student's grades, performance on tests, and overall academic standing. It encompasses various factors such as subject matter knowledge, critical thinking skills, and research abilities that evaluate the success of students in their educational endeavors.

CHAPTER 2

Literature review

2.1 Theoretical framework

2.1.1 Cognitive-contextual framework by Grych and Fincham (1990)

One of the theories on this topic is by Grych and Fincham's (1990) inter-parental conflict and child adjustment based on cognitive-contextual framework. The cognitive contextual framework theory states that shaping human behavior affects both internal mental processes and external situational factors. The authors claim that a child experiences parental dispute as a stressful event. Three questions can be considered as being raised by children during parent-child conflict; "What is happening?" "Why is it happening?" "What can I do about it?"(Grych and Fincham, 1990, p.15)

The child creates a primary and secondary processing stage to understand what is going on and as a coping mechanism. Primary processing is how a child first recognizes that a distressing situation is happening and replies to an initial emotional response. This primary processing is influenced by conflict characteristics and contextual circumstances. The child responds to the conflict during primary processing and gathers knowledge about its negativity and threat. As a result, the child's perception of conflict gives an accurate assessment of whether the scenario is threatening or not.. Children may develop fears related to marital conflict, especially if it is intense. Some worries might be, fears that the child may become engaged in the dispute, that the disagreement could indicate the worsening of problems in inter-parental and parent-child relationship, or that the conflict may result in divorce. Primary processing leads to secondary processing.

In secondary processing, additional information is taken from the situation in an attempt to comprehend and cope with the dispute. “During this stage it is hypothesized that children will try to discover why the conflict is occurring (causal attribution), who is responsible for it (responsibility attribution), and whether they have adequate skills for successfully coping with the conflict (efficacy expectation).” (Grych and Fincham, 1990, p.16)

Context and personal difference affects how each child reacts to a stressor. Some children are more sensitive to the environment in general, displaying signs of distress to a wide variety of stimuli. Children who have been exposed to more frequent and intense conflict are more reactive when conflict occurs. (Grych and Fincham, 1990) The developmental stage of children also has an impact on their primary processing. E. M. Cummings (1987) stated that children's awareness of inter-parental conflict varies depending on their age. Based on his findings that preschoolers are more likely than toddlers to pay attention to and emotionally respond to conflict between parents. Because secondary processing requires relatively sophisticated cognitive capabilities, the responses of very young children may reflect only primary processing. On the contrary, as children get older, they are more able to detect subtle forms of conflict and become more aware of the particular threats posed by parental conflict. (Grych and Ficham, 1990)

Parental conflict's intensity, substance, duration, and resolution are some of its most significant characteristics. According to Grych and Fincham (1990), these qualities have cumulative consequences. Children experience a great deal of stress when there are serious, prolonged, unresolved conflicts that affect the children, the family, or the marriage.

In this framework context is divided into two; distal context and proximal context. Distal content describes elements involved in the processing of conflict that are constant or slowly changing. One distal setting that influences children's susceptibility to conflict and shapes

expectations for how conflict episodes occur is prior experience with conflict. Children are inclined to anticipate similarly painful circumstances if previous disputes have been frequent, intense, and poorly resolved. The other is gender. The experiences based on gender are based on the socialization difference of the culture. In the majority of cultures, boys are not encouraged to show emotions in an internalizing way and girls are discouraged to show aggressive behaviors. E. M. Cummings et al (1985, 1989) stated that during inter-parental conflict, boys are more likely to show aggressive behaviors, and girls are more likely to show distress and try to bring a solution to the problem.

The other distal context is perceived emotional environment. Children are protected from stress by their family's pleasant, encouraging atmosphere and the strength of their relationships with their parents. The last factor is temperament, which is said to have three effects. First off, some kids are more sensitive to stresses in general and could be more sensitive when there is conflict. Second, temperament may potentially strengthen a tendency for behavioral response that already exists. Finally, children's temperament affects the quality of parent-child relationships which in turn is a stressor.

On the other hand, proximal context is the thoughts and feelings experienced by the children immediately before their processing of the conflict episode and may change quickly as a conflict episode progresses. Expectation of conflict and current mood are mentioned as examples. Expectation of conflict is when children perceive certain actions based on past experience or current situation and anticipate dispute. While current mood refers to the current state of a child's mood affecting how they process conflict.

Figure 1

Cognitive Contextual Framework

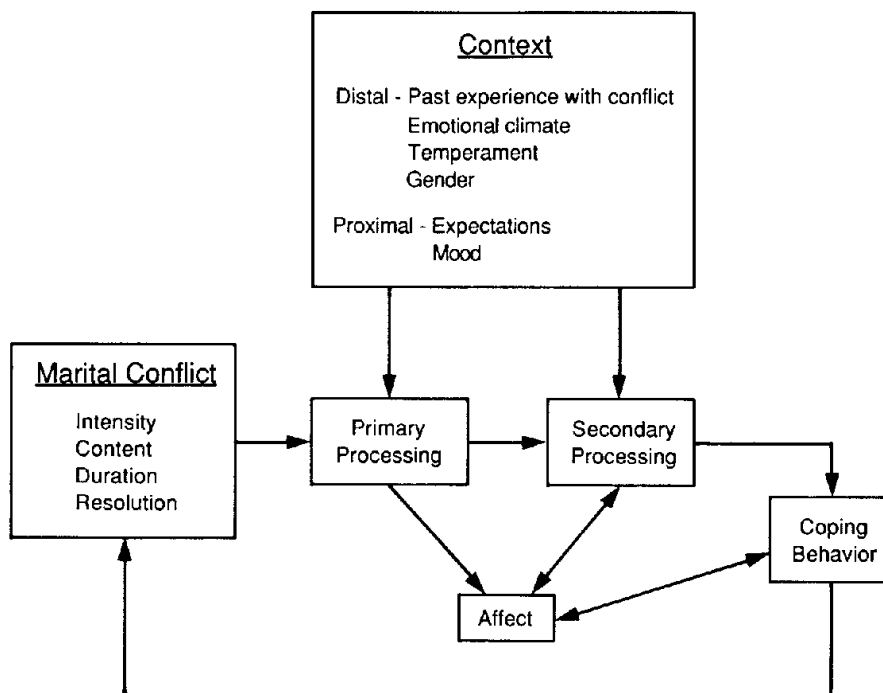


Figure 1. Cognitive Contextual Framework by Grych and Fincham, 1991

Inter-parental conflict is thought to cause negative affect on children, though it varies with developmental age and individual differences. E. M. Cummings et al (1981) showed that infants and toddlers respond to conflict behavior in anger and distress. In older children and adults the effect may lead to an increase in the negative impact of life events (Baumgardner & Arkin, 1988) and memory of positive life events (Nasby & Yando, 1982).

The coping behavior stated in this theory is in two forms; problem focused coping and emotions focused coping strategies. Direct attempts to change a stressful situation, like children's attempts to mediate parental conflict, are problem-focused strategies. When this fails children go to emotion focused strategies. Instead of seeking to alter the environment, emotion-focused tactics aim to control one's emotional reaction. Children's behavioral response or attempts to intervene or distract the parents' attention may result in decrease of conflict. This will lead to conflict processing and set expectations for future conflicts.

In summary, the cognitive contextual framework recognizes childrens' perception of interparental conflict as an important factor in understanding the impact of interparental conflict on their well-being. It suggests that children's perception of interparental conflict is influenced by their cognitive, emotional, and behavioral responses to the conflict. It states that perception of IPC leads to primary and secondary processing then to affect which would vary on developmental factors such as age and gender. The cognitive contextual framework supports this study by providing a theoretical model that identifies key concepts that mediate the association between IPC and academic outcomes.

2.1.2 The Emotional Security Hypothesis by Davies and Cummings (1994)

Davis and Cummings (1994) developed the emotional security hypothesis, which emphasizes the importance of children's emotional security for their overall development. The hypothesis suggests that emotional security serves as the foundation for social and emotional development, and that children who perceive their parents as responsive and supportive are more likely to have a sense of emotional security.

Positive emotional security is linked to better outcomes in terms of social and emotional development. Conversely, children who perceive their parents as unresponsive or inconsistent may experience emotional insecurity, which has the potential to lead to various negative outcomes. Emotional security is essentially the assurance that attachment figures will be available when needed, according to Bowlby (1973). Confidence is assumed to develop over the years based on one's experience with attachment figures' responsiveness and accessibility.

Davies and Cummings (1994) further note that emotional security theory is based on the child's perception of their parents' relationship, past experiences with parental disputes, and the quality of the emotional connection between the parents and child. These factors impact emotional security, which in turn affects how children will react to parental conflicts in the future.

One factor that has the potential to disrupt children's emotional security is inter-parental conflict. Children who observe high levels of conflict between their parents may experience anxiety, stress, and emotional insecurity, as studies have shown (Cummings & Davies, 2010). In fact, inter-parental conflict can adversely impact children's attachment relationships, sense of security, self-esteem, and functional capacity (Davies & Cummings, 1994). Additionally, children's perceptions of interparental conflict have been linked to emotional insecurity and externalizing behaviors (Cummings, Goeke Moretti, & Goeke-Moretti, 1995).

According to the emotional security hypothesis, children look to their parents' behavior to understand and cope with potential threats, but inter-parental conflict can interfere with this process of social and emotional development (Cummings & Davies, 2010). Children who experience frequent inter-parental conflict may also harbor negative beliefs about relationships and may struggle to form healthy relationships in their adult lives. Empirical studies have supported the emotional security hypothesis, with research demonstrating that children's emotional security is linked to parental responsiveness and affects their adjustment (Davies & Cummings, 1994; Forman et al., 2007). In conclusion inter-parental conflict can disrupt children's emotional security and negatively impact their social and emotional development.

In summary, the emotional security hypothesis by Davies and Cummings supports this study by proposing that children's emotional security is threatened by interparental conflict, which can lead to maladjustment and negative outcomes. It holds interparental conflict as key mediators of children's problem outcomes.

