

**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**SCHOOL OF PSYCHOLOGY**

**INTERPARENTAL CONFLICT AND ITS INFLUENCE ON**  
**ADOLESCENTS' ACADEMIC**  
**SELF-REGULATION**

**BY**

**TIRUWORK TAMIRU**

**April 28, 2015**

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## Abstract

Examining the process how the exposure of adolescents to destructive interparental conflicts influences their academic self-regulation; identifying the major causes of interparental conflicts and types of conflict tactics that parents of adolescents employed to resolve marital conflicts were the main purposes of this study. To investigate these problems, seven research questions were formulated. Data were collected from 421 students of Gion, Fasilo and Bahir Dar Preparatory schools and from 194 mothers of these students through questionnaire and semi-structured interview. Eighteen questionnaires from adolescents and 6 questionnaires from mothers were discarded through data screening processes. As a result, the main analysis was done based on 403 adolescents' (193 male and 210 female) and 188 mothers' questionnaire responses. Percentage, one sample *t* test, repeated sample *t* test, independent *t* test, Pearson Product Moment Correlation Coefficient, and Structural Equation Modeling (SEM) were employed to analyze the data collected through questionnaires and description was used to present the data collected through semi-structured interview. Thus, the percentage result of mothers' ratings of causes revealed that household responsibility; follow up of child education, child caring, disparity in parenting style, misunderstanding, lack of interest to generate income, carelessness, insufficient income for the family, extravagance and lack of intimacy were the major causes of marital conflicts. The *t* test results showed that these parents practiced more destructive reasoning than verbal aggression & physical aggression, and more verbal aggression than physical aggression when they resolve marital disagreements. The result of interview also revealed that there are some homes that had applied hostile form of conflict resolution tactics. On the other hand, the independent *t* test depicted that low self-regulated students reported higher level of conflict property; threat appraisal; self-blame appraisal, and perception of low parental support compared to high self-regulated students. Pearson correlation also revealed a statistically significant negative relationship of academic self-regulation with conflict property, threat, self-blame and low parental support. Consistently, the SEM analysis depicted that interparental conflict negatively influences adolescent's academic self-regulation mediated by low parental support and self-blame. Finally, on the basis of these findings conclusions, recommendations and future research directions were forwarded.

## **Chapter One**

### **Introduction**

#### **1.1. Background of the Study**

Supportive and responsive family is vital for children's physical, psychosocial, and cognitive development. Among family members, parents are very proximal and highly responsible for satisfying both the physiological and psychological needs of children. Although they are the primary responsible individuals to meet the developmental needs of their children, there are times when parents are unable to fulfill these needs for a number of reasons. And one of the factors making parents less supportive and responsive to children's developmental needs is destructive interparental conflict (Cummings & Davies, 2002; Grych & Fincham, 1990; Grych, Seid, & Fincham, 1992).

The impact of interparental conflict on child adjustment has been investigated for several years from different perspective (Buehler & Welsh, 2009; Cummings & Davies, 2002; Esfandyari, Baharudin, & Nowzari, 2009; Fincham, Grych, & Osborne, 1994; Grych & Fincham, 1990; Grych et al., 1992; Harold, Aitken, & Shelton, 2007; Harold, Fincham, Osborne, & Conger, 1997; Johnson, LaVoie, & Mahoney, 2001; Webster-Stratton & Hammond, 1999). Some researchers focused children's exposure to interparental conflict (Cummings & Davies, 2002; Gerard, Krishnakumar, & Buehler, 2006) while others such as advocates of cognitive-contextual framework emphasized children's perception, interpretation, and appraisal of conflict in assessing the impact of interparental conflict on children's adjustment behaviors (Grych & Fincham, 1990; Grych et al., 1992).

Those who have focused on the exposure said that merely exposure to some everyday marital conflict behaviors is distressing for children and lead them to develop adjustment problems (Cummings & Davies, 2002; Cummings, Goeke-Morey, & Papp, 2003). On the other dimension, those who emphasized the child's perception believe that it is not only the exposure of interparental conflict that affects children's adjustment behavior rather the interpretation they give to the conflict (Fincham et al., 1994; Grych & Fincham, 1990). This group of researchers argued that although exposure to interparental conflict can be stressful, it is not likely to be sufficient for understanding of how it affects children. Children's appraisal of conflict and their evaluation of its significance for their wellbeing play an important role in shaping the meaning and impact of particular episodes of marital conflict. They said that the appraisal process, which involves both cognition and affect, guides behavior and may have both short and long term consequences on children (Fincham et al., 1994; Grych & Fincham, 1990).

This group of researchers mainly use children's self-report to assess the impact of interparental conflict on children's adjustment behaviors rather than parents' self-report and argued that parents' report about children's exposure to interparental conflict may not provide accurate estimates of the children's awareness of the conflict (Grych et al., 1992), and cannot be sufficient condition for understanding of its direct impact on children (Grych & Fincham, 1990). Grych and Fincham (1990) said that since children are active at interpreting and responding to their environment, it is critical to examine children's appraisal of interparental conflicts to determine whether it is harmful to them or not.

Other researchers such as Harold et al. (1997); McDonald and Grych (2006); Stocker, Richmond, Low, Alexander and Elias (2003); Webster-Stratton and Hammond (1999) have also emphasized

both exposure and children's perception of marital conflict using parents, children, teachers and peers as data sources. They believe that to capture a clear picture of the impact of marital conflict on children's adjustment behavior, the dynamics of interparental conflict and adjustment behaviors should be investigated using multiple data sources.

Regardless of the research approach, interparental conflict has been found to directly and indirectly affect children's and adolescents' adjustment behaviors and may lead to internalizing behavior problems such as anxiety, depression, loneliness, fear, helplessness, low self esteem, (Buehler & Welsh, 2009; McDonald & Grych, 2006; Harold, Fincham, Osborne, & Conger, 1997); externalizing behavior problems such as aggression, delinquency and substance abuse behavior (Buehler & Welsh, 2009; Esfandyari et al., 2009; Johnson, LaVoie, & Mahoney, 2001; Harold et al., 1997; Fincham et al., 1994; Grych & Fincham, 1990; Webster-Stratton & Hammond, 1999) and low academic performance (Harold, et al., 2007).

## **1.2. Statement of the Problem**

Interparental conflict and child adjustment became the focus of research since 1930s (Towle, 1931; cited in Harold et al., 1997). The emphasis of the early investigations was on the simple association between parental conflict and child behavior outcomes. By diverting the dimension, these days' researchers have shifted the focus from investigation of simple association to investigation of the process of how the conflict directly or indirectly affects child adjustment behavior. As a result, they identified that the direct effects of inter-parental conflict on children are determined through modeling and stress and the indirect effects through disruptions in the parent-child relationship and through negative emotions, cognitions, and representations of family relationships (Grych & Fincham, 1990; Harold et al., 1997).

On the basis of these hypotheses numerous studies have been conducted. For instance, Webster-Stratton and Hammond (1999) have conducted an experiment to examine whether the link between marital conflict management style and child conduct problems with peers and parents is direct or mediated by mothers' and fathers' parenting style (critical parenting and low emotional responsivity). To do so, samples of 120 children, aged 4 to 7 years, were observed how they interact and solve a problem with their best friends in laboratory playroom and with their parents at home. In addition, all the children's parents were observed in laboratory settings trying to solve two family problems as well as at home interacting under more natural conditions with each other and with their children. Mothers and fathers completed questionnaires assessing marital problem solving as well as reports of their children's behavior problems. Results indicate that a negative marital conflict management style had direct links with children's conduct problems. In addition, the linkage between negative marital conflict management style and children's interactions with parents and peers was found to be mediated by both mothers' and fathers' critical parenting and low emotional responsivity. Similarly, using parental responses, Gerard, Krishnakumar and Buehler (2006) have conducted a research on 551 married families who live in the United States with a child aged 5 to 11 years. They found that the association between marital conflict and youth externalizing problems are mediated by harsh discipline and parent-youth conflict and the association between marital conflict and internalizing problems are mediated partially by parent-youth conflict.

On the other dimension, using children's perception and appraisal of interparental conflict, McDonald and Grych (2006) have conducted a research on 179 (7- to 9-year-old) children. They found that threat and self-blame appraisals mediated the link between interparental conflict and

internalizing problems but not externalizing problems. Likewise, Stocker et al. (2003) have conducted a research on 136 school-aged children and their parents using children and parents response and found that mothers' and fathers' hostility mediated the association between marital conflict and children's internalizing and externalizing behavior problems. Children's feelings of self-blame for marital conflict and being threatened by conflict mediated between marital conflict and children's internalizing problems but not their externalizing problems.

In the studies of Webster-Stratton and Hammond (1999), Gerard, Krishnakumar, and Buehler (2006), and Stocker et al. (2003), the effect of interparental conflict on children behavior is mediated by negative parenting and negative parent-child relationship whereas in the study of McDonald and Grych (2006) and Stocker et al. (2003), the effect is mediated through cognitive and affect appraisal of the conflict that is self-blame and threat.

Although this area has well documented findings, it also has the following research gaps. First, majority of the studies have emphasized investigation of the impact of marital conflict on internalizing behaviors (such as anxiety and depression); externalizing behavior (such as delinquency and aggression), and academic performance but little is known about how interparental conflict influences children's and adolescent's academic self-regulation. Since self-regulation is a basic attribute for academic achievement and success, the process as to how interparental conflict influences this behavior needs substantial research coverage.

Second, most studies were conducted in countries like the United States of America, United Kingdom, and Hong Kong. However, only limited studies were done in Ethiopia. One of the studies related to this area is the one conducted by Yohannes (2010). This research was

conducted on 77 Arbaminch private preschool children and their parents focusing on examining the association between externalizing behavior (aggression and antisocial behaviors) and marital conflict. Since Yohannes emphasized only on simple association interparental conflict and externalizing behavior problems, the process how this association is explained and how parental conflict affects other child behaviors as internalizing behaviors and academic behaviors need research attention.

Third, from marital conflict perspective, studies conducted in Ethiopia (such as Afework, 2010; Askalemariam and Minwagaw, 2014; Seblewengel, 2009; Serkalem, 2006; Tegbar, Yemane, Nigussie, and Mirgissa, 2010; World Health Organization (WHO), 2005) were mainly focused on causes of women domestic violence and divorce and few studies are found addressing the causes of marital conflict in normal circumstances. For instance, a survey conducted by WHO (2005) on 3016 women between 15 and 49 years of age on prevalence of women domestic violence of rural Meskan and Mareko District revealed that 49% of these women experienced physical violence by a partner at some point in their lives, and 29% during the past 12 months. However, the source of women domestic violence as well as divorce is marital conflict, which is usually perceived as an inevitable normal phenomenon of marital relationship. So investigating the root causes of day to day marital conflicts and identifying what type of conflict resolution tactics do couples frequently employ in resolving their marital dispute are very important to know the status of the problem as well as the prevalence of the violent form of conflict.

Forth, from self-regulation dimension, in a country like the United States, the association between the basic psychological needs and academic self-regulation or self-determination is well addressed by researchers (such as Deci et al, 1991; Niemiec et al, 2006; Ryan & Brown,

2003; Ryan & Deci, 2000; Soenens & Vansteenkiste, 2005). However, in Ethiopia studies conducted on these areas from self-determination theory perspectives are very limited and fragmented. For instance, Workneh (2004), Amare (2001) and Amare (2004) had conducted studies in related areas. Workneh's (2004) study examined the association between teachers support and student's self-determination and Amare's (2001) and (2004) studies examined the association of academic motivation and performance. Workneh (2004) had emphasized on the source of self-determination (intrinsic motivation) where as Amare (2001) and (2004) on the expected outcome of self-determination. Thus, even if these studies are related, their focus of investigation was different. In addition, the impact of parental support on academic self-regulation lacks research coverage.

Therefore, this study is designed to fill these gaps and to contribute something for the already existing knowledge. To guide the investigation the following research questions are formulated.

1. What are the major causes of interparental conflict among parents?
2. What is the proportion of parents who frequently employ destructive conflict resolution tactics to resolve marital conflicts?
3. Is there statistically significant difference within parents in the application of conflict resolution tactics?
4. Is there statistically significant relationship between mothers' report of conflict resolution tactics and adolescents' report of destructive conflict, conflict appraisal, and academic self-regulation?

5. Is there statistically significant difference between high and low self-regulated students in relation to level of exposure to destructive interparental conflict, conflict appraisal (threat and self-blame), and parental support?
6. Are there statistically significant interrelationships between variables of adolescents' perception of destructive conflict, conflict appraisal (threat and self-blame), low parental support, and academic self-regulation?
7. Is there statistically significant direct and indirect influence of adolescents' perception of destructive interparental conflict on their academic self-regulation?

### **1.3. Purpose of the Study**

The main purpose of this study was to examine the causes of interparental conflicts, types of conflict resolution tactics employed by parents to resolve conflictual issues and how exposure of adolescents' to destructive interparental conflict influences their academic self-regulation.

Within this domain, the study had examined:

- the major causes of interparental conflict among parents.
- the proportion of parents who frequently employ destructive conflict resolution tactic to resolve marital conflicts.
- the more frequently employed types of conflict resolution tactics within parents.
- the relationship between mothers' report of destructive resolution style and adolescents' report of exposure to conflict property, conflict appraisal, low parental support, and self-regulation.

- the difference between high and low self-regulated students in relation to level of exposure to destructive interparental conflict, conflict appraisal, and low parental support.
- the interrelationships between variables of adolescents' perception of destructive conflict, conflict appraisal, low parental support, and academic self-regulation.
- the direct and indirect effects of interparental conflict on adolescent's academic self-regulation.

#### **1.4. Significance of the Study**

This research has both theoretical and practical significance. The research mainly examined the causes of interparental conflicts, types of conflict tactics and the process how interparental conflict influence children's academic self-regulation. Thus, it is believed that the findings of this study add theoretical knowledge on the already existing literature in general and on Ethiopian research literature in particular.

The research also has practical contributions in that it provides empirical findings for governmental and nongovernmental organizations, policy makers and implementers and parents and community about the major causes of marital conflicts, the types of conflict resolution tactics that are frequently used by parents and the impact of interparental conflict on adolescents academic self-regulation so that they can use the information for designing different types of intervention and prevention programs. In addition, those who read this paper for various reasons also will be benefited from the information provided about the impact of parental conflict on children's psychological wellbeing so that they may think about the way they manage conflict when they interact with their spouses in front of their children.

Finally, the research suggests future research directions so that other researchers can use it for further investigations.

### **1.5. Delimitation of the Study**

The scope of this research is delimited to adolescents whose age range from 14 to 21 years. This is because adolescents of this age group demonstrate very sophisticated thinking in understanding conflict properties than younger children (Fosco & Grych, 2010). Adolescence is a period where formal operational thinking emerges. Abstract and hypothetical thinking are the main gains of this stage (Santrock, 2007). These gains enable adolescents to evaluate their parent's conflicts from different perspectives. On the other hand, though younger children can do the same in evaluating their parents' conflict, their capacity of understanding of the conflict characteristics from different dimensions is very limited due to their cognitive immaturity (Fosco & Grych, 2010). Therefore, for this kind of study, using adolescents as data source helps the researcher to gather multifaceted data for examining the cognitive process that takes place in offspring's psyche because of observing parental dispute.

### **1.6. Definitions of Key Terms**

**Destructive interparental conflict** refers to the degree to which couples/parents employ hostile conflict resolution styles to end up the conflict. It is measured via conflict tactic scale and children perception of conflict property scale.

**Conflict property** refers to the frequent, intense and poorly resolved conflicts.

**Conflict appraisal** refers to children's affect and cognitive appraisal of the conflict.

**Affect appraisal** refers to children's evaluation of threat, fear, anxiety experienced due to observing parental conflicts.

**Cognitive appraisal** refers to the extent to which children blame themselves for their parental conflict.

**Parental support for adolescents' basic psychological needs** refers to the extent of adolescents' perception for their parents' positive response in satisfying their needs for autonomy (letting them to make their own choices and decisions), competence (making them to feel competent in doing things) and relatedness (making them to feel safety in the relationship they have with them).

**Academic Self-regulation** refers to the degree to which adolescents are self-motivated or self-initiated in doing their academic tasks such as homework, class work, class participation, and studying.

## Chapter Two

### Review of Related Literature

#### 2.1. Marital Conflict

##### Definition

Different authors have defined marital conflict in different ways. Buehler et al. 1998 ( as cited in Cai Lian and Geok, 2012, p .98) has defined marital conflict as “ ‘the existence of high levels of disagreement, stressful and hostile interactions between spouses, disrespect, and verbal abuse’ ”.

Cummings (1998) defines it as “ ‘any major or minor interpersonal interaction that involved a difference of opinion, whether it was mostly negative or even mostly positive ’ ” (cited in Cai Lian & Geok, 2012, p.98). Similarly, Cummings and Davies (2002, p.34) have defined marital conflict as “ ‘any disputes, disagreements, or expressions of untoward emotions over every day matters between the parents’ ”.

These definitions indicate that there are perspective differences among scholars in conceptualizing marital conflict. The former definition, which was the earliest view, conceptualized marital conflict as negative or hostile dispute of the couples but the later two definitions, which are the current views, have considered both positive and negative dispute of couples.

#### 2.2. Causes of Marital Conflict

Conflict is inevitable in marital relationship (Cai Lian & Geok, 2012; Cummings & Davies, 2002) because in marital relationship there is interdependence, individual difference between spouses in terms of needs, goals, and interests and limited resources to compromise these individual

differences (Ridley, Wilhelm, & Surra, 2001). Within a family, a number of factors may cause marital conflict. Researchers such as Meyer (2012), Scott (2012), Shakoor (2010), Brown (2008), and Fitzgibbons (2011) have identified different factors as causes of marital conflict. Money, sex and intimacy, selfishness, infidelity, misunderstanding, household responsibility/chores, children, expectations, step children, in-laws interference, friends, busy schedules and addiction to substances are among the commonly listed top causes of marital conflict.

### **Money**

Money is identified by Meyer (2012) as one of the top ten causes of marital conflict. Most couples argue over bills and debts and inability to manage overall finance (Meyer, 2012). Financial stress can actually cause more general stress, and more conflict over things unrelated to money, as well as money-centered arguments. When couples are extremely stressed about money, they may be less tolerant and more stressed and may pick fights about unrelated things without even realizing it (Scott, 2012).

### **Sex and intimacy**

Sex and intimacy are important bonding components in marriage. And one of the most common areas of conflict in many marital relationships is sex (Brown, 2008). Unsatisfied sexual life and lack of mutual respect and intimacy create negative feelings and results in disputation in marital relationship (Meyer 2012; Shakoor, 2010; [Relationships Coach](#), 2010; Voth, 1990).

### **Selfishness**

Selfishness is one of the major obstacles to marital communication and thereby harms the marital relationship. This kind of personality manifested in a number of ways including failing to listen to the idea of one's spouse, trying to dominate the conversation, failing to respect and appreciate the views of one's spouse, and speaking in a critical and angry manner. Subsequently, this personality weakness creates significant pain in marriage and families which in turn leads to marital anger, permissive parenting, infidelity, separation and divorce (Fitzgibbons, 2011; Relationships Coach, 2010).

### **Infidelity**

The basic foundation of marriage is trust. Once that trust is destroyed, it is hard to regain. Infidelity is breaking a promise to remain faithful to a sexual partner (Fitzgibbons, 2011). It is found to be a major cause of divorce and spousal battering (Fitzgibbons, 2011; Buss & Shackelford, 1997).

One of frequently mentioned personality factors which lead to marital infidelity is selfishness. (Fitzgibbons, 2011; Buss & Shackelford, 1997). Selfish individuals usually blame the husband or wife for difficulties in the marriage and want to have extramarital sex. In addition to selfishness, relationship factors such as sexual dissatisfaction and partner complaints about jealousy (Fitzgibbons, 2011; Buss & Shackelford, 1997); and emotional factors such as loneliness and excessive anger with a desire to punish the spouse are also among factors leading to infidelity (Fitzgibbons, 2011).

In any case, infidelity disturbs the relationship spirit among couples. It has devastating effect on marriage. The frustration results from cheating a spouse leads to marital conflict and mostly results in breaking of marriages (Brown, 2008).

### **Misunderstanding**

Misunderstanding is the most commonly reported relationship problem among couples. It is an unwillingness to take the time to genuinely listen and care to understand the idea of the partner (Brown, 2008) and includes unhealthy criticisms, abusive language, and indifferent attitude. If couples are unable to understand each other's feelings and needs, they will not spend quality time (Shakoor, 2010). As a result their marital relationship will suffer with negative emotions which in turn lead couples to think about divorce.

### **Household responsibilities**

Disagreement over household chores is a major cause of marital conflict and is also associated with more thoughts about divorce (Meyer, 2012). Couples typically do not openly discuss the allocation of household chores because most cultures assume these are the women's tasks. Many findings indicate that even though many women work outside the home, they still tend to do most of the household chores (Sheri & Stritof, 2013). As a result majority of men consider household chores like cooking, house cleaning, washing clothes are the responsibility of women and they usually interested in the outside work like buying items from stores, and maintaining garden. Sharing housework inside the house is the last thing that interests men ([Ward, 2009](#)).

However, inside chores are more repetitive and frequent, and require more time and energy than less frequently performed outdoor chores. As a result wives and mothers usually wind up with a heavy load of household chores which can adversely affect their personal and professional well-being ([Ward, 2009](#)).

In general, sharing housework makes marital relationship attractive. If couples share the burden of the house, both spouses will be satisfied with the outcome and show mutual respect for one another. But if they cannot share the chores, the result will be nagging, irritation, disrespect, misunderstanding which leads to serious conflict and divorce (Sheri & Stritof, 2013).

### **Children**

Raising children is a task which takes parents' time and energy (Scott, 2012). The presence of children affects couples' intimate interaction and creates a more complex social system, with greater potential for conflict and disagreement over issues related to child-rearing. Consequently, husbands may begin to extend their activities outside the home, while wives may have to give up work. This may result in stress and disrupt sexual feelings to varying degrees which ultimately leads to serious conflict (James & Wilson, 1986).

Behavior pattern of children is also a source of conflict for parents. This is especially the case when one parent is lenient and the other is strict. The presence of two very different parenting styles negatively affects the children's and the parents' relationships. In addition to this, the child's friends and his /her participation in extracurricular activities may create conflict between spouses (Moore, 2013). Therefore, although children are gifts of human beings, their presence

may cause argument between couples unless the challenges of rearing children are handled agreeably and mutually (Scott, 2012).

### **Expectation**

People go into marriage with certain expectations (Meyer, 2012). However, most of the time reality of marriage is somewhat or totally different from what is expected. These situations, if not accepted rationally, would end up with complications in marital relationship (Shakoor, 2010).

### **In-laws interference**

Interference of in-laws and extended families plays a significant role in creating differences in the couple (Savemarriage 2011). Couples may have different socioeconomic, cultural, and religious backgrounds. They also differ in the way they are raised. These differences may lead in-laws to interfere in their sons or daughters marital life. To overcome this problem some spouses may prefer to force their partner not to meet his or her family members which in turn lead to marital conflict (Shakoor, 2010).

### **Step-children**

Step-children and ex-partners can create stress within a new marriage. Children can be the cause of marital problems as they find it very difficult to adjust to someone who is replacing their biological mother or father. Even if the biological parent is still on the scene in the form of visitations, this can often reinforce the idea that the stepparent should be out of the family and the biological parent should return to the family unit. On the other dimension, ex-partners can

pose marital problems when they come to visit their children since stepparents may experience feeling of insecurity when ex-partner being on the scene (Savemarriage 2011).

In addition, other members of the family such as parents and siblings may cause marital problems if they are not happy about the break-up of the original relationship and the formation of the stepfamily, and therefore the pressure of being scrutinized and judged by the rest of the family can put intense pressure on the new relationship (Savemarriage 2011).

### **Friends**

Sometimes friends may cause major dispute in marriage. Not all friends are helpful to a relationship. Some enhance couples marital life while others break it down. So, their influence must be examined if the relationship is to remain healthy (Meyer, 2012).

### **Addiction to substances**

Addiction to different substances such as alcohol, marijuana, and cigarette creates problems in marital life. Addiction to substances affects not only the marriage but also the family and the society at large. Many people try to escape from marital problems and stressful situation by taking alcohol. However, this aggravates the conflict (Savemarriage 2011).

### **Busy schedules**

Marriage problems can result from overly-busy schedules for a few reasons. Busy couples are usually stressed and less connected because they have less time to spend together. So, if they

don't work together as a team to cover all responsibilities well, they may fight over who's taking care of which household and social responsibilities (Scott, 2012).

### **Studies conducted in Ethiopia on causes of marital conflict**

Majority of studies conducted in Ethiopia about causes of marital conflicts emphasized clinical couples whose conflict led to divorce. For instance Serkalem (2006), Wodajeneh (2006) and Afework (2006) have conducted their studies at Addis Ababa. Serkalem (2006) had conducted a comparative study between divorced and intact families on cause of divorce and its impact on the lives of divorced women and their children. Three hundred forty one married and 307 divorced women participated in the study and the result revealed that the major causes of divorce are economic problems, fertility problems, pressure from friends or families, difference in ethnic and religious background (Serkalem, 2006).

Wodajeneh (2006) had examined the pertinent contributing factors to divorce among the residents of Addis Ababa on 100 males and 100 females. In this study the following factors were identified as pertinent contributing factors to divorce among couples.

- Affective factors: lack of interest (of wives/husbands), lack of happiness (of wives/husbands), and lack of expectation, suspiciousness and jealousy of wives or husbands.
- Cognitive factors: communication problem, difference in life plan and vision, immaturity of wives/husbands, irresponsibility of wives /husbands.
- Behavioral factors: incompatible behavior, verbal abuse by husband, stinginess of the husband, physical abuse of husband, cruelty of husband.

- Economic factors: inadequate housing, financial problem.
- Addictive factors: alcoholism of the husband, husband smoking.
- Social factors: friction with relatives.

Afework (2006) had also investigated major sources of marital problems and resolution mechanisms using 200 (105 males and 95 female) participants. The result depicted that psychological factors: mental cruelty, lack of love, excessive demand and unavailability of spouse; external factors: interference of in-laws, neighbors, friends, loyalty to kin, financial handling of the family and social disapproval; sex related factors: sexual incompatibility, lack of sexual satisfaction, and inconsiderateness were found to be the major sources of marital problems.

Similarly Afework (2010) and Askalemariam and Minwagaw (2014) had done their research at Amhara reGhion. Afework (2010) had assessed major contributing factors responsible to divorce and its consequences on the spouses in Bahir Dar town. One hundred forty (65 men and 75 women) who had been come to present their complaints to the court and women affairs office were participated in the study. The result revealed that psychological factors such as communication problem and unplanned marriage, agreement of marriage issued by, the length between engagement and marriage, economic hardship, in-laws interference, unhealthy habit, absence of love and sexual incompatibility were found to be the major contributing factors to divorce. Demographic factors as age of marriage, and wide age difference were major sources of marital dissolution.

Askalemariam and Minwagaw (2014) had also examined the prevalence, cause and consequence of divorce in East Gojam Zone. The participants were 28 divorced individuals, 24 Woreda officials, 19 community elders, and 24 dwellers. The result showed that the main causes of divorce were lack of conflict management skills, interference from parents and communication problems. Moreover, children's anti-social behavior, school dropout, engage in addiction, develops delinquent behavior, theft and immoral acts of conduct were found to be the consequences of divorce.

Another study conducted in South Nations and Nationality Region (SNNR) was the study of Yacobe (2007). He had conducted similar research on major causes of marital conflict and coping mechanisms in Hossana. One hundred eight couples who were recorded in court, women affairs association, kebele, police, church and local judge's center participated in the study. The study had identified the following major causes.

- Gender related factors: one gender dominated over the other, sense of responsibility in household affairs.
- Psychological causes: mental cruelty (suspicion), jealousy, unfaithfulness, lack of demonstration of affection, lack of companionship consideration, ineffective communication, lack of mutual respect, excessive demand.
- Sex related: extra marital sex (adultery), mistress, sexual unfaithfulness, sexual dysfunctioning, incompatibility, inconsiderateness, and lack of sexual satisfaction, reluctance or refusal of coitus.
- Interference: In-laws interference, loyal to kin or relative rather than the partner, neighbor interference, academic or job distance /interference.

- Social disapproval: having a child before marriage, having a child outside marriage, passing the night outside the home, infertility, drug abuse (such as alcohol, smoking) and gambling.
- Background characteristics: age difference, religious difference, educational status, child rearing practice difference.
- Economic: disagreement over how to spend money, poverty, low level of income, unexpected financial and related improvement after marriage and unimprovement regardless of having money.

Thus, according to these findings, economic problems, disagreement over how to spend or handle money, poverty, low level of income, fertility problems, interference of in-laws and friends, differences in religion, absence of love, lack of mutual respect, infidelity (jealousy, mental cruelty/suspectiousness), communication problem, irresponsibility/ sense of responsibility in household affairs, bad habits (alcoholism, smoking), sexual incompatibility or lack of sexual satisfaction can be considered as the common causes of divorce since they are identified at least by two of these researchers. These factors are similar with what was described by Brown (2008), Fitzgibbons (2011), Meyer (2012), Relationships Coach (2010), Scott (2012), and Shakoor (2010) except way of expression of causes and emphasis on causes of divorce.

So, it is possible to say that marital conflict may arise by a number of reasons at any time and is one aspect of couples' life. One cannot stop conflict not to occur among spouses. Therefore, the important thing that should be given more emphasis is the way spouses resolve their conflicts.

### 2.3. Types of Marital Conflict Resolution

Cummings and Davies (2002) have classified marital conflict resolution into constructive and destructive. When parents handle conflicts in positive ways by displaying behaviors, such as verbal and physical affection, problem solving and support, the conflict is said to be constructive (McCoy, Cummings, & Davies, 2008). Such type of marital conflict facilitates readjustment and change and increases cohesion and intimacy among couples (Gottman, 1994, as cited in Ridley, Wilhelm & Surra, 2001). Observing such kind of conflict may aid children to develop their own problem solving, coping, and conflict resolution abilities (Grych, & Fincham, 1990). It also helps children to preserve feeling of security by increasing their confidence that any difficulties between their parents will be managed in a way that maintains family harmony (McCoy et al., 2008).

On the contrary, when parents handle the conflicts in a hostile and aggressive manner the conflict is said to be destructive. It includes parents' verbal hostility (yelling), threats (of violence, leaving), personal insults, nonverbal hostility (angry body language), defensiveness, marital withdrawal (silent treatment), and physical distress (trembling, crying) (McCoy et al., 2008; Cummings et al., 2003). Observing such kind of conflict may make children to experience elevated worry, anxiety, feelings of anger, lack of control and hopelessness (McCoy et al., 2008; Cummings & Davies, 2002; Davies & Cummings, 1994). Children's exposure to repeated occurrence of destructive marital conflict also has been linked with their internalizing behavior problems, externalizing behavior disorders, low academic performance and general mental health problems (McCoy et al., 2008; Harold et al., 2007; Cummings & Davies, 2002; Davies & Cummings, 1994 ; Gerard, Krishnakumar & Buehler, 2006; McDonald & Grych, 2006; Stocker

et al., 2003; Webster-Stratton & Hammond, 1999; Harold et al.,1997) regardless of age and gender (Faircloth, 2012).

## **2.4. Theoretical Framework**

### **2.4.1. Marital conflict and child outcome**

According to Harold et al (2007) the impact of marital conflict on child outcome became the focus of research since 1930s after Twole, C. (1931) had done the research on *the evaluation and management of marital situation in foster homes*. The earliest researches had emphasized on investigating the simple association of these variables. However, this days researchers have progressed from establishing simple associations between marital conflict and child outcome to identifying the social, emotional and cognitive processes that underlie the link between the two variables. Accordingly, more recent theoretical models such as “spillover” effect hypotheses, emotional security theory and cognitive contextual frameworks suggest that the effects of inter-parental conflict on children are determined through (1) disruptions in the parent–child relationship and (2) the negative emotions, cognitions and representations of family relationships engendered in children who are exposed to hostile exchanges between their parents (Harold et al., 2007).

#### ***The “spillover” effect hypothesis***

Spillover effect hypothesis states that the effects of inter-parental conflict on children occur indirectly through a ‘spillover’ of emotion from the couple relationship to the parent–child relationship (Erel & Burman, 1995, cited in Harlod et al 2007, Katz and Gottman, 1996).

Depressed parents transfer moods, emotions and behaviors from marital dyad to parent-child dyad. “Spillover” emotions from the couple’s relationship to parent child relationship will

disrupt parenting and positive parent-child interaction which in turn affects children's adjustment (Katz and Gottman, 1996, Harlod et al 2007).

### ***Emotional security theory***

Emotional security theory proposes that repeated exposure to marital hostility lead children to develop adjustment problem through emotional reactivity (Davies & Cummings, 2002).

According to this theory, prolonged emotional reactivity is associated over time with increases in internalizing problems, such as depressive symptoms and anxiety. This theory magnifies the importance of assessing the context/stimulus characteristics of marital conflict (destructive versus constructive), the psychological response processes of children (e.g., cognitive, emotional, social, physiological), the child's characteristics, family history, and other contextual factors such as parenting in understanding of the effect of marital conflict on children (Cummings and Davies, 2002).

### ***Cognitive-contextual framework***

Cognitive-contextual framework developed by John H. Grych and Frank D. Fincham (1990), deals with how children's exposure and appraisal of interparental conflicts affect children's adjustment behaviors. It gives emphasis to children's perception, interpretation, and appraisal of conflict in assessing the impact of interparental conflict on children's adjustment problem. The framework describes different conflict properties how these conflict properties influence the cognitive and emotional responses of children to interparental conflict and how these responses affect coping behaviors and their adjustment behaviors.

