

JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF PSYCHOLOGY

ASSOCIATION BETWEEN PERCEIVED INTERPARENTAL CONFLICT AND
ADOLESCENT'S ACADEMIC SELF-REGULATION: THE CASE OF SOME
SELECTED SECONDARY SCHOOL IN JIMMA TOWN

By: Zewditu Desisa

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SELECTED SECONDARY SCHOOL IN JIMMA TOWN**

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Declaration

I hereby declare that this thesis entitled," *Association between interparental conflict and adolescent's academic self-regulation: case of some selected schondary school in jimma town* ", has been carried out by me under the guidance and supervision of Dr. Habtamu Mekonnen and Mr. Ermias Woldegebriel

This thesis is original and has not been submitted for the award of degree of diploma in any university or institutions.

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Abstract

In every marriage, conflict is unavoidable. Exposure to interparental conflict, particularly when it is frequent and prolonged, it is a very upsetting life stressor for children and adolescents. Self-regulation is the self-directive process through which learners transform their mental abilities into task related skills and it's a very important quality for academic achievement. Academic achievement is important during late childhood and early adolescence because accomplishment, or relative lack thereof, during this developmental transition is a precursor to future academic and occupational endeavors. The purpose of this study to examine the relationship between interparental conflicts and adolescent's academic self-regulation in some selected secondary school of Jimma town. The study employed a cross-sectional survey research design in which data were collected from adolescents aged 14 to 21 years. Simple random sampling technique was employed to select research participants. Data was collected by using a pre-tested structured questionnaire from April 15, 2021 to May 15, 2021 and entered to EpiData version 4.6.0.4 then exported to SPSS version 25 software package for analysis. According to the result of this study, an increase in interparental conflict (frequency and intensity) was linked to a low academic self-regulation. There is a significant negative relationship between self-blame and academic self-regulation ($r(409) = -.152, p = .002$). This meant, an increase in self-blame was linked with low academic self-regulation. According to the result of multivariable logistic regression, the frequency of exposure to interparental conflict, self-blame due to exposure to interparental conflict and autonomy support were significant independent predictors of low academic self-regulation. Finally, conclusions and recommendations were forwarded based on the findings of the study.

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ABBREVIATIONS/ACRONYMS

| | | |
|------|-------|---|
| AOR | ----- | Adjusted Odd Ratio |
| ASRQ | ----- | Academic Self-Regulation Questionnaire |
| CET | ----- | Cognitive Evaluation Theory |
| COR | ----- | Crude Odd Ratio |
| CPIC | ----- | Children’s Perception of Interparental Conflict |
| CSA | ----- | Central Statistical Agency of Ethiopia |
| CYA | ----- | Children and Youths Affaires |
| EM | ----- | Extrinsic Motivation |
| MVLR | ----- | Multivariable Logistic Regression |
| OIT | ----- | Organismic Integration Theory |
| SPSS | ----- | Statistical Package for Social Sciences |

Chapter one

Introduction

1.1 Background

In every marriage, conflict is unavoidable. Yet, when children are faced with destructive conflict, they are at risk for developing adjustment problems (McCoy et al., 2009). Inter-parental conflicts affect children's coping efforts to the environment (P. Parsa et al., 2014). Based on cognitive-contextual theory, children's efforts to know the conflict and its implications for themselves is called appraisals and it is important in coping efforts and quality of the parent-child relationships (P. Parsa et al., 2014). Exposure to interparental conflict, particularly when it is frequent, prolonged and poorly resolved, is a very upsetting life stressor for children and adolescents (Silva et al., 2016). Self-regulation has been described as an individual's ability to manage distressing emotional arousal, to initiate behavioral and emotional changes during emotionally charged situations, and to exercise effortful control of behavior (Hansen, 2017). Academic achievement is important during late childhood and early adolescence because accomplishment, or relative lack thereof, during this developmental transition is a precursor to future academic and occupational endeavors. Youth who demonstrate higher academic achievement also are more likely to report lower drug use and decreased propensities for school dropout (Ghazarian & Buehler, 2010). In effect, the harmful effects of interparental conflict on multiple child and adolescent outcomes are well documented, such as internalizing and externalizing problems (Silva et al., 2016).

The impact of interparental conflict on children's emotional insecurity, adjustment and prosocial behavior has been investigated from different perspectives, McCoy et al., 2009 (Fosco & Grych, 2010) P. Parsa et al., 2014; Silva et al., 2016 (Hansen, 2017) (Zhou et al., 2017) Harold & Sellers, 2018; (Machado & Mosmann, 2020). Some researchers focused on children's exposure to interparental conflict (Buehler & Welsh, 2009) (Fosco & Grych, 2010) (Machado & Mosmann, 2020). While others focused on the impact of interparental conflict on emotional security, prosocial behavior adjustment, self-regulation and self-representations of adolescents (McCoy et al., 2009) (Silva et al., 2016) (Hansen, 2017) (Zhou et al., 2017) Harold & Sellers, 2018). 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 (Buehler &

Welsh, 2009; Fosco & Grych, 2010; (Machado & Mosmann, 2020). On the other dimension, according to those who emphasized the impact of marital conflict on child's, interparental conflict negatively affect child's emotional security, prosocial behavior adjustment, self-regulation and self-representations (McCoy et al., 2009) (Silva et al., 2016) (Zhou et al., 2017) (Harold & Sellers, 2018). But one study concluded that interparental conflict did not depress the rate at which adolescent self-regulation developed. As interparental conflict increased, attachment to parents decreased (Hansen, 2017).

Other researchers (Ghazarian & Buehler, 2010; N. Parsa et al., 2014 ; Liu et al., 2016) documented the relationship between inter-parental conflict and adolescent academic achievements. According inter-parental conflict influences academic achievement.

The finding of a qualitative study done in kenya (Mercy Muthiga Mauki, 2018) conclude that, there was a significant relationship between inter-parental conflict and students' academic achievement motivation . According to (Mihret et al., 2019) which was done in Ethiopia, there is strong and negative relationship between neglectful parenting style and students' academic achievement motivation. That it means, neglectful parenting negatively affects students' academic motivation.

