



**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF SPECIAL NEEDS EDUCATION**

**A COMPARATIVE STUDY ON ACADEMIC ACHIEVEMENT OF
STUDENTS WHO CAME FROM SEPARATED AND INTACT
FAMILIES IN THE CASE OF PRIVATE PRIMARY SCHOOLS AT
BOLE SUB CITY ADDIS ABABA**

**BY
ENDALE AYELE AREGA**

**NOVEMBER, 2018
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**IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE
DEGREE OF MASTERS IN SPECIAL NEEDS EDUCATION**

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This is to Certify that the thesis Prepared by Endale Ayele Arega, entitled **a comparative Study on academic achievement of students who came from separated and intact families in the case of private primary schools at Bole Sub city Addis Ababa** in partial fulfillment of the requirements for the degree of masters in Special needs Education complies with the regulation of the university and meet the accepted standard with respect to originality and quality.

Signed by examining committee;

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Abstract

The objective of this study was to investigate the academic achievement of students from separated families and intact families of two selected private schools at Bole sub city Woreda eight. These students were from first cycle division. In order to accomplish this objective, measure for the academic achievement, average academic scores of one year of each student was obtained from school records. The finding showed that there is a significant difference in academic achievement of students from separated families and intact families. There is also significant difference between age groups but there no significant difference in sex differences. And also no significant differences between the selected schools in students academic achievement. The students who came from separated families of the selected schools scored lower academic achievements below the expected mean of the study and the schools. For the study the researcher used 30 students from then separated families and also 30 students from intact families were selected as a sample. The sub city the Woreda and the schools were selected using lottery method. To select students from the population the researcher used systematic random sampling for students from separated families and random sampling for students from intact families.

CHAPTER ONE

1. Introduction

Researchers have also consistently shown parental separation to be negatively related to academic achievement. Ongoing research in to the short term and long rearm consequences of parental separation on children has great risk of adverse out comes, including low academic achievement. This research focused on the academic achievement of students form separated and intact families. Mainly, the study tried to explore students at primary level (1-4) of private schools. Because now a days there are many schools are found in Addis Ababa which are privately owned. Whether the students are from private schools or government schools they may share something in common.

Parental separation in general has influence on children's day to day activities including schooling. This means parents have their responsibilities on guiding and leading their children. Parents are fundamental for the children's development. Parent child interaction is very important key ingredient in any family (Hallohan, 200). So, the early interaction is very important as adults can provide critical stimulation of child's cognitive, social and physical capacities. Early interaction also strength bonds of attachment between children and family (Turner and Helms, 1991).

Family is the first place where the child contacts the world. The child as a result, acquires initial education and socialization from the parents. Family is the primary environment of stands to exert tremendous impacts on the children's development. Agulana (2000) pointed out that the family lays the psychological, moral and spiritual foundation in overall development of children. As Macionis (2008) stated children are more dependent on their parents and need their help in every day to day activities including education. So, family particularly, parents have big roles in developing children's confidence and creating good environment for their future lives. Berger (2001) family is a place where children develop different senses like sense of security, sense of self-esteem and others. Based on different aspects of the family and children relations, this research tries to explore and investigates the academic achievement of students who came from separated families due to divorce and intact families in Addis Ababa, particularly in Bole sub city at woreda eight on two private primary schools.

1.1. Back ground of the Study

As Clark (1983) academic achievement is defined as the performance of students in the subject they study in the school. Academic achievement gives children an opportunity to develop their talents, their grades and prepare for the future challenges. Academic achievement is the ability of students to study and remember facts and being able to communicate his/her knowledge orally or in written form even in examination condition. This research focused on academic achievement of student who is from first cycle primary schools. The schools are private Schools which are found at Bole sub city Woreda eight. Now days, there are numbers of government and private Schools are in Addis Ababa. These schools have been contributing a lot for the development of education in the country. However, according to the researcher's understandings sufficient researches are not done on the private Schools to improve and develop their contribution to the country and generation. So, this research tries to take part in conducting comparative research on academic achievement of students from separated families and intact families on two selected first cycle primary Schools at Bole sub city.

1.2. Statement of the problem

This research focused on the comparison of academic achievements of students from separated families and intact families of first cycle primary schools. The researcher focuses mainly on private schools which are found at Bole sub city at Woreda 8. As the researcher's understanding sufficient focus is not given to private schools as a result there are problems related to teaching learning process. So, this research tries to look at the academic achievement of students who came from separated families and intact families. Before conducting this research, the researcher tries to look over whether researches were conducted on students from separated families and intact families about their academic achievement in private first cycle primary schools or not. Then, as the researchers knowledge sufficient research were not conducted at Bole sub city Woreda 8. When conducting this research, the researcher explores different over all findings and arguments on impacts of separation on academic achievement and also findings and arguments of demographic factors on academic achievement of students from separated families and intact families then this research tested two theories compare to students from both families. Finally, the researcher tries to find out the impacts related to family condition on academic achievement

and to minimize the negative impacts of such conditions on students academic achievement at private first cycle primary schools.

1.3. Research Questions

- Is there any difference between students from separated families and intact families in academic achievement?
- Is there any difference in academic achievement across age and gender groups of students from separated families and intact families?
- Is there any difference in academic achievement between the sample schools?

1.4. Objectives of the study

The study was designed to accomplish the following objectives:

- to find the difference between students from separated families and intact families in their academic achievement.
- to determine the relationship between age and gender of students from separated families and intact families in academic achievement.
- to determine differences between the sample schools in academic achievement.
- to recommend ways that are useful to minimize problems that negatively affect students academic achievement related to families status.

1.5. Significance of the study

The researcher has been teaching in private schools since 2013. In these years, the researcher has observed challenges related to students' academic achievement, participation and interpersonal interaction. As Cochran smith (1995) cited in Santrock (2008) stated, the most effective teachers routinely ask questions and monitor problems to be solved. The finding of this study will help to teachers, parents especially those who experience problems in a family. Finally, this research intends to:

- i. Determine the extent to which family status or condition families relate to students' academic achievement.
- ii. Find how age and gender of students from separated and intact families relate to academic achievement.
- iii. Encourage researchers to conduct more researches on academic achievement of students from different families background in private and government schools.