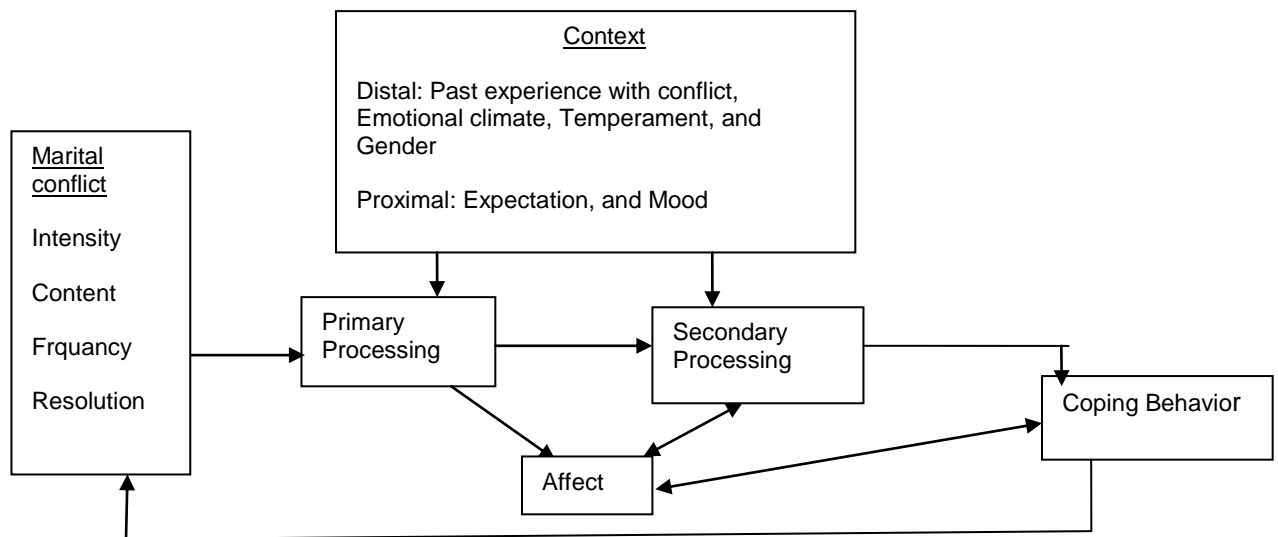
Cognitive–contextual framework is chosen as main framework and the “spillover” effect hypothesis and emotional security theory are used as supportive frameworks of this research. This is because Cognitive-contextual framework implicitly or explicitly subsumes the view points of spillover effect hypothesis and emotional security hypothesis.

### *The development of Cognitive-contextual framework*

Grych and Fincham (1990) had assessed 19 studies and pointed out the following reasons to develop cognitive-contextual framework. They said that in the past time the focus was given to marital satisfaction rather than marital conflict in investigating the association between marital conflict and child adjustment problem. Although marital satisfaction and conflict are likely to be associated, unhappy marriages are not always marked by overt conflict and, most martially satisfied couples are occasionally engaged in conflict. Thus, studies using measures of marital satisfaction provide only indirect evidence about the association between marital conflict and child adjustment.

The other reason that Grych and Fincham emphasized is the attention given for cognitive processes. They said that though a number of studies have shown the association between marital conflict and child adjustment behavior, little attention has been paid to the cognitive processes that may account for this association. They argue that it is not only the exposure of interparental conflict that affects children’s adjustment behaviors but also the interpretation they give to the conflict which plays a significant role.

So, on the basis of these rationales, cognitive- contextual framework was developed focusing on the child's attempt to understand and respond to episodes of marital conflict (Grych & Fincham ,1990). The following figure depicts the model.



*Figure 1. A Cognitive Contextual Framework for Understanding Children's Response to Marital Conflict (Source: Grych & Fincham ,1990, p, 278)*

### ***Description of the model***

Grych and Fincham (1990) provided both general and specific descriptions of the components of the model. According to them interparental conflict is conceptualized as a stressor that leads to an attempt by the child to understand and cope with the conflict. Both cognition and affect serve appraisal function and guide the child's coping behavior.

The general description of the model stated that through primary processing the child first becomes aware that a stressful event is occurring and experiences an initial affective reaction.

The characteristics of conflict episode and contextual factors are proposed to influence this initial stage of appraisal. Primary processing may then lead to secondary processing, a more elaborated stage of processing, during which the child attempts to understand why the conflict is occurring and what he or she should do in response. It involves making an attribution for the cause of the event, ascribing responsibility and blame if relevant, and generating the expectations for the efficacy of potential coping responses. In addition to being affected by characteristics of conflict episode and contextual factors, secondary processing is influenced by the child's initial level of emotional arousal by the conflict. Both affect and secondary processing then guide the child's attempts to cope with the conflict. Successful coping leads to a reduction of negative effect, whereas unsuccessful coping may maintain or increase the child's distress. Change in parental behaviors or the child's understanding of conflict may result in the process being repeated. For example, attributions for the cause of conflict may change as new information is acquired and the child may engage in coping strategies that alter the course of the conflict. Moreover, the child may become directly involved in the conflict, effectively turning the marital conflict into family conflict (Grych & Fincham, 1990).

The theorists have also described the parts of the model addressing properties of conflict, contextual factors and children's processing of conflict.

### *Properties of conflict episodes*

According Grych and Fincham (1990) the features of conflict episodes such as intensity, content, frequency and resolution have greatest impact on children. They said that marital conflicts differ widely in their intensity ranging from calm discussion to physical violence. A number of studies show that conflicts of greater intensity are likely to cause greater distress in children. Similarly the content of conflicts can vary widely but certain conflicts such as those concerning the child or the state of marriage, may be more upsetting to children than other less threatening topics. Conflicts involving children may be particularly stressful because they may lead children to question their place in the family, their parents' feeling about them or may lead them to blame themselves for the family turmoil.

Frequency of conflicts is also another property of marital conflict episodes. A number of research findings support that more frequent open marital conflict is associated with behavior problem (Johnston et al., 1987; Long et al., 1987, 1988; Porter & O'Leary, 1987; Wierson et al., 1988, see also Grych & Fincham 1990). Likewise conflicts that lack satisfactory resolution may upset children more than conflicts that are successfully resolved. Parents who consistently resolve conflicts in a constructive fashion provide models of effective problem solving and conflict resolution for their children, which may facilitate their child's interaction with others. On the contrary, frequent and violent conflicts may have deterioration effect on children even if they are successfully resolved (Grych & Fincham, 1990).

With regard to the importance of this conflict property in affecting child behavior, Grych & Fincham also said that the relative importance of the dimensions of marital conflict is not known, but it may be that their effect is cumulative. That means, children who witness intense, drawn-out, and poorly resolved conflicts are likely to experience more stress than children who observe less intense, short-lived conflicts that are resolved satisfactorily. This view point also matches with the view point of emotional security hypothesis that states repeated exposure to marital hostility is upsetting for children and leads them to develop adjustment problem through emotional reactivity (Davies & Cummings, 2002). Furthermore, Grych & Fincham said that the characteristics of conflict episodes are not the only factors that influence children's response to conflict. There are also contextual factors that are likely to affect how children interpreted and coped with interparental conflicts.

### *The context of conflict*

Context of conflict in cognitive –contextual framework refers to psychological aspects of children's response to marital conflict. As indicated in figure 1, context of conflict is classified into two: distal and proximal.

#### *Distal context*

Distal context refers to relatively stable or slowly changing factors and includes such elements as children's memory of previous episodes of interparental conflict, perceived emotional climate, temperament and gender (Grych & Fincham, 1990).

### *Previous experience with conflict*

It is hypothesized that past experience with interparental conflict affects children's sensitivity to conflict and creates expectations about the course of conflict episodes. The more the previous conflicts have been frequent, intense and poorly resolved and the content has concerned the child or the marriage, the more children are likely to anticipate similar upsetting situations when conflicts recur in the future (Grych & Fincham, 1990).

### *Perceived Emotional Climate*

Perceived emotional climate refers to the child's perception of family relationships. A warm, supportive family environment serves as a protective factor against stress for children. Thus, one would expect that any conflict occurring in that family is likely to be experienced as less upsetting than a conflict in a family that is uncommunicative and emotionally distant. Children may feel more secure in a family that they perceive as warm and cohesive and feel less threatened when conflict occurs. The quality of parent-child relationship is a major component of the child's perception of the family's emotional climate. Good parent-child relationship provides security for children and may serve to buffer them from a range of stressors including marital conflict (Grych & Fincham, 1990).

### *Temperament and gender*

According to Grych and Fincham (1990) children's temperament may affect the relationship between marital conflict and child adjustment in three ways. First, some children are more reactive to stressors of all kinds (Compas, 1987; Kagan, 1983 cited in Grych and Fincham, 1990) and thus may exhibit greater sensitivity to the occurrence of conflict. Second children who have

a tendency to act aggressively may be more likely to engage in aggressive behaviors when they experience stress. Finally, children's temperament affects the development of parent-child relationships and thus has an effect on parent-child relationship conflict and the emotional climate of the family. With regard to gender research findings show that boys are more likely to reflect conflict between strangers with aggressive behavior and girls with distress (Cummings et al. 1985, 1989 cited in Grych & Fincham, 1990). But no gender difference has been found in behavioral responses of boys and girls to interparental conflicts (Cummings et al., 1989, cited in Grych & Fincham, 1990).

#### *Proximal context*

Proximal context refers to the thoughts and feelings experienced by children immediately before their processing of the conflict episodes. In contrast to distal context, proximal context can change rapidly as an episode of conflict unfolds because it consists of transient thoughts and feelings experienced by the child immediately before his or her processing of parental behavior. In this framework it includes expectations for the course of conflict and children current mood.

#### *Expectations for the course of conflict*

Expectations are proposed to be a function of both past experience with conflict and the current situation. If previous marital conflict has been hostile and poorly resolved, the child may recall this and expect an intense and drawn-out disagreement, and might therefore be primed to experience greater negative affect when the conflict occurs than a child who expects less intense conflict. Conversely, if situational factors or the child's experience with conflict leads him or her

to believe that parental conflict is likely to be minor, the child may experience lower level of distress during the course of the conflict.

### *Mood*

If children are in sad or angry moods when interparental conflict occurs, they may be more likely to attend to or remember negative aspects of interparental interaction. In addition, negative mood states may facilitate the recall of previous unpleasant events (Forgas et al., 1988 cited in Grych & Fincham, 1990). Therefore; experiencing negative affect before witnessing interparental conflict may aggravate the stressfulness of the conflict, while positive affect may reduce it. However, if conflict is very intense or long lasting, the effects of children current mood may be negligible.

According to Grych & Fincham (1990) like properties of marital conflict, those contextual factors are present simultaneously and therefore the impact of any one factor must be considered in relation to others. Moreover, contextual factors are interrelated. For example child's construal of the family climate is likely to reflect the frequency and intensity of conflict as well as temperament of the child.

### *Children's processing of conflict*

Interparental conflict can be viewed as prompting three questions in children: "what is happening?", "why is it happening?", "what can I do about it?". Children answer these questions via two stages of processing called primary and secondary processing (Grych & Fincham, 1990).

#### *Primary processing*

In primary processing, the child attends to the conflict and extracts information regarding its negativity, threat, and self-relevance. Thus, the child's perception of conflict leads to an affective evaluation of the event as threatening or benign. If conflict is not evaluated negatively or considered important, attention may shift away from the conflict and it may cease to affect the child. If the conflict is perceived as negative, significant or self-relevant, further processing usually will occur (Grych & Fincham, 1990).

### *Secondary processing*

In secondary processing further information is extracted from the situation in an effort to understand and cope with conflict (Bradbury & Fincham, 1987 cited in Grych & Fincham, 1990). 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). Secondary processing is influenced by affect aroused during primary processing and in turn serves to modulate the child's' initial affective responses (Grych & Fincham, 1990).

### *Causal attributions*

Dimensions of causes can be classified as locus, stability, and globality. Locus refers to the degree to which the cause is something about the self, other people, or external circumstances. Stability refers to the degree to which the cause is likely to present in the future. Globality refers to the degree to which the cause is seen as affecting other areas of one's life. Attributing negative events to internal, stable and global factors has been shown to increase their impact (Bradbury & Fincham, 1990 cited in Grych & Fincham, 1990). A child who views himself or herself as the

cause of parental conflict is likely to experience more distress than a child who attributes the cause of conflict to one or both of parents or to outside circumstance. Similarly, a child who views conflict as caused by a stable and global factor (e.g. the parents do not love each other) is likely to be more upset by conflict than a child who makes an unstable, specific attribution (e.g., mother is in a bad mood) because it implies that the causes of the conflict are more likely to recur in the future and to affect many areas of family life. The expectation of future family turmoil or dissolution may lead to fear, sadness or feelings of hopelessness in the child (Grych & Fincham, 1990).

#### *Attribution of responsibility and blame*

After children have identified the cause of the conflict, they also make judgments regarding whether the causal agent is responsible and should be blamed for the conflict. Judgments of blame may produce some kinds of emotions on the child. Children who blame themselves for conflict may feel guilty or ashamed, which may also affect their self esteem. If the parent is blamed for the conflict, anger may result. Feeling angry at a parent may itself create problems for a child because anger may conflict with positive feelings the child has for the parent (Grych & Fincham, 1990).

#### *Efficacy expectations*

Children's responses to interparental conflict are also likely to be influenced by their beliefs in their abilities to cope with the conflict. Child's efficacy expectation (ones beliefs about his/her capacity to cope with the conflict) is different from his/her expectation about the course of conflict (whether the conflict is intense verses mild or happily resolved verses unhappily

resolved). Unlike expectations regarding to the conflict, efficacy beliefs are proposed to be directly linked to children's affect and behavior. If efficacy expectations are high, children are likely to feel hopeful and to engage in effective coping behaviors. Children who have been successful in decreasing the distress caused by marital conflict, either by stopping the conflict or by regulating their affective reaction, may be more likely to believe that they can cope with conflicts. On the other hand, if efficacy expectations are low, hopelessness or helplessness may result and coping efforts may be diminished. Children who perceive greater threat and who experience more intense negative affect may feel less able to cope effectively with the conflict than children who feel less threatened by the conflict (Grych & Fincham, 1990).

### *Affect*

Observing marital conflict is likely to produce some type of negative affect in children. Distresses, anger, sadness and fear are the most common ones. Negative affect also may interfere with memory for positive events, making it difficult for children to regulate their emotional response. When children are overwhelmed by their emotional reaction and unable to engage in secondary processing, affect may directly lead to behavioral expression of emotion such as crying (Grych & Fincham, 1990).

### *Coping behavior*

Children coping behavior can be classified into general classes of coping responses: problem focused and emotion focused strategies. Both types of strategies, if successful, serve to decrease the emotional arousal caused by the stressful situation. Problem focused strategies are direct attempts to alter stressful events, such as children's attempts to intervene in parental conflicts.

Emotional focused strategies are attempts to regulate one's emotional responses instead of attempting to change the situation. If a child finds that direct interventions are not successful, he or she may try to change his/her emotional response to parental conflict (e.g. changing one's interpretation of the event, or focusing on the positive aspects of the situation) (Grych & Fincham, 1990).

Children's behavioral responses may change the course of the conflict episode. Attempts to intervene or distract the parent's attention may result in de-escalation of conflict or may lead to direct involvement of the children in the conflict. Whatever the results of the behavior, its effectiveness in alleviating the stress associated with marital conflict is likely to affect children's expectations about their ability to cope with future conflict episodes (Grych & Fincham, 1990).

Thus, as described above, cognitive contextual framework provides both general and specific description of the specified model which help researchers to easily understand the process how interparental conflicts influence behavior from children's perspectives.

The author of this research summarizes some of the studies conducted using spillover effect hypothesis, emotional security hypothesis, cognitive-contextual framework or the mixed/ eclectic approach as in the following table.

Study	Theoretical perspective	Samples and Data sources	Instrument and Data Analysis technique	Findings
Buehler & Welsh(2009)	Emotional security theory and cognitive contextual framework	Sample :426 Adolescents of 2-parent families whose age are between 11 and 15 years ( sixth grade youth in 13 middle schools in the	Instrument : Questionnaire(Adolescents' triangulation into parents' marital disputes, Emotional Reactivity subscale, Internalizing problems(depression), Hopefulness Subscale, externalizing problems, antisocial behaviors and delinquency)	Triangulation was associated with increases in adolescents' internalizing problems, controlling for marital hostility and adolescent externalizing problems.  Youths' emotional reactivity to marital conflict mediates the

		Southeastern United States).  Data sources: adolescents and parents	and home observation of parent-child interaction  Data Analysis technique: structural equation modeling	association between triangulation and adolescents' internalizing problems.
Chang et al. (2004)	Spillover effect	Samples: 158 Hong Kong primary school children (9-12 years old).  Data sources: Peers, teachers and parents	Instrument : Questionnaires (child externalizing behavior , harsh parenting, maternal depression, maternal quality scales )  Data Analysis technique Path analysis	Harsh parenting was positively associated with child externalizing.  Maternal depressed affect had both a direct effect on child externalizing as well as an indirect effect that was mediated by harsh parenting.
Cui & Conger (2008)	Spillover effect	Samples : 451 adolescents  and their families from the Iowa Youth and Families Project  longitudinal research design and multi-informant methods from 1989-1994  Data sources: Adolescents and their parents	Instrument: Questionnaire (marital problems including marital distress , overt marital conflict and conflict over child-rearing , negative parenting behavior , positive parenting behavior, adolescents maladjustment including adolescents poor emotional wellbeing , externalizing problems including : antisocial behavior, delinquency and substance use behaviors , internalizing problems including anxiety depression hostility )and observation  Data Analysis technique: Structural equation modeling	Marital distress and conflict in 1990 and 1991 were significantly related to parenting that was high in hostility and harshness (negative parenting) and low in warmth, support, and effective child management (Positive parenting) in 1992. Parenting behavior, in turn, led to adolescent poor emotional well-being, externalizing problems, and internalizing problems in 1994.
Du Rocher Schudlich et al. (2011).	Emotional security theory	Samples: 74 infants,  Aged 6 – 14 months live in Washington  Data sources : Infants and their parents	Instrument: Observation of marital interactions in the laboratory.  Data Analysis technique Correlation analysis Multilevel modeling analysis	Infants showed differential responses to marital conflict; destructive and depressive conflict were associated with increased infant discussion attending and negative reactions, whereas constructive conflict was associated with decreased discussion attending and negative reactions. .
Fosco & Grych(2010).	Cognitive contextual	Samples : 171 adolescents, ages 14 to 19 years, at 2 time points.  Data sources: Adolescents	Instrument :Questionnaire  Data Analysis technique: Cross-lagged path analyses	Youths who experienced greater threat in response to interparental conflict reported increases in triangulation over time, and triangulation was associated with increased self-blame and diminished parent-adolescent relations.
Gerard , Krishnakumar &	Spillover effect hypothesis	Samples: 551 married families with a child age 5	Instrument: Interview and questionnaire  Data Analysis technique :structural	The concurrent association between marital conflict and youth externalizing problems mediated by harsh discipline and parent-youth

Buehler (2006).		to 11 years in U.S.  Data sources Parents	equation modeling	conflict.  The concurrent association between marital conflict and internalizing problems mediated partially through parent-youth conflict.
Harold et al. (1997)	Cognitive-contextual framework	Samples 146 adolescents (sixth and seventh grade) students from four schools in middle class Midwestern community  Data sources :Children ,Teachers Peers	Instrument: Questionnaires (marital conflict scale, parent child relationships, child report of parental behavior inventory, conflict behavior questionnaire, conflict tactic scale, child adjustment: internalizing depression and anxiety and externalizing: aggression, child behavior checklist).  Data Analysis technique: Correlation analysis and structural equation modeling	Children perception of marital conflict has both direct and indirect effects on internalizing behavior and indirect effects for externalizing behaviors.
Harold , Aitken, & Shelton (2007)	Cognitive contextual and spillover effect hypothesis	Samples : 230 schoolchildren (age 11–13 years) living in the United Kingdom  Data sources :Teachers ,parents and children	Instrument : Questionnaires (interparental conflict scales, self-blame scale, negative parenting scale, children aggressive behavior checklist And Examination grades (academic attainment)  Data Analysis technique : Correlation , Structural Equation modeling	Children’s self-blaming attributions for parents’ marital arguments, not negative parenting behavior, was found as a mechanism through which variation in their academic attainment is explained.
Katz, & Gottman (1996)	Spillover effect	Samples: 56 families with 4-5 years old child (32 males,24 females) from Mid Western community  Data sources :  Parents, children, peers and teachers	Instrument: laboratory observation (maternal interaction family interaction and peer interaction); teacher report form (ratings of children’s behavior problems ) and electrocardiogram (EKG) to assess child’s psychological functioning (child’s cardiac inter-beat during conflict resolution in the laboratory)  Data Analysis technique Correlation and structural equation modeling	Marital hostility is linked to the father’s rejecting parenting, which predicts children’s aggressive peer play. The husband’s emotional withdrawal from the marriage is linked to the mothers rejecting parenting, which predicts children’s internalizing behavior
McDonald & Grych (2006)	Cognitive-contextual framework	Samples: 179 young children (7- to 9-year-old).  Data sources: Children and their mothers	Instrument: Interview and questionnaires (Interparental conflict and aggression scales, Children’s appraisals of interparental conflict scale(CPIC), Children’s externalizing problems, and Children’s internalizing problems.)  Data Analysis technique: Correlation analysis and structural equation modeling	Threat and self-blame appraisals mediated the link between conflict and internalizing problems but not externalizing problems

Shelton & Harold (2008)	Cognitive – contextual framework	<p>Samples: 252 adolescents (122 boys, 130 girls; ages 11 to 12 years living in the United Kingdom</p> <p>Data sources : Adolescents ,parents and teachers</p>	<p>Instrument : Questionnaire</p> <p>Data Analysis technique Structural equation modeling</p>	<p>Controlling for initial symptom levels (Time 1), the proposed theoretical model linked parent reports of interparental conflict at Time 1 (1999) to children’s appraisals of self-blame and threat relating to marital conflict at Time 2 (2000) and their coping strategies as indexed by proactive mediation, avoidance, over involvement, and masking behavior at Time 3 (2001). Children’s appraisals and coping strategies were in turn related to their internalizing symptoms and externalizing problems, assessed at Time 3.</p>
Shelton & Harold (2008)		<p>Samples: Two-parent families 352 children age 11- to 13-year-old (179 boys, 173 girls) live in United Kingdom 3 wave longitudinal research 1999-2001.</p> <p>Data sources : Parents and Children</p>	<p>Instrument : Questionnaires( Adult depressive symptoms, Adult insecurity in close relationships , Interparental conflict ,Children’s appraisals of parent– child relations , Children’s psychological adjustment: Internalizing symptoms :withdrawal , anxiety and depression ; Externalizing symptoms :aggression and antisocial behaviors .</p> <p>Data Analysis technique : Structural equation modeling</p>	<p>Interparental conflict was related to child appraisals of father and mother rejection which in turn related to children’s internalizing symptoms and externalizing problems, respectively.</p>
Stocker et al.(2003)	Spillover effect and cognitive contextual	<p>Samples : 136 school-aged children and their parents</p> <p>Data sources : Parents and children</p>	<p>Instrument : Observation of marital interaction and family interaction. Self-report data were collected from parents and children.</p> <p>Data Analysis technique Correlation and regression</p>	<p>Mothers’ and fathers’ hostility mediated the association between marital conflict and children’s internalizing and externalizing behavior problems. Children’s feelings of being to blame for marital conflict and being threatened by it mediated between marital conflict and children’s internalizing problems but not their externalizing problems.</p>
Webster-Stratton & Hammond (1999)	“Spillover” effect hypothesis	<p>Samples: 120 children, aged 4 to 7 years and their parents</p> <p>Data sources : Children</p>	<p>Instrument : laboratory playroom and home observation (children interacting with their peers and parents) and parents laboratory and home observation questionnaires for mothers and fathers</p> <p>Data Analysis technique: Correlation and path analysis</p>	<p>Negative marital conflict management style had direct links with children's conduct problems.</p> <p>Mothers’ and fathers' critical parenting and low emotional responsivity mediate the association between negative marital conflict management and children's interactions with parents and peers.</p>
Yohannes (2010)	Eclectic position	<p>Samples 77 Arbaminch privat</p>	<p>Instrument: Interview (marital conflict );Questionnaire (child externalizing</p>	<p>Children’s report of marital conflict and parents’ report of child</p>

		preschool children and their parents  Data sources: Children and parents	behavior : aggression and antisocial behaviors )  Data Analysis: Correlation	externalizing behavior were significantly correlated.
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As it is indicated in the table, those who focused on spillover hypotheses emphasized investigating the impact from the perspective of parenting and parent-child relationship; the emotional security from the perspective of the stressfulness of destructive conflict to the child; cognitive-contextual framework from the perspective of childrens' perception and evaluation of conflict, and the mixed or eclectic from perspective of extracting workable hypotheses to their own research topic. Regardless of theoretical perspective, majority of the findings had depicted the indirect association of interparental conflict and child adjustment and few findings had reported the direct effect. The detail of this will be described in the pathways sections of this review.

With regard to gap of the research, majority of the investigations address the effect on internalizing and externalizing behaviors of children and limited studies were directed to low academic achievement but no or little studies were addressed the effect on academic self-regulation which is important psychological attribute for good academic achievement. In addition, one study was found which was conducted the effect on Ethiopian children externalizing behavior but no or little studies were found the process how interparental conflict influence students academic self-regulation. These gaps of the literature magnify the importance of this study.

### **2.4.2. Path ways of the influence of interparental conflict on children's behavior**

Researchers have identified both the direct and indirect pathway of the effect of parental conflict on children's behaviors by reviewing research findings of the area. Modeling and stress are identified as the direct pathways and parent-child interaction, harsh parenting (Gerard et al., 2006; Grych & Fincham 1990), triangulation and self-blame (Fosco & Grych, 2010) as indirect mechanism through which the influence of interparental conflict on children is explained.

#### ***Modeling***

Because of their salience, affective relationships and importance, parents can be powerful models to their children (Grych & Fincham, 1990). Children learn a number of interpersonal relationships from watching their parents (Bandura, 1977 cited in Santrock, 2007). Engaging in aggressive and hostile behaviors during conflicts provides children with negative maladaptive models of problem solving and most likely to lead to externalizing problems (Fincham et al., 1994). This is because modeling involves acquisition of information about behavior. If parents are hostile and aggressive during conflicts, children may learn that aggression is an acceptable way to deal with disagreements (Grych & Fincham, 1990). In relation to this, the finding of Webster-Stratton & Hammond (1999) reported that negative marital conflict management style directly related with children's conduct problems. Similarly the finding of Corona et al. (2005) revealed that observed maternal behavior during a conflict conversation is related to adolescent substance use. Both findings show observing poorly resolved conflict may directly lead to behavior problems.

### *Stress*

Destructive interparental conflict may also affect children's adjustment by exposing them to a potentially intense stressor ((Davies & Cummings, 1994; Grych & Fincham, 1990). It threatens children's sense of emotional security, either by threatening personal safety, or threatening their relationship with parents (Davies & Cummings, 1994). Du Rocher Schudlich et al.(2011) have conducted a research on 74 infants, Aged 6 – 14 months and found that destructive and depressive conflicts were associated with increased infant discussion attending and negative reactions, whereas constructive conflict was associated with decreased discussion attending and negative reactions. This shows that the extent of the power of destructive interparental conflicts in disturbing children's emotional status. Since it is upsetting and stressful to children, even at the infantile stage, children try to react to the conflict to reduce their emotional disturbances. Behaviors that succeed in reducing distress are maintained and repeated at future exposures to conflict. Over time, children's negative reactions to witnessing parental conflict may become automatic, and generalize to other conflict situations with teachers or peers (Cummings & Davies, 2002).

### *Parent-child interaction*

Destructive interparental conflict may also lead to behavior problems through deterioration of parent-child interaction (Grych & Fincham, 1990). Distressed marital relationship transfers anger and tension to the parent-child dyad (Gerard et al., 2006) and resulting in a disruption of the normal parent-child relationship pattern (Snyder, 1998). It makes parents hostile and aggressive toward their children (Harold et al., 1997) and less sensitive and less emotionally responsive to their children's needs (Webster-Stratton & Hammond, 1999; Harold et al., 1997). It is also

viewed as a source of ongoing tension that can preoccupy parents and reduce their emotional resources, possibly leading to withdrawn or disengaged from their children. Parents who are uninvolved in their children's lives might convey a message of disinterest. So, children could respond to parental indifference with emotional distress or defiance to elicit parental attentiveness (Gerard et al., 2006). Moreover, marked detachment of parents especially, during adolescence, might result in youths' isolation or dislocation from the family at a time when they are vulnerable to outside social influences (Steinberg, 1990) and risky behaviors such as smoking, drinking, unprotected sexual intercourse, delinquency, unwanted pregnancy (Sales & Irwin, 2009).

### *Harsh parenting /discipline/*

Different researchers have reported that hostility and frustration created by marital conflict can also result in parents' reliance on power-assertive techniques to manage children's behavior, which in turn leads to externalizing and internalizing problems in children (Cui & Conger 2008, Gerard et al, 2006; Chang et al., 2004; Katz & Gottman, 1996). For instance, Gerard et al.(2006) found that an association between marital conflict and youth externalizing problems mediated by harsh discipline and parent-youth conflict. Another study conducted by Chang et al. (2004) on Chinese families revealed that maternal depressed affect had both direct effects on child externalizing and indirect effects through harsh parenting. A longitudinal study conducted by Cui & Conger (2008) from 1989-1994 also shows that marital distress and conflict that in 1990 and 1991 were significantly related to parenting that was low in warmth, support, and effective child management (positive parenting) and high in hostility and harshness (negative parenting) in 1992

which in turn led to adolescent poor emotional well-being, externalizing problems, and internalizing problems in 1994.

### ***Triangulation***

One of the mechanisms by which marital conflict becomes a risk factor of child adjustment problem is the triangulation of the child or adolescent into parental disputes (Bowen, 1978 cited in Buehler & Welsh, 2009). Triangulation is “a system process in which a child becomes involved in parents’ conflictual interactions by taking sides, distracting parents, and carrying messages to avoid or minimize conflict between parents” (Minuchin, 1974 cited in Buehler & Welsh, 2009). Being caught in the middle of a parental disagreement places children in a difficult position in which they may feel pressure to choose between their parents. Choosing to side with one parent may harm their relationship with the other, may lead to resentment of their parent ally, and may instigate conflict between adolescents and their parents. In addition, being triangulated into parental disagreements is likely to make the conflict more threatening to adolescents because they may become the target of parental hostility or aggression or feel torn between their loyalties toward each parent (Fosco & Grych, 2010).

Triangulation also has been found to be linked to higher levels of maladjustment in children. A research conducted by Buehler and Welsh (2009) have revealed that triangulation was directly associated with increased adolescents’ internalizing problems and indirectly through youths’ emotional reactivity. Triangulation may also elicit greater self-blame because children are more likely to feel responsible for causing or helping to resolve the conflict.

### *Self-blame*

Self-blame is more common when the topic of a disagreement is child related, which may suggest that children could be more likely to assume responsibility for conflicts that involve them in some way (Fosco & Grych, 2010). Children who blame themselves for their parents' problem or who feel helpless in the face conflict may develop low self esteem, and those who feel threatened and unable to cope may become fearful and anxious (Fincham, et al., 1994; McDonald & Grych, 2006).

#### **2.4.3. Academic self-regulation**

Academic self-regulation in this context refers the extent to which students initiate themselves to do academic tasks. It addresses the motivational dimension of self-regulatory process and treated from self determination theory (SDT) perspectives.

Self-determination theory is a theory of human motivation, development, and wellness. It investigates human inherent growth tendencies, innate psychological needs that are the basis for their self-motivation and personality integration as well as the condition that foster these positive processes (Ryan & Deci, 2000). It has five mini theories: Cognitive Evaluation Theory (CET), Organism Integration Theory (OIT), Causality Orientations Theory (COT), Basic Psychological Needs Theory (BPNT), and Goal Contents Theory (GCT) (Deci & Ryan 2001). Of these, Basic Psychological Needs Theory (BPNT), Organism Integration Theory (OIT) and Cognitive Evaluation Theory (CET) are incorporated in this study. Basic psychological needs theory is used to examine the extent to which adolescent's innate psychological needs for autonomy, competence, and relatedness are satisfied in homes where interparental conflict is prevalent.

Organismic Integration and Cognitive Evaluation theories are used to address the degree of academic self-regulation of students.

***Basic Psychological Needs Theory (BPNT)***

According to SDT, there are three basic psychological needs: namely; the need for autonomy, competence and relatedness. *Autonomy* refers to being self-initiating and self-regulating of one's own actions (Deci et al, 1991). It includes experiencing a sense of choice, endorsement, and volition with respect to initiating, maintaining, and terminating behavioral engagement (Niemiec et al, 2006; Ryan & Brown, 2003). It is facilitated when people are not coercively or seductively controlled and when choices are afforded when possible (Ryan & Brown, 2003).

*Competence* concerns the feeling of effectiveness in interacting with the social or physical world (Niemiec et al., 2006; Ryan & Brown, 2003). It involves understanding how to attain various external and internal outcomes and being efficacious in performing the requisite actions (Deci et al, 1991). It is facilitated by optimal challenges and positive, efficacy-relevant feedback (Ryan & Brown, 2003). *Relatedness* refers developing secure and satisfying connections with others in one's social setting (Deci et al, 1991). It is facilitated by warmth and caring received from interactions with others (Ryan & Brown, 2003).

When these needs are supported and satisfied within a social context, people experience more vitality, self-motivation, and well-being. Conversely, the thwarting or frustration of these basic needs leads to diminished self-motivation and greater ill-being. For instance, the ongoing satisfaction of all three basic needs results in development of a strong autonomous motivation /self determination / which enables a person to be intrinsically motivated to do things for inherent satisfactions rather than for some separable consequences. On the other hand, the

satisfaction of competence and relatedness needs and thwarting of needs for autonomy leads to development of controlled orientation/ extrinsic motivation (doing things to get reward or to avoid punishment). And the thwarting of all three needs leads to the development of the impersonal orientation / amotivation which refers to a lack of intention and motivation (Deci & Ryan, 2008).

### ***Cognitive Evaluation Theory (CET)***

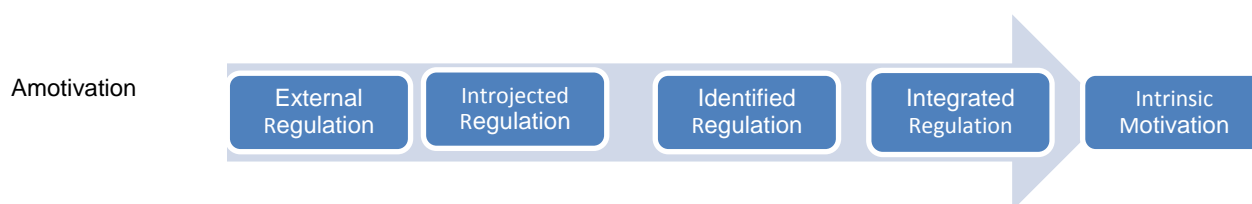
Deci and Ryan (2008) classified the level of motivation from high self-determination to lack of self-determination as intrinsic, extrinsic and amotivation. Cognitive Evaluation theory of SDT concerns how social contexts and interpersonal interactions either facilitate or undermine intrinsic motivation. Intrinsic motivation refers to doing an activity for its inherent satisfactions rather than for some separable consequences. When intrinsically motivated, a person is moved to act for the fun or the challenge entailed rather than because of external pressures, or rewards (Ryan & Deci, 2000). CET stresses the importance of autonomy and competence to intrinsic motion, and argues that events that are perceived to distract from these will diminish intrinsic motivation. (Ryan, 2009)

### ***Organismic Integration Theory (OIT)***

Dealing with human motivation resulting from the satisfaction or thwart of basic psychological needs, SDT have discussed the degree of self-motivation via Organism Integration Theory (OIT) (Ryan & Deci, 2000). SDT has introduced Organism Integration Theory (OIT) to detail the different forms of extrinsic motivation/ controlled motivation/ and the contextual factors that either promote or hinder internalization and integration of the regulation for these behaviors. OIT emphasizes the concept of internalization and integration of values or regulation. These are

processes through which extrinsically motivated behaviors become more self-determined (autonomous).