2.1.3 Family system theory

Family systems theory focuses on the interconnected relationships and interactions within a family and how changes in one part of the system may impact other parts of the system (Minuchin, 1974). When parents experience inter-parental conflict, It could result in distressing

feelings, destabilize the family system, and negatively impact individual family members. Children, in particular, may have difficulty regulating their emotions and may display maladaptive behaviors such as anxiety, depression, and aggression (Cummings & Davies, 2010).

Furthermore, inter-parental conflict can create a ripple effect throughout the family, affecting parent-child and sibling relationships, overall family functioning, and hierarchy (Cox & Paley, 1997). The boundaries within the family system, which are important for maintaining family coherence, can become blurred or violated due to inter-parental conflict (Byng-Hall, 1995). Such a violation can lead to confusion and anxiety among family members and may expose children to adult issues that can affect their well-being (Jenkins & Smith, 1990).

According to family systems theory, conflicts over parenting style, for example, can impact the power structure within the family, and children may take on the role of mediating conflicts between parents (Minuchin, 1974). It's vital for families to address inter-parental conflict and establish clear and healthy boundaries to prevent maladaptive behaviors and maintain a stable family system.

Family system theory has 8 sub theories in it the first one is differentiation of self which refers to the ability of individuals to separate their thoughts and feelings from those of their family members, while still maintaining emotional connection. Second, triangles which describe the way in which two individuals in a relationship can involve a third person or issue, creating tension or conflict. Third is the family projection process which refers to the way in which parents transfer their emotional problems or conflicts onto their children. Fourth is emotional cutoff which occurs when a family member distances themselves from the family emotionally, often in response to unresolved conflicts or emotional pain. Fifth is the multigenerational transmission process this speaks to the manner in which behavioral and emotional functioning patterns are passed down

within a family. Sixth is sibling position which refers to the unique roles that siblings play within a family, and how these roles can influence their relationships with one another and with their parents. Seventh is the societal emotional process which describes how larger societal issues and cultural norms can impact family dynamics and functioning. And lastly emotional process in society which states that the way in which emotional dynamics and patterns of behavior in society as a whole can impact families and their functioning.

In summary, family system theory supports this study by proposing that the family should be regarded as a system consisting of interdependent subsystems. Family system theory emphasizes the importance of understanding the interactions and dynamics within the family system, rather than focusing solely on individual members for any psychological, emotional and social behavioral patterns.

2.2 Parental conflict

The family is defined as "the natural and fundamental group unit of society" in the Universal Declaration of Human Rights. Therefore the stability and wellbeing of a family is related with the wellbeing of a society. Conflict within the family has a far greater impact than conflict outside of the family because the family is the foundation of society and one of the sources of mental wellbeing of people.

In this day in age, the nuclear family is decreasing. A home where a father, a mother and one or more children is becoming less and less everyday with the modernization of the society. Now single parent homes are becoming more common, some due to natural or unavoidable situations and many due to the increasing rate of marital conflict and divorce. Research shows that 45% of first marriages in Ethiopia end in divorce and two thirds of it happens within the first five years. Addis Ababa city vital events registration and information agency reported in March 2023 that in Addis Ababa the average of 7 couples divorce every day and 1,300 divorces have been

registered from September 2022 to February 2023 (“Increasing Rate of Marital Conflict and Divorce in Addis Ababa,” 2023).

The circumstances in which children and adolescents grow up have changed as a result of changes in social and economic conditions. (Steinberg, 2014). Divorce rates have increased in many countries, with the American Psychological Association estimating that 40-50% of first marriages end in divorce and second marriages having even higher divorce rates (Tilson et al., 2000; Steinberg, 2014). In Ethiopia, around 45% of first marriages end in divorce within 30 years, and two-thirds of marriage couples divorce within the first five years of marriage (Tilson et al., 2000). Additionally, approximately 40% of all American children will witness their parents' divorce, with higher rates among adolescents as most divorces occur early in a marriage (Emery et al., 2011 as cited by Steinberg, 2014).

Furthermore, a significant percentage of children are born outside of marriage in the United States, with this number increasing over time (Pinkstone, 2022). Conflict is a common occurrence in all types of families, and factors contributing to inter-parental conflict include life pressures such as bereavement, financial challenges, mental health issues, and drug and alcohol problems (Tasew & Getahun, 2021). Likewise, in a study by Melaku and Alemu (2022), gender roles, psychological, sexual, sociocultural and economic factors are the significant reasons for marital conflict.

The COVID-19 pandemic has also led to increased stress and conflict among families. Families were forced to spend time together without physical interaction from the outside world, which was stressful and led to incidents of domestic abuse and even homicide (Baldus et al., 2022). The pandemic intensified existing stressors related to mental health, family functioning, financial

concerns, household burden, and health concerns, which may continue to impact families in the present (Baldus et al., 2022; Parental Conflict - Wirral Safeguarding Children Partnership, 2021)

2.3 Adolescents perception of inter parental conflict

Children's and adolescent's environments are predominantly home and school and it is very clear that the two places have a direct relation with each other. Adolescents' living place has an impact on their performance and behavior at school. One of the factors affecting an adolescent's adjustment is the stability of their home, in other words their perception of interparental conflict. In the 1970s, divorce literature established a direct link between inter-parental conflict and adolescent maladjustment. (Emery, 1982 as cited by Davern, 2011). Adolescent psychological health issues such as social withdrawal, low self-esteem, low self-perceived competence, increased anxiety, less internal control, higher levels of anger and aggression, increased maturity, pseudo-adolescence, and increased vulnerability, depression and physical symptoms can all be signs of maladjustment as well as, poor academic performance and problem-solving abilities. (Davern, 2011)

Family is crucial to the development of the adolescent's character and cannot be substituted by other interactions. (Pour et al., 2016) Disputes and arguments between parents can hurt adolescents. Whether divorced or not children from violent and unstable homes are the ones to be hurt first. Children who saw domestic conflict exhibit behavioral issues emotional issues (such as anxiety, depression, or low self-esteem), cognitive issues (such as performing poorly in school), and physical issues (e.g., insomnia, weak motor skills) (Pour et al., 2016)

Adolescents' perception of interparental conflict is a crucial aspect to consider when examining the impact of inter-parental conflict on adolescent adjustment (Davies & Cummings, 1994). Adolescents' perceptions of interparental conflict can be influenced by their cognitive and emotional abilities, as well as their personal experiences with conflict.

Studies have shown that adolescents can distinguish between different types of interparental conflict, such as constructive versus destructive conflict, and that they may react differently to each type (Goeke-Morey et al., 2003). Adolescents may perceive constructive conflict, which involves problem-solving, compromise, and respectful communication, as less threatening and more adaptive than destructive conflict, which is characterized by verbal aggression, negative emotionality, and withdrawal (Goeke-Morey et al., 2003).

Davern et al. (2005) have found significant differences between adolescents' and parents' perceptions of family functioning, with adolescents perceiving it as more negative and while parents may see it as less subtle or normal behavior. Adolescent daughters with eating disorders have significantly worse perceptions of family functioning. The results of the research show that adolescent perceptions of interparental conflict are a significant predictor of adolescent adjustment. It has shown that individual differences in perceptions between parents and adolescents and that adolescents have different perceptions of the family environment, which may have been a result of different meanings to the same event experienced by themselves and their parents.

Moreover, adolescents' perception of interparental conflict can be influenced by their attachment style and emotional security within the family (Cummings & Davies, 2010). Adolescents who feel secure in their family environment may perceive inter-parental conflict as less threatening and may have more positive attitudes toward their parents' conflict management skills (Cummings & Davies, 2010).

Adolescents can also manifest different coping strategies in response to inter-parental conflict, such as seeking social support, avoiding conflict, or taking sides (Kouros et al., 2014).

The choice of coping strategy can influence adolescents' perception of interparental conflict and can have implications for their mental health and well-being.

2.4 Inter-parental conflict and academic performance

Inter-parental conflict has been linked to negative outcomes in children, one of which is poor academic performance (Sund et al., 2015). Adolescence is a particularly sensitive period for youth, as they are developing their independence and forming their own identities, making them more vulnerable to the negative effects of marital conflict (Gadeyne et al., 2014).

Academic performance is an important element in especially adolescents for it is a time to prepare for college or university and then professional life. In this competitive world where every grade matters for their college and career choice, adolescents can't afford to lose on their academic performance. In addition youth who demonstrate higher academic achievement also are more likely to report lower drug use and decreased propensities for school dropout. This in turn can assure quality and satisfaction in later life.

In China, a study was done on inter-parental conflict and delinquency among Chinese adolescents by Lu et al. (2020) the findings show the positive relationship between inter-parental conflict and adolescent's delinquency. It also stated that parental knowledge and support moderates the outcome hence adolescents are less likely to engage in delinquent activities.

In a study done in the USA about inter-parental conflict and academic achievement to understand the moderating and mediating factors the findings showed that parental conflict is a risk factor for lower academic success, indicating that family relations have a big impact on how children do in school. (Ghazarian & Buehler, 2010)

Research conducted by Gadeyne et al. (2014) found that adolescents exposed to interparental conflict reported lower levels of academic self-esteem and greater academic problems such as low achievement and absenteeism. Furthermore, interaction effects were observed between

inter-parental conflict and adolescent gender; boys from conflicted families reported more academic problems whereas girls reported more academic self-esteem issues.

Sund et al. (2015) similarly discovered that parental conflict has a negative impact on adolescent academic performance.. They identified that this could be due to the emotional distress caused by the conflict, which can distract or inhibit the adolescent's cognitive abilities.