The impact of parental conflict on academic self- regulation lacks research coverage. Self-regulation is the self-directive process through which learners transform their mental abilities into task related skills and it's a very important quality for academic achievement. Most studies were conducted in countries like the United States of America, Europe, and Asian countries. However, very limited studies were done in Africa including Ethiopia. And also available researches focused on parenting style(Mihret et al., 2019), influence of parental divorce (Fitsume Berhanu and Mekuria Abebe, 2017), and Self-Regulatory Behavior of Adolescent (Belay , Abdinasir and Mintesenot 2014). The impact of parental conflict on academic self- regulation lacks research coverage. This study intends to fill in the knowledge gap by focusing on the association between interparental conflict and adolescent's academic self-regulation in Jimma town, Ethiopia.

1.2. Statement of the Problem

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 adolescents in 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, Europe, and Asian countries. However, as far as my knowledge is concerned, very limited studies were done in Ethiopia. And also available researches focused on Self-Regulatory Behavior of Adolescent (Belay , Abdinasir and Mintesenot, 2014), Parental divorce influence on the psychological adjustment (Fitsume Berhanu and Mekuria Abebe, 2017), and Parenting Style and Adolescent's Academic Achievement Motivation (Mihret et al., 2019).The impact of parental conflict on academic self-regulation lacks research coverage.

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

1.3 Research Questions

1. What are the major types of adolescents' academic self-regulation problems?
2. Is there a interrelationships between perceived interparental conflict with adolescents' problem in academic self-regulation?
3. Are other variables (like threat, self-blame, and low parental support) associated with adolescent's academic self-regulation?

1.4. Objective of the study

1.4.1. General objective of the study

- ❖ General objective of the study was to examine Perceived Interparental Conflict, Associated factor and Adolescent's Academic Self-regulation.

1.4.2. Specific objectives of the study

The specific objective of the study was:

- ❖ To assess adolescents' academic self-regulation
- ❖ To examine association of interparental conflict and adolescents' problem in academic self-regulation
- ❖ To assess other variables associated with adolescents' academic self-regulation.

1.5. Significance of the Study

This research has both theoretical and practical significance. The research mainly was examined adolescents' types of academic self-regulation problem and how exposure of adolescents' to interparental conflict influences their 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 types of adolescents' academic self-regulation 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 was 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.

1.6. 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). 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.

1.7. Operational Definitions of Key Variables

Academic Self-regulation refers to the degree to which adolescents manage their behavior for doing their academic tasks such as homework, class work, class participation, and studying. It is measured via Academic Self-Regulation Questionnaire (SRQ-A) which is developed by (Ryan and Connell, 1989).

Interparental conflict refers the existence of disagreement within the parent which was stressful for the children's. It is measured by conflict property sub scales (frequency, intensity, resolution) of Children's Perception of Interparental Conflict Scale.

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). Threat and self-blame are processes by which exposure to conflict leads to maladjustment, especially internalizing problems (e.g., Grych, Fincham, Jouriles, & McDonald, 2000; Grych, Harold, & Miles, 2003; Harold, Fincham, Osborne, & Conger, 1997). Because children's cognitive capacities and experiences change developmentally.

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).

1.8 Organization of the study

This study was organized into five chapters, chapter one comprises the background of the study, statement of the problem, the objective of the study, the significance of the study, delimitation of the study, limitation of the study, and definition of operational terms. The second chapter presents a brief review of related literature studies that serve as ground and evidence to support the basic question of the study. Chapter three addresses the research design and methods, approaches, procedures, and instruments that were used to achieve the purpose of the study. Chapter four focuses on the analysis and interpretation of the data. Chapter five were included discussion, conclusions and recommendations based on the findings of the study.

Chapter Two

Review literature

2.1. Theoretical framework

2.1.1 Overview

Marital conflict can be defined in different way. Marital conflict is the existence of high levels of disagreement, stressful and hostile interactions between spouses, disrespect, and verbal abuse. And also, it can be defined as any major or minor interpersonal interaction that involved a difference of opinion, whether it was mostly negative or even mostly positive (Lian, T C et al, 2009).

Inter-parental conflicts may be detrimental to the children if not managed or handled properly. The psychological wellbeing of children is affected which may hinder the functioning of the family unit. A family that is experiencing conflicts deters the creation of time for its members and children become the most affected. Academic under performance has sometimes been attributed to bad inter-parental relationships and lack of achievement motivation (Mercy Muthiga Mauki, 2018).

Exposure to interparental conflict, particularly when it is frequent, prolonged and poorly resolved, is a very upsetting life stressor for children and adolescents. There are significant associations between interparental conflict and decreased self-esteem and self-evaluations of scholastic competence in early adolescents. Anxiety about interparental conflict predicted negative self-representations of academic and social competence confidence in school aged children (Silva et al., 2016)

Academic self-regulation refers to the self-generated, reflective, and strategic engagement in academic tasks. Self-regulation is crucial for academic success (Hefer et al, 2011). In this context Academic self-regulation refers the extent to which students initiate themselves to do academic task. Cognitive Evaluation and Organismic Integration Self-determination theories are used to address the degree of academic self-regulation of students.

Cognitive Evaluation Theory (CET) not correctly, adequately described let alone relating them to the work under study

2.1.2. 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 a motivation. Cognitive Evaluation theory 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. CET stresses the importance of autonomy and competence to intrinsic motion, and argues that events that are perceived to distract from these was diminish intrinsic motivation. (Ryan, 2009)

On the other hand, as I found out in the study Cognitive evaluation theory (CET) is a theory in psychology that is designed to explain the effects of external consequences on internal motivation. Specifically, CET is a sub-theory of self-determination theory that focuses on competence and autonomy while examining how intrinsic motivation is affected by external forces in a process known as motivational "crowding out."