Internalization is the process of taking in a value or regulation, and integration is the process by which individuals more fully transform the regulation into their own so that it will emanate from their sense of self (Ryan & Deci, 2000). The level of students extrinsic motivation may vary depending on the integration and internalization of values of a given task accomplishment. The more the integration and internalization the value of the accomplishment of a task, the higher the level of the self-regulation will be (Deci & Ryan 2008). For instance, a student who does his/her homework to avoid parental sanctions is different in degree of autonomy/self determination / from a student who does the homework because he/she personally believes it is valuable for his/her chosen career. Both cases represent intentional behavior and involve instrumentalities. Their difference is that, the latter case entails personal endorsement and a feeling of choice whereas the former involves mere compliance with an external control (Ryan & Deci, 2000). Thus, based on the extent of internalization and integration of regulation, OIT identified a taxonomy or types of motivation from absence of self-determination to full autonomy as indicated in figure 2 (Ryan & Deci 2000, pp:61-63).



*Figure2.* Continuum of Motivation Form Lack of Motivation to High Self-Motivation

### *Amotivation*

Amotivation is the state of lacking intention to act. When amotivated, a person's behavior lacks intentionality and a sense of personal causation (Ryan & Deci, 2000). Amotivation results from not valuing an activity (Ryan, 1995 cited in Deci & Ryan, 2000).

### *External regulation*

External regulation is the least autonomous forms of extrinsic motivation (most controlled motivation). Such behaviors are performed to satisfy an external demand or obtain an externally imposed reward contingency (Ryan & Deci, 2000). A student who does an assignment for teacher's praise or to avoid parental confrontation is externally regulated (Deci et al, 1991).

### *Introjected regulation*

Introjected regulation-more controlled motivation/ less autonomous type of extrinsic motivation/ describes a type of internal regulation that is still quite controlling because people perform such actions with the feeling of pressure in order to avoid guilt or anxiety or to attain ego-enhancements (self-esteem) or pride (Ryan & Deci, 2000). A student who gets to class on time to avoid feeling like a bad person is regulated by introjects. The student has not identified with the regulation, so it has not become part of the self, and punctuality is not really by choice. Instead, it results from internal coercion (Deci et al, 1991).

### *Identified regulation*

This is a more autonomous, (or self-determined), form of extrinsic motivation. In Identified regulation, the person has identified with the personal importance of a behavior and has thus accepted its regulation as his or her own. A boy who memorizes spelling lists because he sees it as relevant to writing, which he values as a life goal, has identified with the value of this learning activity (Ryan & Deci, 2000).

### *Integrated regulation*

Integrated regulation is the most autonomous form of extrinsic motivation. Integration occurs when identified regulations have been fully assimilated to the self. This occurs through self-examination and bringing new regulations into congruence with one's other values and needs. The more one internalizes the reasons for an action and assimilates them to the self, the more one's extrinsically motivated actions become self-determined (Ryan & Deci, 2000).

Integrated forms of motivation share many qualities with intrinsic motivation- such as behaving willingly, being creative, and displaying conceptual or intuitive understanding. However, intrinsic motivation and integrated regulation differ in that intrinsic motivation is characterized by interest in the activity itself, whereas integrated regulation is characterized by the activity's being personally important for a valued outcome (Deci et al,1991).

SDT proposes that autonomous forms of self-regulation can be distinguished from non-autonomous in three ways. First, when people have autonomous reasons for engaging in an activity, they are likely to show greater initiative and persistence than when they feel controlled or amotivated. Second, when they engage in an activity for autonomous reasons, they are likely to experience generally positive emotion, such as interest and enjoyment. By contrast non-

autonomous forms of self-regulation are likely to be associated with negative and conflicted emotions. Third, autonomous forms of self-regulation are associated with more integrated and consistent behaviors than the other forms of self-regulation.

With regard to research gap, in a country like US, the association between the basic psychological needs and academic self-regulation or self-determination is well documented (Deci et al, 1991; Ryan & Deci, 2000; Niemiec et al, 2006; Ryan & Brown, 2003, Soenens and Vansteenkiste, 2005). However, in Ethiopia studies conducted on these areas from self-determination theory perspectives are very limited and fragmented as it is indicated in statement of the problem section of this study.

### **2.5. Interparental Conflict and Academic Self-regulation**

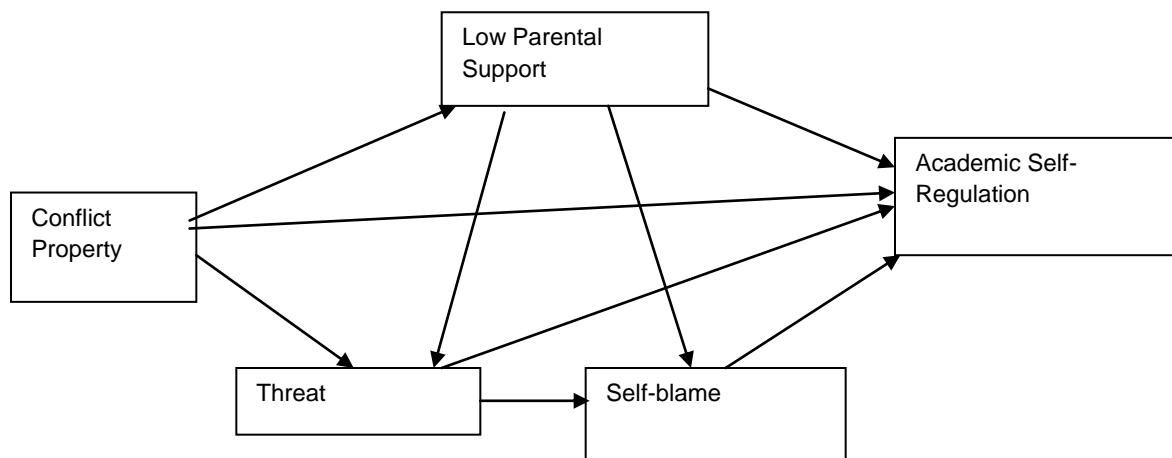
As it was mentioned earlier, the psychological supports children receive from the social context particularly from parents determine their level of academic self-motivation (Wong, 2008). In relation to this Niemiec et al (2006) had conducted a research on the relations among perceived need support from parents, their adolescents' autonomous self-regulation for academics, and the adolescents' well-being on 231 (99 male and 132 female) high school American adolescents. The results indicated that perceived need support from parents independently predicted adolescents' autonomous self-regulation and wellbeing. But the relation was stronger for mothers than for fathers. Similarly, Soenens and Vansteenkiste (2005) had conducted a correlation study on 328 adolescents of two secondary schools (Grades 10–12) in the Dutch-speaking part of Belgium on *Antecedents and Outcomes of Self-Determination in 3 Life Domains: the Role of Parents' and Teachers' Autonomy Support*. The result found that mother autonomy support significantly correlated with relative autonomy of school and average grade point and father

autonomy support significantly correlated with relative autonomy of school but not with average grade point.

Thus, parents are the first responsible individuals in constructing a basis for the development of children's motivational behavior by supporting and satisfying the basic psychological needs (Wong, 2008). They are responsible in setting achievable school standards and communicating the value of accomplishing these standards so that the child may integrate and internalize the value of the tasks to the self. However, in a home where destructive marital conflict is prevalent, it is less likely to get parents who perform all these responsibilities successfully. Instead parents who live within this situation are most likely hostile and punitive to their children, since destructive conflict spillover anger and hostility from marital dyad to parent-child relationships (Stocker et al.,2003; Gerard , Krishnakumar & Buehler ,2006; Webster-Stratton & Hammond ,1999; Katz & Gottman, 1996Cui & Conger ,2008). Parents who are merely hostile or neglectful will fail to inspire any internalization, because they cannot supply any motivational basis for the adoption of the standards or values they have (Ryan & Brown 2003). Therefore, it is possible to say by affecting parental support and deteriorating parent- child relationship; destructive interparental conflict may obstruct not only intrinsic motivation but also extrinsic motivation.

## **2.6. Conceptual Model**

The conceptual model of this study is developed by integrating theories of interparental conflict: cognitive–contextual framework, spillover effect hypothesis, emotional security theory and self-determination theory and other research findings.



*Figure 3.* Proposed Path Model of the Influence of Interparental Conflict on Adolescents' Academic Self-Regulation

### **Model description**

This model which is depicted in Figure 3 proposes three major pathways through which the influence of interparental conflict on adolescents' academic self-regulation is explained. The first pathway goes from conflict properties through low parental support to academic self-regulation. This path way hypothesized that parents repeated involvement of destructive marital dispute may disrupt positive parental support for adolescents' needs for autonomy, competence and relatedness which in turn may lead to low adolescents' academic self-regulation.

Within this path there is also a contextual path hypothesis which state when children repeatedly witness destructive interparental conflict they may associate the decreased parental support resulted from the spillover marital conflict anger to parent-child relationships to their place in the family and might feel that they are unwanted. This may escalate the level of threat and feeling of self-blame experienced as a result of witnessing interparental conflict which in turn affects their motivation/ *self-regulation*.

The second pathway goes from conflict property to academic self-regulation and hypothesized that simply exposure of adolescents' to destructive interparental conflict may influence their academic self-regulation.

The third pathway goes from conflict property to academic self-regulation through threat and self-blame. This path way hypothesized that children's witnessing of destructive interparental conflict may lead them to develop low academic self-regulation through emotional (threat) and cognitive (self-blame) appraisal. Observing destructive interparental conflict may produce negative affect such as fear, distress and anger on adolescents (Grych & Fincham, 1990,) which may lead to blaming the self if the cause of the conflict is child related. These emotional and cognitive appraisals may make them to be over occupied by their parent's issue thinking about what was happening in their family, the causes of the conflict, and who blamed for the conflict, how they cope with the conflict, and the future fate of their parents' marriage rather than to be motivated to do their academic tasks.

## **Chapter Three**

### **Method**

#### **3.1. Research Design**

This study employed a cross-sectional research design in which the data were collected from different age groups at one point of time. It also can be categorized under survey and correlational study since the responses of the samples were collected through questionnaire and the data were used to examine the relationships among the variables. It also can be categorized under quantitative research design since all the research questions require quantitative data to be answered.

#### **3.2. Target Population, Study Site and Source of Data**

The target populations of this study were grade 9 and 11 students of five government secondary schools of Bahir Dar Town who live with both parents. The study sites were three schools of Bahir Dar town namely Ghion, Fasilo and Bhir Dar preparatory schools and the data sources were students and their mothers.

#### **3.3. Total Population and Sample Size**

According to the document of Amhara ReGhion Education Bureau of 2014, the total population of grade 9 and 11 students of Ghion, Fasilo and Bahirdar preparatory schools is 4023(1857 male and 2166 female). Of these 2093 were found living with their parents, while the rest are living with one parent (with mother or with father) or with other relatives or living alone. According to Krejcie and Morgan, cited in Cohen, Manion and Morrison (2000:94), sample size for population

number 2093 with 5% sampling error and 95% confidence level is 327. Taking this as frame of reference 577 students were invited with their mothers. This is done because as it was learned from the experience of the pilot study of this research, there is an expectation that some mothers may refuse the invitation. Thus as it was expected, of the invited 577 students and their corresponding mothers, 421 students and 194 mothers accepted the invitation and came to school to participate in the research.

### **3.4. Sampling Techniques and Sampling Frame**

Simple random and purposive sampling techniques were employed to select research participants. First, from five government secondary schools of Bahir Dar town (Tana Haiq, Ghion, Bahir Dar preparatory, Ethio Japan, and Fasilo), Ghion, Fasilo and Bahir Dar preparatory schools were randomly selected. Then background information gathering form that requests students' age, sex, school, section, family structure, and parents' educational level was administered to all sections of grade 9 and grade 11 students of the three schools (Appendix C). Based on the background information, 577 (261 male and 316 female) students who live with mother and father and whose mothers' grade level is above grade 5 were selected using purposive sampling techniques. Since the data collection instrument was questionnaire, which requires mothers to read the items and write the response, considering mothers education level was important to minimize the interviewer effect. Then all the selected 577 students (305 from Ghion, 133 from Bahir Dar preparatory and 139 from Fasilo) and their mothers were invited to come to the schools and participate in the study. Finally, of the invited 577 students and mothers, 421 students and 194 mothers participated in filling the questionnaires (233 students and 65 mothers from Ghion, 119 students and 91 mothers from Bahir Dar preparatory and 69 students and 38 mothers from Fasilo secondary schools).

### 3.5. Variables

This study has independent, mediator and dependent variables.

- The independent variable is interparental conflict /marital conflict. It is measured by conflict property sub scales (frequency, intensity, resolution) of Children's Perception of Interparental Conflict Scale.

To investigate causes of the conflict and resolution style, causes of marital conflict scale and Conflict Tactic scale were used respectively.

- The mediator variables are threat, self-blame and low parental support.
  - ✓ Threat is measured by threat subscale (threat and coping efficacy items) of Children's Perception of Interparental Conflict Scale.
  - ✓ Self-blame is measured by self-blame sub scale (content and self-blame items) of Children's Perception of Interparental Conflict Scale.
  - ✓ Parental support is measured by parental support scale consisting of items of parents support for adolescents' autonomy, competence and relatedness needs satisfaction.
- The dependent variable is adolescents' academic self- regulation and is measured by Academic self-regulation scale.

### 3.6. Instruments

The main instrument of data collection of this study was questionnaire. Children's perception of interparental conflict, perception of parental support and academic self-regulation scales were administered for adolescents and scales assessing causes of marital conflict and conflict resolution tactic (CTS) were administered for mothers(Appendix A,1). In addition, to obtain additional information from mothers on causes of conflict and resolution tactics semi-

structured interview was conducted by the researcher. Eight mothers were participated in the interview after they have completed their questionnaires. The interview questions are attached in Appendix B.

## **Questionnaires administered for adolescents**

### **Children's Perception of Interparental Conflict Scales**

Children's Perception of Interparental Conflict (CPIC) scale developed by Grych, Seid, and Fincham (1992) was administered for adolescents to assess adolescent's perception of interparental conflict. The scale was constructed based on Grych and Fincham's (1990) Cognitive-Contextual Framework. CPIC scale consists three scales: Conflict property, Threat and Self-blame scales. Conflict property scale consists 19 items where the first six items addressed frequency, the second seven items intensity and the last six items resolution. Threat scale consists twelve items: six items of threat and six items of coping efficacy and self-blame scale consists 9 items: four items of content and and five items of self-blame. Of the total 40 items, two items were deleted since their existence reduced the reliability of their respective scales. The deleted items were frequency item number 1(from conflict property scale) and coping efficacy item number 30 (from threat scale). Frequency item number 1 had negative item total correlation with conflict property scale and coping efficacy item 30 had zero item total correlation with threat scale. Thus, using the remaining 38 items with four points scale (1 =Never true to me; 2=Sometimes true to me ; 3= Frequently true to me; 4= Very true to me) the reliability coefficient of CPIC scales were computed and resulted in coefficient alpha of .82; .79 and .76 for Conflict property, threat and self-blame scales respectively.

Sample items: Conflict property (Frequency: “I often see my parents arguing”; Intensity : “When my parents have an argument they yell a lot” Resolution : “Even after my parents stop arguing they stay mad at each other”); Threat (Threat: “I get scared when my parents argue.”); Coping Efficacy : “I don’t know what to do when my parents have arguments.”) ; Self-blame (Content: “My parents often get into arguments about things I do at school.”; Self -blame : “It’s usually my fault when my parents argue”).

### **Parental Support Questionnaire**

Parental support questionnaire is constructed by the researcher on the bases of literature review and Basic Needs Satisfaction Scale developed by La Guardia, Ryan, Couchman and Deci (2000). It consist 27 items with four points rating scale: Never = 1, Sometimes = 2; Frequently = 3; Always = 4. It measures adolescent’s perception of parental support for satisfaction basic psychological needs: the need for autonomy, competence and relatedness. Reliability coefficient of the scale is .85 and the sub scales .62, .60 and .80 for autonomy, competence and relatedness respectively. Sample items: the need for autonomy (My parents tell me to be free to make my choices for myself); the need for competence (My parents often tell me to feel competent in doing thing); and the need for relatedness (My parents spoke to me with a warm and friendly voice).

### **Academic Self-Regulation Questionnaire**

*Academic Self-Regulation Questionnaire (SRQ-A)* which is developed by Ryan & Connell, (1989) was administered for adolescents to measure the extent of self -motivation of adolescents in doing academic tasks. SRQ-A is a 32-item with 4-point Likert type scale (1 “very true to me” to 4 “not at all true to me”). It asks students’ reasons for doing their academic tasks and then

provides several possible reasons that have been preselected to represent the different styles of regulation: external regulation, introjected regulation, identified regulation and intrinsic regulation. Reliability coefficient of the 32 items scale is .85 and the four subscales are .61, .60, .80, .70 for external regulation, introjected regulation, identified regulation, and intrinsic regulation respectively. Integrated regulation sub scale is not included in this scale because fully integrating a behavioral regulation is very unlikely to have occurred during childhood and adolescence according to *Ryan & Connell (1989)*. Sample items: I do my homework because, External regulation (I'll get in trouble if I don't); Introjected regulation (I want the teacher to think I'm a good student); Identified regulation (it's important to me); and Intrinsic regulation (I enjoy doing my homework).

### **Questionnaires administered for mothers**

#### **Causes of Marital Conflict Questionnaire**

The instrument assessing the causes of marital conflict is constructed by the researcher based on literature review and interview made with 6 married individuals (3 women and 3 men). It is a 30-item questionnaire of four points rating scale (Never = 1, Sometimes = 2, Frequently = 3, Always = 4). Mothers were asked to rate how frequent each of the listed factors causes conflict between them and their partners. The reliability coefficient of this scale is .92. Sample items (Factors causing marital conflicts: 1. Insufficient income for the family; 2. Problem of money management; 3. Lack of interest to generate income...).

#### **Marital Conflict Resolution Tactic Scale**

Conflict Tactic Scale (CTS) which was developed by Murray A. Straus in 1979 was used to assess how parents resolve marital conflicts. It is a 15-item instrument that contains three subscales: physical aggression, reasoning and verbal aggression subscales (Fischer and Corcoran,

2007, 227). The scale is adapted by minimizing the scale points from six points rating scale to four points rating considering level of understanding of mothers with low educational level. Moreover, since the scale is dominated by destructive resolution style items, five items asking constructive resolution style are added based on literature review to make the number of positive and negative items relatively proportional. Thus, a 20 items reliability coefficient scale is .76 and the three subscales coefficient alpha are .86; .85 and .68 for Physical aggression, reasoning, and verbal aggression respectively. Sample items: During last year, when I and my partner had a disagreement, 1. We tried to discuss the issue calmly (Reasoning); 2. We yelled and /or insulted each other (Verbal aggression); 3. One of us threw something at the other person (Physical aggression).

### **3.7. Procedure of instrument validation and data collection**

#### **3.7.1. Procedure of instrument of validation**

##### **Construction of the questionnaires**

The first draft of the questionnaires were constructed by reviewing different related literature; adapting scales measuring similar behaviors, interviewing different married people. At this stage, critical examination of the fit of the items with the objectives, definitions of key terms of the research and constructs being measured was made.

Then, the questionnaires were evaluated by two applied developmental psychology PhD students and by one PhD holder English language teacher. They evaluated the questionnaires focusing on the match and adequacy of items in addressing the objectives of the research and the construct being measured; clarity and cultural appropriateness of the items for Ethiopian adolescents, items

which have a tendency to elicit socially desirable response. Based on the judges' comments, clarification and modification of items and instructions were made. Finally, the instruments were evaluated by the supervisor and approved for translation.

### **Translation**

The English version questionnaires were translated to Amharic first by the researcher and then edited by one English language teacher of Bahir Dar University. Then the backward translation to English was made by two other English language teachers of Bahir Dar University. Finally the backward translated questionnaires and the original questionnaires were triangulated by the researcher and administered for the pilot samples. (The English version, Amharic Version and Backward Translated questionnaires are presented in Appendix A: 1, 2, and 3 respectively).

### **Pilot study**

The pilot study was conducted on Grade 9 and 11 students of Tana Haiq secondary and preparatory school and Bahir Dar preparatory school students of Bahir Dar town of 2013. A total of 59 students and 57 mothers participated in the pilot. Using the pilot data, three main tasks were performed. 1. The proposed data collection procedure of the main study was evaluated for its appropriateness. 2. The reliability and validity of the instruments were evaluated. At this stage of the research, the reliability index of each scale and subscale, inter-item correlation of items in a scale and sub-scales, item total correlation of scales and subscales as well as discriminant validity of scales and subscales were calculated and evaluated for their statistical acceptance. Consequently, two defective items were identified from children perception of interparental conflict and were suggested to be deleted. 3. The proposed data analysis techniques were evaluated for their appropriateness to answer the research questions of the main study.

### **3.7.2. Procedure of data collection**

#### ***Ethical consideration***

Consent from the school administration and teachers of the schools were obtained. In addition, informed consent was obtained from adolescents and their mothers during the data collection process. The topic of the research and its importance was communicated to participants. In addition, they were respectfully informed that if they are not comfortable to fill the questionnaire they have the right not to participate and even withdraw at any time during the data collection process.

#### ***Training and orientation***

Training was given for 22 female teachers to assist data collection process on how the data collection process would taken place, how the pairing of mothers and children is made, how they read and record the response of those mothers who need help to understand the questionnaire. Similarly, orientation was given to adolescents and their mothers on how to respond the questionnaires, about the importance of their genuine response. They were also notified that their response will be kept confidentially.

#### ***Administration of questionnaires***

Both the questionnaires of mothers and adolescents were distributed in classrooms on Sunday morning from 10:00 A.M – 1:00 P.M. First, pieces of papers having the code number were given for students on Thursday and Friday with the invitation letter to their mothers. Then those

who came with their mothers on Sunday were instructed to sit together. Then the questionnaires were administered for participants and both mothers and students were instructed to write the given code number on the top of their questionnaires. Mothers who can read and write were instructed to fill the questionnaire by their own where as those who need help to respond the questionnaire were assigned into different classrooms with assistant data collectors. This was done to minimize any potential disturbance on other participants. On the other hand, those students who came without having their mothers were assigned into different classroom and had filled the questionnaire with the supervision of assistant data collectors and the researcher. Mothers' questionnaire had taken 60-90 minutes depending on their level of reading and adolescents' 90 minutes. The incentive for student participants was presented in the form of lottery play in that one supplementary mathematics book to ten students was awarded.

### **3.8. Data Analysis**

#### **3.8.1. Preliminary tasks of data analysis**

##### *Data coding, screening and missing value*

The result of a cross sectional design may be affected by a number of factors such as poor question wording, and socially desirable response, respondents' carelessness while filling the questionnaires and encoding errors. Considering these, some questionnaires were discarded before reliability analyses were carried out. As a result seventeen from 421 students' questionnaire and six from 194 mothers' questionnaires were discarded since they were incomplete and /or responded in socially desirable manner. Finally, 404 students and 188 mothers' questionnaires were used for subsequent analysis.

Then, the data were entered to SPSS software program for analysis. The responses of cause of marital conflict and academic self-regulation scales were entered as they are responded by the participants. However, since the emphasis of the research was on destructive conflict resolution, destructive items were entered as they are responded by the participants whereas constructive items were reverse scored that is, 1 to 4, 2 to 3, 3 to 2, and 4 to 1 for the response of parents conflict resolution technique and CPIC. The same thing was done for parental support scales: negative items are taken as they are and positive items were reverse scored. This made the result of parental support to be interpreted in decreased support manner. Then, the entered data were screened through the use of frequency distribution to eliminate data entry error. Finally, missing data were treated through expectation maximization imputation technique since the data will be analyzed through structural equation modeling (Kline, 2011; Meyers et al, 2006).

### *Statistical assumption*

Since the data collected from adolescents is analyzed through structural equation modeling, checking whether the data meet the statistical assumptions of multivariate analysis or not was the preliminary task of this research. As a result, analysis of univariate outliers, normality, linearity, homoscedasticity and multivariate outliers of adolescents' responses of conflict property, threat, self-blame, parental support and academic self-regulation was done before the main data analysis was carried out. All the statistical results were presented in Appendix D. (Please refer it for the better understanding of the following findings).

### *Univariate outliers*

Stem and leaf graph, box plot and extreme values of the distribution of adolescents' response of continuous variables were examined to detect univariate outliers. Consequently, Stem and leaf

graph showed sixteen outliers: 1 from conflict property, 10 from self-blame, 1 from low parental supports, 4 from academic self- regulation and no outliers from threat score were detected.

However when the scores deviation of these outliers were examined, none of these outliers were considered as an extreme enough to be deleted. Hence, they were kept as they are (Appendix D - Univariate outliers).

### *Normality*

A normal probability plot and measure of skewness and kurtosis were employed to check whether variables scores met assumption of normally. The following table presents the result of skewness and kurtosis of the variables.

		Statistic	Std. Error
conflict property	Skewness	0.121	0.121
	Kurtosis	-0.342	0.242
Threat	Skewness	-0.001	0.121
	Kurtosis	-0.757	0.242
self-blame	Skewness	1.065	0.121
	Kurtosis	1.709	0.242
Low parental support	Skewness	0.163	0.121
	Kurtosis	-0.398	0.242
Academic self -regulation	Skewness	-0.09	0.121
	Kurtosis	0.553	0.242
Transformed self -blame	Skewness	0.183	0.121
	Kurtosis	-0.081	0.242

Thus, from the result it is possible to conclude that the scores of conflict property, threat, low parental support and academic self-regulation were normally distributed since their measure of skewness and kurtosis is between -1 and +1 which is statistically acceptable. In addition, when the graph of probability plots of these variables were examined, scores of the variables laid on the diagonal line of the probability plot (Meyers et al, 2006). However, the distribution of self-

blame was not normal since the result of skewness and kurtosis was 1.065 and 1.709 respectively which exceeds +1 and there are many scores deviating from the diagonal line of the probability plot. As a result, the row scores of self-blame were transformed into log base10 and normality was achieved with decreased skewness from 1.065 to .183 and kurtosis from 1.709 to -.081 and scores of the variable lay on the diagonal line of the probability plot (Appendix D- Normality).

### *Linearity*

To determine whether or not these variables are linearly related, the shape of bivariate scatter plot of each paired variables were examined. Thus, since the shape of all paired variables are more or less elliptical (oval shaped), it was concluded that the variables are linearly related (Appendix D- Linearity).

### *Homoscedasticity*

*Homoscedasticity* or homogeneity of variance of dependent variable (academic self-regulation index ) across levels of independent variables ( demographic characteristics of adolescents) was tested using Levene's Test for Equality of Variance (One way ANOVA). The result showed Levene statistic is not statistically significant at  $p < 0.05$  (Appendix D- Homoscedasticity). This implies that there is no statistically significant difference of academic self-regulation results from differences in demographic variables.

### ***Multivariate outliers***

Multivariate outliers were examined by calculating Mahalanobis distance of each case through regression procedure and then explore procedure. According to Meyers et al.( 2006) Mahalanobis distance value was evaluated with a chi square distribution, with degree of freedom equal to the number of variables clicked into the independents area (in this case five ) and evaluated in a Table of critical values for chi-square at a stringent alpha level of  $P < .001$ ( in this case, 20.515). Thus, any case whose Mahalanobis distance value greater or equal to 20.515 is considered as multivariate outlier (Meyers et al., 2006). Accordingly, based on this criterion, from 404 adolescents one case (Case 295) was detected as multivariate outlier since the Mahalanobis distance value of this case is 20.67464 which is greater than 20.515. Thus, this case was excluded from the analysis. As a result, number of cases under the investigation decreased from 404 to 403 (Appendix D -Multivariate outliers).

### **3.8.2. Data analysis techniques**

The analysis was made using SPSS version 20 and AMOS version 18 software programs. Quantitative analysis techniques such as percentage,  $t$  test, Pearson product moment correlation coefficient, and Structural Equation Modeling (SEM) were employed to analyze the data gathered through questionnaire. Accordingly,

- Percentage was used to identify the major causes of interparental conflict and the proportion of the frequently used conflict tactic.
- One sample  $t$  test and Repeated sample  $t$  test were used to examine differences of conflict tactic
- Pearson product moment correlation coefficient was employed to examine

- the relationship between mothers' report of conflict tactic and adolescents' report of conflict property, conflict appraisal and academic self-regulation and
  - the interrelationship of adolescents' report of exposure and appraisal of conflict, parental support and academic self-regulation.
- Independent *t* test was used to examine whether there is statistical significant difference between high and low self-regulated students in relation to exposure to destructive interparental conflict, appraisal of conflict and parental support
  - Structural Equation Modeling (SEM) was employed to investigate the direct and indirect effect of destructive interparental conflict on adolescents' academic self-regulation.

Alpha level .05 was used to determine the significance of the statistical results. For Structural Equation Modeling, the fit of the model to the data was evaluated using standard SEM-fit indices: Non significant Chi square result, the Comparative Fit Index (CFI) and Normed Fit Index(NFI) .95 or higher ; RMSEA .08 or lower (as indicated in Kline,2011; Meyers et al, 2006).

In addition, the data of the semi-structured interview presented through description following the quantitative results in a place where it is appropriate in supporting, explaining or refusing the quantitative findings.

## Chapter Four

### Results and Discussion

#### 4.1. Results

This chapter presents the findings of the study by categorizing the results into demographic data, findings of mother's response and the findings of adolescent's response.

##### 4.1.1. Demographic data of the participants

The demographic data presented the proportion of adolescents' in terms of their sex, age and family structure and their mothers' educational level and occupation category.

Table 1

*Adolescents' Sex, Age, and Family Structure*

Sex	<i>F</i>	%	Age (in years)	<i>F</i>	%	Family structure	<i>F</i>	%
Male	193	47.9	14	9	2.2	Biological mother and father	370	91.8
Female	210	52.1	15	44	10.9	Biological mother and stepfather	14	3.5
Total	403	100.0	16	87	21.6	Biological father and stepmother	10	2.5
			17	112	27.8	Adoptive mother and father	9	2.2
			18	105	26.1	Total	403	100.0
			19	35	8.7			
			20	10	2.5			
			21	1	0.2			
			Total	403	100.0			
			<i>M</i>	17.02				
			<i>SD</i>	1.31				

As can be seen in Table 1, the total number of adolescent participants used for the main analysis was 403. Of these 193(47.9 %) were males and 210 (52.1 %) were females. Their age ranges from year 14-21 with mean of 17 and standard deviation 1.31 and majority of them were between 16 and 18 years old. The family structure data also showed that of the total 403 adolescents, 370(91.8%) living with their biological mother and father, 14(3.5%) with their biological mother and stepfather; 10(2.5%) with their biological father and stepmother and 9(2.2%) with adoptive mother and father. Thus, the family structure data depicts majority of the students live within intact family.

Table 2

*Demographic Characteristic of Mothers*

Age	<i>f</i>	%	Education level	<i>f</i>	%	Occupation category	<i>f</i>	%
30-40 years	133	70.74	Masters Degree	3	1.6	Civil servant	53	28.2
41-50 years	46	24.47	Bachelor Degree	25	13.3	Merchant	29	15.4
51-60 years	9	4.79	College Diploma	26	13.8	Farmer	5	2.7
Total	188	100.00	Secondary Education (7-12)	74	39.4	Home maker	99	52.7
<i>M</i>	39		Primary Education (1-6)	12	6.4	Laborer	2	1.1
<i>SD</i>	6.40		Uneducated (need help)	48	25.5	Total	188	100.0
			Total	188	100.0			

As can be observed in Table 2, the participated mothers' age ranges from 30 to 60 years with mean of 39 and standard deviation of 6.4 and the majority of mothers' age ranges from 30 to 40 years which is around 71 %. The education level of majority of the mothers ranges from grade 7 to 12(secondary education) which is around 39 %. Next to secondary education the highest percentage of education level is uneducated, which is about 26 %. However, the percentage of

masters level of education is small, only 1.6 %. Concerning occupation category, majority of mothers are homemakers which is 52.7 %. The remaining 47.3 % of mothers work outside the home. This implies that 47.3 % of mothers have double responsibility: managing the home as well as generating income for the family.

### *Differences in academic self-regulation due to demographic characteristics*

The preliminary task of this research was examining whether or not there is significant difference in academic self-regulation across the different groupings of demographic characteristics of adolescents such as age, sex, and family structure, mother's and father's level of education. As it is reported in statistical assumption homoscedasticity part, the result of univariate analysis shows that there is no statistically significant difference of academic self-regulation is accounted for by the differences in demographic characteristics of adolescents such as age, sex; family structure, education level of mothers and education level of fathers (see Appendix D- Homoscedasticity).

#### **4.1.2. The findings of mothers' responses**

One hundred eighty eight mothers and their children's responses were used to answers the first four research questions

1. What are the major causes of interparental conflict among parents?
2. What is the proportion of parents who frequently employ destructive conflict resolution tactics to resolve marital conflicts?
3. Is there significant difference within parents in the application of conflict tactics?

4. Is there statistically significant relationship between mothers' report of conflict tactics and adolescents report of destructive conflict, conflict appraisal and academic self-regulation?

### 1. Major causes of marital conflict

The causes of marital conflicts identified here were ranked based on the degree of occurrence. *Never* indicates a particular cause has never appeared in the participants' home; *Sometimes* indicates the cause is apparent to some extent in the participants' marital interaction; *Frequently* implies the cause is repeatedly or always occur in the participants' homes. The *Frequently* column was used to rank order the causes considering that the *Sometimes* responses as normal phenomenon that occurs in any marital relationships. The following table presents the most frequently occurring causes and labeling them as top ten causes or major cause.

Table 3  
*Top Ten Causes of Marital Conflict*

Rank	Item number	Causes of Conflict N=188 Mothers	Degree of Occurrence					
			Never		Sometimes		Frequently	
			<i>f</i>	%	<i>F</i>	%	<i>F</i>	%
1	12	Household responsibility	87	46.28	42	22.34	59	31.38
1	14	Follow up of child education	88	46.81	41	21.81	59	31.38
3	13	Child caring (feeding, dressing ....)	99	52.66	42	22.34	47	25.00
4	15	Disparity in parenting style	78	41.49	68	36.17	42	22.34
5	7	Misunderstanding	73	38.83	77	40.96	38	20.21
6	3	Lack of interest to generate income	109	57.98	42	22.34	37	19.68
7	17	Carelessness	119	63.30	36	19.15	33	17.55
8	1	Insufficient income for the family	90	47.87	66	35.11	32	17.02
8	5	Extravagance	104	55.32	52	27.66	32	17.02
10	6	Lack of intimacy	107	56.91	51	27.13	30	15.96

As can be seen in Table 3, 31.4 % of the mothers reported that household responsibility and follow up of child education are the frequently occurring causes of conflict in their homes followed by child caring and disparity in parenting style, which is 25% and 22.34 % respectively. The fifth cause is misunderstanding which is reported by 20.21 % of the mothers followed by lack of interest to generate income (19.68 %), carelessness (17.55 %), insufficient income for the family (17.02 %), extravagance (17.02 %) and lack of intimacy (15.96 %). The rank of the whole items of the questionnaire is presented in Appendix E.