1.6. Delimitation of the study

The study was conducted at Fountain of Knowledge School and Young Root English School of first cycle students of grade 2,3 and 4 who came from separated families and intact families. Grade one students are not included because during data collection the researcher couldn't get one year average subjects result of 2017/18. The study looked at the relation between family conditions and academic achievement of students including demographic factors such as age and a gender of students.

1.7. Definition of Basic terms

Academic achievement - the extent to which a student has achieved in his/her subjects grades.

Attachment- a means of securing, fastening or regard to a person'

Extended- family a family beyond the number family consisting of parents aunts, uncles and all living nearby or in the same house hold.

Parenting style – a psychosocial construct presenting standard strategies that parents use in their child rearing

Self-esteem- confidence and satisfaction in one self, self-respect

Separation- break down of parental relation/divorce/

CHAPTER TWO

2. Review of Related Literature

2.1. Academic achievement of students from separated families

Family separation can be caused by different factors. The factors may have their own characters and impacts on each family member. However, this research tries to investigate the academic achievement of students from separated families and intact families comparing to intact families. Particularly, the researcher focuses on students of first cycle primary students in private schools. This research mainly tried to explore the separation and academic achievement of students.

2.2. Theoretical Frame Work

The two common theoretical threads and apparent in the literature regarding family structure and children academic achievement; social cognitive theory and attachment theory. Each of these theoretical frames works conceptual underpinning for the literature family separation and students' academic achievement. A closer look at each theory provides greater understanding of subsequent literature.

2.2.1. Social cognitive theory

The researcher grounded on Bandura's social cognitive theory because the theory contains that the social and cognitive factors play important roles in learning. According to Santorck (2008) cognitive factors might involve the students' expectations for success, social factors might include students' observing their parents' achievement behavior.

2.2.2. Attachment theory

Attachment theory proposes that security of attachment effects children's emotional, social and cognitive competence. The more secure a child's attachment to nurturing adult, the easier it seems to be for the child eventually to become independent of that adult and to develop good relationship with others (Papalia, Olds and Feldman 2001). It would be great mistake to assume that because school aged children are more independent than they were when younger, the parent child attachment relationship has weekend.

As Buhrmester (1992) cited in Bee and Boud (2002) stated, school aged children continue to use their parents as a safe bases; they continue rely on their presence, support and affection.

2.2.3. Interaction of theories with in the frame work

The two theoretical frame works discussed previously interact to inform structure of family and students educational achievement. The two theories are closely related. They save as foundation for the association between separation of family and students' academic achievement. The interaction of the two conceptual frame works that serve as the corner stone for understanding child development and academic achievement as they relate to family structure.

2.3 Family

It is socially organized group of people who provide many different kinds of functions for the benefits of the member. This process can make a family as the most form of social organization (Murdock, 1994). Family also refers a group of people related to one another by birth, marriage or adoption. In its minimal form may consist of husband, wife and children. In its widest sense, it refers to all relatives of several generations.

Families come in many shape and size. According to Brisbane (2000) the variation can be grouped into few common types. These include nuclear (intact) family which has father and mother and at least a child. This type of family has an advantage of raising the children both father and mother. The type of single parent family either the father or the mother and at least one child. The parent may be unmarried, or the other parent might be gone due to divorce or death. The third type a single parent marries another person who may or may not be a parent as well. Every early interaction has impacts on child's future personality development and degree of social interaction. Bee (1992) stated that there are patterns' of infraction between parents and children. These include the emotional tone of the family, responsiveness of the parent to the children manner in which exercised. Parent child interaction is a key ingredient in any family (Hallohan, 2000). Family is a place where seeds of socialization are sown. So, the early interaction is very important as adults can provide critical stimulation of child's cognitive, social and physical capacities. Children from altruistic parents have a chance to develop positive

interaction if such warmth is combined with clear explanation rules about what to do as well as what not to do. The children are even more likely to behave altruistically (Bee and Boyd, 2002).

2.4 Family responsibilities

Every family member has responsibility in the family. In active parenting, parents are leaders who encourage cooperation and stimulate learning. Every young child learns to take responsibilities.

The family has a responsibility to children to develop their full potential by providing their basic needs, by encouraging learning, by developing their self-esteem (Berger, 2011). The Provision of resources, nurture, support, life skill development, maintenance, management and role allocation. These can help family members to take their roles seriously and do their best to fulfill their duties.

The family, the father and the mother, fundamental for the children's development. The family provides the basic and the most important environment in which children learn the culture of the society in which they belong to. Children also have their first social experience at home. As Medevitt (2013) parents have involvement in teaching their children essential skills informally during shared activities. Parents are the main and most enduring care and education as well as can create important and strong identity and belonging (Bruce and Megitt, 2012).

According to Brisbane (2000) children have different needs. They need the loving reassurance, safe environment a relationship with their caregiver, a place where they are safe to explore and learn, praise to build their self-esteem and others.

In addition to these a child needs physical care and financial supports. Based on these, families in all societies have three basic goals for their children. As Shaffer (1989) stated the survival is the first goal which focuses on the physical and health of the child. The second is economical goal to foster the skill behavioral capacity, the third and the last goal is the self-actualization which helps the child to foster behavioral capabilities for maximizing other cultural values. Parents have responsibilities to manage their children. However, which helps the child to foster behavioral capabilities for maximizing other cultural values. Families or parents have responsibilities to manage their children. However, parents have different ways to managing. Tassoni (2007) states

some parents are authoritarian and others are permissive. Most parents fall somewhere in the middle. The emotional bond between parents and children is often powerful; making the relationship intense parents can feel anger but also great love towards their children. All parents have a central role in their children's lives and in building a healthy family. In building a healthy family every member must take responsibility for making the family worth some ways to build a healthy family may be different however, making time together appreciation and coping skills are the most important ways in the process. "The ability to recognize a problem and the willingness to admit to the problem is not sign of weakness but of strength" (Brisbane, 2000:76).