Similarly in the study named Inter-parental Conflict and Children's School Adjustment: The Explanatory Role of Children's Internal Representations of Inter-parental and Parent-Child Relationships by Sturge-Apple et al. (2008) done on 229 kindergarten children (127 girls and 102 boys, mean age = 6.0 years, SD = .50, at Wave 1) with their parents, participated in this multimethod, 3-year longitudinal investigation the results showed that associations between observational ratings of inter-parental conflict and child and teacher reports on children's emotional and academic difficulties in school over a 2-year period were significantly influenced by children's insecure representations of the inter-parental relationship. Furthermore, children's insecure representations of the parent-child connection and children's difficulties in engaging in classroom activities at the start of school were connected with higher parental emotional unavailability that accompanied high levels of inter-parental conflict.

2.4.1 Threat

Research has shown that adolescents who are exposed to threats in the context of inter-parental conflict are at an increased risk of experiencing anxiety, depression, and psychological distress (Liu & Li, 2019). These negative emotional outcomes have been found to reduce academic performance, with students struggling to focus on schoolwork and/or becoming disengaged from academic pursuit altogether.

2.4.2 Conflict property

Conflict property refers to the property that is owned or shared by two parents who are in conflict due to their disagreements on issues related to co-parenting and/or child-rearing. These conflicts can have significant negative impacts on the well-being and development of children in the household, leading to emotional distress, instability, and insecurity (Cummings & Schatz, 2015). Several factors related to inter-parental conflict have been found to influence children's academic performance, such as how frequently and intensely the conflict occurs. For instance, Holdsworth et al. (2016) discovered that children experiencing more frequent and intense conflicts between their parents demonstrated lower academic achievement compared to children who experienced lower levels of conflict. Rhoades et al. (2010) also noted that exposure to interparental conflict was associated with lower school achievement, but only when aggressive behavior was involved.

Additionally, verbal conflict and negative attributions of intent have been linked to poorer academic outcomes among children as well. Ewen et al. (2012) found a negative correlation between verbal conflict exposure and academic performance, even after controlling for parental income and education. Houts et al. (2016) also discovered that when children attribute negative intentions to their parents during inter-parental conflict, it led to lower academic achievement, as reflected in the scores of standardized tests.

2.4.3 Self-blame

Children commonly tend to blame themselves for parental conflicts, and such behavior has been found to have a negative impact on their academic outcomes. The research shows that in a study conducted by Katz et al. (2014), self-blame was identified as a mediator of the relationship between conflicts amongst parents and lower academic grades in adolescent individuals. The study found that even after accounting for family structure and socioeconomic status, higher levels of

self-blame were linked to lower GPAs. Likewise, the study by Morris et al. (2013) showed that self-blame in response to inter-parental conflict was associated with lower academic achievement in early adolescence. The children who demonstrated greater self-blame performed poorly on tests related to reading, mathematics, and general knowledge. The scholars suggested that this kind of behavior might hinder children's capability to engage with academic tasks, control their emotions in the classroom, and keep working on them persistently.

Research on the relationship between inter-parental conflict and adolescents' academic performance in Africa is limited. However, some studies have found that inter-parental conflict is associated with poorer academic performance in African adolescents. In a study conducted in Ruiru Sub-County, Kenya, to investigate the effects of inter-parental conflict on form three students, four theories—Abraham Maslow's Hierarchy of Needs Theory, Martin Selgman's Learned Helplessness Theory, Grych and Fincham's Cognitive Contextual Framework Theory, and Urie Bronfenbrenner's Ecological Systems Theory—were used as a guide. The findings indicate that interparental conflicts have a significant negative impact on a child's psychopathology, and in the context of this study, high levels of interparental conflicts have a detrimental effect on students' motivation to pursue academic goals.

In another study conducted by Omigbodun, Adedokun, and Adedokun (2008) in Nigeria, they found that adolescents from homes with high levels of inter-parental conflict had lower academic achievement than adolescents from homes with low levels of inter-parental conflict. The study also found that academic self-esteem mediated the relationship between inter-parental conflict and academic achievement.

Chihambakwe (2018) conducted a study in South Africa found that adolescents exposed to interparental conflict had lower academic performance and were more likely to have behavioral

and emotional problems. Similarly, a study conducted by Amosun and Akinyoade (2018) in Nigeria found that adolescents exposed to interparental conflict reported higher levels of school absenteeism and poor academic performance.

Despite the limited research on inter-parental conflict and adolescents' academic performance in Africa, these studies suggest that there may be a negative relationship between the two variables in African adolescents. This highlights the need for further research in this area, as well as interventions that can mitigate the negative effects of inter-parental conflict on adolescents' wellbeing and academic performance.

Narrowing down our search to Ethiopia, in a study conducted by Yihune et al. (2018), in the East Gojjam Zone of the Amhara Regional State in Ethiopia, found that exposure to interparental conflict was significantly associated with poorer academic performance in adolescents. The study also found that the relationship between inter-parental conflict and academic performance was mediated by adolescents' emotional well-being. Similarly a study done by Tamiru T. (2015) in selected high schools in Bahir Dar Ethiopia showed how parental conflict has a detrimental effect on adolescent academic self-regulation, which is mediated by parental disapproval and self-blame.

Another study conducted by Mulat et al. (2020) in southern Ethiopia found that inter-parental conflict was negatively associated with students' academic achievement and school attendance. The study also found that students from families with high levels of inter-parental conflict reported higher levels of emotional and behavioral problems, which in turn negatively affected their academic performance.

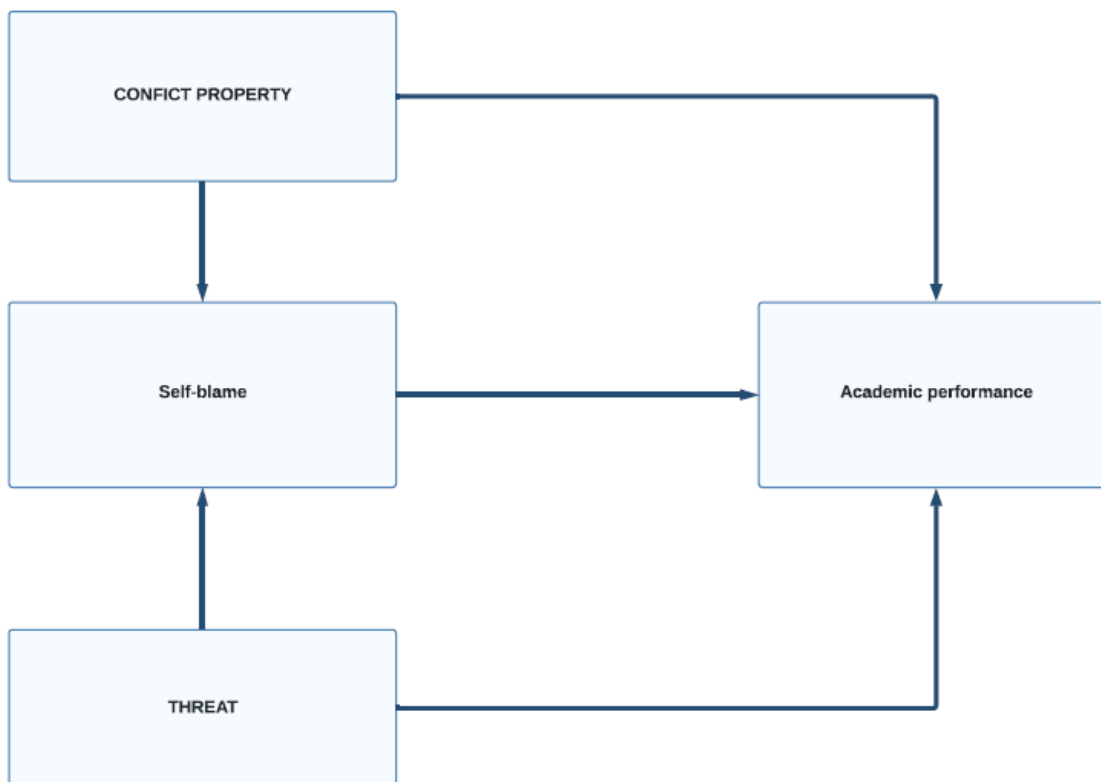
These studies suggest that inter-parental conflict may have negative effects on adolescents' academic performance in Ethiopia, and that these effects may be mediated by adolescents'

emotional well-being and/or behavioral problems. Nevertheless, the limited number of studies conducted on this topic in Ethiopia especially in Addis Ababa highlights the need for additional research and interventions to mitigate the negative effects of interparental conflict on adolescents' academic performance and well-being.

2.5 Conceptual framework

Figure 2

Conceptual Framework



Model description

The independent variable in this model is interparental conflict which refers to conflict between parents, including disagreements, arguments, hostility, and other negative interactions. It has three attributes; conflict property, self-blame and threat. While the dependent variable is

academic performance which refers to the extent to which the child is successful in their academic pursuits, including grades, test scores, and other measures of achievement.

Figure 2's model suggests three primary pathways through which interparental conflict may affect adolescents' academic achievement. First is a direct path from conflict property to academic performance. Conflict property is defined as the property that is owned or shared by two parents who are in conflict due to their disagreements. It refers to components such as frequency, intensity and resolution methods of parents.

The second pathway is from threat to academic performance. Threat is defined as a verbal or nonverbal message that expresses a potential intention to damage family relations like separation and divorce, use of physical or emotional force, or engaging in behaviors that may cause harm or injury to the other parent or their children.

The third route links threats and conflict property with self-blame and academic achievement. Self-Blame refers to the tendency of children to blame themselves for inter-parental conflict, leading to negative outcomes such as academic problems.

CHAPTER 3

Methodology

3.1 Research design

A descriptive survey design is implemented for studying the relationship between inter-parental conflict and adolescent academic performance at Don Bosco Catholic High school. This design involves collecting data from a sample of participants and analyzing it. This research uses a quantitative research approach.

Inclusion criteria is adolescents in grade 11 and 12 with both parents still living together, separated or divorced. Exclusion criteria are adolescents with any significant cognitive or mental health conditions, adolescents whose parents (one or both) have passed away and adolescents who don't give their consent for the research.