CET uses three propositions to explain how consequences affect internal motivation:

1. External events set will impact intrinsic motivation for optimally challenging activities to the extent that they influence perceived competence, within the context of self-determination theory. Events that promote greater perceived competence will enhance intrinsic motivation, whereas those that diminish perceived competence will decrease intrinsic motivation (Deci & Ryan, 1985).
2. Events relevant to the initiation and regulation of behavior have three potential aspects, each with a significant function.
 - The informational aspect facilitates an internal perceived locus of causality and perceived competence, thus positively influencing intrinsic motivation.
 - The controlling aspect facilitates an external perceived locus of causality (a person's perception of the cause of success or failure), thus negatively influencing intrinsic motivation and increasing extrinsic compliance or defiance.

- The motivating aspect facilitates perceived incompetence, and undermining intrinsic motivation while promoting disinterest in the task.

The relative salience and strength of these three aspects to a person determines the functional significance of the event (Deci & Ryan, 1985).

3. Personal events differ in their qualitative aspects and, like external events, can have differing functional significances. Events deemed internally informational facilitate self-determined functioning and maintain or enhance intrinsic motivation. Events deemed internally controlling events are experienced as pressure toward specific outcomes and undermine intrinsic motivation. Internally motivating events make incompetence salient and also undermine intrinsic motivation (Deci & Ryan, 1985).

2.1.3 Organismic Integration Theory (OIT)

The level of student's 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 (Deci & Ryan 2008).

The second sub-theory is Organismic Integration Theory (OIT) that argues that extrinsic motivation depends on the extent to which autonomy is present. In other words, extrinsic motivation varies according to the internalization and integration of the value of the activity. Internalization is how well the value of an activity is felt while integration explains the process of individual transformation from external regulation to their own self-regulated version (Ryan & Deci, 2000).

For instance, school assignments are externally regulated activities. Internalization here could be if the child sees the value and importance of the assignment; integration in this situation is the degree to which the child perceives performing the assignment as their own choice.

The OIT thus offers us a greater perspective on the different levels of extrinsic motivation that exist and the processes of internalization and integration, which could eventually result in the autonomous choice of performing the activity for its intrinsic perceived joy and value.

Organismic Integration Theory:-Most behaviors are derived by Extrinsic Motivation with the process of internalization of cultural values and norms that can facilitate social responsibility and self-determination. The Internalization Continuum: The least autonomous form of EM is external regulation, in which people are motivated to obtain a reward or to avoid punishment. The next form of EM is introjected regulation, in which people are motivated gain pride and self-esteem, or to avoid feelings of guilt and shame. The third form of EM is identified regulation, in which people understand and endorse the personal value and significance of a behavior and, as a result, experience a sense of freedom in doing it the fourth form of EM, integrated regulation, involves the synthesis of various identifications to form a coherent and unified sense of self, a process that likely requires considerable effort, reflection, and self-awareness.

Organismic Integration Theory:-Both identified regulation and integrated regulation, in addition to IM, are autonomous forms of motivation. Controlled motivation, involves the regulation of behavior with the experiences of pressure to think, feel, or behave in particular ways; both external regulation and introjected regulation are controlled forms of motivation (Dr.Zeynab 2017)

2.1.4 Interparental Conflict and Academic Self-regulation

Inter-parental conflicts affect children coping efforts in environment. Based on cognitive-contextual theory, children's efforts to know the conflict and its implications for themselves is called appraisals and it is important in coping efforts and quality of the parent-child relationships (Parsa et.al 2014).

In relation to this Parsa et al (2014) had conducted a Cross-sectional study on the relationship between perceived inter-parental conflict and academic adjustment in first year students 395 first year students. *The results indicated that* Students with lower perceived inter-parental conflict had higher level of academic adjustment. There was no significant difference on perceived inter-parental conflict and academic adjustment between males and females. The results revealed the role of the quality of parent-child relationship on their students' academic adjustment.

According to study conducted by Ghazarian S. & Buehler C. (2010) in Southeastern County with the sample of 2,297 youth Sixth grade youth from 13 middle schools in during the 2001 school year, Interparental conflict is a risk factor for lower academic achievement, suggesting that family interactions play a significant role in how youth perform in the academic setting. Youth self-blame acted as a significant mediator, providing some explanation for how interparental conflict affects academic achievement. Maternal acceptance and monitoring knowledge partially buffered the association between interparental conflict and youth self-blame. Negative cognitive appraisals, specifically youth self-blame, provide some explanation for why interparental conflict is associated negatively with academic achievement.

Study at Guangdong province in southern china on 1407 adolescent Middle school students indicate that the indirect effect of inter-parental conflict on adolescent delinquency via school connectedness was moderated by impulsivity. The indirect effect of school connectedness was significant for children high in impulsivity, i.e., $\frac{1}{4}$ 0.05, cis spanning from 0.03 to 0.10. In contrast, the indirect effect was not significant for children low in impulsivity, with cis including zero. School connectedness is the important mediating mechanism through which inter-parental conflict is related to adolescent delinquency. Association between inter-parental conflict and delinquency through school connectedness is stronger among adolescents with higher levels of impulsivity (Liu et.al 2016).

In a Cross-sectional study conducted Kenya on 281 students, 7 guidance and counseling teachers and 10 parents, all items for the CPIC had low correlation with Academic achievement motivation which was insignificant at $p > 0.05$. Therefore, the null hypothesis was not rejected. This implied that the alternative was not accepted. The findings suggest that there is no significant relationship between inter-parental conflict and students' academic achievement motivation. But the qualitative data findings indicate that inter-parental conflict influences academic achievement motivation (Mauki et al,2018).

In another study conducted Haramaya, Ethiopia on a sample of 192 adolescent students (93 males and 99 females) the result revealed that authoritarian parenting style is the most commonly practiced parenting style in the families of respondents among other three parenting styles (authoritative, indulgent and neglectful). There is a statistically significant relationship between authoritative parenting style and students' academic achievement motivation.

Significant relationship between authoritarian parenting style and students' academic achievement motivation has also been reported. There is strong and negative relationship between neglectful parenting style and students' academic achievement motivation. That it means, neglectful parenting negatively affects students' academic motivation. As expected, significant relationship between indulgent parenting style and students' academic motivation was not reported. In the end, some points were forwarded to suggest ways of properly addressing the gaps noted in this research (Mihret et al, 2019).