2.5. Parental Union

The family sets the social, emotional and intellectual dynamics in which children reside and function; and its viability rests decided on the marital bond between a husband and a wife, the strength of which, in turn, shapes the equality and depth of the parent-child relationship. It follows that when the parental union is fractured, the rapport between a parent and child is also sputtered, if not severely compromised. Scores of studies have shown the dire psycho-social consequence of parental break up on children.

The damage manifests itself acutely in children's educational outcomes and behavior. Put simply, marital stability is another form of human capital that advances educational attainment, while it's opposite, hinders it (Biblarz and Gottainer, 2000).

While in some instances divorcee might pose as an advantageous option, the long-term and often irrevocable harm that it causes children can not be ignored, as a growing body of research is showing. It decreases in general an individual's quality of life and puts some "on a down word trajectory from which they might never fully recover" (Amato and Booth, 1991). This phenomenon is true for adults and assuredly, even more so for children. Parental separation inflicts serious financial injuries on both families and society (Fagan and Churchill, 2012).

Beyond its "material" damage, separation brings to bear far graver psycho-social effects on children, and impairs the psychological stability of many children (Hill, 1993). Children from divorced families have more emotional problems (Cherlin, Chalse-Lansdaem, and McRae, 1998) and less psychological well-being.

Separation due to divorce primarily renders the relationship between children and parents significantly more fragile (Meneghan and Parcel, 1995). It has been said that when spouses divorce each other another sort of divorcee between parents and children occurs leading to a loss of emotional support, economic hardship, and an increase in the number of other negative life events. Separation leads to a decline in the frequency and quality of parent-child contact and relationships, and it becomes difficult for non-residential parents, 90% of whom are fathers, to maintain close ties with their children (Peters and Ehrenberg, 2008). When the parent-child contact is reduced after a divorce, the children's relationships with their parents consequently decrease.

Worsen (Amto Sun, 2001) Marital disruption creates distance between parents and children (Rossi, 1990) even compared to children living in married but unhappy families. Parental union provides children a low conflict environment and emotional stability; separation due to divorce undermines these benefits. Children from separated families receive less emotional support from their mothers, who are unable to provide this crucial support despite their best intentions (Miller and Davis, 1997) the same is true with regard to divorced fathers (Riggio, 2001).

2.6. Parental Involvement

Parental involvement consists of active parent-child interaction, which often takes the form of deliberate parental engagement in children's school work and extra-curricular activities. While it implies passive aspects such as quality time and parental interest, parental involvement necessarily includes active parenting skills.

Regardless of channel through which the parent-child relationship is nurtured, this face time is critical to children's development and behaviors during early education. By virtue of their gender and role, fathers and mothers transmit to their children different sets of skills and virtues, and the manner by which they engage their children like with varies. These should not be seen as diametrically opposed, but rather as both necessary and complementary.

David Armor (2003) insists on the importance of the presence of both parents because it helps children reach greater educational achievements. Children in intact families do best, for the simple reason that when two parents are present in the child's home, they share the responsibility

in monitoring the child's activities in the child's home, they share the responsibility in monitoring the child's activities and in providing encouragement and discipline as needed (Marcon, 1999).

Conversely, when parents live apart, the task of supervision and affording of moral support also diminish naturally. In such situations, the residential parent often becomes the primary provider of both economic and parental resources. These competing responsibilities and time constraints lead to less monitoring and socializing of children.

Furthermore, the non-resident interacts less regularly with the child owing to the physical distance between them, consequently, regular involvement in the child's day-to-day activities decreases (Carlson, 2006).

Parental involvement makes a substantial difference in children's overall educational performance during early school years. By placing parents in the best position to create the optimal environment for learning, the Harvard Brookline Early Education Project found that parental involvement, preschoolers whose parents were very involved with the school performance (White, 1985).

Likewise, compared with children whose parents had low levels of school involvement, preschoolers whose parents were very involved with their schools had greater mastery of basic, early academic, social, and behavioral skills (Marcon, 1999). A review of several studies concluded that biological parent households spend more time than other parents in helping with and engaging their children in home work activities. The same study discovered that children who live with single parents report less monitoring of school work by both mothers and fathers, compared to those who live with both biological parents. When parents go through divorce, they also spend less time monitoring school work, supervising and communicating with their children. This relationship is strongest with regard to parental home work supervision, due in large measure to the fact that the mother most often gets child custody (Astone and McLanahan, 1991). Therefore, students who experience more of their non resident father's involvement, such as interpersonal conversations and parental attendance at important events, are less likely to experience school failure.

2.7. Parents and their Children's Education and Social Life

Each child is an individual with its own behavior and temperamental styles. The mother and father's personalities are important in designing a child's behavior. A parent-child relationship is interpersonal.

According to Jersild (1996), the accepting parent is a loving one, accepts his/her child and knows his/her rights. For the child, consequences of being accepted include the following: child can count on protection from the parents; child acquires an attitude of confidence and trust in those taking care of him/her; when order the child will extend his capacity for affecting to others; child has freedom to grow, venture and try new things; child has better communication skills; child has better chance to learn to accept himself. On the other hand, consequences of rejection include the following; child himself; other members of community, for example, peers may assault the child do not accept him; child is seen as constantly failing; child has difficulty in learning good behavior; child learns not to accept affection to accept nothing but the worst thus his guard is always up against every one he encounters; there is no free flow of emotions thus everyone cuts him off and lastly, he/she may not have confidence in him/herself. According to Waithaka (2006) violence between parents is often viewed as a couple's private affair because it often involves 'only' the husband and wife. The truth is that this violence often has a bigger impact on the children. This could be attributed to the fact that children born to a couple grow up regarding the mother and father as one unit. They become attached to both parents and learn to depend on them for their survival. As a result, children become extremely over whelmed after witnessing violent scenes between their parents and the parent-child relationship they have been relying on for nurture, safety and help is threatened by this violence Waithaka (2006) also asserts that usually, it is men who are perpetrators of domestic violence and because children from la special relationship with their mothers' right from birth, any form of suffering experienced by the mother greatly affects them. Their reactions may include acute fear for their own and their mother's safety.