The data is collected through a standardized questionnaire called children's perception of interparental conflict (CPIC) in both Amharic and English versions. The questionnaire also includes demographic information such as age, gender, age, and parental marital status. The data for academic performance is to be obtained from the average grade for the 2022/23 school year.

A descriptive survey design is chosen to systematically obtain information to describe the phenomenon and to effectively assess and describe the relationship between inter-parental conflict and adolescent academic performance, which can inform the development of interventions aimed at reducing the negative impacts of inter-parental conflict on adolescents.

3.2 Population and Sampling techniques

To ensure the selection of participants for research studies examining the relationship between inter-parental conflict and adolescents' academic performance at Don Bosco High School,

a simple random sample technique is used. To use this technique, the researcher gathered a list of all Grade 11 and 12 students and their classrooms enrolled in the school. Then a number generator generated a random list of students.

The use of a simple random sample technique ensures equal representation of the entire Grade 11 and 12 populations at Don Bosco High School, while reducing selection bias. This helps to obtain a sample that genuinely represents the student population of the school.

3.2.1 Description of study site

Don Bosco Catholic High School was established in 1984 with a vision to provide an exceptional education that instills strong moral values in students and shapes them to become competent global citizens. Located in Addis Ababa, the school has been serving its community for over 30 years. It has grown to be one of the most reputable educational institutions in the region, attracting families and students from diverse backgrounds.

Don Bosco Catholic High School's vision is to be a "school of life," where students are prepared for life and equipped to face the challenges of the world with confidence. The school's mission is to go beyond academics and provide an education that shapes well-rounded individuals who are not only capable of making a lasting impact in their respective fields but also possess strong moral values and a deep sense of purpose.

The school has 810 students, with a diverse student population and different socio-economic backgrounds. But mainly the socio-economic background of students is middle class. The school has 6 male administrators, 23 male and 5 female teachers in the high school.

3.2.2 Target population

The target populations of this study are grade 11 and 12 students of Don Bosco Catholic High School whose parents are together or separated. Data sources are students from 364 Don

Bosco High school students. In grade 11 there are 23 male and 40 female students studying social sciences and 56 male and 62 female students studying natural sciences. In grade 12 there are 18 male and 41 female students studying social sciences and 64 male and 60 female students studying natural sciences. Totally the target population is 364 people.

3.2.3 Sample size determination

Yamane's formula is used as it was deemed appropriate to determine sample size because it is a simple and widely used formula that is suitable for small populations. The formula takes into account the population size and the desired level of precision to calculate the sample size needed for a survey. The formula is $Sample\ population = total\ population / 1 + (total\ population * e^2)$, where e is the desired level of precision.

$$Total\ population = 364$$

$$Sample\ population = total\ population / 1 + (total\ population * e^2)$$

$$= 364 / 1 + (364 * 0.05^2)$$

$$= \mathbf{190\ sample\ population}$$

Using level of precision as 0.05

3.3 Data collection Instruments

The Children's Perception of Interparental Conflict (CPIC) questionnaire is a self-report measure used to assess children's perceptions of interparental conflict. It was developed by Grych and Fincham (1990) and has been widely used in research on the effects of parental conflict on child wellbeing. This scale is adapted and translated to Amharic by the researcher.

The English version of CPIC questionnaire has 50 items and has been found to have good internal reliability and construct validity by Grych et al (1992). It has been used in a range of studies to explore the relationship between inter-parental conflict and children's adjustment, including academic performance, emotional regulation, and behavioral problems. The CPIC has

been translated to Amharic language by a language expert and pilot tested by the researcher. The pilot study was done on 19 students from Don Bosco Catholic High school in May, 2023, which is 10% of the sample population. The Cronbach alpha of the translated scale is .943 which suggests that the internal consistency of the scale being used is excellent and provides a high level of confidence in the results of the study. The scale is made up of 3 subscales; conflict property 19 items, threat 12 items and self-blame 9 items with Cronbach alpha results of .918, .840 and .898 respectively.

2022/23 school year's grade average of the first two quarters is used to measure academic performance. Average grade is generally considered an appropriate measure to evaluate academic performance because it takes into account the academic performance of an entire academic period, instead of focusing on individual subjects or grades. Which means it provides a more comprehensive view of a student's academic abilities and more accurate assessment of a student's overall academic competence, taking into account their performance over an extended period of time.

3.4 Data collection procedures

3.4.1 Ethical consideration

The study acquired permission from school authorities and teachers before proceeding. Furthermore, informed permission was sought from the participants while collecting data. The participants were effectively informed of the study's topic and importance by the researcher, and they were made aware that they have the liberty to opt-out of the questionnaire if they felt uncomfortable or can withdraw from the research process at any stage. And also all the data is to be used purely for the research purpose and is strictly confidential.

3.4.2 Administration of questionnaire

The data was collected on May 21, 2023 afternoon by the researcher. After the consent of the school, the sample population chosen were gathered in a classroom and were informed with the study's objectives. They have been clearly communicated that the data from the response is going to be used only for the research purpose and the confidentiality is kept. The students were given a chance to opt-out of the research anytime they wanted to but their truthful answer is an important factor for the result of the research. The questionnaire took approximately 8 - 15 minutes to be filled by the participants. After the subjects filled out the questionnaire, their 2022/23 average grade was matched with their questionnaire paper from their files.

Some of the problems faced during data collection was not all of the students from the sample population participated due to ongoing exams of the school. Therefore, convenience sampling was used to fill in the rest of the samples. The coordinators choose students randomly to fill in for the ones that couldn't participate in the research. Second problem faced was students were sitting two or three at a table and some of the participants were talking with each other while answering questions. This might lower the quality and truthfulness of the responses so the researcher explained that this is personal information and their responses determined the result of the research multiple times.

The data was encoded by the researcher using Google forms, MS. excel and imported to SPSS version 26 for data analysis. And finally reversed items were reverse scored.

3.5 Method of data analysis

In this study, data was collected using a CPIC questionnaire administered to grade 11 and 12 students at Don Bosco Catholic High School. The survey collects information about their perception of interparental conflict. And the data for their academic performance was taken from the school files by matching it with their names and classes.

After the data was collected, it was entered into a database and cleaned to remove errors and ensure accuracy. Data coding was then performed to ensure that all data are consistently defined. The questionnaire was a Likert scale constructed in three responses; 'true' represented by 1 'sort of true' represented by 2 and 'false' represented by 3 which is an ordinal value. It was expected that reluctant answers or missing important information might be submitted therefore the researcher added 10 more subjects, totally 200 students participated in the research. Among the 200 distributed questionnaires to the sample population, 189 responses were returned correctly. The remaining unreturned and incomplete ones were discarded from the research. Thus only 189 responses were used in the analysis, which represents 99.8% (189/190) of the response rate. The study used correlation analysis to measure how much the variables are related to each other. The study used a Likert scale where 'true' was represented by 1, 'sort of true' was represented by 2, and 'false' was represented by 3. Therefore, when adding values from the responses in descriptive and correlation analysis, higher values represent more false answers hence less conflict reported, and lower values represent more true answers hence more conflict reported.

Once the data is prepared, descriptive statistics are then used to explore the data. Descriptive statistics provide a summary of the data. To determine the relationship between the adolescents' perception of inter-parental conflict and their academic performance, statistical tests are run to test the hypothesis. The analysis tests for correlation between the two variables was done using Spearman's rho correlation test. A significant correlation suggests that there is a relationship between the two variables. Mann-Whitney U test and Kruskal-Wallis test are used to see the difference between two or more independent variables.

The final step was to present the results of the analysis in a clear and concise manner. Tables, graphs, and charts are used to visually display the results. The report also includes an interpretation of the results and conclusions based on the analysis.

3.6 Practical considerations

Reluctant answers on the questionnaires are expected since each student is expected to fill self-answered questionnaires. So, the research conductor had motivated students enough so as to get high reliable/valid results from the data. The budget for transport, printing materials and the like which was covered by the researcher.

CHAPTER 4

Result

The purpose of this study was to see if there is a relationship between adolescent's perception towards inter-parental conflict and their academic performance. To answer this question the following research questions were developed.

RQ1: What is the perception of grade 11 & 12 students at Don Bosco Catholic high school on their parent's conflict?

RQ2: What is the relationship between adolescent's perceptions of inter-parental conflict and the adolescent's academic performance?

RQ3: Is there a difference between adolescent's perceptions of interparental conflict by age and gender?

RQ4: What is the relationship between academic performance and conflict property, threat and self-blame attributes of inter-parental conflict?

Therefore this chapter tries to answer the research questions using the data obtained from CPIC questionnaires filled by sample students from Don Bosco Catholic high school. The statistical techniques to analyze these data included frequency, correlation coefficients, and t-tests.

4.1 Basics of Data Analysis

4.1.1 Data Screening and Testing Model Assumptions

The reversed items were reverse scored prior to data analysis and interpretation, and missing data was replaced with linear interpolation. Linear interpolation was chosen to replace missing values because it estimates the missing value based on the trend in the data, by using the values on either side of the missing value. This method takes into account the variability and trends

in the data, resulting in a more accurate replacement for the missing value. Then items that measure conflict property, self-blame and threat were each added to new variables. After that the data was assessed to see if it meets the five assumptions for the parametric test which are univariate outlier, normality, linearity, homoscedasticity and multivariate outlier. Bar chart was used to see univariate outliers which resulted in no outlier found but the data failed the normality test done using histogram. Hence non-parametric tests were done to find answers for the research question.