The study conducted in Jimma, south west Ethiopia on influence of parental divorce on the psychological adjustment of adolescent students of 120 sample found that adolescents from a divorced family scored a higher mean in the psychological measure of depression (M=2.66 mean score), anxiety (M=3.13 mean score) and stress (M=2.79 mean score) as compared to the lower mean score of adolescents from the intact family. The finding indicated that adolescents from divorced family performed poor in psychological functioning (i.e., were more vulnerable to depression, anxiety and stress) as compared to adolescents from intact family, suggesting that differences can be attributed to parental divorce and its accompanying sociodemographic factors (Berhanu F et.al 2017)

2.2 Conceptual Framework

The conceptual framework 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

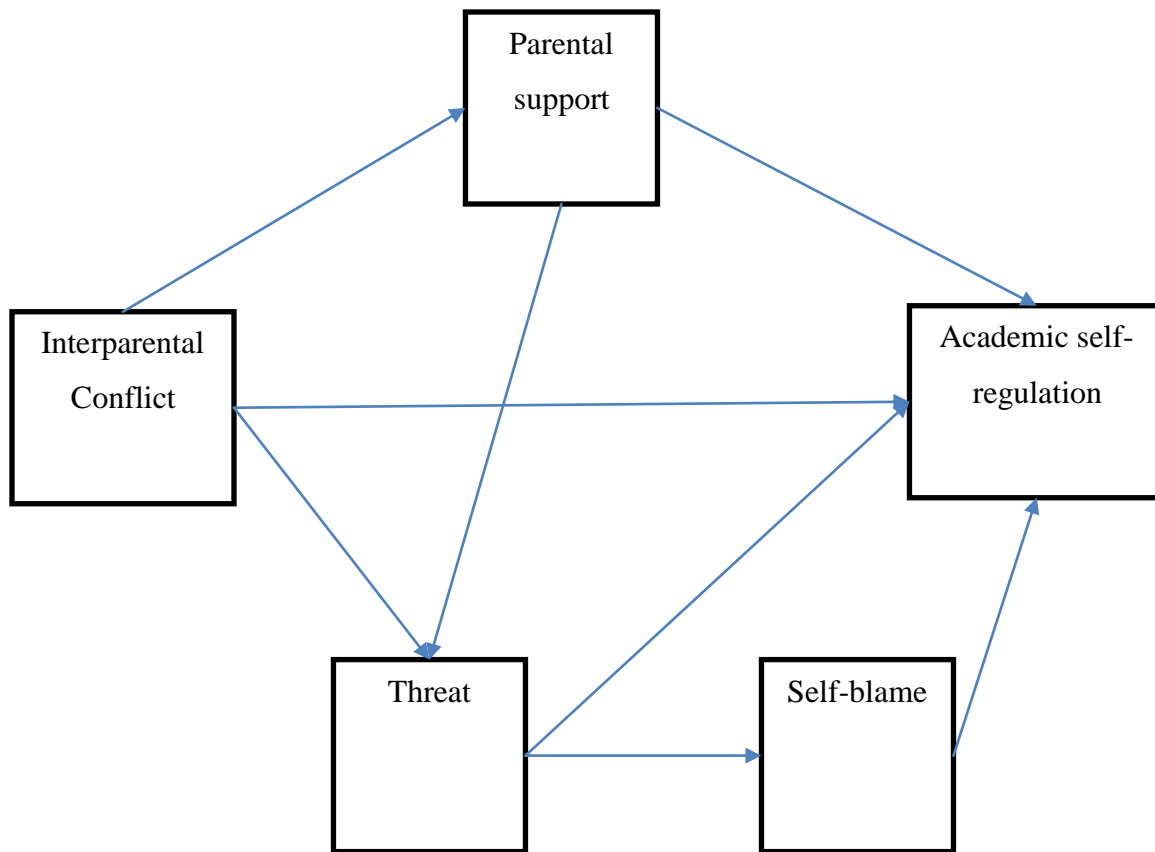


Figure 1. Proposed Path Model of the Influence of Interparental Conflict on Adolescents' Academic Self-Regulation

This conceptual framework which is depicted in Figure 1 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. (McCoy et al., 2009) (Kocayoruk, 2012) (Chrystyna D. Kouros, Lauren M. Papp, 2015).

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(Kayfitz, 2011; Marcie C. Goeke-Morey, Lauren M. Papp, 2013; Davies et al., 2019).

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. 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 (Rhoades, 2008; Xin et al., 2009).

Chapter Three

Research Methodology

3.1 Research Design

This study was employed a cross-sectional survey research design in which the data was collected from adolescents aged between 14 and 21 years old. I gave and received the study paper from April 1-May 30, 2020 E.C

3.2 Study Area

The study was conducted in Jimma town in a selected secondary school. Jimma town is located 355 km faraway to south west of Addis Ababa, the capital city of the country. According to Central Statistical Agency of Ethiopia (CSA); Afan Oromo was spoken as a first language by 85.96%, 7.86% Amharic, 1.95% spoke Dawuro 1.45% spoke Yemsa, and 1.19% spoke Kafa; the remaining 1.59% spoke all other primary languages reported. In Jimma town there are six state owned secondary schools (Mole Mendera, Jimma, Preparatory Jimma secondary school, Abba Buna, Jiren, and Saxo secondary schools).

3.3. Study Population

Study population was all students who are registered and attending school grade (9th -12th) in 2013 academic year in six secondary school in Jimma town. Total number of students in the town who are registered and active in 2013 academic year are 12048 (5659 males and 6543 females) students. In these six secondary schools there are 364 (184 males and 180 female) teachers. (Institution of education bureau of Jimma city).

3.4 Study Participant

Three schools were selected randomly to take part in the study. Then, study participants were selected proportionally and randomly from the selected three schools and take part in the study.