These causes can be categorized into three categories based on the construct they have in common. The first four causes such as household responsibility, follow up of child education, child caring, and disparity in parenting style can be categorized under home and child responsibility. Causes like misunderstanding, carelessness, and lack of intimacy can be categorized under lack of affectionate communication. The remaining causes such as lack of interest to generate income, insufficient income for the family and extravagance can be categorized under money related problems.

When the interview responses were examined, the explanation given by one mother in relation to home responsibility refutes the finding of quantitative data. She (Case 1) said that *the husband had no right to enter to kitchen. Since house chore is my responsibility no conflict has been created due to this and I am not happy if my husband comes to kitchen.* This implies that in this family it is embarrassing if the husband enters and sees the secret of the kitchen. Thus, performing house chores is the duty of the wife and not of the husband.

On the other hand the response of two mothers has supported the finding of the quantitative data of disparity in parenting style and extravagance. In relation to disparity in parenting style one of the mothers (case 2) said that

*The main cause of conflict between me and my husband is child rearing practice. I am coercive. My husband wants to buy whatever he gets for the children. On the opposite, I insist him not to buy whatever he gets for them. Even for holydays I refuse him not to buy clothes for them thinking ahead that some day we may be unable to buy due to financial scarcity. The children create discrepancies saying that 'why you oppose him when he buys something for us. This is because you didn't care about us'. Even when I punish them for their misbehavior, he talks with them to take the problem as easy. This makes me angry. When I instruct them to do something, they refuse to obey but for him they say ok. I always say why don't you tell me if I have a problem? Why do you detach children from me for silly problems?. But he doesn't bother about this.*

This response has three implications: 1. There is frequent conflict between the interviewed women and her husband due to their parenting style differences. 2. This style difference between the mother and the father made children to take side to the parent that supports their ideas and needs. 3. The alliance of children to one parent instigates another conflict between children and the other parent. This implies that interaction of family members is highly interconnected and the disruption of the

interaction in one family sub system may disturb the interaction of the family system as a whole.

With respect to extravagance and money management the other mother (case 3) said that

*the problem of money management is typically of mine. When I go to market and see item that I feel is necessary for our home, I buy it without any plan. Because of this I usually troubled with scarcity of money for monthly expense. This is a big problem I saw on my side. But on the side of my husband, he wants helping other people. For instance, last time, we planned to renew our house and had loaned 70,000 birr. However, he gave 45,000 birr to his friend and his sister for the purpose of fulfillment of buying their condominium house and the maintenance of our house was left undone. When I remember this issue, I always nag him saying ' it is you that make me pay undesired loan without having any advantage'. But he said 'we have house but they don't'. This is annoying for me.*

This response revealed that these couples have frequent conflict due to unplanned expense of money and extravagance.

## 2. *The proportion of destructive conflict resolution used among parents*

The proportion of parents who frequently employ destructive conflict resolution during the last year was examined using average scores of conflict tactic subscales: reasoning, verbal aggression and physical aggression. This is because each subscale contains different number of items. Thus, those mothers whose subscale average score ranges from 1 to 1.44 grouped under *Never* category; from 1.45 to 2.44 under *Sometimes* category; from 2.45 to 3.44 under *Frequently* category and from 3.45 to 4 under *Always* category (where *Never* stands for 1, *Sometimes* for 2, *Frequently* for 3, and *Always* for 4). Accordingly the results presented as follows.

Table 4

### *The Proportion of Destructive Conflict Tactics in Level of Frequency*

Conflict Tactics	Level of frequency										Mean Score the Subscales/ the measures / = 2.5	
	Never		Sometimes		Frequently		Always		Total		>2.5 (Frequently +Always)	
	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Destructive Reasoning	9	4.79	67	35.64	79	42.02	33	17.55	188	100	112	59.57
Verbal Aggression	112	59.58	67	35.64	7	3.72	2	1.06	188	100	9	4.79
Physical Aggression	141	75	37	19.68	6	3.19	4	2.13	188	100	10	5.34

Where, the mean score of the measure was obtained via summation of interval values divided by points scale of the measure (i.e.  $1+2+3+4/4=2.5$ ) and used as cut off point to identify high and low frequent form of conflict tactics.

Table 4 shows that approximately 5 % of these participants reported that destructive reasoning such as refusing the comments of the partner, not asking excuse for ones mistake, not discussing the conflictual issues calmly never occurred in their homes during the last year; 36 % of them

reported that it was occurred sometimes; 42 % of them said that it was happened frequently; and 18 % of them reported that it was occurred always.

And 60 % of the total participants scored destructive reasoning average score greater or equal to the mean score the measure that is 2.5. This indicates greater proportion of the participant's employ destructive reasoning frequently than constructive reasoning such as accepting the comment of the partner, asking excuse for the mistake, discussing the conflictual issues calmly.

On the opposite, 60 % and 75 % of these participants reported that verbal aggression (such as insulting each other and yelling on the other partner) and physical aggression (such as hitting the other person and fighting) respectively have never occurred in their homes during last year when conflicts occurred. On the other hand, 36 % and 20 % of these mothers said that verbal and physical aggression respectively were employed sometimes to resolve marital conflicts in their homes; 4 % and 3 % of them reported that these conflict tactics respectively were employed frequently; and 1 % and 2 % of them reported that these conflict tactics respectively were employed always in their homes to resolve conflicts.

And of the total participants, approximately 5 % of these mothers scored each verbal aggression and physical aggression average score greater or equal to the mean of the measures (2.5). This implies the hostile and abusive form of conflict resolutions as verbal and physical aggression is employed in few families compared to destructive reasoning. However, the *sometimes* application of verbal and physical aggression should not be ignored since those individuals living within these situations are being at risk of developing the more abusive form of conflict resolution tactics.

### 3. Differences in conflict tactics

To examine differences in conflict tactics one sample t-test and repeated measure t- test were conducted. Using one sample t-test, the level of conflict tactic was evaluated by comparing the mean score of the measures (2.5) with the obtained subscale mean score of the participants. On the other hand using repeated measure t-test, comparison of within parent differences in the use of conflict tactic was evaluated by comparing the mean scores of the paired subscales.

Table 5

#### *One-Sample t Test for the Difference in Level of Conflict Tactics*

Subscales of conflict resolution tactics	Statistics (N=188)			Test Value = 2.5					
				95% Confidence Interval of the Difference					
	Mean (M)	Standard Deviation (SD)	Std. Error Mean (SE)	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Destructive Reasoning	2.68	0.72	0.05	3.34	187	.001	0.18	0.07	0.28
Verbal Aggression	1.53	0.53	0.04	-25.46	187	.000	-0.97	-1.05	-0.90
Physical Aggression	1.37	0.59	0.04	-26.12	187	.000	-1.13	-1.21	-1.04

Where df= degree of freedom; N= number of samples

Test value =2.5 is the mean score of the measure that is used as cut off point to test the level of high or low application of conflict tactics.

Table 5 revealed statistically significant difference between the mean score of destructive reasoning (2.68) and the mean score of the subscale measure (2.5),  $t(187) = 3.34$ ,  $p = .001$ , *mean difference* = 0.18, 95% CI[0.07, 0.28]). This indicates these participants have applied higher level of destructive reasoning than constructive reasoning. On the opposite, the obtained means of verbal and physical aggression subscales are less than the mean of the subscale measure (2.5). Thus, the statistically significant *t* test results of verbal and physical aggression imply that these

parents have employed lower level of verbal and physical aggression tactics to resolve marital conflicts.

Table 6

*Repeated Sample t Test for the Difference in Application of Conflict Resolution Tactics within Parents*

Paired Samples Test									
		Paired Differences					<i>t</i>	<i>df</i>	Sig. (2-tailed)
		<i>Mean difference</i>	<i>SD</i>	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Destructive Reasoning - Verbal Aggression	1.15	0.96	0.07	1.01	1.29	16.46	187	.000
Pair 2	Destructive Reasoning - Physical Aggression	1.30	0.98	0.07	1.16	1.44	18.20	187	.000
Pair 3	Verbal Aggression - Physical Aggression	0.15	0.51	0.04	0.08	0.23	4.13	187	.000

The repeated sample *t* –test results show statistically significant difference between destructive reasoning and verbal aggression ( $t(187) = 16.46, p < .001, )$ , destructive reasoning and Physical aggression ( $t(187) = 18.20, p < .001$ ) and verbal aggression and physical aggression ( $t(187) = 4.13, p < .001$ ). This implies that these participants have applied more destructive reasoning ( $M = 2.68, SD = 0.72$ ) than verbal aggression ( $M = 1.53, SD = 0.53$ ) and physical aggression ( $M = 1.37, SD = 0.59$ ) and more verbal aggression than physical aggression to resolve marital conflicts during the last year.

In relation to destructive reasoning one of the interviewed mothers (case 4) reported that

*There is no intense conflict between me and my husband. We have equal authority over the home and both of us are hard workers. Since we have no maid, the house chores are performed by me. Sometimes, when I get tired*

*doing the house chores, and when he looks at my awful face and says 'what is wrong with you?'. I reply ironically 'because I was eating the whole day'.*

*But latter on I regret on my response. I said for myself why do I respond in this way? Why don't I say because I am tired doing chores of the house?*

This interviewee reports implies that even if there is no significant intense conflict between her and her husband, sometimes, when she is tired she will respond to her husband in a destructive manner.

With regard to physical aggression some of the interviewees said that beating is the means of expressing love. They reinforce it by the traditional Amharic poetic proverb “የባል ብትር ቅቤ ንጥር” (husband’s stick is like a sweaty butter). But one of the interviewed mothers (case 5) doesn’t agree with this proverb saying ‘this traditional saying works for young women not for old women like us’. She said that

*At the beginning of our marriage, I didn't feel bad when my husband hits me having a traditional saying in mind ‘the stick of the husband is like spicy butter’. But these days I never be kicked. I say to him ‘ the kick of my life burden is enough!’. So that when conflict becomes intense, I run away and hide myself at the back yard. Whenever he gets cool, he instructs our children to find me. When they call me, I will enter to home. But sometimes quarrel arises suddenly. At this time the older children try to stop the conflict while the younger children cry or run away from the home.*

This response has the following implications 1. Even if this mother doesn't like it, physical aggression is prevalent at her home. 2. The coping mechanism she used to escape from this abusive situation is leaving the home for some times. 3. The situation was very stressful for children as a result they revealed emotional reaction by crying and running away from the home.

#### ***4. The relationship between mothers and adolescents response***

The fourth research question addresses the relationship between mothers conflict resolution style and adolescents report of destructive resolution, conflict appraisal, low parental support and self-regulation. This analysis was done to triangulate the response of parents and adolescents. Although the sample size of mothers (188) was not large as that of the sample size of adolescents (403), the analysis made here gave some sort of inference about consistency of the reports.

Table 7

*Pearson Correlation of Mothers' conflict Tactics and Adolescents' Perception of Conflict, Parental Support, and Academic Self- Regulation*

		1	2	3	4	5	6	7	8	9
1	Conflict Tactic(Mother)	1								
2	Destructive Reasoning (mother )	.794**	1							
3	Verbal Aggression (mother )	.390**	-.165*	1						
4	Physical Aggression(mother )	.454**	-.115	.587**	1					
5	Conflict Property (Adolescents)	.203**	.018	.290**	.261**	1				
6	Threat(Adolescents )	.151*	-.039	.277**	.271**	.336**	1			
7	Self-Blame (Adolescents)	.031	-.004	.067	.032	.186*	.217**	1		
8	Low Parental Support(Adolescents )	.131	.015	.180*	.173*	.504**	.370**	.270**	1	
9	Academic Self-Regulation(adolescents)	-.005	.075	-.105	-.117	-.168*	-.194**	-.135	-.301**	1
	**. Correlation is significant at the 0.01 level (2-tailed).									
	*. Correlation is significant at the 0.05 level (2-tailed). N=188									

The Pearson correlation coefficient result of Table 7 indicates statistically significance association of adolescents report of destructive parental conflict with mothers' report of conflict tactic ( $r(188) = .20, p = .005$ ), verbal aggression ( $r(188) = .29, p < .001$ ), and physical aggression ( $r(188) = .26, p < .001$ ). This shows the consistency of mothers and adolescent report about destructive conflict employed in their homes. Similarly the result revealed statistically significant correlations of adolescent's report of threat with mothers' report of conflict tactics ( $r(188) = .15, p < .038$ ), verbal aggression ( $r(188) = .28, p < .001$ ), and physical aggression ( $r(188) = .27, p < .001$ ); adolescents perception of low parental support with mother's report of verbal aggression ( $r(188) = .18, p = .013$ ) and physical aggression ( $r(188) = .17, p = .018$ ). This means as parental verbal and physical aggression tactic increases adolescents' level of threat and perception of low parental support also increases. However, correlation of mother's report of conflict tactic with adolescents' report of self-blame and academic self-regulation is found to be statistically not significant.

On the other hand, all the intercorrelation of adolescents responses: conflict property, threat, self-blame, low parental support, academic self-regulation were found to be statistically significant at .01 alpha level. And the significant positive correlation of adolescent's report of conflict property with threat and perception of low parental support was consistent with mothers' finding of the association of verbal and physical aggression with threat and low parental support.

#### **4.1.4. Findings of adolescents' responses**

The response of 403 adolescents was used to answer the remaining three research questions research question 5, 6 and 7.

##### **1. Differences of high and low self-regulated students in the variables**

The fifth research question is treated under this subtopic. Comparison was made to examine the difference between high and low self-regulated students in relation to level of exposure to destructive conflict, threat, self-blame and low parental support. High self-regulated students are those students who have more intrinsic and identified motivation than introjected and external motivation to do their academic tasks. On the contrary, low self-regulated students are those who have more introjected and external motivation than intrinsic and identified motivation.

Students' Self-regulation index (SRI) what the developers of academic self-regulation questionnaire (*Ryan & Connell*) call Relative Autonomy Index (RAI) is calculated by the formula written as  $RAI = 2 \times \text{average score of Intrinsic subscale responses} + \text{average score of Identified subscale responses} - \text{average score of Introjected subscale responses} - 2 \times \text{average score of External subscale responses}$  (*Ryan & Connell, 1989*). Thus, self-regulation index ranges from positive to negative. A person whose SRI is zero is the one who demonstrates relatively equal degree of both intrinsic and extrinsic motivation. Positive and negative SRI represents high and low academic self-regulation respectively. Thus, two cases whose SRI score was Zero were excluded from analysis since zero is neutral. As a result the total number of cases decreased from 403 to 401.

Zero is the cutoff point through which comparisons of high and low self-regulated students attribute is made. Since all zero SRIs were excluded, the software reads only positive and negative ones.

Table 8

*Independent Sample t Test Results on Difference of High and Low Self-Regulated Students in Conflict Property*

	SRI	N	M	SD	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI of the Difference	
										Lower	Upper
Conflict Property	High	315	35.21	6.87	-4.03	399	.000	-3.37	0.84	-5.01	-1.73
	Low	86	38.58	6.89							
Frequency	High	315	10.00	2.52	-2.13	399	.034	-0.67	0.32	-1.29	-0.05
	Low	86	10.64	2.83							
Intensity	High	315	12.04	3.22	-3.55	399	.000	-1.39	0.39	-2.16	-0.62
	Low	86	13.43	3.22							
Resolution	High	315	13.21	2.97	-3.62	399	.000	-1.31	0.36	-2.01	-0.60
	Low	86	14.51	2.96							

Where, SRI = Self-Regulation Index, High = those students whose SRI is greater than zero, Low= those students whose SRI is less than zero

As it is depicted in Table 8, the obtained independent sample *t* test result showed that there is statistical significant difference between high and low self regulated adolescents in conflict property scale ( $t(399) = -4.03, p < .001$ ) and in all subscales of conflict property: frequency ( $t(399) = -2.13, p = .034$ ), intensity ( $t(399) = -3.55, p < .001$ ) and resolution( $t(399) = -3.62, p < .001$ ). This implies the level of exposure of high self-regulated students to destructive conflicts is lower than that of low self-regulated students.

Table 9

*Independent Sample t Test Results on Difference between High and Low Self-Regulated Students in Threat (affect appraisal)*

	SRI	N	M	SD	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI of the Difference	
										Lower	Upper
Threat scale	High	315	25.07	6.67	-2.01	399	.045	-1.63	0.81	-3.22	-0.04
	Low	86	26.70	6.58							
Threat subscale	High	315	14.38	4.85	-1.58	399	.115	-0.94	0.59	-2.10	0.23
	Low	86	15.31	4.97							
Low Copping efficacy	High	315	10.69	3.06	-1.87	399	.063	-0.69	0.37	-1.42	0.04
	Low	86	11.39	2.95							

Where, SRI = Self-Regulation Index, High = those students whose SRI is greater than zero, Low= those students whose SRI is less than zero

The mean score of threat scale for high and low self-regulated students are 25.07 and 26.70 respectively (Table 9). The obtained  $t$  result also depicts that there is statistically significant difference between these group of students in threat ( $t(399) = -2.01, p = .048$ ). This indicates that high self-regulated students experienced lower level of fear and anxiety as a result of witnessing interparental conflict than low self-regulated students. However, the difference in the subscales of threat (threat and low coping efficacy) is not significant.

Table 10

*Independent Sample t Test Results on Difference of High and Low Self-Regulated Students in Self-Blame Appraisal*

	SRI	N	M	SD	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI of the Difference	
										Lower	Upper
Log base 10 Self-blame Scale	High	315	1.16	0.12	-3.81	399	.000	-0.06	0.02	-0.09	-0.03
	Low	86	1.22	0.11							
Log base 10 Content	High	315	0.72	0.14	-3.25	399	.001	-0.06	0.02	-0.09	-0.02
	Low	86	0.77	0.16							
Log base 10 Self-blame Subscale	High	315	0.96	0.14	-3.31	399	.001	-0.05	0.02	-0.09	-0.02
	Low	86	1.01	0.11							

Where, SRI = Self-Regulation Index, High = those students whose SRI is greater than zero, Low= those students whose SRI is less than zero

Similar to conflict property and threat , statistically significant difference is obtained between high and low self regulated students in relation to self-blame ( $t(399) = -3.81, p < .001$ ) as well as in both subscales of self-blame : content subscale ( $t(399) = -3.25, p = .001$ ) and self-blame subscale ( $t(399) = -3.31, p = .001$ ) (Table 10). This indicates that low self-regulated students blame themselves for their parent's conflict more than high self-regulated students do.

Table 11

*Independent Sample t Test Results on Difference of High and Low Self-Regulated Students in Perceived Low Parental Support*

	SRI	N	M	SD	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI of the Difference	
										Lower	Upper
Low Parental Support	High	315	54.17	11.64	-5.15	399	.000	-7.32	1.42	-10.11	-4.53
	Low	86	61.49	11.80							
Low Autonomy support	High	315	20.22	4.46	-3.45	399	.001	-1.88	0.54	-2.94	-0.81
	Low	86	22.09	4.49							
Low Competence support	High	315	13.43	3.50	-4.58	399	.000	-1.94	0.42	-2.77	-1.11
	Low	86	15.37	3.39							
Low Relatedness support	High	315	20.53	5.89	-4.83	399	.000	-3.51	0.73	-4.93	-2.08
	Low	86	24.03	6.21							

Where, SRI = Self-Regulation Index, High = those students whose SRI is greater than zero, Low = those students whose SRI is less than zero

Again the independent sample  $t$  test result of Table 11 shows statistically significant difference between high and low self-regulated students in relation to low parental support ( $t(399) = -5.15, p < .001$ ). Consistent result is obtained in the subscales of low parental support that is in low autonomy support ( $t(399) = -3.45, p = .001$ ), low competence support ( $t(399) = -4.58, p < .001$ ) and low relatedness support ( $t(399) = -4.83, p < .001$ ). These results imply that low self-regulated students perceived that they have received lower level of parental support (autonomy, competence, and relatedness support) than high self-regulated students.

## 2. The relationships among the variables

This sub topic answer research question number six which is preliminary task of the next subtopic. The following table presents the Pearson correlation coefficients of main variables and their sub variables: conflict property (including frequency, intensity, and resolution), threat(including threat and low coping efficacy ), self-blame ( including content and self-blame ), low parental support (including low autonomy, competence, and relatedness) and academic self-regulation .

Table 12

### *Pearson Correlation Coefficient of the Main Variables and Sub Variables*

		<b>1</b>	2	3	4	<b>5</b>	6	7	<b>8</b>	9	10	<b>11</b>	12	13	14	<b>15</b>
<b>1</b>	<b>Conflict Property</b>	<b>1</b>														
2	Frequency	.727**	1													
3	Intensity	.858**	.493**	1												
4	Resolution	.766**	.293**	.486**	1											
<b>5</b>	<b>Threat</b>	.430**	.354**	.431**	.227**	1										
6	Threat subscale	.326**	.298**	.351**	.121*	.907**	1									
7	low coping efficacy	.420**	.300**	.382**	.303**	.738**	.386**	1								
<b>8</b>	<b>Self-blame</b>	.243**	.212**	.186**	.181**	.270**	.265**	.166**	1							
9	content(child related)	.159**	.192**	.134**	.058	.250**	.285**	.092	.776**	1						
10	Self-blame subscale	.221**	.169**	.157**	.198**	.220**	.208**	.149**	.927**	.530**	1					
<b>11</b>	<b>Low Parental Support</b>	.466**	.328**	.364**	.406**	.323**	.194**	.398**	.275**	.155**	.264**	1				
12	Low Autonomy	.327**	.237**	.238**	.297**	.288**	.202**	.308**	.204**	.160**	.183**	.801**	1			
13	Low competence	.436**	.310**	.365**	.350**	.267**	.171**	.312**	.173**	.068	.174**	.824**	.538**	1		
14	Low Relatedness	.422**	.290**	.328**	.376**	.268**	.133**	.374**	.290**	.147**	.283**	.896**	.524**	.642**	1	
15	<b>Academic self-regulation</b>	-.193**	-.101*	-.188**	-.157**	-.131**	-.087	-.149**	-.179**	-.146**	-.141**	-.305**	-.236**	-.274**	-.266**	1
	** . Correlation is significant at the 0.01 level (2-tailed).															
	* . Correlation is significant at the 0.05 level (2-tailed).															
	n=403															

As it is observed from Table 12 main variable correlation coefficient, statistically significant positive correlation is obtained between conflict property and threat ( $r(403) = .43, p < .001$ ); conflict property and self-blame ( $r(403) = .24, p < .001$ ); threat and self-blame ( $r(403) = .27, p < .001$ ); conflict property and low parental support ( $r(403) = .47, p < .001$ ); low parental support and threat ( $r(403) = .32, p < .001$ ); and low parental support and self-blame ( $r(403) = .28, p < .001$ ). This means that as frequency of adolescents' exposure to destructive interparental conflict increased their feeling of threat, self-blame and perception of low parental support also increased. Similarly, as adolescents perception of low parental support increased their level of threat and self-blame also increased.

On the contrary, statistically significant negative relationship is found between conflict property and academic self-regulation index ( $r(403) = -.19, p < .001$ ), threat and academic self-regulation index ( $r(403) = -.13, p = .008$ ), self-blame and academic self-regulation index ( $r(403) = -.18, p < .001$ ), low parental support and academic self-regulation index ( $r(403) = -.31, p < .001$ ). This implies as adolescents exposure to destructive conflict, threat resulted from the conflict, self-blame for the conflict and level of low parental support increased, their feeling of academic self motivation decreased.

With regard to sub variables, the result shows statistically significant positive association of

- frequency with threat and Low coping efficacy; with content and self-blame; and with low autonomy support, low competence support and low relatedness support.
- intensity with threat and Low coping efficacy; with content and self-blame; and with low autonomy support, low competence support and low relatedness support.

- resolution with threat and low coping efficacy; with self-blame; and with low autonomy support, low competence support and low relatedness support.
- threat with content and self-blame; with low autonomy support, low competence support and low relatedness support.
- low coping efficacy with self-blame; with low autonomy support, low competence support and low relatedness support.
- content with low autonomy support and low relatedness support.
- self-blame with low autonomy support, low competence support and low relatedness support.

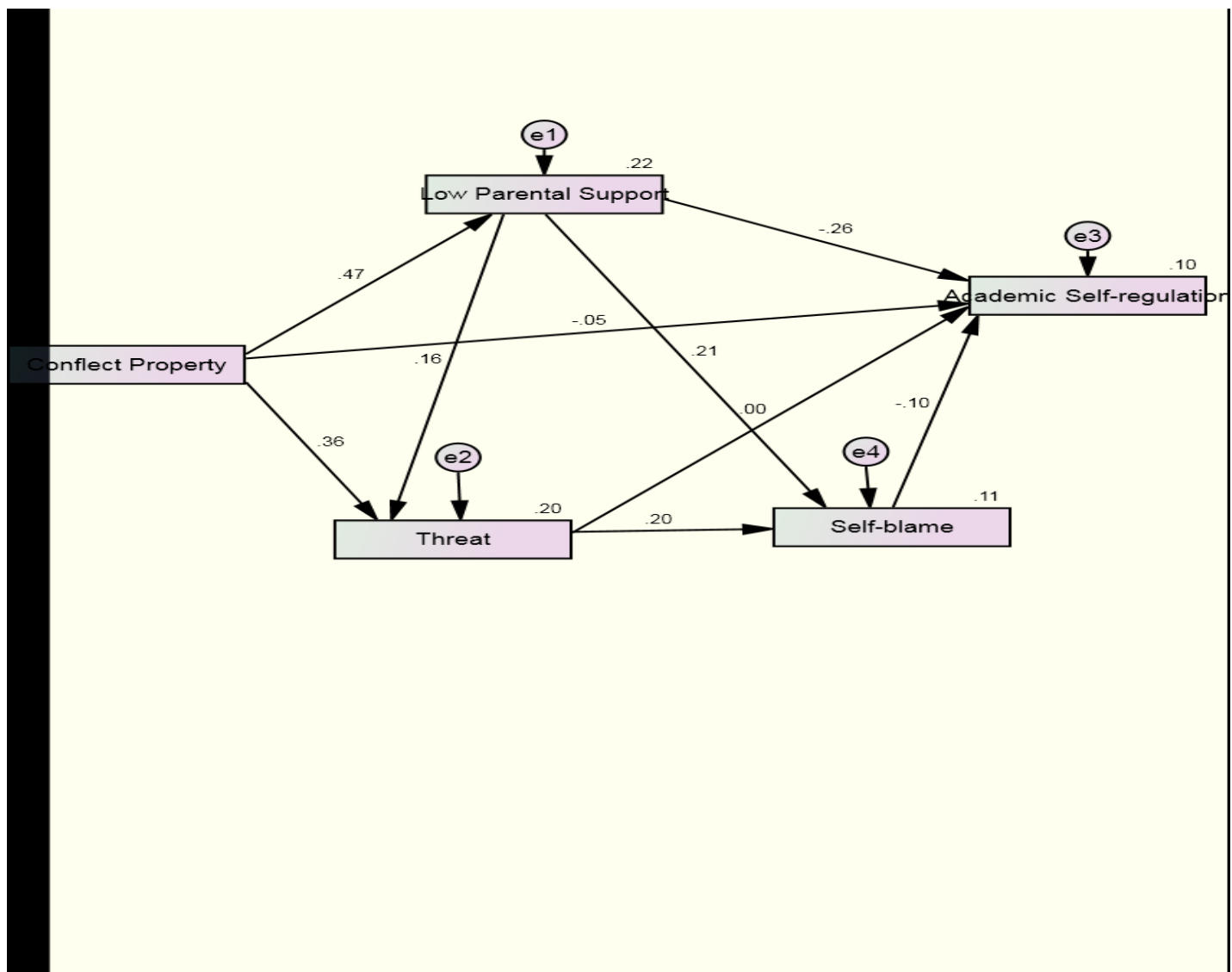
On the contrary, statistically significant negative relationships of self-regulation with frequency, intensity and resolution; with low coping efficacy and content and with self-blame; and with low autonomy support, low competence support and low relatedness are obtained. However, the correlation between content and resolution, content and low coping efficacy, content and low competence and threat and academic self-regulation are not statistically significant.

When the correlation results of main scales with their corresponding subscales are examined, the correlation of conflict property with its subscale frequency is .727, intensity is .858 and resolution is .766; threat scale with its subscale low coping-efficacy is .738 and threat is .907; self-blame with its sub scale content is .776 and self-blame is .927; and low parental support with its subscale low autonomy support is .801, low competence support is .824 and low relatedness support .896. This implies the consistency of the main scales and subscales in measuring similar construct. So, in the subsequent analysis, the main scale responses are used to minimize the complexity of analysis.

### ***3. The influence of interparental conflict on academic self-regulation***

This analysis answers the last but the main question of the research. It examines the path ways of how exposure to interparental conflict directly and indirectly affects adolescent's academic self-regulation. The model fit and the path coefficients are calculated through Structural Equation Modeling (SEM) using AMOS version 18 software programs. This method is chosen over multiple regression analysis method because it uses full information in single analysis and calculates all the path coefficients of the model simultaneously. This method minimizes the measurement errors through iteration mechanisms. In addition to this, SEM provides direct, indirect and total effect of variables (Kline,2011; Meyers ,Gamst & Guorino,2006).

The fit of the model to the data was evaluated using standard SEM-fit indices: the Chi-square statistic, which tests the perfect fit of the null hypothesis to the data; the Comparative Fit Index (CFI) and Normed Fit Index(NFI) which assess the fit of the proposed model relative to the independent model, which assume there is no relationship in the data and the Root Mean Square Error of Approximation (RMSEA), which assesses the degree to which the covariance structure in the model differs from the covariance structure in the data. Excellent model fit is reflected in a non significant chi-square statistics, NFI &CFI of .95 or higher, and a RMSEA of .05 or lower. Whereas .90 represents the lower bound for an acceptable NFI & CFI value and .08 represents the upper bound for an acceptable RMSEA value. Since Chi square is sensitive to sample size and model complexity, evaluating alternative fit measures such as CFI , NFI & RMSEA is important (Kline,2011; Meyers ,Gamst & Guorino,2006). Figure 3 shows the Output model

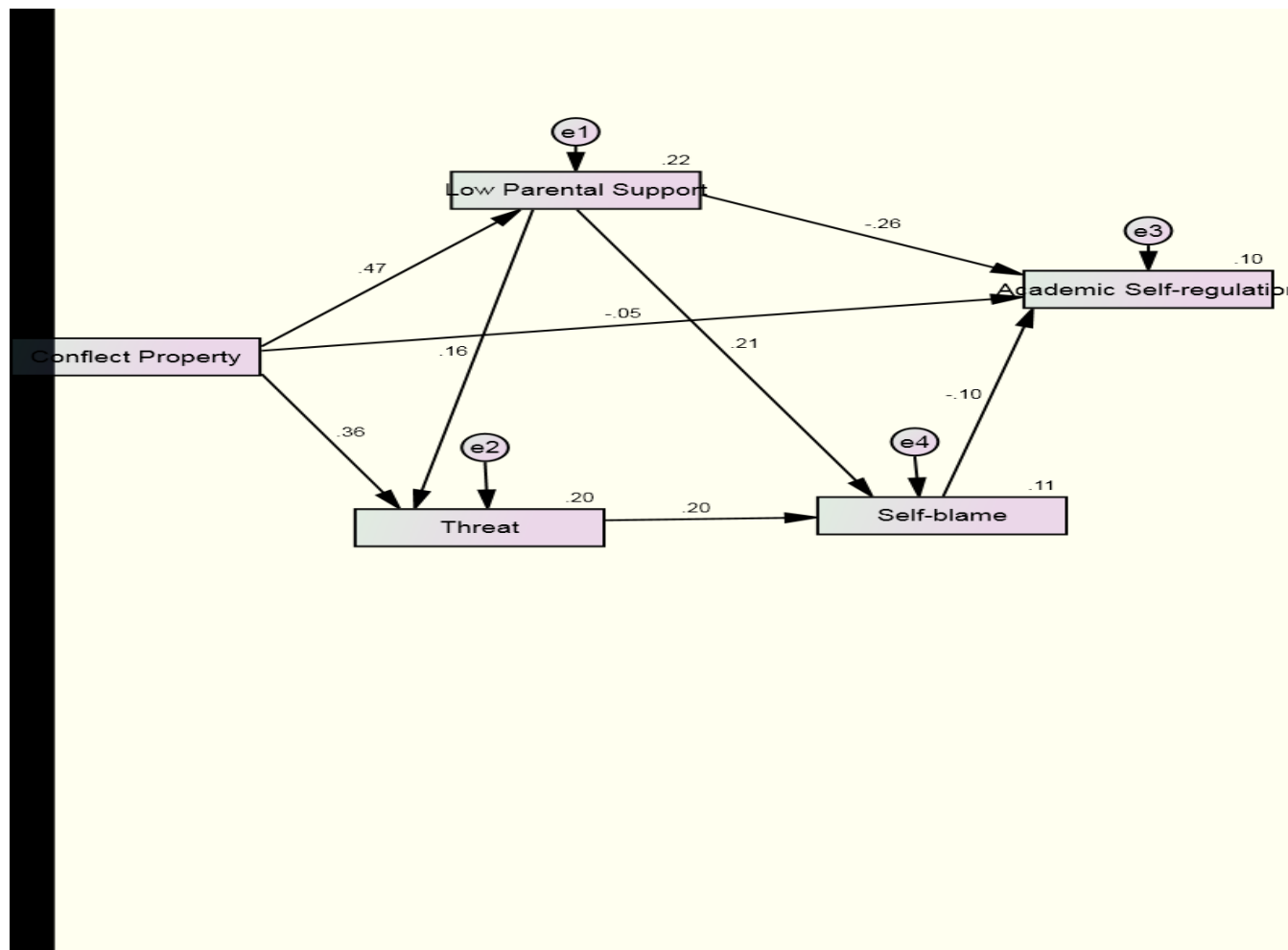


Chi-square = 2.232,  $df = 1$ ,  $p = .135$ ,  $N=403$ ; CFI=.996; NFI=.992; RMSEA= .055

Figure 4. The Out Put Model of the Hypothesized Model on the Process How Interparental Conflict Influence Academic Self-regulation

Non significant Chi square result  $X^2 (1, N = 403) = 2.232, p > .05$  indicates that the hypothesized model fits the observed data. The results of Comparative Fit Index (CFI) and Normed Fit Index (NFI) are .996 and .992 respectively which is closer to 1 and the RMSEA result is .055 which is acceptable since it is less than .08. All of these indices indicate the fit of the

proposed model to the data. However, when the path coefficient results are examined there is one path which has zero beta coefficients. So model respecification was made by deleting this path to achieve a better fit.