4.1.2 Demographic Representation of Participants

Table 1

Demographic representation of participants

Variable	Label	Participant	Percentage	Remark
Sex	male	94	49.7	
	female	95	50.3	
Age	17	67	35.4	
	18	92	48.7	
	19	30	15.9	
Grade	11	42	22.2	
	12	147	77.8	
Living with	both mother and father	171	90.5	the 3
	mother only	15	7.9	participants that
	mother and stepfather	0	0	reported living

Variable	Label	Participant	Percentage	Remark
	father only	3	1.6	with father only
	father and stepmother	0	0	are males
	foster parents	0	0	

From the above table, we can see the frequency of students with regard to age. 67(35.4 %) were 17 years old, 92 (48.7%) 18 years old, 30 (15.9 %) 19 years old. In terms of gender 50.3% of the sample were female while 49.7 % were male. Of the total sample 22.2% were taken from 11th grade and 77.8% is from 12th grade. Thus this shows that the sample is more or less fairly distributed across gender and age. Finally of the 189 samples 171 live with both their parents, 3 with their father only, and 15 with mother only. This shows that most of the samples live in 2 parent households which means it can be assumed that 90.5% of the sample may experience inter-parental conflict in their homes.

4.2 Perception of IPC among Adolescents of Don Bosco Catholic high school

This part of the study demonstrates the result of the descriptive analysis of the perception of interparental conflict attributes influencing adolescents' academic performance. Here the three attributes of IPC were examined. The first one is conflict property with 19 statements to evaluate and followed by self-blame with 9 statements to be assessed. The third one is threat with 12 statements to be examined. Descriptive analysis was applied to measure their effect on academic performance.

Table 2

Frequency of responses

Rating scale

	Item number	True in %	Sort of true in%	False in %
Subscale				
Conflict property	19	40.54	22.78	36.9
Self-blame	9	11.29	23.62	63.39
Threat	12	32.64	26.91	36.95

From the above table, we can see the frequency in percentage of the answers from the questionnaire. In the conflict property subscale which has 19 items, 40.54 % answered true and 22.85 % sort of true. This implies that a significant amount of conflict property which includes intensity, frequency and resolution, is reported. From the table we can conclude that adolescents' perception of interparental conflict is significant in most households.

For the self-blame measure, as seen in the table, only 11.29% of the participants reported true and 23.62% sort of true. On the contrary 63.39% reported false. This result shows that mild or no self-blame in adolescent's perception of interparental conflict.

As seen in the table above, for threat subscale, 32.64 % reported true and 26.91 % reported sort of true. On the other hand, only 36.95 % reported false. Based on these results, we can say the reported threat is apparent.

4.3 The Relationship between IPC and academic performance

To look for the relationship between inter-parental conflict and adolescent academic performance correlation was figured out. According to Taylor, (1990) one of the methods most frequently used in research to establish the relationship between two variables is correlation

analysis. It demonstrates how strongly the variables are associated. In statistics, the correlation coefficient (abbreviated "r") is used to measure how strongly different variables are related to one another. Since the data is non-parametric, Spearman's rho correlation was used to study this data.

The requirements recommended by Taylor (1990) were followed in order to demonstrate the strength of the relationship between the variables; his explanation of the correlation coefficient (r) is as follows. As we know, the value of r is always between 0 and 1, $r < 0.35$ is thought to represent low or weak correlation, $r = 0.36-0.67$ is modest or moderate correlation, $r > 0.63-0.89$ is strong or high correlation, and correlation with $r = 0.90$ is very high correlation. When $r = 0$, it indicates a negative relationship, but when $r = 1$, there is perfect correlation between the two variables.

Table 3

Correlation matrix

		IPC	Conflict	Self-blame	Threat	Average
		Property				
IPC	correlation coefficient	1				
	sig. (2-tailed)					
	N					
Conflict	correlation coefficient	.937**	1			
property	sig. (2-tailed)	.000				
	N	189				
Self-blame	correlation coefficient	.581**	.469**	1		

	sig. (2-tailed)	.000	.000			
	N	189	189			
Threat	correlation coefficient	.795**	.784**	.206**	1	
	sig. (2-tailed)	.000	.000	.006		
	N	189	189	189		
Average	correlation coefficient	.829**	.819**	.421**	.684**	1
	sig. (2-tailed)	.000	.000	.000	.000	
	N	189	189	189	189	

As we can see in the table, there is a strong, positive correlation between the two variables, $r = .829$, $n = 189$, $p < .0005$, with low levels of perceived IPC and high academic performance. This means that the academic performance of adolescents at Don Bosco High School is strongly related to IPC.

4.3.1 The Relationship between Conflict property and Average Grade

With regards to conflict property and average grade, there is a strong, positive correlation between the two variables, $r = .819$, $n = 189$, $p < .0005$, with low levels of perceived conflict property and high academic performance. This means that the academic performance of adolescents at Don Bosco High School is strongly related to the conflict property of IPC.

4.3.2 The Relationship between Self-blame and Average Grade

The relation between self-blame of IPC and the average result is a moderate, positive correlation between the two variables, $r = .412$, $n = 189$, $p < .0005$, with low levels of self-blame and high academic performance. This means that the academic performance of adolescents at Don Bosco High School is moderately related to the self-blame of IPC.

4.3.3 The Relationship between Threat and average grade

Based on the result of this research there is a strong, positive correlation between the two variables, $r = .684$, $n = 189$, $p < .0005$, with low levels of perceived threat and high academic performance. This suggests that the academic performance of adolescents at Don Bosco High school is strongly related to the perception of threat.

4.4 The Difference between Genders in the Perception of IPC

Mann-Whitney U Test was used which is the non-parametric alternative to the t-test for independent samples. Since the data gathered does not meet the assumption of normality for an independent t-test this research uses the non-parametric equivalent test which is Mann Whitney U Test. Instead of comparing the means of the two groups, as in the case of the t-test, the Mann-Whitney U Test actually compares medians. It converts the scores on the continuous variable to ranks across the two groups. It then evaluates whether the ranks for the two groups differ significantly. (Pallant, 2020)

Table 4

Mann-Whitney U test

Mann-Whitney U test	Mean rank	
Sig.(2-sided test)	Female	Male

Conflict Property	6233	76.39	113.81
	.000		
Threat	5457.5	84.55	105.56
	.008		
Self-blame	4975	89.63	100.43
	.173		

From this data, it can be concluded that conflict property reported in females was significantly higher in females than males ($U = 6223$, $p = .000$). And from the above table it can be concluded that Self-blame in females was not statistically significantly lower than in males ($U = 4975$, $p = .173$) Meaning reports on self-blame was roughly the same in females and males. Finally from this data, it can be concluded that reported threat in females was statistically significantly higher in females than males ($U = 5457.5$, $p = .008$).

4.5 The Difference between Ages on the Perception of IPC

To study the difference between ages in the perception of interparental conflict Kruskal-Wallis test was done. Since the data gathered is not normally distributed the research cannot use a one-way analysis of variance to see the difference between 17, 18, and 19 years old samples in their report of IPC. The Kruskal-Wallis Test (sometimes referred to as the Kruskal-Wallis H Test) is the non-parametric alternative to a one-way between-groups analysis of variance. It compares the scores on some continuous variable for three or more groups. It is similar in nature to the Mann-Whitney U Test presented earlier in this chapter, but it allows you to compare more than just two groups. Scores are converted to ranks and the mean rank for each group is compared.

Table 5

Kruskal-Wallis test

	Kruskal-Wallis test	Median		
	Sig.(2-sided test)			
		17	18	19
Conflict Property	5.102 .078			
Threat	1.464 .481			
Self-blame	11.681 .003	22	24.5	24

Based on the table above, we can see that there is no statistically significant difference in conflict property across the three ages $p > 0.05$ ($p = 0.078$). Thus it can be concluded that there is no difference between 17, 18 and 19 years of age in perception of interparental conflict. Following it is shown that for self-blame $p < 0.05$ ($p = 0.003$). Therefore we can conclude that there is statistically significant difference in self-blame across the three ages. Furthermore we can see that we can see that self-blame is higher in 17 year old samples than 18 and 19 year old samples. Finally based on the table above we can see that $p > 0.05$ ($p = 0.481$) for threat. Hence, we can conclude that there is no statistically significant difference between 17, 18 and 19 years of age in perception of threat in IPC.

Chapter 5

Discussion

5.1 Perception of IPC among Adolescents of Don Bosco Catholic high school

The first research question for this research is “What is the perception of grade 11 and 12 students in Don Bosco High School on inter-parental conflict?” Based on the quantitative data we can see that most of the sample students reported that they perceive conflict between their parents and most of the reported conflicts are intense and frequent. This result is consistent with many researches that show the prevalence of IPC such as the report by United Nations Children's Fund (UNICEF, 2019), which states that an estimated 1 in 4 children worldwide are growing up in households affected by interparental conflict. And the report by American Psychological Association, which estimated that between 5 million of children in the USA grow up in high conflict households. (APA, 2019) this result will help us answer the following research question.

As stated in the cognitive contextual framework by Grych and Fincham (1991) IPC has 3 main attributes; conflict property, self-blame and threat. Conflict property significantly influences the effect of inter-parental conflict on adolescents' development. Adolescents' perceptions of interparental conflict property were shown to be associated with family functioning and mental health outcomes in research by Repetti, Taylor, and Seeman (2002). And as we saw in the literature review, Holdsworth et al. (2016) found that children who encountered more frequent and intense disagreements between their parents had worse academic attainment than children who had lower levels of conflict.

Different conflict properties have been the subject of other research looking at how they affect adolescents. Adolescents' perception of conflict property was found to be connected to their academic success in a research similar to this one by Gottman and Katz (1989). Adolescents who felt that their parents' disputes were successfully settled reported having greater academic

accomplishment than those who did not. Moreover, as we shall show in this chapter, gender and age can have an impact on how teenagers perceive the attribute of conflict.

Therefore, adolescents' perceptions of interparental conflict property have been found to be important factors in the impact of conflict on adolescent well-being. Different conflict properties, including frequency, intensity, and resolution have been linked to different outcomes. The findings in this research show that adolescents' perceptions of conflict property is significantly high leading to negative outcomes.