3.5. Sample size calculation

The minimum statistically required sample size was calculated by using the following formula.

$$N = \frac{Z^2 P(1 - P)}{E^2}$$

Where:

N= Sample size required

P= Population proportion

Z= The standard normal Confidence at interval of 95% =1.96

E=The margin of sampling error tolerated

Assume a population proportion of 0.5 to get maximum sample size with confidence interval of 95% margin of error therefore, the sample size was:

$$n = \frac{(1.96)^2 \cdot 0.5 \cdot (0.5)}{(0.05)^2}$$

ni=384

Since the total number of students are greater than 10,000 the following correctional formula was

used.

$$n_f = \frac{n_i}{1 + \frac{n_i}{N}}$$

where

nf= final sample size

ni= sample size from the formula

N = Size of the study population

nf=373, Considering 10% non-response rate the total sample size was become 411.

3.6. Selection methods

Simple random sampling techniques were employed to select research participants. First, from six government secondary schools in Jimma town; three schools were selected randomly. Then from those three-school sample participants was taken proportionally and randomly.

3.7 Measures

3.7.1 Independent variable

Children's Perception of Interparental Conflict Scales

Children's Perception of Interparental Conflict (CPIC) scale developed by (John Grych, Michael Seid, 1992) was administered for adolescents to assess adolescent's perception of interparental conflict. CPIC scale consists of three sub scales: Conflict property, Threat and Self-blame scales. 23 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). 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"). The English version questionnaires were translated to Afan Oromo and Amharic for the respondents. Finally, the translated questionnaire and the original questionnaires were triangulated by the researcher and Afan Oromo and Amharic version were administered.

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 et al., 2000). It consists 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. 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). The translated questionnaires as mentioned above were administered.

3.7.2 Validity and reliability checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject will be the core to assure the quality of data (Yalew,2006). To ensure the validity of instruments, initially the instrument was prepared by the researchers and then languages experts were personally consulted for comment for the improvements of the researcher instruments based on the comment instruments were improved before it was administered to the main participants of the study so that irrelevant items removed, lengthy items were shortened and unclear items were made cleared.

To this end, pilot study were calculated in Mole Mendera secondary school, Jiren secondary school, and Preparatory Jimma secondary 411 students the reliability of the 32 items prior to the final administration of the questionnaires to respondents. The result of pilot was statistically computed by the SPSS computer program version 25. The Cronbach's Alpha model was used for analysis. Based on this pilot test, the reliability coefficient of the instruments was found to be statistically calculated.

3.7.3 Dependent

The dependent variable is adolescents' academic self- regulation and is measured by Academic Self-Regulation Questionnaire (SRQ-A) which is developed by (Ryan and Connell, 1989) was administered for adolescents to measure the extent adolescents management of ones behavior to academic tasks. SRQ-A is a 32-item with 4-point Likert type scale (1 =Never true to me; 2=Sometimes true to me; 3= frequently true to me; 4= Very true to me). It asks students' reasons for doing their academic tasks and then provides several possible reasons that have been preselect to represent the different styles of regulation. 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).

3.8. Data Collection procedure

Relevant information about adolescents like demographic data, interparental conflict, parental support, and academic self-regulation was recorded using well-structured data collection format (annex). The researcher went through a series of data gathering procedures, in order to collect the relevant data through questionnaires. The questionnaire was translated into Afan Oromo and Amharic for the respondents. Orientation was given to adolescents on how to respond to the questionnaires, about the importance of their genuine response. To accomplish this task formal letter clearance and recommendation were granted from Jimma university department of Psychology for getting permission. Before administering the questionnaires to the respondents, pilot tests were conducted at Mole Mendera secondary school, Jiren secondary school, and Preparatory Jimma secondary 364 (184 males and 180 female) teachers and twelve principals. At the end of all aspects related to pilot test, the researchers had contact the principals of respective secondary school for consent. After making agreement with concerned participants; the researcher introduced his objective and purposes during their free time. Finally, the questionnaires were collected back at the right appointment. They were also notified that their response was kept confidentially.

3.9. Data Quality Control

To maximize accuracy of the study, data collection format was validated with its objective and developed enough to assess the objective of the study. This data collection format was pre-tested on 5% of adolescents from the same source population before starting actual data collection. Participants who take part in the piloting were not take part in the main study. And the instruments were approved by advisor and co-advisor.

Training of data collectors was done; Principal Investigator was made a regular supervision and follow up during data collection to maintain the completeness of the data. In addition, regular checkup for completeness and consistency of the data was made on daily basis.

3.10 Data entry and Analysis

Data was first entered into EpiData version 4.6.0.4 then exported to SPSS version 25 software package for analysis. The analysis was done using SPSS version 25 software program. Quantitative analysis techniques such as percentage, frequency and Pearson product moment correlation coefficient was employed to analyze the data gathered through questionnaire. Accordingly,

- Percentage and frequency were used to identify the major types of adolescents' academic self-regulation problem
- Pearson product moment correlation coefficient was employed to examine
 - The interrelationships between interparental conflict property, perceived threat, self-blame, low parental support, academic self-regulation.
- Regression was used to examine whether there is statistically significant relationship between academic self-regulation and independent variables (interparental conflict property, perceived threat, self-blame and parental support)

3.11. Ethical consideration

Consent from the school administration and adolescents of the schools were obtained. The topic of the research and its importance were communicated to participants. In addition, they were respectfully informed that if they are not comfortable to fill the questionnaire, they have the right

Chapter Four

Result

4.1 Demographic data of the respondents

The demographic data presented the proportion of adolescent' in terms of their sex, age and family structure.