Many women tolerate abusive marriages for the sake of their children. But the sad fact according to Waithaka is that children reared in violent homes grow up largely confused about the meaning of love, violence and intimacy. Often, men who better their wives also harass the children.

Studies have established that about half of battering husbands also physically assault their children. In later years, the father's rage is re-directed to the children when they attempt to defend their mother. Children are not aware of the cause of the violence and they are subjected to living in a constant state of fear that it might happen again. Shantz and Hartup (1992) established that most children from homes where parental abuse is prevalent suffer irreversible damage in some or all aspects of their development, which can be difficult to reverse. The long term effects of domestic violence on children vary with the child's age. Infants are fragile can easily be injured in violent homes. Generally, infants require relaxed and responsive care-takers. According to Bronfenbrenner (1979) mothers who are battered may be so preoccupied with stress that they can not respond to their infant's needs. These children are likely to be underweight, have problems sleeping and eating, whine constantly and be generally unresponsive adults. As a result, many infants from violent homes show signs of health problems, stunted growth and neglect. Children between three to five years still rely on their care takers for the control of emotions and behavior. They turn to their parents for psychological support and emotional refuge. In the event of domestic violence, they feel helpless and become increasingly aware of the unrest. The hostility overwhelms them because they have not yet acquired the ability to deal with such frightening events. Consequently, they tend to show signs of behavioral and emotional problems. At this age, children are likely to blame themselves for the violence and suffer unthinkable guilt. These children have feeding and sleeping difficulties and they often get nightmares.

All this affects their ability to concentrate in school. They also lag behind in language and communication development. In addition to chronic fear and anxiety, they also experience frequent illness. They become clingy and display unusual separation anxiety.

Edleson (1997) asserts that problems among children who have witnessed assaults of one parent by another in the home include psychological and emotional ones such as aggression, hostility, anxiety, social withdrawal and depression. There are also cognitive functioning problems such as lower verbal and quantitative skills and the development of attitudes supporting the use of violence. Other long term development problems according to Edleson including depression, trauma related symptoms and low self esteem among women and trauma related symptoms alone among men.

These problems appear to be magnified or decreased by a number of moderating factors including whether or not the child has been a victim of physical abuse, a child's age and gender, the amount of time that has passed witnessing violence, where the child is living, how a child perceive his/her relationship to adults in the home and the degree of perceived family support for the child. He also says that problems associated with children's witnessing of domestic violence can be divided in to three main categories: cognitive functioning and attitudes, behavioral and emotional problems and long-term problems Jaffe, Wilson and Wolfe (1986) suggest that children's exposure to adult domestic violence may generate attitudes justifying their own use of violence.

2.8. Academic Achievement

Academic achievement is of students especially at the elementary school level is not only a pointer to the effectiveness or other wise of schools but a major determinant of the future of youths in particular and the nation in general. Learning out comes have become phenomenon of interest to all and this account for the reason why scholars have been working hard to untangle factors that against good academic performance (Aremu and Sokan, 2002). This phenomenon has been variedly referred literature as academic achievement or scholastic attracted attention of scholars, parents, policy makers and planners. Adeyemo (2001) opined that major goal of the school is to wards attainment of academic excellence by students. According to him, the school may have other peripheral objectives but emphasis is always placed on the achievement of sound scholarship. Besides virtually everybody concerned with education places premium on academic achievement. Excellent academic achievement of children is often the expectation of parents (Osiki, 2001).

In general, sense, academic achievement is the current level of a student's learning. It reflects to the percentage of students at school whose learning currently meets or exceeds their grade level standards.

It has long been recognized as one of the important goals of education the world over. However, it is general observation that learners placed in an identical set of academic situations vary in their scholastic achievement is product of a number of factors operating within the individual and outside him.

One of the major difficulties that separation can bring to children is the dramatic change in family life as they have known it (Berstein, 2002). Croly (2013) identifies the losses associated with parental separation, explaining how children lose the family structure they once had regular contact with one of their parents and the loving relationship once shared between their parents. As a result of these loss children can often enter the process grieving (Wood, 2008).

Dealing with the mixture of emotions associated with grief and learning to adjust to new family arrangements can affect a child's concentration and have a negative impact on their academic achievement (Bernstein, 2002) Carlile (1991) notes that children of separated parents are more likely to be absent from school, bringing with it its own problem.

2.9. Factors Affecting Academic Achievement of Children

Theory of education productivity by Walberg (1981) determined three groups of nine factors based on affective, cognitive and behavioral skills for optimization of learning that affect the quality of academic performance; Aptitude (ability, development and motivation); instruction (amount and quality); environment (home, class, peers and television) (Roberts, 2007).

The home environment also affects the academic achievement of students. Educated can provide such an environment that suits best for academic success of their children. The school authorities can provide counseling and guidance for the parents for creating positive home environment for improvement in students' quality of work (Marzano, 2003).

The academic achievement of students heavily depends up on the parental involvement in their academic activities to attain the higher level of quality in academic success (Barnard, 2004). There is a range of factors that affect on the quality of performance of students (Waters and Marzano, 2006). A series of variables are to be considered when to identify the affecting factors towards quality of academic success, identifying the most contributing variables in quality of academic success. Identifying the most contributing variables in quality of academic performance is a very complex and challenging job.

2.10. Academic Achievement and Separation

Life in separated family can be stressful for both the child and the parent. There is a global awareness of importance of home environment on students' academic achievement.

Ledbetter and Leonce (2009) reported that separated parents have students that are three times as likely to dropout school as students from two parents households, single parents are the primary source of financial support for the students they tend to have much less time to support their students with academic activities such as homework, activities and conferences.