When it comes to self-blame, contrary to the literature review study by Katz et al. (2014), which reported self-blame was identified as a mediator of the relationship between conflicts among parents and lower academic grades in adolescents, this research finding shows us that there is no significant self-blame reported by the sample population.

Emotional security hypothesis states that children look to their parents' behavior to understand and cope with potential threats, but inter-parental conflict can interfere with this process of social and emotional development. (Cummings & Davies, 2010) It also states that secure attachments of children with parents mediate the negative outcomes of interparental conflict on their well-being. To support this result the following research findings suggest that adolescents do not always blame themselves for their parents' conflicts. An article by Holden and Miller (2003) found that children who have secure attachment styles are less likely to blame themselves for their parents' conflicts. Additionally, adolescents who have healthy coping mechanisms may not blame themselves for their parents' conflicts. A study by Grych, Fincham, Jouriles, and McDonald (2000) also indicated that children who have secure attachment styles and healthy coping mechanisms are more resilient to the negative effects of interparental conflict.

Another study by Anthonyamy and Zimmerman (2016) found that when adolescents use problem-focused coping strategies, such as seeking social support, or emotion-focused coping strategies, such as relaxation techniques, they are less likely to blame themselves for their parents' conflicts. Similarly, a study by DeBoard-Lucas, Fosco, Raynor, and Grych (2010) found that when adolescents had a higher level of self-esteem, they were less likely to blame themselves for their parents' conflicts.

Hence, the evidence from these research suggests that adolescents do not always blame themselves for their parents' conflicts. Factors such as secure attachment styles, healthy coping mechanisms, problem-focused and emotion-focused coping strategies, and higher levels of self-esteem might be protective factors against blaming oneself for parental conflict.

Most of the sample reported that the perceived threat is on separation, divorce, and the future of the family rather than abuse or violence. This may be due to the evidence that inter-parental conflict and violence have been declining recently, according to a report released by the American Psychological Association (APA, 2019). Based on the report, this positive trend has been influenced by a number of variables, such as awareness of domestic violence, victim support, and change in social attitudes against abuse. (Kerig, 2015)

Yet adolescents who experience inter-parental conflict often express fear and anxiety about their parents' potential separation and/or divorce. When the conflict is severe or ongoing, the adolescents' fear may intensify and have significant mental health consequences (Jold et al., 2017). Another study by Cummings and Davies (2010) highlighted that not only do adolescents experience fear and anxiety in cases of divorce and separation, but they may also experience lower academic achievement, social isolation, and diminished physical health.

In family system theory, triangle processes which describe the way in which two individuals in a relationship can involve a third person or issue, creating tension or conflict and family projection process which refers to the way in which parents transfer their emotional problems or conflicts onto their children are shown in this research result.

In conclusion this research found out that there is a significant number of samples that reported interparental conflict. Furthermore conflict property and treat were attributes that were significantly reported by the samples by the participant. On the contrary there was no significant self-blame reported by the participants of this research. These findings correspond to many theoretical and empirical evidence done on similar topics.

5.2 The Relationship between IPC and Academic Performance

In this chapter the research tried to answer the second and fourth research questions; “What is the relationship between adolescent’s perceptions of inter-parental conflict and the adolescent’s academic performance?” and “What is the relationship between academic performance and conflict property, threat, and self-blame attributes of inter-parental conflict?”

The result of this quantitative data suggests that the academic performance of adolescents at Don Bosco High school is strongly related to the perception of IPC. The result highly corresponds to many studies such as research conducted by Gadeyne et al. (2014), Sund et al. (2015), Chihambakwe (2018), Yihune et al. (2018), and Tamiru T. (2015) which state that adolescents exposed to interparental conflict reported lower levels of academic self-esteem and greater academic problems such as low achievement and absenteeism.

This result contradicts the study by Iraugi et al. (2011) in a study titled ‘A cognitive-contextual framework of the marital conflict and children's adjustment’, it came to the conclusion that there is no connection between parental conflict and academic achievement.

5.2.1 The Relationship between Conflict Property and Academic performance

The findings of the research reported that the academic performance of adolescents at Don Bosco High School is strongly related to the conflict property of IPC. To support this finding, a study conducted by Sturge-Apple, Davies, Winter, Cummings, and Schermerhorn (2008) found that conflict that is consistently unresolved between parents is particularly damaging to children's academic performance. The study found that adolescents who experienced persistent hostile inter-parental conflict were more likely to have academic difficulties, such as poor grades or low attendance. Furthermore, research conducted by Kitzmann, Cohen, and Lockwood (2002) suggested that the type of conflict exhibited between the parents influenced how the adolescent performed academically. Evidence suggests that adolescents exposed to frequent and intense IPC might develop learning difficulties, lower academic achievement, and emotional and behavioral problems (O'Neil, Parke, & McDowell, 2001)

5.2.2 The Relationship between Self-blame and Academic Performance

The result means that the academic performance of adolescents at Don Bosco High School is moderately related to the self-blame of IPC. Self-blame is a common reaction to inter-parental conflict among adolescents, and their emotional and psychological health may be negatively impacted. For example, Amato and Anthony (2014) found that adolescents who experience high levels of inter-parental conflict tended to blame themselves for the conflicts, and this self-blame was associated with increased levels of emotional and behavioral problems. Moreover, adolescents who witness inter-parental conflict might infer that they are the cause of conflict, and consequently perceive a threat to their cognitive capacities (Leerkes & Siepak, 2006).

Several studies conducted over the past decade have shown a relationship between self-blame in inter-parental conflict and adolescent academic performance. For example, in a study conducted on 348 secondary school students, researchers found that self-blame was associated

with negative academic outcomes, including decreased motivation and lower grades (Zhang & Fuligni, 2019) and (Johnson et al., 2019).

5.2.3 The Relationship between Threat and Academic Performance

The result means that the academic performance of adolescents at Don Bosco High School is moderately related to the self-blame of IPC. Studies have shown that children and adolescents exposed to severe and chronic inter-parental conflict such as repeated or severe threats are at risk of developing poor cognitive and academic outcomes. Researchers such as (Cummings & Davies, 2010; Grych et al., 2003) found that exposure to frequent and severe threats predicts lower levels of academic achievement. Moreover, exposure to threats may also lead to more tangible disruptions that can have negative effects on academic performance. For instance, if a threat leads to actual violence or results in the upheaval of the home environment, adolescents may have to miss school or transfer schools, which can impact academic achievement (Musu-Gillette, Zhang, Wang, & Zhang, 2019).

One of the distal contexts in Cognitive contextual framework is previous experience with conflict which affects children's sensitivity to conflict and creates expectations about the course of conflict episodes. Children from High conflict homes are more sensitive to conflict episodes and develop a fear of the future of the family. In terms of threat of separation and divorce, research has shown that adolescents from divorced or separated families experience lower academic performance compared to those from intact families (Amato, 2000). The duration after separation or divorce can also influence academic performance of adolescents. A study by Amato (2001) shows that children from divorced families experience initial declines in academic performance, but the effect tends to dissipate over time. However, in some cases, academic performance may not return to previous levels (Morrison & Cherlin, 1995).

In conclusion the results of this research concluded that there is a strong positive relationship between IPC and academic performance in Don Bosco high school grade 11 and 12 students. Meaning it is reported that higher IPC is related to lower academic performance. And there is a strong positive relationship between conflict between property and academic performance and threat and academic performance. That means a higher report of conflict property and threat is related to lower academic performance. Finally, in Don Bosco High, there is a moderately positive correlation between academic achievement and self-blame.

5.3 The Difference between Genders in the Perception of IPC

The third research question of this research is “Is there a difference between adolescent’s perceptions of inter-parental conflict and adolescent’s academic performance by age and gender?” In this chapter this research answers the question of gender by using Mann- Whitney U test to see the difference between genders in perception of IPC.

From this data, it can be concluded that conflict property reported in females was significantly higher in females than males. Cognitive contextual framework states that coping behavior has two forms; problem focused coping and emotions focused coping strategies. And female children are more likely to use emotion focused coping strategies and male children are more likely to use problem focused coping strategies.

Many researches correspond to this result. studies found that females are more likely to be affected emotionally by property conflicts between their parents and found that males were more likely than females to take a direct role in resolving property conflict between their parents (Markman, Stanley, & Blumberg, 2016), (Afkhami et al., 2018).

Reports on self-blame were roughly the same in females and males. This result contradicts the study by Brown, Kessler, & Borschel(2016) which reported that females are more likely to engage in self-blame compared to males, particularly for inter-parental conflict within families.

Females also tend to view themselves responsible for the conflicts, often believing that they are not meeting expectations or are not doing enough to prevent the conflict from happening (Junttila & Laakso-Manninen, 2019).

However, other studies have found that males may also engage in self-blame, but in a different way. Males may blame themselves for not being able to "fix" the conflict or protect their family members from harm (Davies & Lindsay, 2014).

Finally from this data, it was reported that the perception of threat in females was statistically significantly higher in females than males. This corresponds to the study by Davies & Lindsay, (2014). The study found that females are more likely to perceive interparental conflict as a threat to their emotional well-being compared to males. Females also report more negative emotional reactions to interparental conflict, such as anxiety or fear (Joelsson, Kuczynski, & Goodman, 2015). In contrast, males tend to perceive interparental conflict as a threat to their physical safety and may respond with aggression or violence (Margolin, Gordis, & John, 2001). But there is a lack of research specifically on gender differences in threat of separation and divorce in IPC. This calls for further investigation.

In summary the result concluded that Conflict property and threat reported by female samples is statistically significantly different that male samples. However, there is no statistically significant difference in self-blame between men and women.

5.4 The Difference between Genders in the Perception of IPC

The third research question of this research is "Is there a difference between adolescent's perceptions of inter-parental conflict and adolescent's academic performance by age and gender?" In this chapter this research answers the question of age by using Kruskal-Wallis test to see the difference between genders in perception of IPC. Specifically ages 17, 18 and 19.