Table 1: Socio-demographic characteristics of Adolescents' Sex, Age, and Family Structure

| Variables | | Frequency | Percentage (%) |
|-------------------|---------------------------------------|-----------|----------------|
| Sex | Male | 164 | 39.9 |
| | Female | 247 | 60.1 |
| Age (in years) | 14 | 5 | 1.2 |
| | 15 | 26 | 6.3 |
| | 16 | 85 | 20.7 |
| | 17 | 84 | 20.4 |
| | 18 | 128 | 31.1 |
| | 19 | 58 | 14.1 |
| | 20 | 25 | 6.1 |
| Family structure | My biological mother and father | 309 | 75.2 |
| | My biological mother and step farther | 50 | 12.2 |
| | My biological father and step mother | 21 | 5.1 |
| | My adopting parents | 31 | 7.5 |

The total number of 411 adolescents' response was analyzed. Out of these 164(39.9 %) were males and 247 (60.1%) were females. Majority of respondent 18 years old were (31.1%) followed by 16 years old (20.7%) and (20.4%) 17 years old. The family structure data showed that of the total 411 adolescents, 309(75.2%) living with their biological mother and father, 50(12.2%) with their biological mother and stepfather; 21(5.1%) with their biological father and

stepmother and 31(7.5%) with adoptive mother and father. This data showed that majority of the students live with in intact family (Table 1).

4.2. Common types of adolescents' academic self-regulation problem

Table 2: Adolescents' types of academic self-regulation problem

| Variables | | Frequency | Percentage (%) |
|--|-------------------|-----------|----------------|
| Doing home work | Low ^a | 114 | 27.74 |
| | High ^b | 297 | 72.26 |
| Doing class work | Low | 133 | 32.36 |
| | High | 278 | 67.64 |
| Answering hard questions in class | Low | 135 | 32.85 |
| | High | 276 | 67.15 |
| Doing well in school (Attempt for a good score) | Low | 73 | 17.76 |
| | High | 338 | 82.24 |

^aLow- none and some times

^bHigh-frequently and always

As shown above in the Table 2, Adolescents' academic self-regulation problem was Answering hard questions in class 135(32.85%), Doing class work 133(32.36%), Doing homework 114(27.74%) and doing well in school (attempt/efforts for a good score) 73(17.76%). The most common academic self-regulation problem was answering hard questions in class and Doing class work followed by doing homework.

4.3 Interrelationships among variable

Table below presents the Pearson correlation coefficients of main variables and their sub variables. Those variables are conflict property (including frequency, intensity), perceived threat, self-blame, low parental support (including low autonomy, competence, and relatedness) and academic self-regulation.

Table 3 Pearson correlation of variables

| Variables | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
|--|-------|----------------------------------|---------|---------|-----------------|---------|--------|------------|-----------|
| Mean | 1.77 | 1.80 | 1.68 | 1.81 | 1.61 | 1.64 | 1.66 | 1.36 | |
| SD | 0.342 | 0.330 | 0.493 | 0.360 | 0.595 | 0.570 | 0.570 | 1.142 | |
| Conflict property | 1 | Frequency | 1 | | | | | | |
| | 2 | Intensity | .219** | 1 | | | | | |
| | 3 | Percived threat | .060 | .130** | 1 | | | | |
| | 4 | Self bame | .074 | .174** | .187* * | 1 | | | |
| | 5 | Autonomy support | .015 | .113* | .000 | .101* | 1 | | |
| Low parental support | 6 | Support Competence | .066 | .029 | - .131* * | .060 | .227** | 1 | |
| | 7 | Support Relatedness/relationship | .052 | .131** | -.070 | .088 | .182** | .126* 1 | |
| | 8 | Acadmic self regulation | -.155** | -.138** | -.053 | -.152** | -.006 | -.046 | - .044 |
| | | Sig.(2-tailed) | .002 | .005 | .282 | .002 | .902 | .355 | .371 |
| ** . Correlation is significant at the 0.01 level (2-tailed). * . Correlation is significant at the 0.05 level (2-tailed). N=411 | | | | | | | | | |

4.3.1 Relationships between perceived interparental conflict property and adolescents academic self-regulation

Pearson product correlation of marital conflict property (frequency and intensity) and adolescents' academic self-regulation was found to be significant negative relationship. Frequency ($r(409) = -.155, p = .002$) and Intensity, ($r(409) = -.138^{**}, p = .005$) This show that an increase in interparental conflict property (frequency and intensity) would lead to a low academic self-regulation.

4.3.2 Relationships of adolescents' academic self-regulation and other variables

There is a significant negative relationship between Self-blame and academic self-regulation ($r(409) = -.152, p = .002$). This means, an increase in Self-blame would lead to a low academic self-regulation.

The Pearson correlation coefficient result of Table 3 indicates statistically insignificance association of adolescents' academic self-regulation and Perceived threat, ($r(409) = -.053, p = .282$) and Low Parental support (Autonomy support, ($r(409) = -.006, p = .902$), Support for Competence, ($r(409) = -.046, p = .355$), and Support for Relatedness/ relationships, ($r(409) = -.044, p = .371$). This shows that, negligible negative and statistically insignificant correlation exists between academic self-regulation and Perceived threat and Low Parental support.

4.4 Association between between academic self-regulation and independent variables

Variable that are associated with low academic self-regulation upon binary logistic regression are: frequency of exposure to interparental conflict (COR=0.5, 95%CI=.263-.952: P=.035), The intensity of exposure (COR=.602, 95%CI=.304-1.192: P= .145), Self-blame (COR=.4, 95%CI=.213-.749: P=.004), and Autonomy support (COR=1.591, 95%CI=1.072-2.363: P= .021).

Table 4: Association between between academic self-regulation and independent variables upon binary logistic regression

| Variables | P value | COR | 95% C.I. | |
|--|---------|-------|----------|-------|
| | | | Lower | Upper |
| The frequency of exposure to interparental conflict | .035 | .500 | .263 | .952 |
| The intensity of exposure to interparental conflict | .145 | .602 | .304 | 1.192 |
| The intensity of exposure to interparental conflict | .145 | .602 | .304 | 1.192 |
| Perceived threat due to exposure to interparental conflict | .446 | 1.202 | .749 | 1.929 |
| Self-blame due to exposure to interparental conflict | .004 | .400 | .213 | .749 |
| Autonomy support | .021 | 1.591 | 1.072 | 2.363 |
| Support for Competence | .733 | .931 | .618 | 1.402 |
| Support for Relatedness/ relationships | .769 | 1.062 | .712 | 1.585 |

4.7 Predictors of low academic self-regulations

Some variables were significant and candidate for multivariable logistic regression. All variables with p- value <0.25 on binary logistic regression were entered into multivariable logistic regression to control for confounding.