Hess and Camara (1979) reported that stress of parental separation impedes children's developmental process by absorbing much of the children's developmental process by absorbing much of the children's mental and emotional resources. Salient developmental tasks that occur during early and late latency-aged children are those of building cognitive skills as a basis for learning, and acquiring social skills needed for securing positive peer relationships.

The threat of loss of a primary bond to the parent who is leaving the house hold may provoke emotional consequences for children that in turn may disrupt or delay developmental progress of effective learning and play. The environment in which the student came from can greatly influence his/her achievement in school the effect of broken homes may impact greatly on the internal organization of the family and by the extension; affect a child's emotional personality and academic achievement. Bearing in mind the role of the family in a child's education, the failure of the family to perform its duties could hinder the child's academic achievement. So, separated parents face doubled responsibilities requiring time, attention and money.

Kangan (1999) parental behavior and personality can influence the child's social behavior. Children can simply imitate their families' emotional expressions at their early stage (Brady, 1950). Children are dependent on their family for different needs. So, the manner in which parents try to fulfill their children's need can affect behavior of their children. Parents are the first educators at home until the children attend on early school and they remain a major influence on their children's learning throughout the school any beyond. According to Rodgers and Rose (2001) children of separated parents learning throughout the school any beyond.

According to Rodgers and Rose (2001) children of separated parents have less parental support and monitoring which strongly predicted their academic achievement. Support from family is critical because poor support contributes to lower academic achievement. In order to have a successfully brought up and well educated children in one family, parents are crucial and they must be careful to some elements which play a key role in raising, bringing up and educating their children. For this aim, they need to be well instructed how to study, based up on rules and principals of an appropriate learning and study.

211. Separated parents and their children

Children react very differently to separation the way they react depends on a number of things. There is no doubt this is a stressful period for children but some recover and end up leading normal healthy lives some ways to build healthy relationship may be different; however, communicating, making time together, appreciation and coping skills are the most important ways in the process. “The ability to recognize a problem and the willingness to admit to the problem is not a sign of weakness but of strength” (Brisbane, 2000, P.76). The joint role as parents, sharing the responsibility as equally as possible from the time of separation. This enables children’s relationship with both parents to continue in a meaningful way, rather than an arrangement whereby one parent plays a more peripheral role. Both parents have responsibility to children to develop their full potential by providing their self-esteems (Berger, 2001). The existence of parental conflict and the way both parents express and manage separation often heralds further changes, including in family structure. Increasingly, children and parents required to develop the necessary coping skills. The security that exists in parental interaction is critical for emotional stability of the children (Ribeiro, 2007).

A Co-operative post separation a relationship between parents is one factor contributing to the continuing contact with separated parents and children need time to adjust they should not be forced to adjust to changes too quickly contact with both parents is considered to be the right of the child. Continuing contact with a parent not living with the child is an important part of child’s emotional and psychological development.

Maternal functions regarding the child’s development involving here the physical development, the intellectual development as well as the emotional development of the child (Ceka and Murati,

2006).

Each child which grows up and is education in the presence of mother, for sure is expected to reach an appropriate physical, psychological as well as social development. In this regard, these children have a much better appearance, look happy and they enjoy the child hood in general. They are communicative and as such they are ready to cooperate. For this reason, mother's love and care to the child, is full and well completed, and as such is often accepted by other members of the very family. This type of cultivated love and affection can be qualified as a key condition for an appropriate development of the children in a given family. The children experience the physical effects of the mother, and as such they are taken as model which influences their further development during their emotional stage of development of their moral values as whole. This element of the so called child's identification, the child embeds it in his/her personality for years on and on, throughout his/her total lifespan. It is planted in their character as well as temperament, and as such it is reflected through his/her attitudes and thoughts interaction or behavior compartment with the solitary in general.

Almost all culture have developed arrangements which enable mothers to provide for basic child care while maintaining other duties that are instrumental to family well-being. (James and Garbarino, 1982). However, depending on the economic, social as well as emotional limitations, mothers now days have a variety of opportunities to be able to reach or make real their mother's role, which helps the child's overall development and enables mothers to enjoy the fact of being mother. The modern experiences show quite frequent derailments from their path of action, which as such can be illustrated with the fact of single mothers, coming from unemployed background, under age mother etc.

The father in a family is very important factor, concerning the organization of a nice and appropriately functional development of a house hold, with a specific accent on the children. Many young fathers want to do things better than how they have experienced in their lives. His presence in the family has a particular importance while it leads the family members, i.e. the children towards a feeling of safety in their lives.

2.12. Parenting Style

Parents basically shape their children in to adults through their world of influence (Baumrind 1971). Away of reflection between parent and children relationships and it is complex activity that includes many specific attitudes and behaviors that work separately and collectively to influence child out come. However, parenting through separation presents particular challenges because it is often difficult for parents to know what their children really think or feel about the changes in their family. Parenting after separation is often more challenging. Parents cannot support and complement one another in the same way. According to Bowlby (1958) parental separation leads to lack of parent child bond which in turn may lead to lack of parental care. Baumrind identified three parenting styles. These are authoritative, authoritarian and permissive parenting styles. According to Amato (2000) among the three parenting styles authoritative parenting can act as an important protective factor for children's well-being after separation. Authoritative parenting is a combination of demanding responsiveness encourages children's participation in decision making and often seeks their views (Berg, 2011)

According to the family process paradigm Cavanagh, (2008) change in family status can change family role and family functioning. Time is a necessary condition and resource for parenting. According to parental resources theory, parents provide their children with the necessary living condition (food, clothing, shelter, etc). On the other hand, time offers parents the opportunity to demonstrate support and control to their children. Kending and Bianchi (2008) find separated single mother spend 10-16% less time with their children compared to mothers of intact families, but this difference is primarily due to differences indication and in household income, several studies find that the frequency of contact with fathers is lower when parents are divorced (Oppelaar and Dykstra, 2004). The availability of time and absence of biological father can also affect parenting styles that parents adopt. A widely used schema distinguishes parenting according to the level of control and support the parents exert. Authoritative parenting has been found effective for preschool-readiness (Brooks-Gunn and Markman, 2005). Previous research has often indicated the parents who are together do more effective parenting than separated parents. Comparative research by Pryor (2004) has shown that single parents are less authoritative than married parents. Longitudinal studies by MchLanahan and Sandefur (1994) also indicated that parental involvement declines after parental separation.