Chi-square = 2.233,  $df = 2$ ,  $p = .327$ ;  $NFI = .992$ ;  $CFI = .999$ ;  $RMSEA = .017$

*Figure 5.* The Respecified Model of the Out Put Model on the Process How Interparental Conflict Influence Academic Self-Regulation  
 The result of Chi-square,  $X^2(1, N = 403) = 2.23$ ,  $p > .05$ , the results of comparative fit index ( $CFI = .999$ ) and normed fit index ( $NFI = .992$ ) and the result of  $RMSEA = .017$  (which is less than .05) indicate that the repecified model fits the observed data. The respecified model is better than the output of hypothesized model in that the  $RMSEA$  result decreased from .055 to .017,

while the other indices more or less are similar. All of these indices indicate an excellent fit of model to the data.

The endogenous variables of low parental support, threat, self-blame and academic self-regulation demonstrated the variance explained with .22, .20, .11 and .10 respectively which are statistically significant at .001 level. This means 22 percent of the variation of low parental support is accounted for by the variation in conflict property, 20 percent of the variation of threat accounted for by the variation of the linear combination of conflict property and low parental support, 11 percent of the variation of self-blame accounted for by the variation of the linear combination of conflict property, low parental support, and threat, and 10 percent of academic self-regulation variation is explained to the variation of the linear combination of conflict property, threat self-blame and low parental support.

When the standardized path coefficients are examined, statistically significant effect size is observed between adolescent's report of conflict property and low parental support ( $\beta = .47, p < .001$ ); conflict property and threat ( $\beta = .36, p < .001$ ); low parental support and academic self-regulation ( $\beta = -.26, p < .001$ ), low parental support and threat ( $\beta = .16, p = .002$ ), low parental support and self-blame ( $\beta = .21, p < .001$ ), threat and self-blame ( $\beta = .20, p < .001$ ) and self-blame and academic self-regulation ( $\beta = -.10, p = .049$ ). However, the direct causal association of conflict property and academic self-regulation is ( $\beta = -.05$ ) which is not statistically significant at .05 alpha level (Table 13).

Table 13  
*The Unstandardized and Standardized Regression Weights of the Variables in the Model*

			Unstandardized Estimate(B)	S.E.	C.R.	P	Standardized Estimate (beta)
Low Parental Support	<---	Conflict Property	.804	.076	10.572	***	.466
Threat	<---	Low Parental Support	.087	.028	3.117	.002	.157
Threat	<---	Conflict Property	.341	.048	7.093	***	.357
Self-Blame	<---	Low Parental Support	.002	.001	4.225	***	.210
Self-Blame	<---	Threat	.004	.001	4.066	***	.202
Academic Self-Regulation	<---	Low Parental Support	-.029	.006	-4.669	***	-.255
Academic Self-Regulation	<---	Conflict Property	-.01	.011	-.941	.347	-.05
Academic Self-Regulation	<---	Self-Blame	-1.094	.556	-1.967	.049	-.097

Where p=\*\*\* means p=. 000

This means, as conflict property increases by 1 standard deviation, low parental support and threat increases by .47 and .36 standard deviation respectively. Similarly as low parental support increase by 1 standard deviation, threat and self-blame also increases by .16 and .21 standard deviation respectively and as threat increases by 1 standard deviation self-blame also increases by .20 standard deviation.

On the reverse, as conflict property, low parental support, and self-blame increases 1 standard deviation above the mean, academic self-regulation decreases by .05, .26, and .10 standard deviation below the mean respectively.

### The direct and indirect effects of interparental conflict on academic self-regulation

The following table presents the direct, indirect and total effect of the exogenous and endogenous variables on academic self-regulation.

**Table 14**

*The Standardized Direct, Indirect and Total Effect of Interparental Conflict on Academic Self-Regulation*

		Conflict property	Low parental support	Threat	Self-blame
Low parental support	Direct	.466	.000	.000	.000
	Indirect	.000	.000	.000	.000
	Total	.466	.000	.000	.000
Threat	Direct	.357	.157	.000	.000
	Indirect	.073	.000	.000	.000
	Total	.430	.157	.000	.000
Self-blame	Direct	.000	.210	.202	.000
	Indirect	.185	.032	.000	.000
	Total	.185	.241	.202	.000
Academic self-regulation	Direct	-.050	-.255	.000	-.097
	Indirect	-.137	-.023	-.020	.000
	Total	-.187	-.279	-.020	-.097

The total effect of destructive interparental conflict on academic self-regulation is -.187, where the direct effect and indirect effects are -.050 and -.137 respectively. The indirect effect passes through low parental support, threat and self-blame. As it is shown in the respecified model, the first path go through low parental support, the second through threat then self-blame, the third through low parental support then threat and then self-blame, fourth through low parental support then self-blame.

On the other hand, the total effects of the endogenous variables: low parental support, threat and self-blame on academic self-regulation are  $-.279$ ,  $-.020$ , and  $-.097$  respectively where the direct and indirect effects for low parental support are  $-.255$  and  $-.023$ ; for threat  $.000$ , and  $-.020$ , and for self-blame  $-.097$  and  $.000$  respectively (Table 14).

## 4.2. Discussion

### 4.2.1. Causes of marital conflicts

The finding of this study revealed that the major causes of marital conflict among the family of the participated mothers are household responsibility; follow up of child education, child caring, disparity in parenting style, misunderstanding, lack of interest to generate income, carelessness, insufficient income for the family, extravagance and lack of intimacy. On the basis of the construct they address, the first four causes are categorized under home and child responsibility; causes such as misunderstanding, carelessness and lack of intimacy are categorized under lack of affectionate communication; and causes such as lack of interest to generate income, insufficient income for the family and extravagance are categorized under money related problems.

This result is similar to the findings of Afework (2006), Afework (2010), Askalemariam and Minwagaw (2014), Brown (2008), Fitzgibbons (2011), Meyer (2012), Relationships Coach (2010), Scott (2012), Seblewengel (2009), Serkalem(2006), Shakoor (2010) Wodajeneh (2006), Yacobe (2007). The only difference from previous findings is that in Meyer's (2012) finding disparity in parenting style was not mentioned as one of top ten causes. This might be due to the weight that the participants of Meyer gave for parenting style discrepancy while rating the cause. On the other hand the difference of this research findings from the findings of other Ethiopian studies is that the problem of sexual incompatibility, sexual dissatisfaction, in-laws and friends interference, addiction of substances (*khat*, cigarette, alcohol), step children, different life goals, problem of home management and religious differences were not identified as the top causes of marital conflict. These are among the bottom ones (see Appendix E). This discrepancy may stem

from the focus of the studies. The previous studies had focused on major factors causing women domestic violence and /or divorce which are very sever and clinical issue whereas the present study focused on major causes of the day to day conflict of couples.

### ***Home and child responsibilities***

#### *Household responsibilities*

When couples come together they automatically bring two family traditions together and integrate these traditions with their norms and values, rules, roles and routines to form a new tradition (Carr, 2006). Conflict arises when one of the couples is unable to meet the standard of the newly formed tradition.

In Ethiopian culture, doing household chores are mainly considered as the responsibilities of the wives. Especially in Amhara culture there is a traditional belief that hinders husbands to go to the kitchen. As it is reported by case 1 in the interview section, it is embarrassing for the husband to enter and see the secret of the kitchen. However, contrary to this belief, 31.4 % of the mothers who participated in this study rated house responsibility as one of the most frequently occurring problem causing marital conflict between them and their husband. This might be explained by three main reasons. The first reason might be the participant's level of education. As it is indicated in the demographic characteristics of mothers (Table 2), 68.1 % of mothers are educated at least up to secondary education level. The advancement in the level of education might help mothers to accept home responsibility should be a shared responsibility of the husband and the wife. The second reason might be life complexity that comes as a result of financial scarcity. Unlike the earlier times, these days mothers are forced to confront complex

life challenges due to economic inflation. Before a decade most of the husband's income could relatively feed the family. But, these days, it is unlikely for most households who have low monthly income to fulfill the basic needs of their family due to the economic inflation that occurred in the country. This may create a coercive situation where mothers need to be participated in supporting the husbands' income to meet the basic needs of the family. The demographic data of mothers also shows 47.3 % of the participated mothers work outside the home. This means that this proportion of mothers have carried double responsibility: homemaking and income generating.

The third explanation is associated with media. Mothers who have participated in this study are living in Bahir Dar town where different public medias are available. Thus, the information transmitted through television and radio may make the society to be aware that sharing household's responsibility is a means to create cohesive family and leads wives to request support of their husbands.

Since house chores are repetitive and tiresome activities of day to day life, it might be difficult for a husband who is embedded in this cultural setting to persistently support his wife. If husbands are unable to be committed persistently in helping their wives, frequent conflict may arise. This may also threaten the cohesiveness of the family which in turn leads couples to be unable to effectively resolve even conflicts caused by other reasons.

#### *Child caring and following up children's education*

Child caring and following up children's education are also among tough responsibilities that both the mother and the father of children must share. Child caring is one aspect of home

responsibility. It includes preparing the child's meal, bathing the child, feeding the child and protecting the child from danger. Similarly child education follow up consists different activities such as checking what the child has learned, how the child did his/her class work, homework and assignment, discussing school behavior of the child with his/ her teachers, evaluating test results and rewarding achievement successes.

Like that of house hold responsibility, child caring and follow up of children's education are also repetitive and boring. All these activities are highly demanding which require parents' time, effort and patience. When parents are unable to cooperate and share these responsibilities, frequent conflict may occur which may lead children who observe the conflict to experience fear, anxiety and feeling of self-blame (Grych and Fincham, 1990; Fosco & Grych, 2010; Shelton & Harold, 2008; Harold, Aitken & Shelton, 2007; McDonald & Grych, 2006).

#### *Disparity in parenting style*

Disparity in parenting style is also identified as one of the major causes of parent's marital dispute. The case reported in the interview section (case 2) with regard to disparity in parenting also supports this finding.

Couples may come from different family background where different parenting styles have been practiced. One may come from authoritative family and the other from authoritarian or neglectful or permissive. All these styles follow distinct techniques of child disciplining (Walton, 2012).

For instance an authoritarian parent applies punishment to correct child's misbehavior; an authoritative parent uses reasoning, teaching, supporting; a permissive parent corrects the child's misbehavior by giving gifts and rewards, and a neglectful parent employs no disciplinary techniques since he/she is over involved by other life issues (Walton, 2012). Thus, if the mother

and the father differ in their parenting style orientation, they may be unable to cooperate with each other to guide and adjust their children's behaviors and frequent dispute may arise.

On the other hand, children become highly worried when they perceive that they are the causal agents of their parent's conflict. In addition, when they witness interparental conflict results from differences of parenting style of mother and father as it was reported by case 2, they may take side to one parent who favors for them. Children choosing of side to one parent may harm their relationship with the other parent and may intensify the level of threat they are experiencing. This situation may make them unable to live comfortably and freely with their parents. They become too scared to ask what they want and feel inconvenience to stay at home which in turn may lead them to develop internalizing behavior problems such as anxiety and depression.

On the other dimension, since it is difficult for children to stay at home with depressed mood, they prefer to stay longer with other people outside their home. Staying outside the home for longer time may cause another conflict between parent and children which make both of them to react in aggressive manner. The recurrence of such kind of interaction may lead children not only to develop externalizing behavior such as aggression but also to place them at risk of developing risky behaviors like substance abuse such as chat chewing, smoking, drinking and gambling; practicing premarital sex and unsafe sex.

Thus, although, it is not simple to resolve parenting style discrepancy, it is essential to help parents learn how they work together and create a synchronized kind of parenting style which produce the desired child behavior (Cherry, 2014). Intervention may help parents to be aware

that what kind of style is better to produce the desired child outcome so that they can readjust themselves accordingly.

### ***Lack of affectionate communication***

#### *Misunderstanding and lack of intimacy*

Misunderstanding and lack of intimacy are also among the top ten causes of conflict. These two causes seem to have reciprocal effects in that misunderstanding such as unhealthy criticisms, abusive language, and indifferent attitude may hamper intimacy and reciprocally lack of intimacy and mutual respect may create negative feelings and lead to misunderstanding (Meyer 2012; Shakoor, 2010; [Relationships Coach](#), 2010; Voth, 1990).

Couples may dislike their marital life and their home when the language of interaction produces negative affects. Different researchers are also found that negative affects caused by misunderstanding and lack of intimacy lead couples to develop health problems, emotional distress and frustration (Baumeister and Leary, 1995; Unger, Brown, Tressell , and McLeod, 2000) and feeling of separation and divorce (Afework, 2010; Afework, 2006; Askalemariam and Minwagaw, 2014; Yacobe, 2007; Wodajeneh, 2006). Therefore, attractive communication and intimacy are among important attributes that must exist between couples to make the life of the marriage lovely and continuing.

#### *Carelessness*

Careless individuals may give little or no attention for their partners or children in the home. Carelessness may stem from lack of intimacy. It may be perceived as having no love or affection to the partner. If one of the couple is carless, the burdens of the family as well as the society fall

only on the other. This may not only create frequent conflict between spouses but also become a cause of the end up of the marriage.

### *Money related problems*

Insufficient income for the family and lack of interest to generate income and extravagance are also the problems of most family of this study. Money is fundamental thing to fulfill the life needs of the family. Financial sacristy may occur when the income source of the family is not well established or when only one party is the source the family income or when the salary of couples is low to cover the life expense of the family. On the other hand, the need of the family is multifaceted: the need for food, cloth, and shelter and education. If the income is unable to cover all these expenses financial stress will be created which may lead partners to think about additional income generating projects. If partners agree upon the alternative income generating project and go into practice; the problem might get a solution especially if it is successful and profitable. But, if one of the partners shows lack of interest to take the risks of the project conflict may arise.

On the other dimension extravagance is found to be one of the causes of conflict among these families. Unplanned expenses such as giving money to extended families, friends, and spending money on daily recreational values, buying fashion clothes without the interest of the partner may create financial scarcity and stress on the family. This could be the problem of both the mother and the father as it was supported by Case 3 of the interview. Case 3 reported that both the husband and the wife spend money even for unplanned activities. The difference is that the husband made a big decision over the money which results in frequent dispute between husband

and wife. Thus, since marital life is a common life of couples, money related decisions need to be made with agreement.

To sum up, healthy marital relationship requires long-term compatibility and commitment (Carr, 2006). Couples live in common by sharing what are available in their home. When they live together, they share their money, time, children, happiness, sadness, responsibility, resources, challenges, ideas, and the like. Therefore, within this shared life, conflict is inevitable since there are need differences between couples and scarcity of resources to compromise these differences. Although, marital conflict is inevitable and perceived as a normal phenomenon, if it is not managed properly, it may disturb marital relationship, harm couples health and bring devastating effect on the family such as divorce, separation and child maladjustment (Unger et al, 2000).

#### **4.2.2. The proportion of destructive conflict resolution used among parents**

The result revealed that 59.6 % of these mothers said that they and their partners are applying destructive reasoning in their marital disputes. This indicates that the majority of the participants are employing more destructive reasoning (such as not treating their partner with love and affection when conflicts arise, not asking apology for their mistakes; not forgiving their partner for his/her mistakes) than constructive reasoning.

This might be explained for a number of reasons such as emotional disturbance due to other issues of life, overload of house or job responsibilities, being tensed due to financial scarcity and being tired physically as a result of performing different chores. In such circumstances, the conflict may add stress and make couples unable to treat the conflictual issues in a positive way. The report of Case 4 supports this. Frequent and boring life activities like cooking, washing clothes, cleaning the house and other boring and routine job activities may make individuals to

be exhausted and unable to positively interact with their partners. It might be normal if this kind of communication occurs occasionally. However if it repeatedly occurred, it may change its forms from destructive reasoning to verbal aggression such as yelling and insulting the partner which may in turn lead to physical aggression such as beating the partner.

In relation to verbal and physical aggression, the result shows that approximately 36 % and 20% of these parents reported that during the last year they sometimes use verbal and physical aggression respectively to resolve their marital disagreements. This finding also matches with the finding of WHO (2005) which indicates that of the participated 3016 women whose age between 15 and 49 years, 29% of them experienced physical violence by a partner at some point during the past 12 months.

These alarming results indicate that these families are at risk of applying frequent hostile tactic. Because once couples start insulting and fighting each other they become highly susceptible to apply these tactics frequently. To the extreme 4.8 and 5.3 % of mothers of the present study reported that frequent verbal aggression and physical aggression tactics respectively were applied in their homes to resolve their day to day marital conflicts during the last year. This implies that around 5 percent of these families and their children live within hostile, abusive and distressful homes. In supporting this, Case 5 reported that verbal and physical hostility were employed in her home and it was stressful for her and her children.

The traditional saying of this culture “የባል ብትር ቅቤ ንጥር” (husband’s stick is like a sweaty butter) recognizes quarreling as nothing rather it is a means of expressing “*love and affection*” which encourages husbands to beat their wives and encourages wives to accept it as normal when they

are beaten. But still it is stressful and threatening for children. Here, it is important to remind the finding of Du Rocher Schudlich et al. (2011) conducted on 74 infants, aged 6 – 14 months that reports when infants witness constructive discussion of the mother and the father their focus of discussion attending will decrease but when they witness destructive conflict between parents their discussion attending and negative reactions will increase. This finding magnified how powerful destructive interparental conflicts are in disturbing children's emotional status even at the infantile stage. The report of Case 5 also supports this finding in that when her younger children witness the quarrel between her and her husband, they will cry or run away from the home.

Children cry when they observe destructive conflict between their parents because 1, they sense the pain of parents since there is a blood and emotional tie between them and their parents. 2, such conflict harms their feeling of security. If destructive conflict occurred frequently, it informs them that their parents' marriage is at risk of divorce. This may make them to worry about the future fate of themselves and the family as a whole. Thus, even if the culture of this research participants encourage husband beating by saying “የባል ብትር ቅቤ ንጥር” (husband's stick is like a sweaty butter) as it is reported by numerous researchers (such as Buehler & Welsh, 2009; Esfandyari et al., 2009; Harold, et al., 2007; McDonald & Grych, 2006; Johnson, LaVoie, & Mahoney, 2001; Webster-Stratton & Hammond, 1999; Harold, Fincham, Osborne, & Conger, 1997; Harold et al., 1997; Fincham et al., 1994; Grych & Fincham, 1990) witnessing frequent hostile conflict between parents is upsetting for children and place them at risk of developing behavior problems.

### **4.2.3. Difference in conflict tactics**

The one sample t test revealed statistically significant t results that indicate these participants employ higher level of destructive reasoning than constructive reasoning and lower level of verbal and physical aggression tactic to resolve marital discord. Supporting this, the repeated sample t –test results revealed that these parents practice more destructive reasoning than verbal aggression & physical aggression, and more verbal aggression than physical aggression to resolve marital disagreements.

These findings fit with the reality. Most of the time conflicts may be resolved in such a way that one of the couples refuses asking excuse for the conflict or for his /her mistake. This might be considered as normal. But, by any means destructive reasoning should not exceed constructive reasoning because its frequent use may lead to verbal and physical aggression which may harm marital harmony and place couples at the risk of divorce,

Resolving conflicts using constructive reasoning tactic like accepting the comments of the partner, treating the partner with love and affection, asking apology for the mistake, forgiving the partner for the mistake, understanding the partner's emotion, trying to settle the problem, and discussing the conflict issues calmly enhances family cohesion and commitment for marital life. It may endorse feeling of security, love and confidence on marital life and make partners free of stress and tension. It also increases children's feelings of security, happiness, self confidence, and self-esteem, and enhance their skills of problem solving (Cummings & Davies, 2002; Grych, Seid, & Fincham, 1992; Grych & Fincham, 1990). So, even though destructive reasoning is unavoidable in marital interaction, improving parent's skills of communication is very important for healthy family functioning and child wellbeing.

#### **4.2.4. The relationship between mothers' and adolescents' reports on the variables**

Significant positive relationship result between mother's report of destructive conflict resolution and adolescent's reports of conflict property indicates the consistency of the reports with regard to the presence of destructive conflict in these homes. Similarly, consistent correlation results are observed in the association of adolescent's report of conflict property, threat, and perception of low parental support. These consistent results are also observed in the association of mothers' response of verbal and physical aggression and adolescents' report of threat and low parental support. This implies the more parents applied verbal and physical aggression to resolve marital conflicts, the more adolescents' become threatened by the conflicts and the more adolescent's perceive low parental support for their needs. On the other hand, correlation of mother's report of conflict tactic with adolescent report of self-blame as well as conflict tactic and academic self-regulation is found to be statistically not significant.

This result simultaneously refuses and supports the hypothesis of cognitive –contextual framework advocators such as Grych et al., (1992), Grych & Fincham, (1990) that states parents' report of destructive marital conflict may not provide sufficient evidence to predict children's behavior. In the first case, the result refuses this hypothesis because significant relationship between mothers report and adolescents feeling of threat and low parental support was observed. In the second case, the result supports the hypothesis. From this it is possible to say that this hypothesis may not work for all kinds of findings.

Thus, the non significant result of the correlation of mothers' report of conflict tactic with adolescents' report of self-blame and academic self-regulation may not be only due to the data source differences but also due to the differences of the variables being measured. Conflict tactic

measures what types techniques parents employ to resolve marital conflicts. On the other dimension, self-blame measures the extent to which child related contents instigate parental conflict and academic self-regulation measures the degree of adolescents' self-initiation to do their academic tasks. Therefore, since these scales measure distinct constructs, it may be difficult to find significant associations among the variables.

When the significant findings of the correlations are evaluated, it seems that there is some sort of logical relation between the variables. For instance, it may be common for a child to cry while witnessing his/her parents fight. The same is true for adolescents to experience fear and anxiety when they observe frequent verbal and physical aggression in the conflict between their parents. Even if the conflict occurs in the absence of children, it makes itself overt in the parent-child relationships. Parents who were involved in aggressive conflict may show unpleasant face for their children when they interact; or unable to respond positively for their children's needs; or threaten them in hostile manner when they ask something. This attributes tell children that something wrong has happened in their family. On the other hand, when destructive resolution tactics are frequently employed, parental support for children's needs may be decreased. This may lead adolescents to report lower perception of parental support.

Thus, although the data were collected from different sources, variables which have logical association may reveal significant correlation which helps the researcher to make some sort of cross check.

#### **4.2.5. Differences of high versus low academic self-regulated students in conflict property, threat, self-blame and parental support**

The findings of the independent sample t test showed that there is statistical significant difference between students who score high versus low academic self-regulation index in the level of conflict property, threat appraisal, self-blame appraisal and perception of low parental support including in the subscales except the subscale of threat. These results indicate that the low self-regulated students exposed to more frequent, intense, and poorly resolved conflicts, threatened more by these conflict properties, blame more themselves for the conflicts of their parents and perceived lower parental support for their need for autonomy, competence and relatedness than high self-regulated students do. To some extent, these findings support the hypothesis of this research that states academic self-regulation may be influenced by interparental conflict and low parental support.

Academic self-regulation is highly associated with emotional wellbeing of students (Ormrod, 2006). Children are highly disturbed when they witnessed destructive interparental conflict. It is more threatening when the conflict content is child related (Gyrch and Fincham, 1990, Communing and Devise 2002). Even if they want to do their academic work, children who blame themselves for the parental conflicts may be unable to concentrate on the task since their attention will be taken by the conflict episode now and then.

On the other hand, academic self-regulation is associated with level of happiness that children get from their parents. According to Ormrod (2006) students become more motivated to academic tasks when they feel cheerful rather than depressed. They may be annoyed and hindered to be intrinsically motivated when parents are unable to support their basic

psychological needs. Supporting these research findings such as Niemiec et al, (2006) and Soenens and Vansteenkiste (2005) revealed that more autonomy supportive parents had more intrinsically motivated and autonomously self-regulated children. In contrast, less autonomy supportive parents had less self-determined children in their motivational profiles.

Autonomy supportive parents help children to set their plan; provide the necessary material for the accomplishment of different tasks; give positive feedback for children's performance. These situations enhance optimal adjustment, feeling of self-worth, happiness and motivation. On the contrary, children of less autonomy supportive parents miss all these helping conditions consequently they may develop lower feeling of self-regulation.

Academic self-regulation is also affected by the language parent's use in presenting positive feedback (Deci et al.,1991). Research findings cited in Deci et al.,(1991) showed that positive feedback tends to decrease intrinsic motivation if it is presented in a controlling manner using pressuring words like *should* and *must*. But if it is presented in non pressuring words by signifying competence, feedback may enhance intrinsic motivation. A noncontrolling style of presentation has also found to contribute to the internalization of regulations and to subsequent autonomous self-regulation (Deci et al., 1991).

In this regard, parents who live in destructive marital conflict are susceptible to use controlling words such as *should* and *must* even when they present feedbacks to their children's performance, because the stress of the conflict makes them unable to communicate in a democratic manner. If children frequently communicated in controlling manner, they may do

things to avoid the sanction of parents rather than to internalize and integrate the value of the task to the self.

To summarize, academic self-regulation is highly interconnected with emotional wellbeing of a person. If students' emotional state is disturbed by any reason in the family, they may be obstructed to be self-motivated to do their academic tasks. Thus, by protecting healthy marital relationship parents need to enhance children's feeling of emotional security as well as motivation.

#### **4.2.6. The relationship among main variables**

The Pearson correlation result showed that statistically significant positive association between conflict property and threat; conflict property and self-blame; and threat and self-blame; and conflict property and low parental support. This finding is similar with the findings of McDonald & Grych (2006); Stocker et al (2003); Harold et al (2007), Shelton and Harold(2008) that showed statistically significant positive correlation between threat and conflict property and between self-blame and conflict property.

Cognitive contextual framework of Grych & Fincham (1990) asserts that observing marital conflict is likely to produce some type of negative affect such as distresses, anger, sadness and fear in children. Children who witness intense, drawn-out, and poorly resolved conflicts are likely to experience more stress than children who observe less intense, short-lived conflicts that are resolved satisfactorily. On the other hand, a child who views himself or herself as the cause of parental conflict is likely to experience more distress than a child who attributes the cause of conflict to one or both of parents or to outside circumstance. These assertions show the

interconnection of conflict properties, threat and self-blame: as level of conflict increases threat also increases, as level of self-blame increases threat (fear and anxiety) also increases.

However, the relation between conflict property and self-blame is conditional. The result may vary from study to study. It depends on the nature of content of the conflict. Children blame themselves if they perceive that they are the cause of their parents' conflict or the content of the conflict is child related (Grych & Fincham, 1990). In this light, the statistically significant positive relationship of conflict property and self-blame implies that some parts of conflict contents of these parents were child related. This inference is also supported by the parents finding of causes of conflict that indicates child caring, following up of children's education and disparity in parenting style are major causes of conflict.

The positive association of conflict property and perceived low parental support also go with the finding of Harold et al. (2007) that revealed statistically significant relationship between interparental conflict and children's perception of negative parenting. The basic assumption behind this association is what was stated in the hypothesis of spillover effect (Katz & Gottman, 1996) which asserts distressed marital relationship transfers anger and tension to the parent-child dyad (Gerard et al., 2006). This situation may make parents hostile and aggressive toward their children (Harold et al., 1997), and less sensitive and less emotionally responsive to their children's needs.

It is found that statistically significant negative relationship between academic self-regulation and conflict property, academic self-regulation and threat, academic self-regulation and self-blame and academic self-regulation and low parental support. On the other dimension, the

relationship of low parental support with threat and self-blame is found to be statistically significant positive. In causal model analysis, examining the association among the variables is a precondition. Thus, this finding leads the discussion to the next topic.

#### **4.2.7. The influence of interparental conflict on academic self-regulation**

The result of Structural Equation Modeling found to support the general hypothesis of the conceptual model of this research that states interparental conflict may influence adolescent's academic self-regulation through affect and cognitive appraisal of conflict (threat and self-blame) and low parental support. All the standard indices of the SEM revealed an excellent fit of the hypothesized and respecified model to the observed data. This implies there is a causal relationship among the observed variables of the model. The findings of the path coefficients also confirmed this inference.

As it is indicated in the respecified model of Figure 5, all the findings of the pathways support the specific hypotheses of this study that state: 1. Parents repeated involvement of destructive marital dispute may disrupt positive parental support for adolescents' needs for autonomy, competence and relatedness which in turn may lead to low adolescents' academic self-regulation (the first path). 2. When children repeatedly witness destructive interparental conflict they may associate the decreased parental support resulted from the spillover marital conflict anger to parent-child relationships to their place in the family and might feel that they are unwanted. This may escalate the level of threat and feeling of self-blame experienced as a result of witnessing interparental conflict which in turn affects their motivation/ *self-regulation* (*Contextual path within the first path*). 3. Simply exposure of adolescents' to destructive interparental conflict may influence their academic self-regulation (the second path). 4.

Children's witnessing of destructive interparental conflict may lead them to develop low academic self-regulation through emotional (threat) and cognitive (self-blame) appraisal (the third path).

These findings also match with the hypothesis of cognitive-contextual framework that asserts the impact of interparental conflict on child behavior is explained through cognitive and affect appraisal as well as contextual factors: emotional responses and parental support (Grych and Fincham, 1990); and with the hypotheses of Self-determination theory (SDT), that asserts the thwart of the satisfaction of the three basic innate human needs - the need for autonomy, the need for competence, and the need for relatedness diminishes self-motivation (Deci & Ryan, 2000; Deci et al, 1991). They also match with previous research findings that revealed the association of destructive interparental conflict and children's behavior is mediated through negative parent-child relationship (Gerard, Krishnakumar & Buehler, 2006); low parental support and warmth, harsh parenting, parental hostility (Cui & Conger, 2008; Gerard, Krishnakumar & Buehler, 2006; Webster-Stratton & Hammond, 1999; Stocker et al., 2003); self-blame and threat (Shelton & Harold, 2008; Harold, Aitken & Shelton, 2007).

The finding of direct, indirect and total effect of interparental conflict on academic self-regulation revealed small effect size for the direct effect (-.05) and moderate effect size for the indirect effect and total effect (-.137 and -.187 respectively). This implies the effect of destructive interparental conflict on adolescent's self-regulation is not direct rather it is mediated by threat, self-blame and low parental support variables. This finding partly refutes the second hypothesis of this study because the direct effect of conflict on academic self-regulation is not significant. Similarly, the finding also partly refutes the hypotheses of emotional security theory

of Davies & Cummings (2002) which state simply exposure for destructive conflict leads adjustment problems. However, it supports the hypothesis of Fincham et al. (1994) and Grych & Fincham (1990) that states although exposure to interparental conflict can be stressful; it is not likely to be sufficient for understanding of how it affects children. Children's appraisal of conflict and their evaluation of its significance for their wellbeing play an important role in shaping the meaning and impact of particular episodes of marital conflict (Fincham et al., 1994; Grych & Fincham, 1990).

On the other hand, the total effect size of destructive conflict and low parental support on academic self-regulation is moderate. However the effect size of threat and self-blame on academic self-regulation is small. Especially the effect of threat on self-regulation is not significant. This makes this finding different from pervious findings which show the causal association between threat with child adjustment problem such as anxiety and depression (Shelton & Harold, 2008) and academic attainment (Harold, Aitken, & Shelton,2007).

One of the possible reasons for this difference may be there might be mediator variables that are accounted for the causal association between threat and academic self-regulation but not included here (variables as anxiety or depression). The other possible explanation may be associated with resistance of Ethiopian parents for divorce. Fincham, et al.(1994) McDonald & Grych(2006) said that children become emotionally disturbed when they observe destructive parental conflict. Their anxiety or depression may also increase if their feelings of being threatened are tied to concerns that their parents could be hurt or that the marriage could dissolve (Fincham,et al., 1994; McDonald & Grych, 2006). This statement implies that children's level of threat increases when they feel that their parents will be divorced as a result of the conflict.

However, in Ethiopia divorce is highly discouraged. In Amhara society the social mark “fet” (divorced) has negative connotation to establish another marriage. Because of this, even within traumatic situations, parents prefer to continue in the relationship to protect their children and their marriage. In relation to this the case study conducted by Mulunesh (2013) revealed that women who are living in abusive situation, interpreted much of their abuse as not serious, as tolerable, or as a normal part of women’s marital life. They placed great emphasis on maintaining their marriage for their religious and cultural values as well as for their children (Mulunesh, 2013). These findings and other experiences showed that divorce is the last option which is decided when things become out of control.

This tradition has positive contribution for children who observe destructive conflict to be resilient for the effect. Thus, although children are being threatened by the conflict, parents’ resistance for divorce may make children to feel confident that their parents’ marriage would not be dissolved. This in turn helps them to easily recover from the emotional and cognitive disturbance.

The third possible explanation for this difference may be attributed to the society. Ethiopian society is a collective society where the life of the people is highly interdependent. Most of the marital conflicts are resolved by the help of relatives and other significant peoples. Thus, when children observe more hostile interparental conflict, they go and tell the issue to their relatives (mostly to their grandparents). So, the relatives will provide them emotional support and *settle* the problem of their parents. This tradition may give children relief from being threatened by fear of parents’ divorce and help them to recover from emotional disturbance. All these explanations however need further investigations.

To sum up, previous researchers revealed that destructive interparental conflict has a power to spillover anger to the parent-child relationship and to make parents treat their children in a hostile manner (Harold, et al, 1997, Katz & Gottman, 1996). It also has a power to divert parents attention from thinking about children's' developmental needs to thinking about conflictual issues by making them over involved with their own problems. These situations may place parents in a position that they are unable to satisfy all the basic psychological needs of their children. If parents are unable to satisfy the needs of adolescents, their academic motivation may be negatively affected (Deci & Ryan, 2000; Deci et al, 1991). On the other hand when children are exposed to hostile type of conflict they may be threatened by the conflict and blame themselves especially when the conflict content is child related (Davies and Cummings , 1994, Grych and Fincham,1990.). Similarly the result of this research also confirmed these hypotheses in that interparental conflict is found to negatively influence adolescent's academic self-regulation mediated through low parental support and threat and self- blame. It is also found that the impact of interparental conflict on academic self-regulation is explained more through adolescents perception of low parental support than adolescents' cognitive and affect appraisal of the conflict episodes.

### ***Limitation of this study***

One of the limitations of this study is that all the data about the causes of conflict and type of conflict tactics, adolescents' perception of inter-parental conflict, affect and cognitive appraisal, parental support and feelings of self-motivation/regulation from the participants were collected at one point of time. Thus, all the findings describe the existing problem at that particular point. If

repeated data were collected in different times, it would be possible to examine the clearer picture of the association among variables and the changes over time.

Another limitation of the study is that the data about the causes of conflict and conflict tactics were collected only from adolescents' mothers. But it would be better if the data were collected from both mothers and fathers to triangulate the responses and make impartial conclusion. In addition, all the invited mothers were not participated in the study so that the sample size had decreased by more than a half compared to the sample size of their children. If all the invited mothers were participated in the study, the triangulation made between mothers' and adolescent's response would become a better whole.