According to the result of multivariable logistic regression, the frequency of exposure to interparental conflict, self-blame due to exposure to interparental conflict and autonomy support are independent predictor of low academic self-regulations.

Adolescents who exposed to frequent interparental conflict were about 2 times more likely to have low academic self-regulations (AOR=2.007; 95%CI=1.056-3.814; P=.033) while Adolescents who blame themselves highly due to exposure to interparental conflict were about 2.5 times more likely to have low academic self-regulations (AOR=2.493; 95%CI=1.335-4.655; P=.004). The model also indicated, the coefficient of Autonomy support implies that a high autonomy support for adolescent, the log odds that the adolescent's will have low academic self-regulations decreases by 0.459.

Table 5. Predictors of low academic self regulations

| Academic self regulation ^a | | B | P value | AOR(95% CI) |
|---------------------------------------|--|-------|---------|---------------------|
| High | The frequency of exposure to interparental conflict | .697 | .033 | 2.007 (1.056-3.814) |
| | The intensity of exposure to interparental conflict | .497 | .151 | 1.644 (.833-3.242) |
| | Self-blame due to exposure to interparental conflict | .914 | .004 | 2.493 (1.335-4.655) |
| | Autonomy support | -.459 | .018 | .632 (.432-.925) |
| a. The reference category is: low. | | | | |

Chapter Five

Discussion

This study aimed to assess the relationship between interparental conflicts and adolescent's academic self-regulation. Specifically, the study investigated the extent to which each of the dimensions of interparental conflict, namely, frequency, intensity, Perceived threat and self-blame association with academic self-regulation in Jimma town, Ethiopia. Past studies have identified Interparental conflict on anxiety, depression, delinquency, aggression and academic performance but how interparental conflict influences adolescent's in academic self-regulation, the basic attribute for academic achievement and success has not been given attention (Edun, Taiwo & Akanji, 1989).

In this study correlational analyses of the variables revealed that the marital conflict property (frequency and intensity) were negatively and significantly related with adolescent's academic self-regulation. This indicates that the higher the level of adolescent's exposure to interparental conflict, the lower is the level of academic self-regulation in adolescents. This finding is in congruence with the study done in Portugal which found that Interparental conflict predicted lower adolescent self-regulation (Hansen, 2017). And also (Olatunji & Idemudia, 2021) found that all dimensions of inter-parental conflict had a significant negative correlation with adolescents' mental health. Another study found that Students with lower perceived inter-parental conflict had higher level of academic adjustment (P. Parsa et al., 2014).

This study also found that there is a significant negative relationship between Self-blame and academic self-regulation. This means, an increase in Self-blame would lead to a low academic self-regulation. This finding is similar with (Olatunji & Idemudia, 2021) which conclude that inter-parental conflict, self-blame dimensions associated with mental health of adolescents. The study done by (Fosco & Grych, 2010) found that Youths who experienced greater threat in response to conflict reported increases in triangulation over time, and triangulation was associated with increased self-blame and diminished parent adolescent relations. Inter-parental conflict increases the respondents' self-efficacy will decrease (N. Parsa et al., 2014). Interparental conflict is a risk factor for lower academic achievement, suggesting that

family interactions play a significant role in how youth perform in the academic setting. Youth self-blame acted as a significant mediator, providing some explanation for how interparental conflict affects academic achievement. Maternal acceptance and monitoring knowledge partially buffered the association between interparental conflict and youth self-blame (Ghazarian & Buehler, 2010). Another research found that there are significant indirect effects were found between interparental conflict and emotional self-representations (Silva et al., 2016).

The study on the perception of inter-parental conflict and its effect of form three students' academic achievement motivation in the quantitative data suggests that there is no significant relationship between inter-parental conflict and students' academic achievement motivation. But the qualitative data findings indicate that inter-parental conflict influences academic achievement motivation (Mercy Muthiga Mauki, 2018). Adolescents' triangulation in their parents' marital conflict is associated with youths' internalizing symptoms replicates findings by others of the link between triangulation and adolescent internalizing symptoms youths' internalizing symptoms replicates findings by others of the link between triangulation and adolescent internalizing symptoms (Buehler & Welsh, 2009). A direct effect on adolescent adjustment due to the interaction between parent conflict and marital relationship quality, in which both of these aspects of the inter-parental relationship had substantially similar effects on adolescent adjustment (Suh, 2016).

The present study was able to identify that there is statistically insignificance association of adolescents' academic self-regulation and Perceived threat, and Low Parental Support Autonomy support, Support for Competence, and Support for Relatedness/ relationships. This shows that, negligible negative and statistically insignificant correlation exists between academic self-regulation and Perceived threat and Low Parental support. But (Olatunji & Idemudia, 2021) reported that, Children's exposure to interparental conflict is a great threat to their emotional security and their mental health.

Adolescents' academic self-regulation problem was answering hard questions in class, doing class work, doing homework and doing well in school (attempt/efforts for a good score) (Ryan R. M., 1989). The most common academic self-regulation problem was answering hard questions in class and doing class work followed by doing homework.

Chapter Six

Summary, Conclusion and Recommendations

6.1 Summary and Conclusion

The main purposes of this study were examining the examine the relationship between interparental conflicts and adolescent's academic self-regulation. For these purposes the following research questions were formulated

1. What are the major types of adolescents' academic self-regulation problem?
2. Are there statistically significant interrelationships between interparental conflict with adolescents' problem in academic self-regulation?
3. Are other variables (like threat, self-blame, and low parental support) associated with adolescent's academic self-regulation?

To answer these research questions, 411 students' sample was taken from mole mendera, jimma preparatory and jiren secondary school using simple random sampling techniques.

Perception of interparental conflict scale, perception of parental support scale and academic self-regulation questionnaire were administered. Then all the collected questionnaire responses were checked for their appropriateness and completeness and entered into EpiData version 4.6.0.4 then exported to SPSS version 25 software package for analysis.