Based on the empirical data above, it can be concluded that there is no significant difference between 17, 18 and 19 years of age in conflict property of inter-parental conflict. In addition it can be concluded that there is no statistically significant difference between 17, 18 and 19 years of age in perception of threat in IPC.

While there are some studies that examine the perception of conflict property among adolescents, there appears to be no research that specifically looks at this issue within the specific age range of late adolescence. It is possible that there may be some variation in the perception of conflict property and threat among adolescents in this age range, 17, 18, and 19-year-olds. However, without further research specifically examining this question it is difficult to draw any firm conclusions.

Following is self-blame, which can be concluded that there is statistically significant difference in self-blame across the three ages. Furthermore we can see that we can see that self-blame is higher in 17 year old samples than 18 and 19 year old samples. This result corresponds to the study by Sontag & Graber, (2010) which supports the idea that adolescents' self-blame in inter- parental conflicts tends to decrease over time. Early and middle adolescence is when self-blame is most frequently observed. (Alessandri & Lewis, 2015)

In summary Kruskal-Wallis test was used to see the difference between 17, 18 and 19 years old sample in perception of IPC. The result showed that While there is no statistically significant difference between the reports of conflicting property and threats from the 17, 18, and 19-year-old samples, there is a statistically significant difference between the reports of self-blame from the 17, 18 and 19 year-old samples. Further it showed that 17 years old samples report more self-blame than the other ages.

Chapter 6

Summary, Conclusion and Recommendation

6.1 Summary

The main purpose of the study is to examine the relationship between adolescent's perception of interparental conflict and their academic performance at Don Bosco Catholic High school. For this the following research questions were formulated.

1. What is the perception of grade 11 & 12 students at Don Bosco Catholic high school on their parent's conflict?
2. What is the relationship between adolescent's perceptions of inter-parental conflict and the adolescent's academic performance?
3. Is there a difference between adolescent's perceptions of inter-parental conflict and adolescent's academic performance by age and gender?
4. What is the relationship between academic performance and conflict property, threat and self-blame attributes of inter-parental conflict?

To answer these questions 200 students were chosen using simple random sampling techniques from grade 11 and 12 at Don Bosco high school and asked to fill CPIC questionnaires and the data was matched with the corresponding average grade of the first two semesters of the 2022/23 school year. Of the 200 samples 189 were returned and analyzed. Following that, the appropriateness and completeness of each response to the questionnaire were verified before being placed into the SPSS version 26 software package for analysis.

Univariate outlier analysis and normality was done to see if there are any data outliers and the data is normally distributed. The data had no outliers but it was not normally distributed. Therefore non-parametric tests were used. Descriptive statistics, frequency, Spearman's correlation coefficient, Mann-Whitey U test and Kruskal-Wallis test were analyzed statistically to provide answers to the research questions.

Accordingly, the descriptive statistics analysis showed that grade 11 and 12 adolescents in Don Bosco Catholic High school perceive conflict between their parents and most of the reported conflicts are intense and frequent. The report showed that they don't blame themselves for their parents' conflict. And the perceived threat is significantly reported.

Consequently, based on correlation analysis, it showed that there is a significant correlation between IPC and academic performance in adolescents. Conflict property and threat attributes of IPC are strongly correlated with academic performance and self-blame is moderately correlated with academic performance of adolescents in Don Bosco Catholic high school.

Finally, the Mann-Whitney U test and Kruskal-Wallis test to see the difference of IPC between gender and age. There is no statistically significant difference in self-blame between the sexes, but there is a statistically significant difference in the perception of conflict property and threat between the sexes, with females reporting more of it. Also it has been reported that there is no statistically significant difference between the ages 17, 18 and 19 years in conflict property, but a statistically significant difference in self-blame. 17 year old samples report more self-blame for inter-parental conflict than the other ages.

6.2 Conclusion

The researcher derives the following conclusions and their associated implications from the summary of findings mentioned above:

- The result of the present study showed that a significant amount of participants reported they perceived conflict between their parents and most of the reported conflicts are intense and frequent. This shows that inter-parental conflict is evident in many households and children see and give their own understanding from it. And it can be concluded that the perception and interpretation of parental conflict is evident in children even in late adolescents.
- The result of the study depicted that there is a significant positive relationship between high inter-parental conflict and lower adolescent's academic performance. In addition high conflict property and perceived threat have a strong positive relationship with lower academic performance. Finally high self-blame has a moderate positive relationship with lower academic performance. This implies that inter-parental conflict causes internalizing and externalizing problems in adolescents. Furthermore, one of the factors affecting academic achievement is destructive conflict households and on the contrary enhanced in constructive conflict households.
- According to the results of the current study, there is significant variation in how males and females perceive interparental conflict especially in perceived conflict property and threat. Furthermore no significant difference was found on reports of self-blame. From this we can conclude that the perception of interparental conflict depends on gender. In addition the gender differences may be due to the gender roles given by a community.
- Finally the results revealed that there is no significant difference between ages 17, 18 and 19 in the perception of interparental conflict property and threat but significant difference

was found in self-blame. This implies that self-blame in interparental conflict decreases as age increases.

6.3 Recommendation

6.3.1 Parents

1. Although conflict will always exist, it may be minimized and positive communication and affection can be maintained. This promotes healthy family functioning and safeguards the mental, physical, and emotional health of children.
2. Children and even adolescents are stressed by destructive inter-parental conflict, which can lead to various kinds of internalizing and externalizing behavioral problems, including poor or decreasing academic performance. Therefore minimizing inter-parental conflict, effective communication, creating secure attachment and emotional support would effectively help children succeed in their academic performance and psycho-social well-being.
3. Having a secure attachment is a buffer for internalizing and externalizing behavior problems such as self-blame. Therefore parents can make themselves familiar with secure attachments and implement it to their children from early on.
4. The way children perceive conflict is different in their developmental age, sex, and temperament. Thus understanding these differences and providing tailored support is necessary for children's whole well-being.

6.3.2 Schools

1. When noticing a decline in a student's academic performance, considering it might be due to an event happening in their lives such as inter-parental conflict, schools should be able to provide additional support to students in this aspect.

2. Having close contact and working together with the student's parents helps understand the many factors that go into academic performance.
3. When noticing internalizing and externalizing behavior problems having a school counselor could help students passing through life stressors learn how to cope and overcome these situations.
4. Implementing school clubs, support groups, and mental health initiatives could help students get emotional support for the better of their psychological emotional and social well-being.

6.3.3 Policymakers and government

1. Prevention and intervention programs need to be established where parents can learn about communication and constructive inter-parental conflict. This may be done by having access to professional family counseling services in their communities or implementing family and parental seminars or training that give knowledge about such topics.
2. Implementing emotional support interventions in schools and introducing mental health awareness in the curriculum.

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APPENDIX

Amharic version of CPIC questionnaire

ስለ ወላጆች ግጭት የልጆች ምልክታ መስፈርት

የሚከተሉት ጥያቄዎቹ የግል መረጃ ጥያቄዎች ናቸው። የተጠየቀውን መረጃ ክፍት ቦታ ሊይ በመሙላት ወይም የ"x" ምልክት በማድረግ መልሱ። ይህ መረጃ ከትምህርት ስርዓት እና ከምርምሩ በስተቀር ለሌላ ለማንኛውም ጉዳይ አይውልም። ሚስጥራዊነቱም የተጠበቀ ነው።

1- ስም:- 2- እድሜ:- _____ 3- ስታ:- _____ 4- ክፍል፦

- 4- የምትኖረው/የምትኖሪው
 - ከወላጅ እናትና አባት ጋር -----
 - ከእናት ጋር ብቻ -----
 - ከወላጅ እናትና ከእንጅራ አባት ጋር ----
 - ከአባት ጋር ብቻ-----
 - ከወላጅ አባትና ከእንጅራ እናት ጋር ----
 - ከአስደጊ እናትና አባት ጋር -----

በሁሉም ቤተሰብ ውስጥ ወላጆች የማይስማሙባቸው ጊዜያት አሉ። ወላጆቻቸው በሚጋጩበት ወይም በማይስማሙበት ጊዜ ልጆች አንዳንድ ሊያስቡትና ሊሰማቸው የሚችሏቸው ነገሮች ከዚህ በታች ቀርበዋል። እናንተም ወላጆቻችሁ በሚጠሉበት ወይም በማይስማሙበት ጊዜ የምታስቡትን ወይም የሚሰማችሁን የሚከተሉትን ጥያቄዎች በመመለስ እንድትነግሩን እንፈልጋለን። በትክክለኛው መልስ ላይ አክብሩ።