#### ***Future direction***

The impact of interparental conflict on children's adjustment is multifaceted. In Ethiopia there is lack of studies in the area of how interparental conflict leads to children's' internalizing behavior problems (such as anxiety, depression); externalizing behavior problems such as (aggression, antisocial behaviors), substance use, low self-esteem and low academic achievement. The association between interparental conflict and couples and children's physical health is also another gap which requires research attention.

Another direction is the replication of this study. Like any study, this research has several limitations. So by minimizing these weaknesses, it is necessary to replicate the research to check whether consistent findings have been obtained or not.

Data collected at different time point (longitudinal study), using laboratory observation and multiple data sources (parents, teachers, and peers) provides multidimensional picture of the problem.

In addition, this research is conducted in English. It is very important if studies in the area are conducted in native languages so that people in middle education level can read and easily understand the scientific findings of the impact of marital conflict on children's behaviors.

## Chapter Five

### Summary, Conclusion and Recommendations

#### 5.1. Summary and Conclusion

The main purposes of this study was examining the causes of interparental conflicts, types of conflict tactics employed by parents to resolve marital conflicts and the process how exposure of adolescents' to destructive interparental conflict influences their academic self-regulation. For these purposes the following research questions were formulated

1. What are the major causes of interparental conflict among parents?
2. What is the proportion of parents who frequently employ destructive conflict resolution style to resolve marital conflicts?
3. Is there significant difference within parents in the application of conflict tactics?
4. Is there statistically significant relationship between mothers' report of conflict tactics and adolescents' report of destructive conflict, conflict appraisal and academic self-regulation?
5. Is there statistical significant difference between high and low self-regulated students in relation to level of exposure to destructive interparental conflict, conflict appraisal (threat and self-blame) and parental support?
6. Are there statistical significant interrelationships between the variables of adolescents' perception of destructive conflict, conflict appraisal (threat and self-blame), low parental support and academic self-regulation?
7. Is there statistically significant direct and indirect influence of adolescents' perception of destructive interparental conflict on their academic self-regulation?

To answer these research questions, 577 students who live with mother and father were invited from Ghion , Fasilo And Bahir Dar Preparatory schools of Bahir Dar town using simple random, and purposive sampling techniques. Of the invited 421 adolescents and 194 mothers were participated. For mothers, causes of marital conflict scale and conflict resolution tactic scales were administered and for adolescents, children perception of interparental conflict scale, perception of parental support scale and academic self-regulation questionnaire were administered. In addition, semi-structured interview was conducted with mothers to support the data collected through questionnaire. Then all the collected questionnaire responses were checked for their appropriateness and completeness and entered into SPSS version 20 software package for analysis. In addition using different data screening mechanisms such as analysis of univariate outliers, normality, linearity, homoscedasticity, and multivariate outliers, data screening were made. As a result 18 questionnaires from adolescents and 6 questionnaires from mothers were excluded and finally the main analysis was conducted on 403 (193 male and 210 female) adolescents' and 188 mothers' questionnaire responses.

Percentage, one sample t-test and repeated sample t-test, Pearson product moment correlation coefficient, independent t-test and Structural Equation Modeling (SEM) were statistical analysis techniques used to answer the research questions. Accordingly, the percentage analysis of the mothers report found that household responsibility; follow up of child education, child caring, disparity in parenting style, misunderstanding, lack of interest to generate income, carelessness, insufficient income for the family, extravagance and lack of intimacy. In relation to conflict tactic applied among these families, the percentage analysis found that destructive reasoning tactic was frequently applied in the home of 59.6 % of these mothers, where as verbal and physical aggression tactics were frequently employed in the home of 5% of these mothers to

resolve marital conflicts during the last year. Supporting this, the one sample *t*-test result revealed that higher level of destructive reasoning and lower level of verbal and physical aggression tactic were employed to resolve marital discord in the families of these mothers. Likewise the repeated sample *t* test results revealed that these parents practice more destructive reasoning than verbal aggression & physical aggression, and more verbal aggression than physical aggression when they resolve marital disagreements. The result of interview also supported that there are some homes that had been applied more destructive form of conflict resolution tactics.

On the other hand the independent sample *t* test result of adolescents' response revealed that students who have low feelings of academic self-regulation reported higher level of conflict property; threat appraisal; self-blame appraisal and perception of low parental support than those who have high feelings of academic self-regulation. However, the differences in the subscale of threat such as coping efficacy and threat were not significant.

The Pearson correlation coefficient analysis revealed that statistical significant positive association of conflict property with threat, self-blame and low parental support; threat with self-blame; low parental support with threat and self-blame and statistical significant negative relationship of academic self-regulation with conflict property, threat, self-blame and low parental support.

Structural Equation Modeling analysis also depicted that a very good fit of the proposed and respecified model to the data. It is also found that small direct effect size of interparental conflict on children academic self-regulation (-.05) and the moderate indirect and total effect sizes which

is  $-.137$  and  $-.187$  respectively. The indirect effect goes through low parental support, threat and self-blame. The effect size of from destructive conflict through low parental support was moderate and the effect size from conflict through threat then self-blame was small.

On the basis of these findings the following conclusions have been reached.

- Although conflicts are inevitable in marital life, many marital relationships of these participants seem frequently disturbed by the problems like unshared home responsibilities, lack of affectionate communication and financial problems.
- Resolving marital conflicts in constructive manner through expression of love and affection enhances happiness and confidence of couples. However, by employing more destructive reasoning tactics majority of the families of these participants seem placing themselves at risk of applying more hostile conflict tactic. In addition, by frequently applying verbal and physical aggression, some of these families seem obstructing their happiness and placing their children at risk of developing low feeling of self-regulation.
- Academic self-regulation is enhanced through positive family interaction and parental support. However these adolescent's academic self-regulation seems diminished as a result of witnessing destructive interparental conflicts and receiving low parental support for the basic psychological needs.

## 5.2. Recommendations

Based on the findings of this research, recommendations that have implications for intervention and prevention are forwarded for parents/couples; for family, community and government; and for policy makers and implementers as follows.

For parents/couples

1. Reducing conflicts and maintaining positive communication and affection are very essential for creating healthy family functioning and protecting couples' health and happiness. This can be enhanced by the commitment of both the wife and the husband in supporting each other and sharing life responsibilities. Thus, both the husband and the wife should equally share home and social responsibilities so that they can minimize escalation of day to day conflicts caused by other factors and have a better married life.
2. Adolescence is a period of transition accompanied by a number of challenges such as identity exploration, sensation seeking, autonomy, and peer pressure (Santrock, 2007). Negotiating all these challenges successfully is very difficult to parents and adolescents. The problem may be aggravated in homes where destructive interparental conflict is prevalent since the occurrence of the conflict adds a potential stressor on the family as a whole. On the other dimension, perception of conflict and the decreased parental support resulted from conflict may add potential stressor on children and make them unable to be initiated to do their academic tasks by themselves. Even if they are reminded by parents to study or do their homework, they may be in trouble to focus persistently on their tasks recalling to their mind the poorly resolved, threatening and self-relevant conflict. So, as much as possible, parents should try to learn discussing issues of conflict calmly so that

the distressful situation that disturbs children's emotion and cognition could be minimized and their wellbeing and feelings of self-motivation will be protected.

3. The central features of optimal learning are conceptual understanding and the flexible use of knowledge. And the highest quality of conceptual learning seems to occur under intrinsic motivation and more autonomous regulated behavior. Without these motivational qualities learning will be superficial (Deci et al 1991). Therefore, as much as possible parents should work to enhance their children's academic self-regulation by providing the necessary love and affection; by helping them to make their plans and choices and giving the necessary help for the implementation of the plans; by providing positive feedbacks for the achievements in non controlling manner; and by giving recognition for the accomplishment of their children's tasks.

#### **For family, community and government**

4. In Ethiopia especially in Amhara society, most of the household chores are perceived as the duties of females; and males are less expected to participate in performing these activities. As a result majority of the husbands are reluctant to support their wives in doing house chores. So, changing this traditional belief of the people is crucial to make male children to be raised by exercising and sharing home responsibilities within the family so that they can learn supporting their wives when they are grown and become a husband. Thus, the government should work aggressively in designing community based education and training so as to change the attitude of people in such a way that every family should take the responsibility to equality train both male and female children in doing most of the house hold activities.

### **For policy makers and implementers**

5. In Ethiopia most destructive marital conflicts are resolved through traditional ways. That means one of the couples calls other individuals such as religious leaders or respected relatives or elderly (*shimaglies*) to settle the problem whenever it occurs. These people have great contributions in protecting marriage from divorce. However, they usually settle conflicts of the married people using the Amharic saying *antem tew anchim tey* (its equivalent meaning is *let bygones be bygones*) mechanism by requesting the couples to repress the conflict issues and to forgive each other. In this mechanism most conflictual issues are not discussed openly. As a result couples could not get the direction of how to handle marital conflicts in a constructive way. Therefore, to maintain healthy family functioning
  - a. short term training on marriage counseling need to be designed for elderly and religious people
  - b. intervention programs need to be established where married peoples access professional family counseling services in their surroundings.
  - c. prevention programs need to be established that give premarriage counseling and training for couples on home management, child care responsibilities, money management, communication skills and conflict management skills. This may help the would be married people during their engagement period to be aware about the responsibilities of the marriage and ready to handle conflicts in a constructive manner when they arise.

Though the last two recommendations seem difficult to implement in the short term, the government bodies such as policy makers, Ministry of Females, Children and Youths Affaires

and other governmental and non governmental institutions working on family affair related activities should pay attention and play important role for its establishment in the future.

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## **Appendix A: The Original and the Translated Questionnaires**

## **1. Original /English Version Questionnaires**

**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**  
**SCHOOL OF PSYCHOLOGY**

**Questionnaire of Parents**

**Purpose**

The purpose of this questionnaire is to gather information about the causes of marital conflicts and how these conflicts are resolved between spouses to conduct research. Your real response is vital for the credibility of the research result. So I politely ask you to give me only real information about your marital interaction. You are not expected to write your name. All your responses are kept confidential and will not be used for other purposes. Thank you for your cooperation.

Sincerely,

The Researcher

**QUESTIONNAIRE ONE**

**Causes of marital conflict questionnaire**

Biographic data

***Instruction 1***

The following items are about biographic information. Please, give your biographic data by filling the required information in the blank spaces.

1. Age \_\_\_\_\_
2. Your level of education \_\_\_\_\_
3. Your partner' level of education \_\_\_\_\_
4. Your occupation \_\_\_\_\_
5. Your partners occupation \_\_\_\_\_
6. Family size \_\_\_\_\_

**Instruction 2**

Couples may have disagreements due to a number of factors. In the following table, some of the factors causing marital conflict between spouses are listed. Please indicate the extent of disagreement occurred between you and your partner as a result of these factors by putting “X” mark under one of the following continuum.

No	Factors causing marital conflict	Never (1)	Sometimes (2)	Frequently (3)	Always (4)
1.	Insufficient income for the family				
2.	Problem of money management				
3.	Lack of interest to generate income				
4.	Problem of home management				
5.	Extravagance				
6.	Lack of intimacy				
7.	Misunderstanding				
8.	Lack of mutual respect				
9.	time apart				
10.	Living in different places due to occupation				
11.	lack of quality time				
12.	Household responsibility				
13.	Child caring (feeding, dressing ....)				
14.	Follow up of Child education				
15.	Disparity in parenting style				
16.	Procrastinating doing household chores(life tasks)				
17.	Carelessness				
18.	Infidelity				
19.	Unsatisfied sexual life				
20.	Religious differences				
21.	Different life goals				
22.	Dressing style				
23.	Incompatibility in interest				
24.	Selfishness				
25.	Problems of Personal hygiene				
26.	Irritating habits(such as lying, stealing )				
27.	Addiction of substances ( <i>khat</i> , cigarette, alcohol )				
28.	Step children				
29.	In-laws (relatives)				
30.	Friends				

## QUESTIONNAIRE TWO

### Marital conflict resolution tactic scale

#### Instruction

Here is a list of things that you and your partner might have done when you had a conflict. Now taking all disagreements into account, rate how often you or your partner had done these things at any time during the last year. Please, *respond the items* by putting “X” mark under one of the following continuum which best expresses your experience.

No	Conflict resolution styles	Never (1)	Sometimes (2)	Frequently (3)	Always (4)
	During the last year when I and my partner had a disagreement				
1.	Even when arguing we can maintain a sense of humor				
2.	We brought in someone to help settle things				
3.	Our children help us to settle things				
4.	One of us leaves the house; stay long in relatives', or friends' or neighbors' home.				
5.	One of us refused to talk about the issue				
6.	One of us stomped out of the room or house or Yard				
7.	One of us threw something at the other person				
8.	One of us pushed or shoved the other one				
9.	One of us hit or tried to hit the other person				
10.	We threatened to break up the marriage by separation or divorce				
11.	We are pretty good listeners even when we have different positions on things				
12.	When I apologize it usually gets accepted by my partner				
13.	One of us threw something somewhere				
14.	If things get heated we can usually pull out of it and change things.				
15.	My partner had soothing me when I got upset.				
16.	We can be affectionate even when we are disagreeing				
17.	Even when there are big differences between us we can discuss the issues calmly				
18.	We yelled and /or insulted each other				
19.	When I comment on how we could communicate better my partner listens to me.				
20.	Even if things get hard at times, we can get past our differences.				

Reasoning= 1,5,11,12,14,15, 16,17,19,20

Verbal aggression= 2,3,6,10,18

Physical aggression = 4,7,8, 9 13

**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**  
**SCHOOL OF PSYCHOLOGY**

**Questionnaires of students**

**Purpose**

The purpose of these questionnaires is to gather information about issues related to parental conflict, parental support, and self motivation to conduct research. Your genuine response is vital for the credibility of the research result. So I politely ask you to give only real information. All your responses are kept confidential and will not be used for other purposes. You are not expected to write your name. Thank you for your cooperation.

Sincerely,

The Researcher

**QUESTIONNAIRE ONE**

Children's Perception of Interparental Conflict Scales

Biographic data

***Instruction I***

The following items are about biographic information. Please, give your biographic data by filling the required information or by putting a "X" mark in the blank spaces.

1. Age \_\_\_\_\_
2. Sex : Male\_\_\_\_ Female\_\_\_\_\_
3. With whom do you live? I live with

My biological mother and father \_\_\_\_\_

My biological mother and step father\_\_\_\_\_

My biological father and step mother \_\_\_\_\_

My adopting parents \_\_\_\_\_

**Instruction II**

In every family there are times when the parents don't get along. When their parents argue or disagree, children can feel a lot of different ways. This is to measure your exposure and perception to your parent's conflict. So, after reading each statement please put "X" mark under one of the scale that best express the level of your experience.

No	Items	Never true to me (1)	Sometimes true to me (2)	Frequently true to me (3)	Very true to me (4)
	<b>Frequency</b>				
1*	I never see my parents arguing or disagreeing				
2	They may not think I know it , but my parents argue or disagree a lot				
3	My parents are often mean to each other even when I am around				
4	I often see my parents arguing				
5*	My parents hardly ever argue				
6	My parents are often nag and complain about each other around the house				
	<b>Intensity</b>				
7	My parents get really mad when they argue				
8*	When my parents have a disagreement they discuss the issue calmly				
9	When my parents have an argument they say malicious things to each other				
10	When my parents have an argument, they yell a lot				
11*	My parents hardly ever yell when they have a disagreement				
12	My parents have broken or thrown things during an argument				
13	My parents have pushed or shoved each other during an argument				
	<b>Resolution</b>				
14*	When my parents have an argument they usually work it out				
15	Even after my parents stop arguing they stay mad at each other				
16*	When my parents disagree about something they usually come up with a solution				
17*	When my parents disagree they usually make up right away				
18*	After my parents arguing they are friendly toward each other				
19	My parents still act mean after they have had an argument				
	<b>Content</b>				
20	My parents often get into arguments about				

	things I do at school				
21	My parents' arguments are usually about something I did				
22	My parents disagree because of things I do				
23	My parents often get into arguments when I do something wrong				
	<b>Perceived threat</b>				
24	I get scared when my parents argue				
25	When my parents argue I worry about what will happen to me				
26	When my parents argue, I am afraid that something bad will happen				
27	When my parents argue, I worry that one of them will get hurt				
28	When my parents argue I am afraid that they will yell at me too				
29	When my parents argue I worry that they might get divorce				
	<b>Coping efficacy</b>				
30*	When my parents argue I can do something to myself to feel better				
31	I don't know what to do when my parents have arguments				
32*	When my parents disagree I can usually help make things better				
33	When my parents argue there is nothing I can do to stop them				
34	When my parents argue there is nothing I can do to make myself to feel better				
35	When my parents argue they don't listen to any thing I say				
	<b>Self blame</b>				
36*	I am not to blame when my parents have argument				
37	It is usually my fault when my parents argue				
38	Even if they don't say it , I know I am to blame when my parents argue				
39	My parents blame me when they have arguments				
40*	Usually it is not my fault when my parents have arguments				

\*items are positive items that are reverse scored

## QUESTIONNAIRE TWO

*Parental support questionnaire*

This questionnaire is prepared to assess adolescent's perception of the degree of *parental support for their basic psychological needs satisfaction*. Thus, you are politely requested to read and respond each statement based on your level of satisfaction by putting "X" mark under one of the following levels.

No.	Parental support	Never 1	Sometimes 2	Frequently 3	Always 4
	<b>Autonomy support</b>				
1*	My parents tell me to be free to make my choices for myself.				
2	My parents decide most of my choices				
3*	My parents support me to feel free to express my ideas and opinions in front of them.				
4	My parents want me to do only what I am told.				
5*	I feel that my parents support me to be myself in my daily situations				
6	My parents do not give me much opportunity to decide to do things in my way				
7*	My parents allow me to make my own decision				
8	My parents tend to control everything I did				
9*	My parents give me freedom as much I want				
	<b>Support for Competence</b>				
10	I often do not feel very capable because my parents often discourage me in doing things.				
11*	My parents often tell me to feel competent in doing things				
12*	My parents often provide me materials that help me to do things successfully				
13*	My parents tell me I am good at what I do.				
14*	My parents encourage me to learn interesting new skills.				
15	My parents usually tell me that I am not competent to do various things				
16	I feel that my parents do not provide opportunities to me to show how capable I am.				
	<b>Support for Relatedness/ relationships</b>				
17*	My parents spoke to me with a warm and friendly voice				
18*	I feel my parents take my feelings into consideration on a daily basis interaction				
19	I feel that my parents are emotionally cold to me				
20*	I feel that my parent can easily understand my problems and worries				
21*	My parents enjoyed talking things with me				
22*	My parents frequently smile at me				

23	My parents did not understand what I needed				
24	My parents make me to feel I am not wanted				
25*	My parents make me feel better when I was upset				
26	My parents do not talk with me very much				
27	My parents care about me				

\*items are positive items that are reverse scored

### **QUESTIONNAIRE THREE**

#### **Academic self-regulation questionnaire**

##### **Instruction**

This scale is constructed to assess the level of student's self-motivation for doing their academic tasks. Please read each items carefully, think about the extent to which each statement reflects your experience of accomplishing academic task (s) and then put "X" mark in one of the level given for each statement to indicate the extent to which the idea expressed in that statement is true of you.

No	Items	Never true to me (1)	Somewhat true to me (2)	True to me (3)	Very true to me (4)
<b>I</b>	<b>I do my homework because</b>				
1	I want the teacher to think I'm a good student				
2	I'll get in trouble if I don't				
3	It is fun to me				
4	I will feel bad about myself if I don't do it.				
5	I want to understand the subject				
6	That's what I'm supposed to do.				
7	I enjoy doing my homework				
8	It's important to me to do my homework.				
<b>II</b>	<b>I do my class work because</b>				
9	The teacher won't yell at me				
10	I want the teacher to think I'm a good student				
11	I want to learn new things				
12	I'll be ashamed of myself if it didn't get done				
13	It's fun				
14	That is the rule				
15	I enjoy doing my class work				
16	It is important to me to do my class work.				
<b>III</b>	<b>Why do you try to answer hard questions in class? I do so because</b>				
17	I want the other students think that I'm smart				
18	I feel ashamed of myself when I don't try				
19	I enjoy answering hard questions				
20	That is what I'm supposed to do				

21	To find out if I'm right or wrong.				
22	It is fun to answer hard questions.				
23	It is important to me to try to answer hard questions in class				
24	I want the teacher to say nice things about me				
<b>IV</b>	<b>Why Do you Try To Do Well In School? This is because</b>				
25	That is what I'm supposed to do				
26	My teachers will think I'm a good student				
27	I enjoy doing my school work well				
28	I will get in trouble if I don't do well				
29	I'll feel really bad about myself if I don't do well on the exams				
30	It's important to me to try to do well in school				
31	I will feel really proud of myself if I do well				
32	I might get a reward if I do well				

External Regulation = 2,6,9,14,20,24,25,28,32

Introjected Regulation = 1,4,10,12,17,18,26,29,31

Identified Regulation = 5,8,11,16,21,23,,30

Intrinsic Regulation = 3,7,13,15,19,22,27

### **Formula calculating relative autonomy index**

Relative Autonomy Index (SRI) = 2 x average intrinsic + average identified – average introjected  
– 2 x average external

**2. Amharic Version Questionnaires  
(The Forward Translated Questionnaires from English to  
Amharic)**

አዲስ አበባ ዩኒቨርሲቲ  
የትምህርትና ስነ-ባህሪ ሳይንስ ኮሌጅ  
የሳይኮሎጂ ትምህርት ቤት

በወላጆች የሚሞላ መጠየቅ

አላማ

የዚህ መጠይቅ ዋና አላማ በባልና ሚስት መካከል ለሚፈጠሩ ግጭቶች መንስኤ ምክንያቶችና የግጭቶችን የአፈታት ሁኔታ በተመለከተ መረጃ ሰብስቦ ምርምር መስራት ነው። የእርስዎ በእውነተኛ ክስተት ላይ የተመሰረተ ምላሽ ለምርምሩ ውጤት ተቀባይነት ያለው አስትዋጽኦ ከፍተኛ ስለሆነ እውነተኛ ምላሽ ብቻ እንዲሰጡኝ በትህትና እጠይቃለሁ።

በዚህ መጠይቅ ላይ ስምዎን መጻፍ አይጠበቅብዎትም። የሚሰጡኝ መረጃ በሚስጥር የሚያዝና ለሌላ አላማ አገልግሎት የማይውል መሆኑን አረጋግጣለሁ። ስለ ትብብርዎ አመሰግናለሁ።

ከሠላምታ ጋር  
ተመራማሪዎ

መጠየቅ አንድ  
የትዳር ግጭት ምክንያቶች መጠይቅ

ግለ መረጃ

መመሪያ አንድ

የሚከተሉት ጥያቄዎች የግል መረጃ ጥያቄዎች ናቸው። እባክዎ ለጥያቄዎቹ ምላሽዎን በተሰጠው ክፍት ቦታ ላይ በማስፈር ይመልሱ።

- 1- እድሜ \_\_\_\_\_
- 2- የትምህርት ደረጃ \_\_\_\_\_
- 3- ሥራ \_\_\_\_\_
- 4- የባለቤትዎ የትምህርት ደረጃ \_\_\_\_\_
- 5- የባለቤትዎ ስራ \_\_\_\_\_
- 6- የቤተሰብ ብዛት \_\_\_\_\_
- 7- የልጅ ብዛት \_\_\_\_\_
- 8- አብሮዎት የሚኖር የዘመድ ብዛት \_\_\_\_\_

**መመሪያ ሁለት**

የትዳር ጥንዶች በተለያዩ ምክንያቶች ሊጋጨ ይችላሉ። ቀጥሎ ባለው ሰንጠረዥ በባልና ሚስት መካከል ግጭት ሊያስነሱ የሚችሉ ጥቂት ምክንያቶች ተዘርዘረዋል። እባክዎ በነዚህ ምክንያቶች በእርስዎና በባለቤትዎ መካከል የተከሰተውን የግጭት መጠን ከተሰጡት የምላሽ ደረጃዎች አንዱን በመከብብ ይመልሱ።

ተ.ቁ	የባልና የሚስት የግጭት ምክንያቶች	በዚህ ፈጽሞ ግጭት ተነስቶ እያወቅም (1)	አልፎ አልፎ ይነሳል (2)	በተደጋጋሚ ይነሳል (3)	ሁልጊዜ ይነሳል (4)
1-	ለቤተሰብ የሚበቃ ገቢ አለመኖር	1	2	3	4
2-	የገንዘብ አያያዝ ችግር(መገዛት የማገባወ. ነገር ሳይገዛ ሌላ ነገር መግዛት)	1	2	3	4
3-	ተጨማሪ ስራ በመስራት ገቢ ለማመንጨት ፍላጎት አለመኖር	1	2	3	4
4-	የቤት አያያዝ ችግር (የቤት ንጽህና፤ አደረጃጀት...)	1	2	3	4
5-	የአባካኝነት ችግር(የትዳር አጋርን ፍላጎት ያላማከለ የገንዘብ ወጪ፤ ጓደኛን መጋበዝ ፡ አላስፈላጊ እቃዎችን መግዛት)	1	2	3	4
6-	ያለመተሳሰብ ችግር(አንተ ትበስ አንቺ ትበሽ አለመባባል)	1	2	3	4
7-	ያለመግባባት ችግር(ሀሳብ ላሳብ ያለመጣጣም)	1	2	3	4
8-	ያለመከባበር ችግር	1	2	3	4
9-	ለረዥም ጊዜ ተለይቶ መቆየት	1	2	3	4
10-	በስራ ምክንያት በተለያዩ ቦታ መኖር	1	2	3	4
11-	በአብሮነት ቆይታ ወቅት ደስ የሚል ጊዜ አብሮ አለማሳለፍ(ተደባብሮ መቆየት)	1	2	3	4
12-	የቤት ሀላፊነትን አለመተጋገዝ (ምግብ ማብሰል፤ ልብስ ማጠብ፤ ቤት መወልወል... ስራዎችን አለመተጋገዝ)	1	2	3	4
13-	በልጅ እንክብካቤ አለመተጋገዝ (ልጅን ማጠብ፤ ማልበስ፤ ማብላት...)	1	2	3	4
14-	የልጆች የትምህርት ክትትልን አለመተጋገዝ (የቤት ስራ ማሰራት፤ ጥናት ማስጠናት ፤ ትምህርት ቤት ማድረስ...)	1	2	3	4
15-	በልጆች አስተዳደግ ዘዴ ልዩነት መኖር (አንዱ ሲቀጣ ሌላው ተወ / ተይ ማለት፤ አንዱ ቁጡ ሌላኛው ቸልተኛ መሆን)	1	2	3	4
16-	የቤት ውስጥ ስራዎችን በወቅቱ አለመስራት /ለነገ ማለት/	1	2	3	4
17-	ግድ የለሽነት(ለራስ፤ ለቤተሰብ፤ ለማህበራዊ አገልግሎት አለመጨነቅ)	1	2	3	4
18-	አለመተማመን (ከሌላ ሰው ጋር የተደበቀ ጾታዊ ግነኛነት እንዳለ አድርጎ ማሰብ /ቅናት/)	1	2	3	4
19-	በግብረ ስጋ ግንኙነት አለመርካት/ደስተኛ አለመሆን	1	2	3	4
20-	የሃይማኖት ልዩነት	1	2	3	4
21-	የህይወት ግብ /አላማ/ ልዩነት	1	2	3	4
22-	የአለባበስ ሁኔታ	1	2	3	4
23-	የፍላጎት አለመጣጣም /መለያየት/	1	2	3	4
24-	እራስ ወዳድነት	1	2	3	4
25-	የግል ንፅህና ችግር	1	2	3	4
26-	አሰደንጋጭ ባህርያት መኖር /ውሽት፤ ስርቆት.../	1	2	3	4
27-	ለተለያዩ ሱሶች ተገዥ መሆን/የመጠጥ፤ የጫት፤ የሲጋራ.../	1	2	3	4
28-	የባል ወይም የሚስት የግል ልጆች	1	2	3	4
29-	የባል ወይም የሚስት ዘመድ /አባት፤ እናት ፤እህት-/	1	2	3	4
30-	የባል ወይም የሚስት ጓደኞች	1	2	3	4

**መጠይቅ ሁለት**

**የትዳር ግጭት መቋሜ ዘይቤ መጠይቅ**

**መመሪያ**

ቀጥሎ እርስዎና ባለቤትዎ በትዳር ግጭት ወቅት ግጭቱን ለመቋሜት ሊጠቀሙባቸው ይችላሉ ተብለው የታሰቡ ድርጊቶች ተዘርዘረዋል። ባለፈው አመት ውስጥ የተከሰቱትን ግጭቶች በሙሉ ከግምት በማስገባት እርስዎና የትዳር አጋርዎ እነዚህን የግጭት መቋሜ ዘይቤዎች ምን ያህል እንደተጠቀማችሁባቸው በጥያቄዎቹ ትይዩ ከተሰጡት የመልስ ደረጃዎች አንዱን በመከበብ ይመልሱ።

ተ.ቁ	የግጭት መቋሜ ዘይቤዎች	ፈፅሞ አልተከሰተም (1)	አልፎ አልፎ ይከሰት ነበር (2)	በተደጋጋሚ ይከሰት ነበር (3)	ሁሉም ይከሰት ነበር (4)
	<b>ባለፈው አመት አኔና ባለቤቱ ስንጋጭ</b>				
1.	እየተጣላም እንቀላለድ/አንሳሳቅ/ ነበር።	1	2	3	4
2.	እንዲያገላግለን ሌላ ሰው እንጠራ ነበር።	1	2	3	4
3.	ልጆቻችን ይገላግሉን ነበር	1	2	3	4
4.	ከሁለት አንዳችን ከቤት ወጥተን ዘመድ ወይም ጓደኛ ቤት ወይም ገራሪቤት እንቆይ ነበር ።	1	2	3	4
5.	ከሁለት አንዳችን ነገሩ እንዳይነሳ እንፈልግ ነበር።	1	2	3	4
6.	ከሁለት አንዳችን በንዴት የቤቱን በር በሐይል ዘግተን እንሔድ ነበር።	1	2	3	4
7.	ከሁለት አንዳችን በንዴት የሆነ ነገር አንስተን ወደ ሌላኛው እንወረውር ነበር ።	1	2	3	4
8.	ከሁለት አንዳችን በንዴት ሌላኛውን ሰው እንገፈትር ነበር።	1	2	3	4
9.	አንዳችን በንዴት ሌላውን ለመምታት እንሞክር ነበር።	1	2	3	4
10.	ተለያይቶ ለመኖር ወይም ለመፋታት እናስፈራራ ነበር።	1	2	3	4
11.	የተለያዩ አቋም ቢኖረን እንኳን እንደማመጥ ነበር።	1	2	3	4
12.	ለጥፋቴ ይቅርታ ስጠይቅ ባለቤቱ ትቀበለኝ /ይቀበለኝ/ ነበር።	1	2	3	4
13.	ከሁለት አንዳችን በንዴት የሆነ ነገር አንስተን ወደ ሆነ ቦታ እንወረውር ነበር።	1	2	3	4
14.	ብዙውን ጊዜ ነገር እየተጋጋለ ሲመጣ ርዕስ እንቀይር ነበር።	1	2	3	4
15.	በጣም ስበሳጭ ባለቤቱ ያቀዘቅዘኝ/ታቀዘቅዘኝ/ነበር።	1	2	3	4
16.	እየተጣላንም ተዋደን መኖር ችለናል	1	2	3	4
17.	የገብላል ልዩነት ቢኖረን እንኳን ረጋ ብለን እንነጋገር ነበር።	1	2	3	4
18.	ድምጻችንን ከፍ አድርገን በሀይል ቃል እንነጋገር ነበር።	1	2	3	4
19.	እንዴት መግባበት እንዳለብን አስተያየት ስለጥ ባለቤቱ ያዳምጠኝ /ታዳምጠኝ/ ነበር።	1	2	3	4
20.	በጊዜው ነገሮች አስቸጋሪ ቢሆኑም ችግሩን ማለፍ ችለናል።	1	2	3	4

አዲስ አበባ ዩኒቨርሲቲ  
የትምህርትና ስነ-ባህሪ ሳይንስ ኮሌጅ  
የሳይኮሎጂ ትምህርት ቤት

በተማሪዎች የሚሞላ መጠይቅ

አላማ

የመጠይቆቹ አላማ የወላጆችን የእርስ በእርስ ግጭት፣ የወላጅ ድጋፍ፣ የተማሪዎች በራስ መነሳሳት በተመለከተ መረጃ ሰብስቦ ምርምር መስራት ነው። የእናንተ ታማኝ መልስ ለምርምሩ ውጤት ተቀባይነት ከፍተኛ አስተዋፅኦ አለው። በመሆኑም እውነተኛ መረጃ ብቻ እንድትሰጡ በትህትና እየጠየቅሁ የምትሰጡት ምላሽ ሚስጥራዊነቱ የሚጠበቅና ለሌላ አገልግሎት የማይውል መሆኑን እረጋግጣለሁ። በመጠይቁ ላይ ስም መጻፍ አይጠበቅባችሁም። ስለ ትብብራችሁ አመሰግናለሁ።

ከሰላምታ ጋር  
ተመራማሪዎ

መጠይቅ አንድ

የወላጆች ግጭት በልጆች እይታ መጠይቅ

መመሪያ አንድ

የሚከተሉት ጥያቄዎቹ የግል መረጃ ጥያቄዎች ናቸው። የተጠየቀውን መረጃ ባለው ክፍት ቦታ ላይ በመሙላት ወይም የ'x' ምልክት በማድረግ መልሱ።

- 1- እድሜ፡- \_\_\_\_\_
- 2- ፆታ፡- ወንድ \_\_\_\_\_ ሴት \_\_\_\_\_
- 3- የምትኖረው/የምትኖሪው
  - ከወላጅ እናትና አባት ጋር -----
  - ከወላጅ እናትና ከእንጅራ አባት ጋር -----
  - ከወላጅ አባትና ከእንጅራ እናት ጋር -----
  - ከአስደጋ እናትና አባት ጋር -----

**መመሪያ ሁለት**

በማንኛውም ቤተሰብ ውስጥ የወላጆች ግጭት ይኖራል። ወላጆች ሲጣሉ ልጆች የተለያየ ስሜት ሊሰማቸው ይችላሉ። ይህም መጠየቅ የተዘጋጀው የእናንተን የወላጅ ግጭት ምልክታት እይታ ለመለካት ነው። ስለዚህ እያንዳንዱን ጥያቄ ካነበባችሁ በኋላ የእኔን ገጠመኝ መጠን በደንብ ይገልጻልኛል የምትሉትን የመልስ ደረጃ በመክበብ መልሱ።