How people handle separation can make a huge difference in how well their children adapt. Studies in child development and psychology show that children adapt better if parents try to anticipate and understand their children's feelings, and do best to help them feel safe, loved and secure, help them express their feelings, help them keep a close relationship with both of their parents.

Being a good parent doesn't mean having all the answers or solving every problem. As Nelson (2013) suggested, parents feel most fulfilled when they raise their children, as compared to the fulfillment they obtain from doing other things.

There are many ways of disciplining a child to have the best character possible to be able to succeed in life, handle disappointments and keep away from trouble. According to Kopko (2007) the best way to bring up a child is to use the authoritative style not authoritarian style. Kopko continues by stating that the authoritative style makes the child feel welcome and loved, but at the same time the child knows that the parent is yielding when it comes to certain issues which the parent feels are important for the child's upbringing. It is important to encourage parents to let their children be children as they need to play and have fun, but do remind these parents that they still need to make their children aware that they need to have limitations and a degree of control. This degree can vary as the child grows older. Parents should be sensitive to their children's messages and to respond to them appropriately, to show warmth and love, to provide comfort and protection, to accept the child and to provide support.

The degree and clarity of the parents' control over the child are also significant, parents with clear rules, consistently applied, have children who are much less likely defiant or non-compliant such children are also more competent and sure of themselves and less aggressive (Patterson, 1980).

Equally important is the form of control the parents use. The most optimal outcome for the child occurs when the parents are not overly restrictive, explain things to the child, and regular communication between parent and child has been linked to more positive outcomes. Listening to the child is as important as talking to him/her. Ideally, parents need to convey to the child that what the child has to say is worth listening to, that his/her ideas are important and should be considered in family decision. Children of such parents have been found to be more emotionally

and socially mature (Baumrind, 1971).

While each of these characteristics of families may be significant individually, they do not occur in isolation but in combinations.

2.13. Family Separation

Separation due to divorce is common now that it used to be more children have to face a family break up before they turn eighteen. Brisban (2000) cause of parental separation and marriage break down are complex, diverse interactive and that no single factor can be isolated as the most significant or important reasons for marriage break down and family separation. According to Zartler (2004) there are many reasons with separation. Communication problem, absence of dyadic coping and conflict solving strategies, different priorities regarding spare time and long working days of men can be reasons for marriage break down and then family separation. As Shaffer (1989) separation is not a single life event. It is a stress full experience for the entire family the beginning of changes in rules, routines and responsibilities. Moreover, change in life style and tradition of the family can create challenges on the development of children's psychology, social and educational achievement. Cobb (2001) in his finding separation of family has negative impacts on children but the impacts are not the same. According to Cobb the impacts can be vary for each children, based on the host of the family conflict including the age social support and family type.

Odenweller (2014) separation is not directly affects students' academic achievement but the conflict and fighting between parents. Finally, Oden Weller's finding states that separating is less problematic than fighting between parents for children's low academic achievement.

As Bernstein (2012) cited in Mohi (2015) stated, there is no causal relationship between parental separation due to divorce and children's attachment, insecurity, low self-esteem and others. Finally, the finding suggested that it is the individuals experience and interpretation of divorce, rather than, the divorce itself. Fagan and Charchill (2012) on their side and findings family separation has effects on children's minds range from mild to severe from seemingly small to observe significant and from short term to long term. According to Fagan and Churchill short term effects can be expressed in varies forms like disruption the balance between age appropriate dependency and independency the interruption in acquisition sequencing and basic causes and

effects, indiscriminate attachment to adults and conflicting feelings about the good and bad traits in him/herself while the long term effects due to family separation can cause lack of self-awareness and individuals may be rigged and not able to deal appropriately with people.

Children can react very differently to separation the way they react depends on a number of things.

There is no doubt it is a stressful period for children but most recover and end up leading normal healthy lives. Children from separated families can develop and flourish just as well as other children. Their adjustment is enhanced when parents remain sensitive to the children's needs. Separation is often a surprise for children and they generally experience many of the same feelings as adults. Children can also grieve for quite a long time. They may be unaware of the problems their parents were having and they may feel shocked and confused when the separation occurs. They are also likely to feel insecure and worry whether the remaining parent will leave them as well. Individual differences, such as age, gender and temperament together with family issues such as the level of parental conflict, and the quality of parent-child relationships are some of the factors which will affect how children react to parental separation. Even children within the same family may perceive and react differently to the changes in their family circumstances (Hogan, 2003). Although children's experiences may be diverse there is significant agreement on what matters to children when their parents separate and the support they may find helpful. Children want to be told what is going on when their parents separate, yet they are often left in the dark and are particularly distressed and confused when parents leave suddenly without explanation (Hawthorne, 2003).

It is important to remember that change and transition feature in all children's lives, whether they come from intact or non-intact families. The need to understand the changes that occur in children's lives and the extent to which separation may trigger these changes or be the least significant of them all is emphasized in studies by Neale and her colleagues (Flowerdew and Neale, 2003). Although children experiencing family change through separation parents are also more likely to experience other changes such as moving house, town or school (Highest and Jamieson, 2007) what emerges as important in how well children cope is the management, timing and pace of change, and to what extent children are prepared as supported through them

(Neale, 2003). Research over several years has identified a number of factors that facilitate children's adjustment to family separation including competent and warm parenting, parents' psychological wellbeing, low parental conflict, co-operative parenting post-separation and social support (Kelly, 2006). Parents are often unable to adequately support their children when family separation occurs due to their own distress, and children often seek and gain support from those outside the immediate family such as grand parents and friends.