T = እውነት ነው ST = የሆነ ያህል እውነት ነው F = ትክክል አይደለም

- | | | | | |
|-----|---|----|---|--|
| 1. | T | ST | F | ወላጆቼ ሲጠሉ ወይም ሳይስማሙ አይቻል አላውቅም። |
| 2. | T | ST | F | ወላጆቼ በሚጠሉበት ጊዜ ግጭቱን ቶሎ ይፈቱታል። |
| 3. | T | ST | F | ወላጆቼ ብዙ ጊዜ እኔ ት/ቤት በማደርጋቸው ነገሮች ይጠላሉ። |
| 4. | T | ST | F | ወላጆቼ የሚጠሉት ከሁለት አንዳቸው ጥሩ ቀን ሳይኖራቸው ሲቀር ነው። |
| 5. | T | ST | F | ወላጆቼ በሚጋጩበት ጊዜ እጅግ በጣም ይናደዳሉ። |
| 6. | T | ST | F | ወላጆቼ በሚጠሉበት ጊዜ ጥሩ እንዲሰማኝ የራሴን ነገር ማድረግ እችላለሁ። |
| 7. | T | ST | F | ወላጆቼ ሲጠሉ እፈራለሁ። |
| 8. | T | ST | F | ወላጆቼ በሚጠሉበት ጊዜ በሁለት መሀል የመወጠር ስሜት ይሰማኛል። |
| 9. | T | ST | F | ወላጆቼ ለመጣላታቸው እኔ ተጠያቂ አይደለሁም። |
| 10. | T | ST | F | እኔ የማውቅ ባይመስላቸውም ወላጆቼ የሚጋጩበትና የማይስማሙበት ጊዜ ብዙ ነው። |
| 11. | T | ST | F | ወላጆቼ መጨቃጨቅ ከጨረሱ በኋላም ተኮራርፈው ይቆያሉ። |
| 12. | T | ST | F | ወላጆቼ ብዙ ጊዜ የሚጋጩት የራሳቸው በሆነ ጉዳይ ነው። |
| 13. | T | ST | F | ወላጆቼ የሚጠሉት አብረው በመሆናቸው ደስተኛ ስላልሆኑ ነው። |
| 14. | T | ST | F | ወላጆቼ አለመግባባት ሲኖራቸው በዝግታ ይወያያሉ። |
| 15. | T | ST | F | ወላጆቼ በሚጠሉበት ጊዜ ምን ማድረግ እንዳለብኝ ግራ ይገባኛል። |
| 16. | T | ST | F | እኔም እንኳን ባለሁበት ወላጆቼ እርስበርስ ክፉዎች ናቸው። |
| 17. | T | ST | F | ወላጆቼ ሲጠሉ እኔ ምን እንደምሆን ያስጨንቀኛል። |
| 18. | T | ST | F | ወላጆቼ በማይስማሙበት ጊዜ ለማናቸውም መወገን እንዳለብኝ አይሰማኝም |
| 19. | T | ST | F | ወላጆቼ ሲጋጩ ብዙ ጊዜ ጥፋቱ የእኔ ነው። |

- 20. T ST F ወላጆቹ ሲጣሉ ወይ አያቸዋለው ወይ እስማቸዋለው
- 21. T ST F ወላጆቹ በአንድ ጉዳይ ካልተሰማሙ ብዙ ጊዜ መፍትሄ ይዘው ይመጣሉ።
- 22. T ST F ብዙውን ጊዜ የወላጆቹ አለመስማማት ምክንያት እኔ ነኝ።
- 23. T ST F ወላጆቹ የሚጨቃጨቁበት ምክንያት ተቀይሮ አያውቅም።
- 24. T ST F ወላጆቹ ሲጨቃጨቁ እርስ በርስ ክፉ ነገሮችን ይነጋገራሉ።
- 25. T ST F ወላጆቹ ሲጋጩ ወይም ሳይማሙ ሲቀሩ ነገሮችን ብዙ ጊዜ ወደ ሰላም መመለስ አቸላለሁ።
- 27. T ST F ወላጆቹ ሲጣሉ አንድ መጥፎ ነገር እንዳይፈጠር ብዬ አፈራለሁ።
- 28. T ST F እናቴና አባቴ ሲጋጩ፤ እናቴ ከእሷ ጋር እንድንወግን ትፈልጋለች።
- 29. T ST F እነሱ እንደዚያ ብለው ባይናገሩም፤ ወላጆቹ ሲጣሉ ተጠያቂው እኔ እንደሆን አውቃለሁ።
- 30. T ST F ወላጆቹ ሲጋጩ ወዲያውኑ ይታረቃሉ።
- 31. T ST F ወላጆቹ ብዙ ጊዜ የሚጣሉት እኔ በማደርገው ነገር ነው።
- 32. T ST F ወላጆቹ የሚጋጩት እርስበርስ ስለማይዋደዱ ነው።
- 33. T ST F ወላጆቹ ሲጣሉ እርስበርስ ይጫጫሁሉ።
- 34. T ST F ወላጆቹ ሲጨቃጨቁ እነርሱን ለማስቆም ምንም ማድረግ የምችለው ነገር የለም።
- 35. T ST F ወላጆቹ ሲጣሉ ከሁለት አንዳቸው ሊጎዱ ይችላሉ ብዬ አጨነቃለሁ።
- 36. T ST F ወላጆቹ በማይሰማሙበት ጊዜ ለአንዳቸው መወገን እንዳለብኝ ይሰማኛል።
- 37. T ST F ወላጆቹ ብዙ ጊዜ በቤት ውስጥ ይጨቃጨቃሉ፤ ያጉረመርማሉ።
- 38. T ST F ወላጆቹ ሳይስማሙ ቢቀሩም እርስበርስ አይጫጫሁም።
- 39. T ST F እኔ ስህተት በምሰራ ጊዜ ወላጆቹ በዚያ ምክንያት ይጣላሉ።
- 40. T ST F ወላጆቹ በጭቅጭቅ ሰዓት ዕቃ ሰብረው ወይም ወርውረው ያውቃሉ።
- 41. T ST F ወላጆቹ ግጭቱን ከጨረሱ በኋላ እንደጓደኛ ሰላማቸውን ይመልሳሉ።
- 42. T ST F ወላጆቹ ሲጣሉ እኔም ላይ ይጮሁበኛል ብዬ አፈራለሁ።
- 43. T ST F ወላጆቹ በሚጨቃጨቁ ጊዜ እኔን ጥፋተኛ አድርገው ይወቅሱኛል።
- 44. T ST F እናቴና አባቴ ሲጋጩ፤ አባቴ ከእሱ ጋር እንድንወግን ይፈልጋል።
- 45. T ST F ወላጆቹ በጭቅጭቅ ሰዓት እርስበርስ ይገፈታሉ።
- 46. T ST F ወላጆቹ በሚጣሉበት ጊዜ ጥሩ እንዲሰማኝ ምንም ማድረግ አልችልም።
- 47. T ST F ወላጆቹ በሚጣሉበት ጊዜ ሊፋቱ ይችላሉ ብዬ አጨነቃለሁ።
- 48. T ST F ወላጆቹ ከጥል በኋላም እርስበርስ ክፉ ነገሮችን ያደርጋሉ
- 49. T ST F ወላጆቹ የሚጋጩት እንዴት አብረው መኖር እንዳለባቸው ስለማያውቁ ነው።
- 50. T ST F ወላጆቹ ሲጣሉ ብዙ ጊዜ የእኔ ጥፋት አይደለም።
- 51. T ST F ወላጆቹ በሚጨቃጨቁ ጊዜ እኔ የምለውን ነገር ምንም አይሰሙኝም።

2. English version of CPIC questionnaire

Children's Perception of Interparental Conflict Scale

The following questions are personal information questions. Answer the requested information by filling in the blanks or marking an "x". This information will not be used for anything other than the researcher and the research, and will be kept confidential.

1- Name: 2- Age: _____ 3- Sex: _____ 4- Class:

4- You live with

With both parents -----

Only with mother _____

With biological mother and stepfather -----

Only with father _____

With biological father and stepmother -----

With foster mom and dad -----

In every family there are times when the parents don't get along. Below are some things that children sometimes think or feel when their parents have arguments or disagreements. We would like you to tell us what you think or feel when your parents argue or disagree by answering each of the sentences below.

T = TRUE

ST = SORT OF TRUE

F = FALSE

1. T ST F I never see my parents arguing or disagreeing.
2. T ST F When my parents have an argument they usually work it out
3. T ST F My parents often get into arguments about things I do at school
4. T ST F When my parents argue it's because one of them just had a bad day
5. T ST F My parents get really mad when they argue
6. T ST F When my parents argue I can do something to make myself feel better
7. T ST F I get scared when my parents argue
8. T ST F I feel caught in the middle when my parents argue
9. T ST F I'm not to blame when my parents have arguments
10. T ST F They may not think I know it, but my parents argue or disagree a lot
11. T ST F Even after my parents stop arguing they stay mad at each other
12. T ST F When my parents argue usually it has to do with their own problems
13. T ST F My parents have arguments because they are not happy together
14. T ST F When my parents have a disagreement they discuss it quietly
15. T ST F I don't know what to do when my parents have arguments
16. T ST F My parents are often mean to each other even when I'm around
17. T ST F When my parents argue I worry about what will happen to me
18. T ST F I don't feel like I have to take sides when my parents have a disagreement
19. T ST F It's usually my fault when my parents argue
20. T ST F I often see or hear my parents arguing
21. T ST F When my parents disagree about something, they usually come up with a solution
22. T ST F My parents' arguments are usually about me
23. T ST F The reasons my parents argue never change
24. T ST F When my parents have an argument they say mean things to each other
25. T ST F When my parents argue or disagree I can usually help make things better

27. T ST F When my parents argue I'm afraid that something bad will happen.
28. T ST F My mom wants me to be on her side when she and my dad argue
29. T ST F Even if they don't say it, I know I'm to blame when my parents argue
30. T ST F My parents hardly ever argue
30. T ST F When my parents argue they usually make up right away
31. T ST F My parents usually argue or disagree because of things that I do
32. T ST F My parents argue because they don't really love each other
33. T ST F When my parents have an argument they yell at each other
34. T ST F When my parents argue there's nothing I can do to stop them
35. T ST F When my parents argue I worry that one of them will get hurt
36. T ST F I feel like I have to take sides when my parents have a disagreement
37. T ST F My parents often nag and complain about each other around the house
38. T ST F My parents hardly ever yell when they have a disagreement
39. T ST F My parents often get into arguments when I do something wrong
40. T ST F My parents have broken or thrown things during an argument
41. T ST F After my parents stop arguing, they are friendly towards each other
42. T ST F When my parents argue I'm afraid that they will yell at me too
43. T ST F My parents blame me when they have arguments
44. T ST F My dad wants me to be on his side when he and my mom argue
45. T ST F My parents have pushed or shoved each other during an argument
46. T ST F When my parents argue or disagree there's nothing I can do to make myself
feel better
47. T ST F When my parents argue I worry that they might get divorced
48. T ST F My parents still act mean after they have had an argument
49. T ST F My parents have arguments because they don't know how to get along
50. T ST F Usually it's not my fault when my parents have arguments
51. T ST F When my parents argue they don't listen to anything I say