ተ.ቁ	ጥያቄ	ፈፅሞ ለኔ እይታ (1)	አልፎ አልፎ ለኔ ይሰራል (2)	በተደጋጋሚ ለኔ ይሰራል (3)	ሁልጊዜ ለኔ ይሰራል (4)
1-	ወላጆቼ ሲጣሉ ፈፅሞ አይቻል አላውቅም።	1	2	3	4
2-	ያወቅሁ ባይመስላቸውም ወላጆቼ በጣም ይጋጫሉ።	1	2	3	4
3-	አጠገባቸው እያለሁም ወላጆቼ ሁሉ ይጨቃጩቃሉ።	1	2	3	4
4-	ወላጆቼ ሲከራከሩ በተደጋጋሚ እያለሁ።	1	2	3	4
5-	ወላጆቼ ተጋጭተው አያውቁም።	1	2	3	4
6-	ወላጆቼ በተደጋጋሚ እርስ በርስ ሲወቃቀሱና ሲያማርሩ እያለሁ።	1	2	3	4
7-	ወላጆቼ ሲጣሉ የሚያደርጉትን አያውቁትም።	1	2	3	4
8-	ወላጆቼ ሲጋጩ ረጋ በለው ስለጉዳዩ ይነጋገራሉ።	1	2	3	4
9-	ወላጆቼ ሲጋጩ ደስ የማይሉ ቃላትን ይመለሳሉ።	1	2	3	4
10-	ወላጆቼ ሲጋጩ ይጫጫሃሉ።	1	2	3	4
11-	ወላጆቼ ሲጋጩ ድምፃቸው ተሰምቶ አያውቅም።	1	2	3	4
12-	ወላጆቼ ሲጣሉ ዕቃ ይሰብራሉ /ይወራወራሉ።	1	2	3	4
13-	ወላጆቼ ሲጣሉ አንዱ ሌላውን ይገፈትራል ወይም ጭምድድ አድርጎ ይዞ ይወዘውዛል።	1	2	3	4
14-	ወላጆቼ ሲጋጩ ባብዛኛው ችግሩን ባግባቡ ይፈቱታል።	1	2	3	4
15-	ወላጆቼ ግጭቱን ካቆሙ በኋላ እንኳን አንዱ ሌላኛው ላይ እንደተናደደ ይቆያል።	1	2	3	4
16-	ወላጆቼ ከተጋጩ ብዙውን ጊዜ ነገሩን በራሳቸው ይፈቱታል	1	2	3	4
17-	ወላጆቼ ሲጣሉ ወዲያው ይታረቃሉ።	1	2	3	4
18-	ወላጆቼ ከተጣሉም በኋላ ጓደኝነታቸው በሰላም ይቀጥላል።	1	2	3	4
19-	ግጭቱ ካበቃ በኋላም ወላጆቼ ይጨቃጩቃሉ።	1	2	3	4
20-	ወላጆቼ በተደጋጋሚ የሚጋጩት እኔ ት/ቤት በምሰራው ስራ ነው።	1	2	3	4
21-	ወላጆቼ ብዙውን ጊዜ የሚጣሉት እኔ በስራሁት ነገር ነው።	1	2	3	4
22-	እኔ በምሰራቸው ነገሮች ወላጆቼ ይጋጫሉ።	1	2	3	4
23-	ወላጆቼ በተደጋጋሚ የሚጋጩት እኔ ስህተት ስሰራ ነው።	1	2	3	4
24-	ወላጆቼ ሲጋጩ ፍርሐት ይሰማኛል።	1	2	3	4
25-	ወላጆቼ ሲጋጩ ምን ይመጣብኝ ይሆን ብዬ እጨነቃለሁ።	1	2	3	4
26-	ወላጆቼ ሲጋጩ መጥፎ ነገር ይከሰታል ብዬ እፈራለሁ።	1	2	3	4
27-	ወላጆቼ ሲጣሉ በአንዳቸው ላይ ጉዳት ይደርሳል ብዬ እጨነቃለሁ።	1	2	3	4
28-	ወላጆቼ ሲጋጩ እኔም ላይ ይጨቃጩቃሉ እያልኩ እፈራለሁ ።	1	2	3	4
29-	ወላጆቼ ሲጋጩ ሊፋቱ ይችላሉ እያልኩ እጨነቃለሁ።	1	2	3	4
30-	ወላጆቼ ሲጋጩ ለራሴ ጥሩ ስሜት እንዲሰማኝ የሆነ ነገር ማድረግ አችላለሁ።	1	2	3	4
31-	ወላጆቼ ሲጣሉ ምን ማድረግ እንዳለብኝ ግራ ይገባኛል።	1	2	3	4
32-	ወላጆቼ ሲጋጩ በአብዛኛው ችግሮቼን ቀለል አድርጌ ማየት አችላለሁ።	1	2	3	4
33-	ወላጆቼ ሲጋጩ ፀቡን ማስቆም አልችልም።	1	2	3	4
34-	ወላጆቼ ሲጣሉ ለራሴ ጥሩ ስሜት እንዲሰማኝ ላደርግ የምችለው ነገር የለም ።	1	2	3	4

35-	ወላጆቹ ሲጋጩ ምንም ብላቸው አይሰሙኝም፡፡	1	2	3	4
36-	ለወላጆቹ ግጭት እኔ ተጠያቂ አይደለሁም፡፡	1	2	3	4
37-	ወላጆቹ የሚጣሉት በአብዛኛው በኔ ጥፋት ነው፡፡	1	2	3	4
38-	እነሱ ባይገልጹትም ለወላጆቹ ፀብ ምክንያት እኔ እንደሆንኩኝ አውቀዋለሁ፡፡	1	2	3	4
39-	ወላጆቹ ሲጣሉ እኔን ጥፋተኛ ያደርጉኛል፡፡	1	2	3	4
40-	ወላጆቹ የሚጋጩት በአብዛኛው በኔ ስህተት አይደለም፡፡	1	2	3	4

**መጠይቅ ሁለት**

**ለትምህርት ስራ በራስ የመነሳሳት ስሜት መጠይቅ**

**መመሪያ**

ይህ መጠይቅ የተዘጋጀው የተማሪዎችን ለትምህርት ስራ በራስ የመነሳሳት መጠንን ለመለካት ነው፡፡ እባካችሁ ጥያቄዎቹን በጥንቃቄ በማንበብና የእያንዳንዱ ዐ.ነገር ሐሳብ ከእናንተ የትምህርት መነሳሳት ልምድ ጋር ምን ያህል እንደሚሄድ በማሰብ ከተሰጡት የመልስ ደረጃዎች አንዱን በመክብብ መልሱ፡፡

ተ.ቁ	ጥያቄዎች	ለኔ ፈፅሞ አይሰራም (1)	ለኔ በመጠኑ ይሰራል (2)	ለኔ ይሰራል (3)	ለኔ በጣም ይሰራል (4)
<b>I</b>	<b>የቤት ሥራ የምስራው</b>	1	2	3	4
1-	መምህሩ ጉብዝ ተማሪ ነው /ናት/ ብሎ እንዲያስብ ስለምፈልግ	1	2	3	4
2-	ካልሰራሁ ቸግር ስለሚገጥመኝ	1	2	3	4
3-	ስለሚያዝናኛኝ	1	2	3	4
4-	የቤት ስራ ካልሰራሁ ስለራሴ መጥፎ ስሜት ስለሚሰማኝ	1	2	3	4
5-	ትምህርቱን መረዳት ስለምፈልግ	1	2	3	4
6-	መስራት ስለሚጠበቅብኝ	1	2	3	4
7-	የቤት ስራዬን መስራት ስለሚያስደስተኝ	1	2	3	4
8-	የቤት ስራዬን መስራት ስለሚጠቅመኝ	1	2	3	4
<b>II</b>	<b>የክፍል ስራ የምስራው</b>	1	2	3	4
9-	መምህሩ እንዳይቆጣኝ	1	2	3	4
10-	መምህሩ ጉብዝ ተማሪ ነው /ናት/ ብሎ እንዲያስብ	1	2	3	4
11-	አዲስ ነገር መማር ስለምፈልግ	1	2	3	4
12-	ካልሰራሁ ስለምሸማቀቅ	1	2	3	4
13-	የክፍል ስራ መስራት ስለሚያዝናኛኝ	1	2	3	4
14-	የክፍል ስራ መስራት ህግ ስለሆነ	1	2	3	4
15-	የክፍል ስራ መስራት ስለሚያስደስተኝ	1	2	3	4
16-	የክፍል ሥራ መስራት ስለሚጠቅመኝ	1	2	3	4
<b>III</b>	<b>ከባድ ጥያቄዎችን በክፍል ውስጥ ለመመለስ የምትሞክረው ለምንድን ነው?</b>	1	2	3	4
17	ሌሎች ተማሪዎች በጣም ጉብዝ ተማሪ ነው /ናት/ ብለው እንዲያስቡ ስለምፈልግ	1	2	3	4
18	ካልሞክርኩ በራሴ እፍረት ስለማሰማኝ	1	2	3	4
19	ከባድ ጥያቄዎችን መመለስ ስለሚያስደስተኝ	1	2	3	4
20	መመለስ ስለሚጠበቅብኝ	1	2	3	4
21	ትክክል መሆን አለመሆኔን ለማወቅ	1	2	3	4
22	ከባድ ጥያቄዎችን መመለስ ስለሚያዝናኛኝ	1	2	3	4
23	ከባድ ጥያቄዎችን ለመመለስ መሞከር ስለሚጠቅመኝ	1	2	3	4
24	መምህሩ ሰለኔ ጥሩ ነገር እንዲናገር ስለምፈልግ	1	2	3	4

IV	በትምህርት/ሽ/ ጥሩ ውጤት ማስመዘገብ የምትፈልገው /ጊው/ ለምንድን ነው?	1	2	3	4
25	ጥሩ ውጤት ማስመዘገብ ስለሚጠበቅብኝ	1	2	3	4
26	መምህሮቼ ጎበዝ ተማሪ ነው /ናት/ ብለው እንዲያስቡ ስለሚያደርጋቸዋል	1	2	3	4
27	ጥሩ ውጤት ማስመዘገብ ስለሚያስደስተኝ	1	2	3	4
28	ጥሩ ውጤት ካለመዘገብኩ ቸግር ስለሚገጥመኝ	1	2	3	4
29	ውጤቴ ዝቅተኛ ከሆነ ለራሴ መጥፎ ስሜት ስለሚሰማኝ	1	2	3	4
30	ጥሩ መስራቴ ስለሚጠቅመኝ	1	2	3	4
31	ጥሩ ውጤት ካለመዘገብኩ ኩራት ስለሚሰማኝ	1	2	3	4
32	ጥሩ ውጤት ካለመዘገብኩ ሽልማት ማግኘት ስለምችል	1	2	3	4

**መጠይቅ ሦስት**

**የወላጅ ድጋፍ መጠይቅ**

ይህ መጠይቅ የተዘጋጀው ወላጆች ለልጆቻቸው መሰረታዊ የስነ ልቦና ፍላጎት መሟላት የሚያደርጉት ድጋፍ መጠን በታዳጊ ወጣቶች እይታ እንፃፍ ለመለካት ነው። በመሆኑም በወላጆቻችሁ ድጋፍ ያላቸሁን የእርካታ መጠን መሰረት አድርጋችሁ እያንዳንዱን ጥያቄ በማንበብ ከተሰጡት የመልስ ደረጃዎች አንዱን በመክበብ መልሱ።

ተ.ቁ	የወላጅ ድጋፍ	በፍፁም ለኔ አይሰራም (1)	አልፎ አልፎ ለኔ ይሰራል (2)	በተደጋጋሚ ለኔ ይሰራል (3)	ሁልጊዜ ለኔ ይሰራል (4)
1	ወላጆቼ ነፃ ሆኜ ምርጫዬን በራሴ እንድወስን ይነግሩኛል።	1	2	3	4
2	አብዛኛዎቹን ምርጫዎቼን የሚወስኑኝ ወላጆቼ ናቸው።	1	2	3	4
3	ወላጆቼ ሐሳቤንና እምነቴን በፊታቸው ነጻ ሆኜ አንድገልጽ ያበረታቱኛል።	1	2	3	4
4	ወላጆቼ የተገረኝን ብቻ እንድሰራ ይፈልጋሉ።	1	2	3	4
5	ወላጆቼ በእለት ተዕለት ኑሮዬ እራሴን እንድሆን የሚያበረታቱኝ መስሎ ይሰማኛል	1	2	3	4
6	ወላጆቼ ነገሮችን በራሴ መንገድ ወስኜ እንድሰራ ብዙም እድል አይሰጡኝም	1	2	3	4
7	ወላጆቼ የራሴን ውሳኔ በራሴ እንድወስን ይፈቅዳሉ	1	2	3	4
8	ወላጆቼ የምስራውን ነገር ሁሉ መቆጣጠር ይፈልጋሉ	1	2	3	4
9	ወላጆቼ የፈለኩትን ያህል ነፃነት ይሰጡኛል	1	2	3	4
10	ወላጆቼ ብዙውን ጊዜ እኔ የምሰራውን ስራ ስለማያበረታቱ ሁሌም ነገሮችን ለመስራት በቂ ችሎታ ያለኝ መስሎ አይሰማኝም	1	2	3	4
11	ወላጆቼ ዘወትር ችሎታ አለኝ የሚል ስሜት እንዲኖረኝ ይነግሩኛል	1	2	3	4
12	ወላጆቼ ዘወትር ስራዎቼን በስኬት እንዳጠናቅቅ የሚረዱ እቃዎችን በማቅረብ ይደግፋኛል	1	2	3	4
13	በምሰራው ስራ ሁሉ ጎበዝ መሆኔን ወላጆቼ ይነግሩኛል	1	2	3	4
14	ወላጆቼ ደስ የሚሉ አዳዲስ ሙያዎችን እንድማር ያበረታቱኛል	1	2	3	4
15	ወላጆቼ የተለያዩ ነገሮችን ለመስራት ችሎታ እንደሌለኝ በተደጋጋሚ ይነግሩኛል	1	2	3	4

16	ወላጆቹ ቸሎታዬን እንዳሳይ እድል እንደማይሰጡኝ ይሰማኛል	1	2	3	4
17	ወላጆቹ የሚያናግሩኝ በፍቅርና በጓደኛነት ስሜት ነው	1	2	3	4
18	በእለት ተእለት ግንኙነታችን ውስጥ ወላጆቹ የአኔን ስሜት ከግምት ውስጥ እንደሚያስገቡት ይሰማኛል	1	2	3	4
19	ወላጆቹ ለእኔ ያላቸው ስሜት ቀዝቀዝ ያለ መስሎ ይሰማኛል	1	2	3	4
20	ቸግሬንና ጭንቀቴን ወላጆቹ በቀላሉ እንደሚረዱኝ ይሰማኛል	1	2	3	4
21	ወላጆቹ ከኔ ጋር ማውራት ያስደስታቸዋል	1	2	3	4
22	ወላጆቹ ሁሌ የፈገግታ ፊት ያሳዩኛል	1	2	3	4
23	ወላጆቹ የምፈልገውን ነገር አይረዱም	1	2	3	4
24	ወላጆቹ ያልተፈለኩ ሰው ነኝ ብዬ እንዲሰማኝ ያደርጉኛል	1	2	3	4
25	ስበሳጭ ወላጆቹ የተሻለ ስሜት እንዲሰማኝ ያደርጉኛል	1	2	3	4
26	ወላጆቹ ከኔ ጋር በደንብ አያውሩም	1	2	3	4
27	ወላጆቹ ይንከባከቡኛል	1	2	3	4

### **3. The Backward Translated Questionnaires from Amharic to English(Before Pilot Study)**

**Addis Ababa University**  
**Educational and Behavioral Science College**  
**School of Psychology**

**Parent's Questionnaire**

Objective

The main objective of this questionnaire is to collect data and conduct research on the causes of conflicts between married couples and the manner such conflicts are resolved. As your responses significantly affect the validity of the findings of this study, I kindly request you to provide genuine answers based on facts (real situations).

You are not expected to write your name on this questionnaire. I guarantee that the information you provide will be kept confidential and will not be used for any other purpose. Thank you for your cooperation.

Sincerely

The Researcher

**Questionnaire One**

Questions on Causes of conflicts among married couples (partners)

Personal information

**Direction One**

The following questions are about you. Please write your responses in the blank space.

1. Age: \_\_\_\_\_
2. Education level P: \_\_\_\_\_
3. Occupation: \_\_\_\_\_
4. Education level of your partner: \_\_\_\_\_
5. Your partner's occupation: \_\_\_\_\_
6. Number of families : \_\_\_\_\_
  - Number of children: \_\_\_\_\_
  - Number of other relatives living with you : \_\_\_\_\_

### Direction Two

Married couples could involve in conflicts for different reasons. In the table below some of the reasons that may lead couples to conflicts are listed. Please show the extent of the conflict each of the listed items caused between you and your partner based on the scale provided by putting an “x” mark that corresponds to your feeling.

No	Reasons/causes/	Never (1)	Rarely (2)	Usually (3)	Always (4)
1	Shortage of income for the family				
2	Problems with financial management				
3	Lack of interest to generate income				
4	Poor household management				
5	Extravagant(wasteful) life style				
6	Lack of care for one another				
7	Discordance				
8	Lack of respect to each other				
9	Living separately for long time				
10	To live separately due to work				
11	Not to spend quality time together				
12	Family responsibility				
13	Child care				
14	Children academic following				
15	Differences on how to raise children				
16	Neglecting(postponing) household activities				
17	Carelessness				
18	Mistrust				
19	Sexual incompatibility				
20	Religious difference				
21	Difference in goal of life				
22	Dressing style				
23	Clash/difference/ of interests				
24	Selfishness				
25	Problems of personal hygiene				
26	Serious misbehaving /lies, thefts/				
27	Addiction				
28	Step sons or daughters				
29	Relative/extended family/				
30	Friends				

## Questionnaire Two

### Questionnaire on techniques of resolving matrimonial conflicts

#### Direction

Listed below are some of the techniques that you and your husband/wife may use to resolve your conflicts. Bearing in mind the parental conflicts which occurred last year, please, show the extent you used each of the listed conflict resolution techniques by putting an “x” mark under the scales.

No	Conflict resolution techniques Last year when I and my better half fight	Never 1	rarely 2	Usually/often 3	Always 4
1.	We would make fun with each other				
2.	We would call someone to settle the Fight				
3.	Our children solve the problem of the conflict				
4.	One of us would go out and stay with a friend or relative				
5.	One of us would avoid raising the issue/matter				
6.	One of us would slam the door and go out				
7.	One of us would throw something at each other				
8.	One of us would push or push or strangle the other				
9.	One of us would hit/ try to heat the other				
10.	Would threaten to live separately or to divorce				
11.	We would listen to each other though we have differences				
12.	My partner would forgive me when I apologize for my wrong doings				
13.	One of us would pick and something up and throw it somewhere				
14.	We would change the subject when things become hotter				
15.	My partner would try to comfort				

	me /cool me down/ when I get very upset/angry/				
16.	Though we fight we still love each other				
17.	Though we had major differences, we would discuss the issue calmly.				
18.	We shout insults at each other				
19.	My partner would listen to me when I propose how to solve our problems				
20.	Though things were difficult by then, we would tolerate each other and overcome our problems				

**Addis Ababa University**  
**Educational and Behavioral Science College**  
**School of Psychology**

**Students Questionnaire**

**Objective:**

The objective of these questionnaires is to collect data and conduct research on parental conflicts, family support and student's motivation for independent learning . As your responses significantly affect the validity of the findings of this study, I kindly request you to provide genuine answers based on facts (real situations). I guarantee that the information you provide will be kept confidential and will not be used for any other purpose. You are not expected to write your name on this questionnaire. Thank you for your cooperation.

Sincerely

The Researcher

**Questionnaire One**

**Questionnaire on children's perception of parental conflict/dispute/**

**Direction One**

The following questions are about you. Please provide the appropriate information by filling the appropriate information by filling the blank space or by putting an "x" mark .

1. Age : \_\_\_\_\_
2. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_
3. You live with
  - Biological parents(mother and father) \_\_\_\_\_
  - Mother and step father \_\_\_\_\_
  - Father and step mother \_\_\_\_\_
  - Adopting mother and father \_\_\_\_\_

## Direction Two

Parental conflicts occur in every family. children develop different feelings when parents fight. This questionnaire is prepared to measure your experience and perceptions of such conflicts. Please read each of the questions very carefully and show your level of agreement each express your experience by putting an “X” mark under each scale.

No	Item	Never (1)	Rarely (2)	Usually (3)	Always (4)
1.	I have never seen my parents fight				
2.	Though they don't think I know, my parents constantly fight				
3.	My parents involve in a row always in presence				
4	I often see my parents argue				
5	My parents have never clashed				
6	I usually see my parents insulting and blaming one another				
7.	When my parents fight they cannot control themselves				
8.	When my parents disagree over something they discuss about it calmly				
9	When my parents fight they use improper language				
10.	When my parents fight, they shout each other				
11	When my parents fight, they keep it to themselves				
12.	When my parents quarrel, they break smash/ through things				
13	When my parents fight, one of them would push or strangle the other.				
14	When my parents fight, they mostly resolve the issue appropriately.				
15	Even after my parents stop the fight, one would stay angry over the other				
16	When my parents fight, they resolve the issue by themselves				
17	When my parents involve in a disagreement, they immediately make peace				
18	My parents would remain good friends after they fight				
19	My parents keep on arguing even after the fight is over				
20	My parents always fight because of what I do in school				
21	My parents usually fight because of my wrong doing				
22	My parents fight because of what I do				

23	My parents always set into a fight because of the mistake I commit				
24	My parents fight, I feel terrified				
25	My parents fight, I worry about what is going to happen in the future				
26	My parents fight, I am afraid that something bad will happen.				
27	When my parents fight, I worry that they would cause harm to each other.				
28	When my parents fight, I worry about them shouting at me				
29	When my parents fight, I feel distressed that they would divorce				
30	When my parents fight, I can do something that makes me feel good.				
31	I don't know what to do when my parents fight				
32	When my parents fight, I always try to do something better				
33	When my parents fight, there is nothing I can do to stop it.				
34	When my parents fight, there is nothing I can do to make me feel good				
35	When my parents fight, they don't listen to what I tell them				
36	I am not responsible for my parents dispute				
37	My parents always fight because of my wrong doing				
38	Though my parents never mention it, I know I am the cause for their fight				
39	When my parents fight, they blame me for it.				
40	My parents fight mostly not by my wrong doing. In most cases my wrong doing is not the cause for my parents fight.				

## Questionnaire Two

### Questionnaire (Items) on Parental support

This questionnaire is prepared to measure children's perception of the psychological support they receive from their parents. Hence, show your level of agreement to each item based on the family support you have. Please show your responses by putting an "X" mark under the scales.

No	Parental support	Never	Rarely	Usually	Always
1.	My parents tell me to make my choice independently				
2	Most of my choices are made by my parents				
3	My parents encourage me to freely express my thoughts and beliefs in front of them.				
4	My parents want me to do only what I am told.				
5	I feel that my parents encourage me to be myself in my day to day activities				
6	My parents do not often give me the chance to do things my way (based on my decisions)				
7	My parent allow me to make my decisions by self(Independently)				
8	My parents want to control everything I do				
9	My parents give me total freedom				
10	My parents always tell me that I need to believe I do everything				
11.	My parents always tell me that I need to believe I do anything				
12.	My parents always provide me materials to enable me accomplish something successfully				
13	My parents tell me I am good at what I do				
14	My parents encourage me develop interesting and unique skills				
15	My parents always tell me I don't have the ability to do different things				
16	I feel my parents do not give me the chance to prove myself				
17	My parents treat me with love and friendliness				
18	I feel that my parents care about my feelings in our day to day interactions				
19	I feel that my parents have low feelings towards me.				
20	I feel that my parents easily understand my problems and my worries				
21	My parents love to talk with me				
22	My parents always treat me with a smiling				

	face				
23	My parents do not understand my feelings				
24	My parents make me feel that that I am worthless				
25	When I get angry my parents my parents will comfort me.				
26	My parents do not often talk to me				
27	My parents care for me				

### Questionnaire Three

#### Questions on the Motivation for independent Learning

##### Direction

This questionnaire is prepared to measure the extent of students' motivation for independent learning. Please read each of the items carefully and show your level of agreement by putting an "X" mark on the scales.

No	Items	Doesn't Work for me at all (1)	Some times work for me (2)	Work for me (3)	Works for me very much (4)
I	I do my homework because				
1.	I want the teacher think I am a good student				
2	I will face a problem if I don't do				
3	It entertains/relaxes/ me				
4	I feel bad about myself if I don't do				
5	I want to understand the lesson				
6	it is my duty to do so				
7	Doing my homework makes me happy				
8	I benefit from doing my homework				
<b>II</b>	<b>I do my class work because</b>				
9	I don't want the teacher to get angry with me				
10	I want the teacher to think that I am a good student				
11	I want to learn new things				
12	I feel ashamed if I don't				
13	It is relaxing				

14	It is my duty/responsibility				
15	Doing my class work makes me happy				
16	I benefit from doing my class work				
<b>III</b>	<b>Why do you try to answer difficult questions in the classroom?</b>				
17	I want other students think that I am a clever student				
18	I feel ashamed if I don't try				
19	I enjoy solving difficult questions				
20	It is my duty/responsibility				
21	To check whether I am right or not				
22	Answering difficult questions relaxes me				
23	Providing answers to difficult questions benefits me.				
24	I want the teacher to speak good things about me				
<b>IV</b>	<b>Why do you want to score good grades in your study?</b>				
25	Because doing so is my responsibility				
26	I want my teachers think I am a clever student				
27	It makes me happy to score good grades				
28	I will face difficulties if I don't work hard				
29	I feel bad about myself if my scores are low				
30	I get benefits from working hard				
31	I feel proud if I do good.				
32	I will get reward for my hard work				

Note

I really thank Dr.Mulugeta Teka and Ato Zelalem English language teachers of Bahir Dar University for their unreserved help in back traslating the Amharic version of the questionnaires.

## **Appendix B: Interview Questions**

The following 3 interview questions were administered for mothers after they filled the questionnaires of parents to support the quantitative data

1. Which one of the listed causes of marital conflict of the questionnaire is more prevalent in your home?
2. What are other unique factors that cause conflict between you and your partner?
3. What types of reaction do your children demonstrate when you and your partner have had intense conflict?

## Appendix C: Background Information Form

**Addis Ababa University**  
**College Of Education and Behavioral Sciences**  
**School Of Psychology**

Date \_\_\_\_\_

### Background Information Form

No	Full name	Sex	Age	Section	You live <ul style="list-style-type: none"> <li>• with mother and father</li> <li>• mother</li> <li>• father</li> <li>• With relative</li> <li>• Self-helping</li> <li>• Married</li> </ul>	Father education level	Mather education level

**አዲስ አበባ ዩኒቨርሲቲ**

**የትምህርትና ስነ-ባህሪ ሳይንስ ኮሌጅ**

**የሳይኮሎጂ ትምህርት ቤት**

ቀን \_\_\_\_\_

ግለ መረጃ ቅጽ

ተ.ቁ	ሙሉ ስም	ፆታ	እድሜ	ክፍል	የምትኖሪው/ረው <ul style="list-style-type: none"> <li>• ከእናትና ከአባት ጋር</li> <li>• ከእናት ጋር</li> <li>• ከአባት ጋር</li> <li>• ከዘመድ ጋር</li> <li>• አራስ ማስተዳደር</li> <li>• ከትዳር አጋር ጋር</li> </ul>	የአባት የትምህርት ደረጃ	የእናት የትምህርት ደረጃ
1							
2							
3							

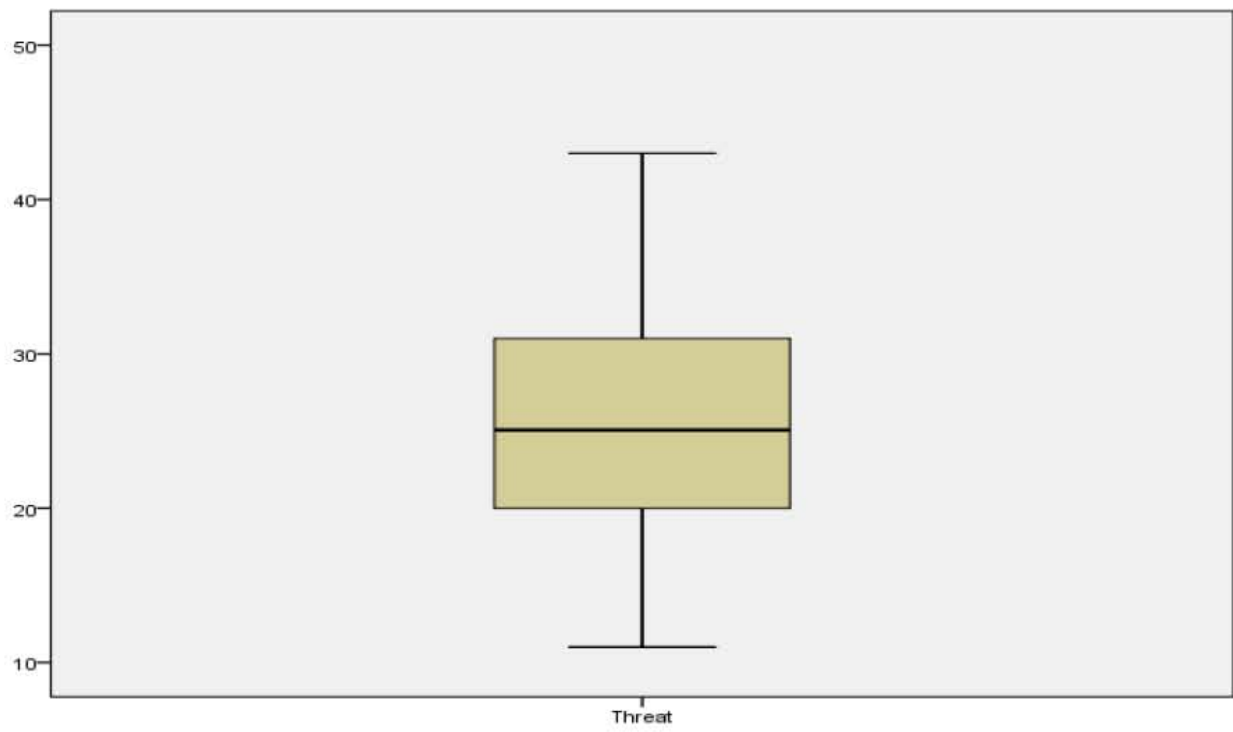
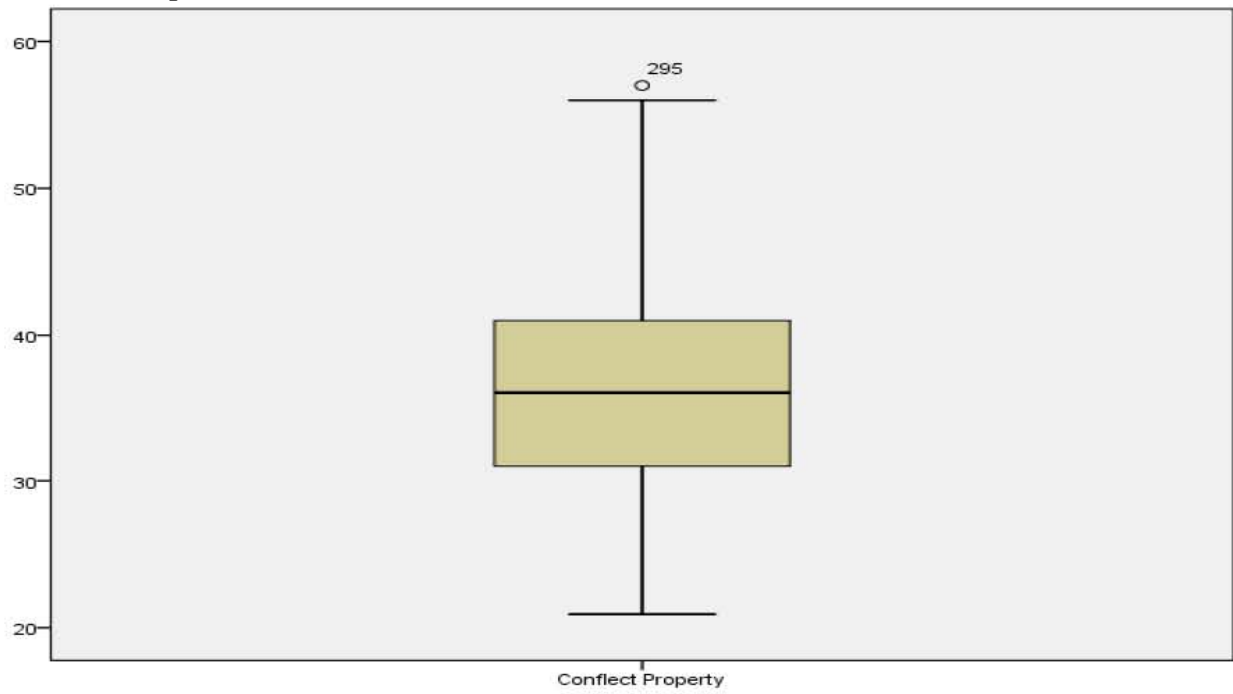