Most women experiencing family dissolution report increased distress, depression, loneliness regret, lack of control, helplessness and anger. These psychological symptoms are not simply acute responses to immediate stress, for many women, emotional distress continues for several years (Lamb and Sternberg, 1999). The more depressed and anxious mothers are the more severe are their children's problem (Hayward, 1996). They were observed to have more difficulty exercising control and making appropriate demands with their children.

Grand parents and friends were children's key confidants following separation and their current step family situations (Dunn and Deater, 2001). Studies found that children who felt close to their maternal grandparents had fewer adjustment problems, though it is important to question the direction of effect. It may be that grand parents have closer relationships with grandchildren who are well adjusted than with those who have problems.

2.14. Demographic Factors

Demographic factors associated with the impacts of family separation are contradictory.

2.14.1. Age

According to Berger (2001) age 10 to 12 of middle child hood may be hardest of all. As his finding children at this time need a stable home life because they themselves experiencing new challenges.

On the other side Papalio, olds and Feld man (2001) young children who do not have any perception about divorce are more affected when separation happen. However, they may adapt more quickly than older children who better understand what is going on.

Burke, Maclonsh and Gladley (2009) finding states that separation time does not necessary have any more negative effects on children of particular age, but different effects can be seen at different stages.

Lefrancois (1998) finding effect of divorce based on age of children who are at preschool age exhibited loss of confidence and self-esteem. School age children become aware of different between themselves and their peers and this may lead problem behavior with peers.

2.14.2. Gender

Some researchers point to more adjustment problems for boys in separated families than girls other researches find more negative effects for girls and some researchers have found no differences in the effect of separation due to divorce on boys and girls. According to Brown and protest (2010) found children from separated families due to divorce associated with low level of competency. But, according to Kaye (1989) boys are more affected during family separation and also scored lower academic achievement than girls.

CHAPTER THREE

3. Method

This section includes the description of research design, area of the study the population, sample, sampling techniques, instrument for data collection and analysis.

3.1. Research Design

The researcher used descriptive research design. This used to employ the appropriateness to get more descriptions of quantitative information based on students' average subject results. T-test analysis used to identify the relation between variable such as independent variable, and dependent variable.

3.2. Area of the study

The study was conducted in Addis Ababa Bole sub city, woreda 8 at Fountain of knowledge school and Young Root English School. Particularly on students at first cycle (1-4). These schools are among privately owned schools in the woreda and many students from different backgrounds are found in different levels.

3.3. Population

A population was a group of individuals, objects or items from which samples are taken. The population of this study is first cycle primary school students of both schools. There are 1000 students who are currently attending in these schools. 550 students of Fountain of Knowledge School and 450 students of Young Root English School.

3.4. Sample

The sample of this study was students who are from separated families at first cycle level of both schools. There are 30 students who are attending grade 2,3 and 4 were samples for the study out of 60 students who are the target population.

30 students from intact families were taken to balance and determine the academic achievement of students from separated families. These students were taken from grade 2, 3 and 4.

3.5. Sampling Techniques

The researcher used lottery method for the selection of one sub city among 10 sub cities and to select a Woreda the researcher also used lottery method to select 2 schools among 5 private schools from the woreda.

Accordingly, Bole sub city was selected among 10 Sub cities and woreda 8 was selected among 14 woredas in Bole sub city Fountain of knowledge school and Young Root English schools were selected among 5 private schools in woreda 8. The researcher also used systematic random sampling to select 30 students from target population of 60 students from both schools.

30 students from intact family were selected and taken using random sampling method from the grade levels of 2, 3 and 4.

To make comparison of academic achievement the researcher selected equal number of students from intact families. However, the sampling process was done by identifying students from intact families and put them according to their grade levels then took the sample randomly.

3.6. Instrument

This study used document review to collect data about students' academic achievement of students from separated families of selected schools. Yin (1994) emphasized on value of document in that they can provide more insights in to the program being studied by cross validating the obtained sources.

The researcher used the written documents to collect average scores of 2017/18 of the students from the roster. The study focused on 4 subjects, Amharic, English, Mathematics and Science. The researcher looked at average results of such subjects of students who came from separated families of the selected schools and also some selected students of intact families.

3.7. Data collection procedure

Contact has been made with the school principals in order to establish a smooth relationship to achieve the purpose of the study. Preliminary information was also secured for the selected schools. Selected out types of documents and which answer the evaluation.

The directors together with their assistants selected out students who are from separated families and then listed their name with their grade level sex and age. Finally, the researcher together with the directors looked and selected the necessary documents from each grade levels rosters their 2017/18 for 4 subjects results.

3.8. Data analysis and interpretation

The data which was obtained from document review was listed on paper with their one year subject results of four subjects and grouped the results in to age and sex. Finally, prepared for the interpretation of statistical analysis.

CHAPTER FOUR

4. Analysis and Interpretation of Data

The result of this research focused on the academic achievement of students from separated and intact families. This section presents the results of the study that deals with the marital status age, sex and the academic achievement of two school students.

Here the analysis of mean used t-test was viewed as an important design that provides information about the effect of the independent (parental marital status, age, sex and the schools).

Table 1: Comparison of achievement score of students by parental marital status

	N	Mean	SD	T-value
Intact family	30	60	7.7	7.39
Separated	30	48.25	4.05	

As shown in table 1, the students from intact families have scored mean of 60 with a standard deviation of 7.7 but students from separated families scored a mean of 48.25 with a standard deviation of 4.05.

The t-test 7.39 referred that there is a significant difference between intact families' students and separated families' students. Because the critical value of t for $\alpha = 0.05$ and $df = 58$ is 1.29. So, the t-value of 7.39 is greater than critical value at $\alpha = 0.05$ and $df = 58$. A mean of students from intact family scored greater than students from separated families.