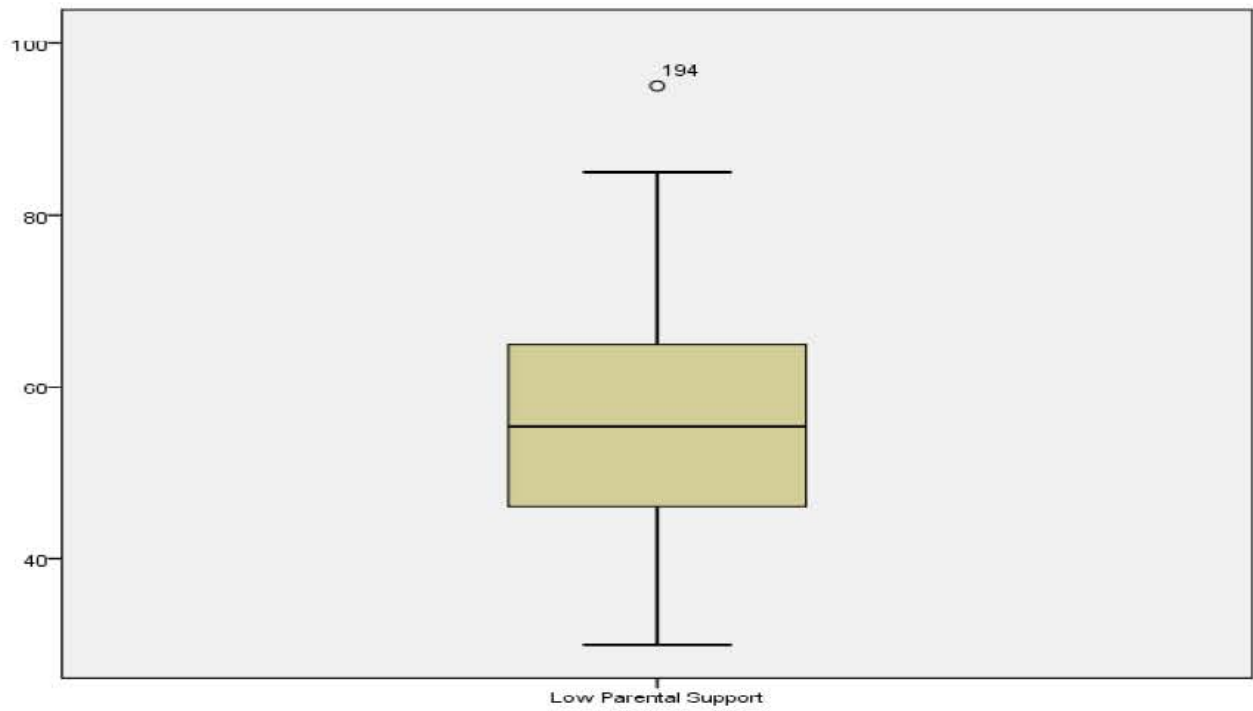
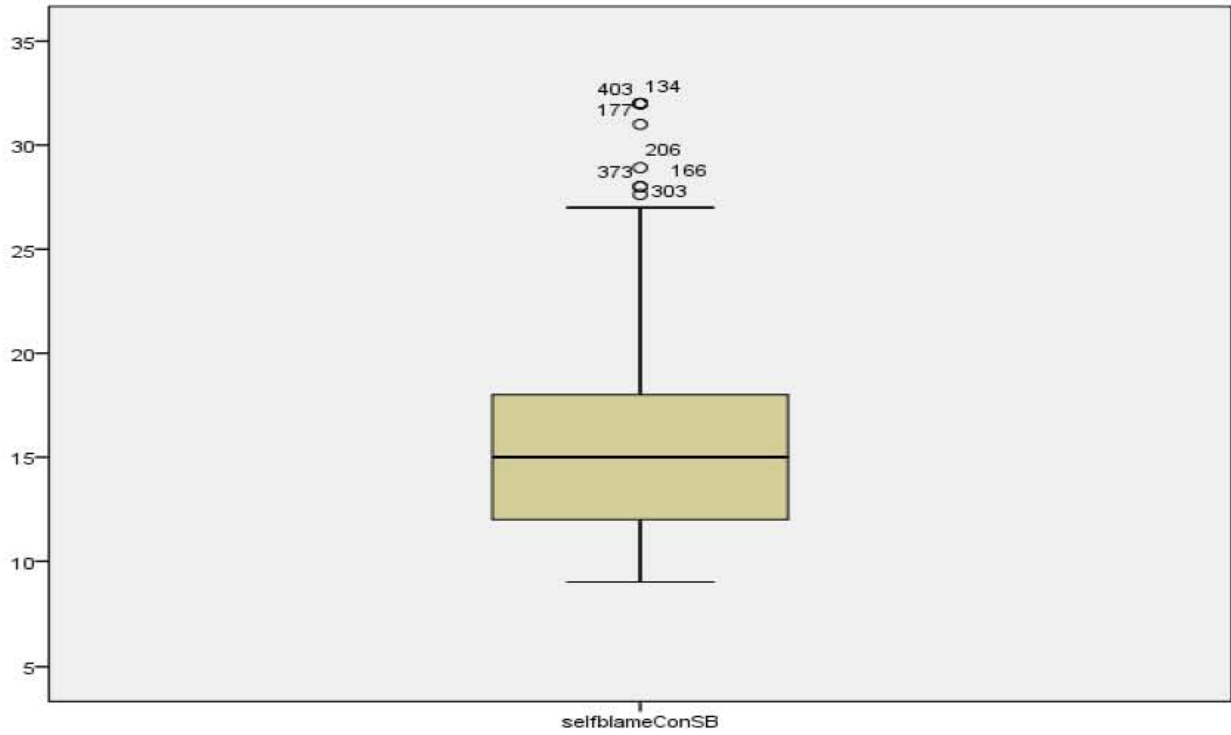


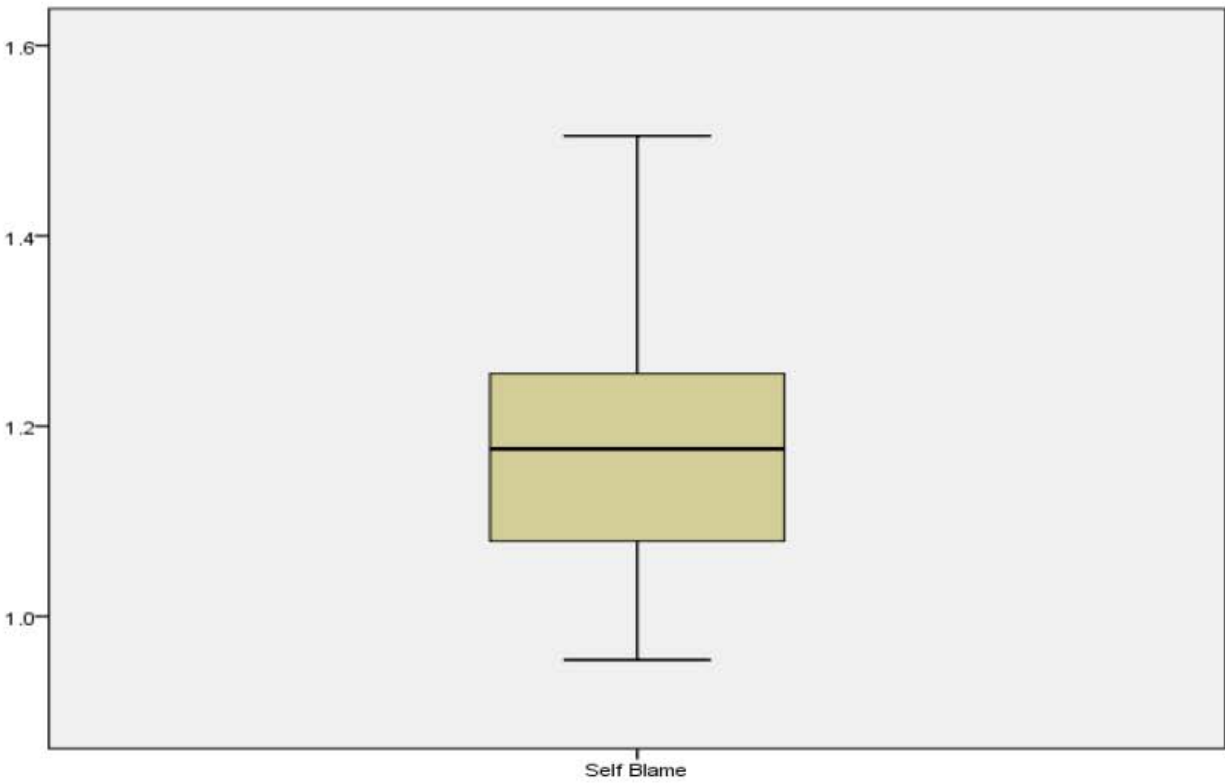
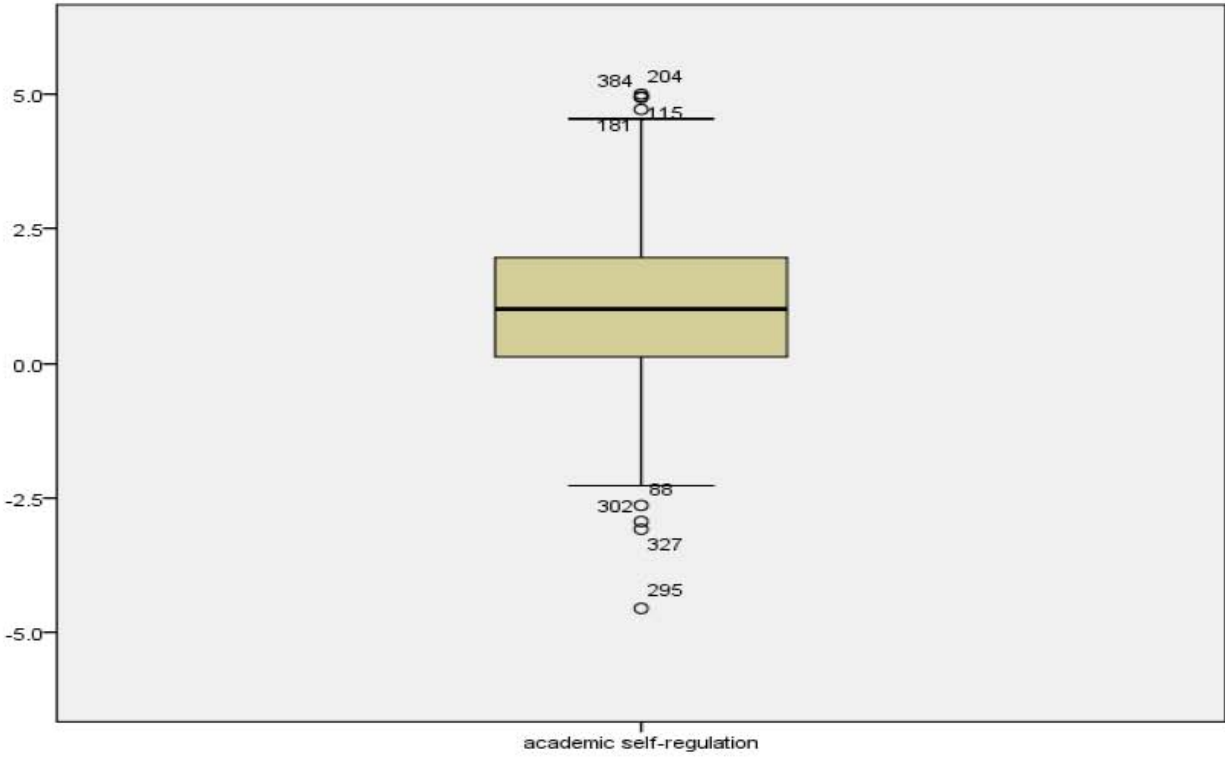






*B. Box plot*





**C. Extreme values**

Extreme Values					The expected maximum and minimum scores of the scales
			Case Number	Value	
Conflict Property	Highest	1	295	57.00	Number of items 18 maximum =72 minimum=18
		2	301	56.00	
		3	143	54.00	
		4	383	53.00	
		5	339	52.00	
	Lowest	1	177	20.92	
		2	398	21.00	
		3	173	21.00	
		4	164	21.00	
		5	150	21.00	
Threat	Highest	1	95	43.00	Number of items =11 maximum =44 minimum=11
		2	99	40.00	
		3	303	40.00	
		4	249	39.31	
		5	37	39.00 <sup>a</sup>	
	Lowest	1	74	11.00	
		2	2	11.00	
		3	164	11.22	
		4	207	12.00	
		5	39	12.00 <sup>b</sup>	
selfblameConSB	Highest	1	32	32.00	Number of items=9 maximum =36 minimum=9
		2	89	32.00	
		3	134	32.00	
		4	395	32.00	
		5	403	32.00	
	Lowest	1	400	9.00	
		2	398	9.00	
		3	392	9.00	
		4	388	9.00	
		5	385	9.00 <sup>c</sup>	
Low Parental Support	Highest	1	194	95.00	Number of items =27 maximum =108 minimum=27
		2	59	85.00	
		3	295	85.00	
		4	223	84.00	
		5	302	84.00	
	Lowest	1	180	30.00	
		2	165	30.00	
		3	115	31.00	

		4	58	31.26	
		5	246	32.00 <sup>d</sup>	
academic self-regulation	Highest	1	204	5.00	
		2	384	4.95	Number of items = 32
		3	115	4.94	maximum = 2( maximum average score of intrinsic subscale )+ maximum average score of identified subscale = (2(4)+4)=12
		4	181	4.71	
		5	372	4.54	
	Lowest	1	295	-4.56	Minimum= -2(maximum average score of extrinsic subscale )- maximum average score of introjected subscale = (-2(4)-4)= -12
		2	327	-3.08	
		3	302	-2.94	
		4	88	-2.63	
		5	362	-2.27	
Self Blame Log10	Highest	1	32	1.51	self blame log10
		2	89	1.51	Number of items
		3	134	1.51	maximum =1.57
		4	395	1.51	minimum=.95
		5	403	1.51	
	Lowest	1	400	.95	
		2	398	.95	
		3	392	.95	
		4	388	.95	
		5	385	.95 <sup>e</sup>	
a. Only a partial list of cases with the value 39.00 are shown in the table of upper extremes.					
b. Only a partial list of cases with the value 12.00 are shown in the table of lower extremes.					
c. Only a partial list of cases with the value 9.00 are shown in the table of lower extremes.					
d. Only a partial list of cases with the value 32.00 are shown in the table of lower extremes.					
e. Only a partial list of cases with the value .95 are shown in the table of lower extremes.					

## Normality

### A. Skewness and kurtosis

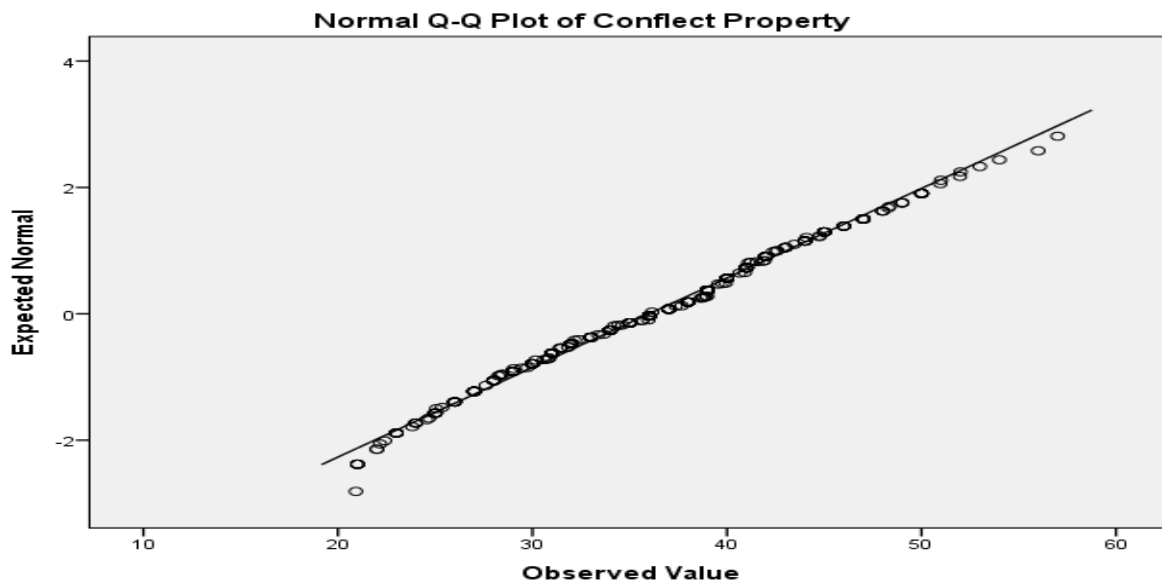
Descriptives				
		Statistic	Std. Error	
Conflect Property	Mean		35.9958	.35112
	95% Confidenc e Interval for Mean	Lower Bound	35.3055	
		Upper Bound	36.6860	
	5% Trimmed Mean		35.9091	
	Median		36.0000	
	Variance		49.806	
	Std. Deviation		7.05736	
	Minimum		20.92	
	Maximum		57.00	
	Range		36.08	
	Interquartile Range		10.00	
	Skewness		.121	.121
	Kurtosis		-.342	.242
	Threat	Mean		25.4498
95% Confidenc e Interval for Mean		Lower Bound	24.7959	
		Upper Bound	26.1037	
5% Trimmed Mean		25.4386		
Median		25.0617		
Variance		44.700		
Std. Deviation		6.68581		
Minimum		11.00		
Maximum		43.00		
Range		32.00		
Interquartile Range		11.00		
Skewness		-.001	.121	
Kurtosis		-.757	.242	
selfblameConSB		Mean		15.4536
	95% Confidenc e Interval for Mean	Lower Bound	15.0084	
		Upper Bound	15.8989	
	5% Trimmed Mean		15.1241	
	Median		15.0000	

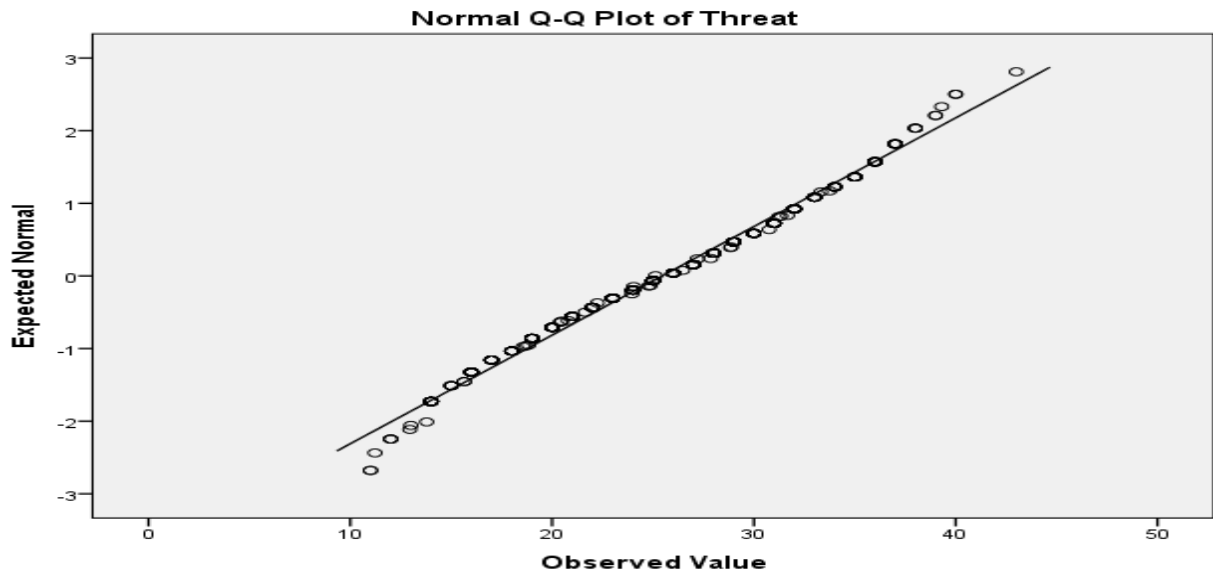
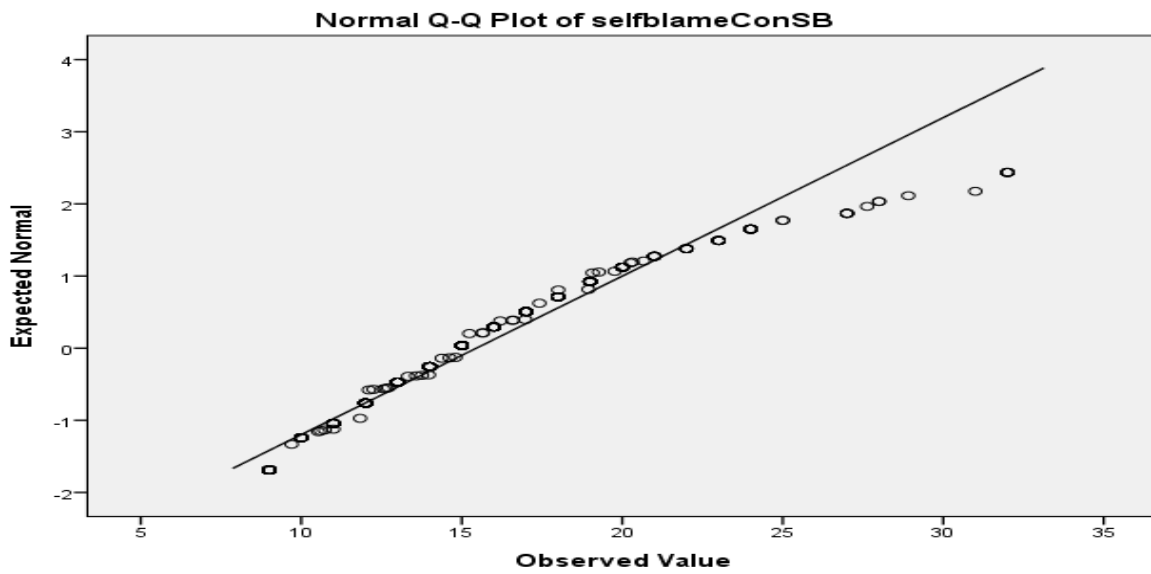
	Variance		20.727	
	Std. Deviation		4.55264	
	Minimum		9.00	
	Maximum		32.00	
	Range		23.00	
	Interquartile Range		6.00	
	Skewness		1.065	.121
	Kurtosis		1.709	.242
Low Parental Support	Mean		55.7554	.60264
	95% Confidenc e Interval for Mean	Lower Bound	54.5707	
		Upper Bound	56.9401	
	5% Trimmed Mean		55.6153	
	Median		55.3976	
	Variance		146.723	
	Std. Deviation		12.11292	
	Minimum		30.00	
	Maximum		95.00	
	Range		65.00	
	Interquartile Range		19.00	
	Skewness		.163	.121
	Kurtosis		-.398	.242
	academic self-regulation	Mean		1.0348
95% Confidenc e Interval for Mean		Lower Bound	.8968	
		Upper Bound	1.1727	
5% Trimmed Mean			1.0446	
Median			.9942	
Variance			1.989	
Std. Deviation			1.41036	
Minimum			-4.56	
Maximum			5.00	
Range			9.56	
Interquartile Range			1.82	
Skewness			-.090	.121
Kurtosis			.553	.242
Self Blame		Mean		1.1715
	95% Confidenc e Interval for Mean	Lower Bound	1.1596	
		Upper Bound	1.1835	
	5% Trimmed Mean		1.1686	

Median	1.1761	
Variance	.015	
Std. Deviation	.12243	
Minimum	.95	
Maximum	1.51	
Range	.55	
Interquartile Range	.18	
Skewness	.183	.121
Kurtosis	-.081	.242

### *B. Probability plot of variables*

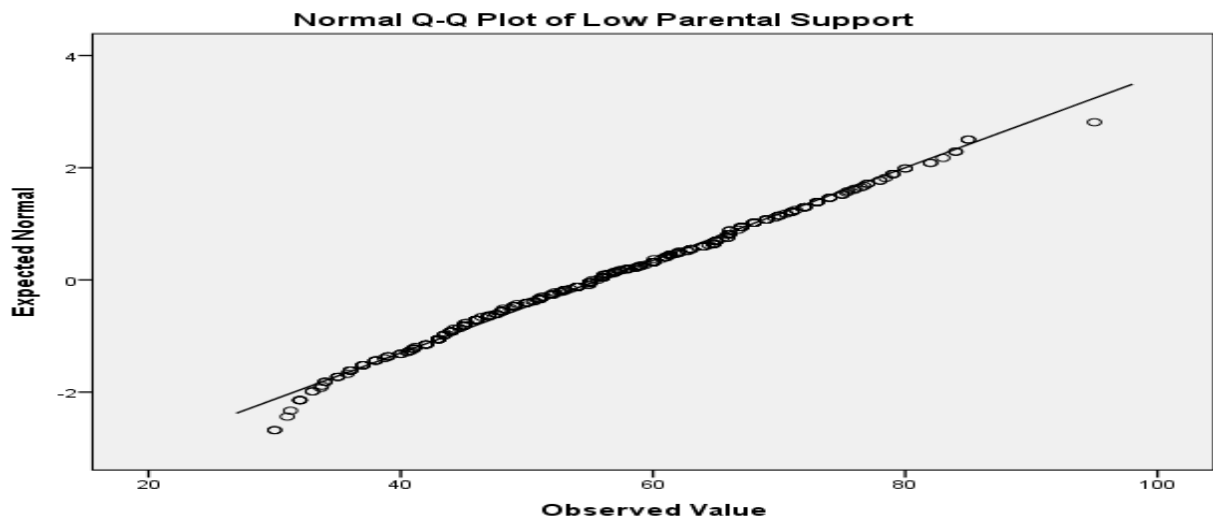
*Conflict Property*

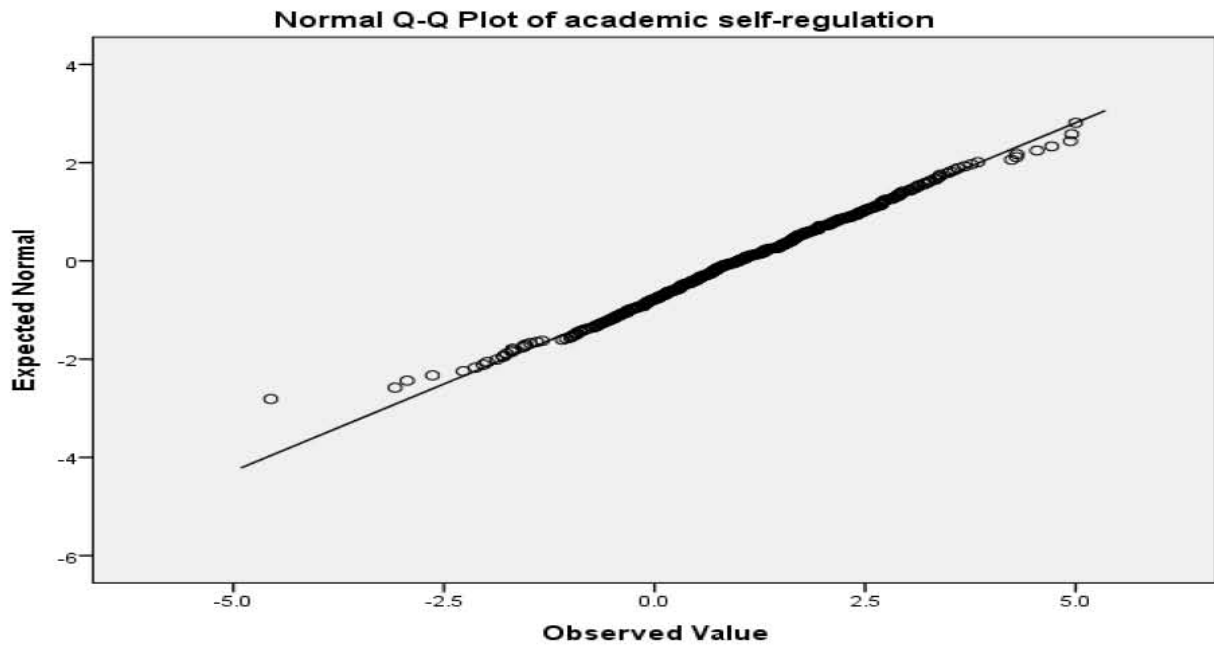


*Threat**Self-blame**Transformed Self-blame*

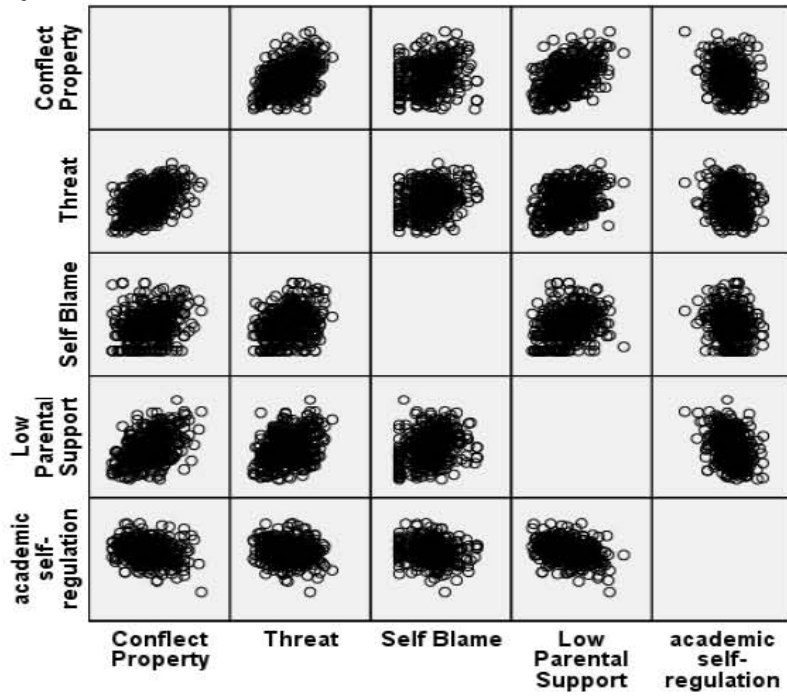


*Low Parental Support*



*Academic Self-regulation*

## Linearity



## Homoscedasticity

Levene's Test for Equality of Variance (One way ANOVA) to examine difference in academic self-regulation across demographic characteristics

Academic self-regulation differences across grouping of demographic characteristics of adolescents (mother and adolescent data N=188)

Tests of Between-Subjects Effects					
Dependent Variable: Academic self-regulation					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	243.943 <sup>a</sup>	116	2.103	.996	.518
Intercept	51.477	1	51.477	24.374	.000
Age	6.136	5	1.227	.581	.714
Sex	5.591	1	5.591	2.647	.109
Familystructure	10.306	3	3.435	1.627	.193
Motheducation	2.882	5	.576	.273	.926
Fathereducation	2.959	6	.493	.234	.964
Error	118.270	56	2.112		
Total	597.426	173			
Corrected Total	362.213	172			
a. R Squared = .673 (Adjusted R Squared = -.003)					

Academic self-regulation differences across grouping of demographic characteristics of adolescents(N=404)

Tests of Between-Subjects Effects					
Dependent Variable: academic self-regulation					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	85.579 <sup>a</sup>	35	2.445	1.253	.160
Intercept	35.506	1	35.506	18.194	.000
Sex	7.580E-05	1	7.580E-05	.000	.995
Familystructure	11.006	3	3.669	1.880	.133
Error	706.454	362	1.952		
Total	1216.637	398			
Corrected Total	792.033	397			
a. R Squared = .108 (Adjusted R Squared = .022)					

Some of the missing data of categorical variables are excluded.

No statistical significant academic self-regulation difference is observed as a function of variation in age sex , family structure mothers' and fathers' education level.

## Multivariate outliers

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Mahalanobis Distance	404	100.0%	0	0.0%	404	100.0%

Descriptives

			Statistic	Std. Error
Mahalanobis Distance	Mean		4.9876238	.16254510
	95% Confidence Interval for Mean	Lower Bound	4.6680816	
		Upper Bound	5.3071660	
	5% Trimmed Mean		4.7010419	
	Median		4.2919161	
	Variance		10.674	
	Std. Deviation		3.26711614	
	Minimum		.45350	
	Maximum		20.67464	
	Range		20.22114	
	Interquartile Range		3.82157	
	Skewness		1.435	.121
	Kurtosis		2.891	.242

Extreme Values

			Case Number	Value
Mahalanobis Distance	Highest	1	295	20.67464
		2	177	18.70464
		3	194	17.64431
		4	320	17.00476
		5	40	16.84990
	Lowest	1	195	.45350
		2	247	.54650
		3	245	.54963
		4	263	.58500
		5	184	.63762

*How to calculate Mahalanobis Distance*

To detect Multivariate outliers among the continuous variables, Mahalanobis distance should be calculated for each case with SPSS regression procedure

Analysis ---regression ----linear

Then in the dialog box click over student Id(unique integer for each case) to the dependent box and your continuous variables to independents box and click Save

Then click Mahalanobis distance and therefore the new variable MAH-1 is produced. Then any case greater or equal to Mahalanobis value is considered as multivariate outlier . This is evaluated by running the SPSS Frequency or explore procedure .

Analyze----Descriptive statistic ----Explore,

Then click the MAH-1 into dependent list

Then click statistics ---check outliers ---then continue----ok .

The extreme values output presents the highest and the lowest cases for the MAH-1 variable. Compare the highest cases to the value of Mahalanobis distance.

Mahalanobis distance value was evaluated with a chi square distribution with degree of freedom equal to the number of variables clicked into the independents area ( in this case five ) and evaluated with table of critical value for chi-square at a stringent alpha level of  $P < .001$  in this case is 20.515. Thus, any case whose mahalanobis distance value greater or equal to 20.515 is considered as multivariate outlier (Meyers et al, 2006). Accordingly, through Explore procedure, from 404 adolescent's one case (Case 295) was detected as multivariate outlier. Since the Mahalanobis distance value of this case is 20.67464 which are greater than 20.515, it was excluded from the analysis as a result number of cases under the investigation decreased from 404 to 403.

## Appendix E:

### The Rank of Causes of Marital Conflict

Rank of the Frequently occurring causes	Item number	Causes of Conflict N=188 Mothers	Degree of Occurrence					
			Never		Sometimes		Frequently	
			No	%	No	%	No	%
1	12	Household responsibility	87	46.28	42	22.34	59	31.38
2	14	Follow up of child education	88	46.81	41	21.81	59	31.38
3	13	Child caring (feeding, dressing ....)	99	52.66	42	22.34	47	25.00
4	15	Disparity in parenting style	78	41.49	68	36.17	42	22.34
5	7	Misunderstanding	73	38.83	77	40.96	38	20.21
6	3	Lack of interest to generate income	109	57.98	42	22.34	37	19.68
7	17	Carelessness	119	63.30	36	19.15	33	17.55
8	1	Insufficient income for the family	90	47.87	66	35.11	32	17.02
9	5	Extravagance	104	55.32	52	27.66	32	17.02
10	6	Lack of intimacy	107	56.91	51	27.13	30	15.96
11	2	Problem of money management	89	47.34	70	37.23	29	15.43
12	16	Procrastinating doing household chores(life tasks)	116	61.70	47	25.00	25	13.30
13	11	Lack of quality time	106	56.38	58	30.85	24	12.77
14	23	Incompatibility in interest	111	59.04	53	28.19	24	12.77
15	8	Lack of mutual respect	127	67.55	38	20.21	23	12.23
16	9	Time apart	137	72.87	28	14.89	23	12.23
17	27	Addiction of substances ( <i>khat</i> , cigarette, alcohol )	141	75.00	25	13.30	22	11.70
18	24	Selfishness	142	75.53	25	13.30	21	11.17
19	22	Dressing style	113	60.11	55	29.26	20	10.64
20	10	Living in different places due to occupation	142	75.53	28	14.89	18	9.57
21	19	Unsatisfied sexual life	144	76.60	26	13.83	18	9.57

22	28	Step children	152	80.85	18	9.57	18	9.57
23	21	Different life goals	126	67.02	45	23.94	17	9.04
24	4	Problem of home management	123	65.43	50	26.60	15	7.98
25	29	In-laws (relatives)	128	68.09	45	23.94	15	7.98
26	18	Infidelity	146	77.66	27	14.36	15	7.98
27	25	Problems of personal hygiene	143	76.06	31	16.49	14	7.45
28	30	Friends	141	75.00	34	18.09	13	6.91
29	26	Irritating habits(such as lying, stealing )	157	83.51	21	11.17	10	5.32
30	20	Religious differences	171	90.96	10	5.32	7	3.72