Table 2: Achievement score of students in age difference

	N	Mean	SD	T-value
7-8	24	56.6	3.37	4.42
9-10	36	53.29	1.61	

As shown in table 2, students age 7-8 have scored mean of 56.6 with a standard deviation of 3.37. This means students age 7-8 were scored higher mean score than students age 9-10 with a mean score of 53.29 and standard deviation of 1.61. A t-test 4.42 indicates there is significant difference between students age 7-8 and students age 9-10. Because the critical t for $\alpha = 0.05$ and $df = 58 = 1.29$ is different from a t-value of 4.42. So, there is a significant difference between age groups.

Table 3: Achievement score of students in sex differences

	N	Mean	SD	T-value
M	33	53.92	1.90	-0.9
F	27	54.37	1.98	

As shown in table 3, the students achievement in sex difference male students scored a mean of 53.92 with a standard deviation of 1.90 and female students scored a mean score 54.37 with a standard deviation of 1.98.

The t-value -0.9 indicates that there is no difference between male and female students. As shown in the table there is no significant difference between the mean score of 53.92 and a mean score of 54.37. So, critical t-value for $\alpha = 0.05$ and $df = 58$ is 1.29 indicates that there is no significant difference between male and female students.

Table 4: Comparison schools in achievement of students score

	N	Mean	SD	T-value
Young Root	25	53.71	3.01	-0.36
Fountain of Knowledge	35	53.98	2.63	

As shown in table 4, a comparison of these two schools based on the achievement of students which scored the higher mean. Accordingly, Young Root School scored a mean of 53.71 and a standard deviation of 3.01 similarly; Fountain of Knowledge School scored a mean of 53.98 and a standard deviation of 2.63.

A t-value of -0.36 which is there is no-significant difference between the schools. As shown in the table there is no significant difference between the mean 53.71 and a mean of 53.98 of the schools. And a t-value of -0.36 is less than critical t of $\alpha = 0.05$ and $df = 58 = 1.29$.

4.1 Discussion

The main concern of this study was to explore the academic achievement of students from separated families and intact families of first cycle primary schools students.

Secondly, the study attempted to look for any negative impacts between the independent variable and the dependent variable.

Regarding academic achievement results of present study revealed that students from intact families scored significantly higher in their academic achievement than did children from separated families.

So, separation of families had great impacts on children's academic achievement of students at primary level. Therefore, findings from the present investigation with results from previous studies conducted on the subject around. Besides the existing studies, together with the result of this study suggest that children faced many dynamic changes in their lives developments following separation of the parents.

Regarding academic achievement of students from both intact and separated families students' age 7-8 were scored higher results than students' age 9-10. Female and male students were achieved similar score.

However, difference in sex didn't create significant differences. This indicates that separation has negative impacts on any age levels of students and both sexes male and female.

Focusing on the schools which were selected as a sample compared on students' academic achievement, the result was that the schools almost have similar achievements. It means there is no significant difference.

Finally, students from separated families from both schools have scored lower results. This means the schools minimum requirement is the mean score of 50 but the students from these schools who came from separated families were scored below mean of 50.

CHAPTER FIVE

5.1. Summary

The main objective of the study was to assess the academic achievement of students from separated and intact families of two private schools at Bole sub city at woreda eight, the objectives of the study.

- To find the academic achievement of students from separated and intact families,
- To determine age and gender difference to students' academic achievement,
- To determine the academic achievement of the sample schools,
- To recommend ways that are useful to minimize problems that negatively affect students who are from different families' background.

The participants of this study were first cycle students of the sample schools. The researcher selected 60 students from separated families of grade two; three and four then the researcher selected 30 students using systematic random sampling. The instrument used in this study was document review to collect information results the researcher used the written document to get 2017/18 results from the roster. The data was analyzed using T-test analysis.

T-test was used to compare the mean and to put and compare age and sex differences.

The mean score was applied to compare students' grade score of selected primary schools (first cycle) division was employed to observe the variation between age and sex. Comparing the schools based on students achievement score.

5.2. Conclusion

The research tried to find the relation between family marital status and academic achievement of students and also to determine the relationship between age and sex of student's from separated and intact families. As Fagan and Churchill (2012) argued separation of family has effects on children's minds. This means directly or indirectly separation has a negative impact on students' academic achievement. As shown in table 1 comparison of students by parental marital status, students who came from separated families scored a mean of 48.25 which is less than of students mean of 60 from intact families. This indicates that separation has a negative impact on

students' academic achievement. In principle separation can affect children of any age (Liu, 2007). As the result analysis of this research there is a significant difference between students from separated families and students from intact families.

As Burke, Maclonish and Gladley (2009) argued that there is not anymore negative effect on children of particular age among students from separated families. According to Brown and Protest (2010) similarly argued that all age groups and both sex differences are lower achievers. But this research also tried to find the academic achievement of students of the sample schools by grouping sample student in two age groups it means 7-8 and 9-10. Here all sample students from separated families and intact families were included under the age groups and sex differences with out any restriction. It helped the researcher to find the differences across age groups and between sex differences. The school comparison also included students from both families status of separated and intact families.

5.3. Recommendation

The result of this study showed students from separated and intact families' student academic achievement. According to the study the academic achievement of students from separated family is lower than students from intact family. This result indicates there are problems to be minimized and barriers to be to be solved. Based on the finding, the following are some of the suggestions.

- The schools at all level should have a strong guidance and counseling unit to help all children in need of special attention.
- It is desirable to strength counseling and guidance services in every school, with a focus of students from separated families.
- Much attention should be given to improve school facilities such as libraries and friendly relationship between teachers and students.
- Encouraging them to involve in different clubs and be active participant.
- Helping them in guiding doing their class work and home work.
- Following their day to day activities in the class room and outside the class.
- The schools are expected to encourage parental involvement and work diligently to increase parental interaction at school and with their children's school work.

- Encouraging them in building self-esteem.
- Encouraging students to develop positive self-concept in their lives to assist in this academic achievement
- Parents should be enlightened on the need to stay together as husband and wife to raise a good family they should persevere and tolerate each other in marriage.
- Parents and teachers should unite with a common goal of fully assisting pupils to excel academically and socially

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