Percentage, frequency, Pearson product moment correlation coefficient and logistic regression were statistical analysis techniques used to answer the research questions.

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

- Academic self-regulation is enhanced through positive family interaction. However, these adolescents' academic self-regulation seems diminished as a result of witnessing destructive interparental conflicts.

- The most common academic self-regulation problem was answering hard questions in class and doing class work followed by doing homework.
- There is a significant negative relationship between Self-blame and academic self-regulation. This means, an increase in Self-blame would lead to a low academic self-regulation.
- According to the result of multivariable logistic regression, the frequency of exposure to interparental conflict, self-blame due to exposure to interparental conflict and autonomy support are independent predictor of low academic self-regulations.
 - Adolescents who exposed to frequent interparental conflict were about 2 times more likely to have low academic self-regulations, while Adolescents who blame themselves highly due to exposure to interparental conflict were about 2.5 times more likely to have low academic self-regulations. The coefficient of Autonomy support implies that a high autonomy support for adolescents, the log odds that the adolescent's will have low academic self-regulations decreases by 0.459.

6.2 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

1. Reducing conflicts and maintaining positive communication and affection are very essential for creating healthy family functioning. This can be enhanced by the commitment of both the wife and the husband in supporting each other and sharing life responsibilities. Conflicts are inevitable in marital life but, minimizing conflict, prevent exposure of children is recommended.
2. Adolescents' 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.

For community, government, policy makers and implementers

a. intervention programs need to be established where married peoples access professional family counseling services in their surroundings.

b. prevention programs need to be established that give premarriage counseling and training for couples on child care responsibilities 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, 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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Annex: The Original and the Translated Questionnaires

A. Original /English Version Questionnaires

Jimma University

College of Education and Behavioral science

Department of Psychology

Questionnaires

Purpose

The purpose of these questionnaires is to gather information about issues related to parental conflict and academic self-regulation 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

SECTION A: Biographic data

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. Gender: Male (1) Female (2)

3. With whom do you live? I live with

My biological mother and father (1)

My biological mother and step farther (2)

My biological father and step mother (3)

My adopting parents (4)

SECTION B: Interparental conflict

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 scales that best express the level of your experience.

I. Frequency

1. I never see my parents arguing or disagreeing

Never true to me (1)

Sometimes true to me (2)

Frequently true to me (3)

Very true to me (4)

2. They may not think I know it, but my parents argue or disagree a lot

Never true to me (1)

Sometimes true to me (2)

Frequently true to me (3)

Very true to me (4)

3. My parents are often mean to each other even when I am around

Never true to me (1)

Sometimes true to me (2)

Frequently true to me (3)

Very true to me (4)

4. I often see my parents arguing

Never true to me (1)

Sometimes true to me (2)

Frequently true to me (3) Very true to me (4)

5. My parents hardly ever argue

Never true to me (1) Sometimes true to me (2)

Frequently true to me (3) Very true to me (4)

6. My parents are often nag and complain about each other around the house

Never true to me (1) Sometimes true to me (2)

Frequently true to me (3) Very true to me (4)

II. Intensity

7. My parents get really mad when they argue

Never true to me (1) Sometimes true to me (2)

Frequently true to me (3) Very true to me (4)

8. When my parents have a disagreement, they discuss the issue calmly

Never true to me (1) Sometimes true to me (2)

Frequently true to me (3) Very true to me (4)

9. When my parents have an argument, they say malicious things to each other

Never true to me (1) Sometimes true to me (2)

Frequently true to me (3) Very true to me (4)

10. When my parents have an argument, they yell a lot

Never true to me (1) Sometimes true to me (2)

Frequently true to me (3) Very true to me (4)

11. My parents hardly ever yell when they have a disagreement

Never true to me (1) Sometimes true to me (2)

Frequently true to me (3) Very true to me (4)

12. My parents have broken or thrown things during an argument

Never true to me (1) Sometimes true to me (2)

Frequently true to me (3) Very true to me (4)

13. My parents have pushed or shoved each other during an argument

III. Perceived threat

14. I get scared when my parents argue

Never true to me (1) Sometimes true to me (2)

Frequently true to me (3) Very true to me (4)

15. When my parents argue I worry about what will happen to me

Never true to me (1) Sometimes true to me (2)

Frequently true to me (3) Very true to me (4)

16. When my parents argue, I am afraid that something bad will happen

Never true to me (1) Sometimes true to me (2)

Frequently true to me (3) Very true to me (4)

17. When my parents argue, I worry that one of them will get hurt

Never true to me (1) Sometimes true to me (2)

Frequently true to me (3) Very true to me (4)

18. When my parents argue I worry that they might get divorce

Never true to me (1) Sometimes true to me (2)

Frequently true to me (3) Very true to me (4)

IV. Self-blame

19. I am not to blame when my parents have Argument

Never true to me (1) Sometimes true to me (2)

Frequently true to me (3) Very true to me (4)

20. It is usually my fault when my parents argue

Never true to me (1) Sometimes true to me (2)

Frequently true to me (3) Very true to me (4)

21. Even if they don't say it, I know I am to blame when my parents argue

Never true to me (1) Sometimes true to me (2)

Frequently true to me (3) Very true to me (4)

22. My parents blame me when they have Arguments

Never true to me (1) Sometimes true to me (2)

Frequently true to me (3) Very true to me (4)

23. Usually, it is not my fault when my parents have arguments

Never true to me (1) Sometimes true to me (2)

Frequently true to me (3) Very true to me (4)

SECTION C: 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.

I. Autonomy support

1. My parents tell me to be free to make my choices for myself.

Never (1) Sometimes (2)

Frequently (3) Always (4)

2. My parents decide most of my choices

Never (1) Sometimes (2)

Frequently (3) Always (4)

3. My parents support me to feel free to express my ideas and opinions in front of them.

Never (1) Sometimes (2)

Frequently (3) Always (4)

4. My parents want me to do only what I am told.

Never (1) Sometimes (2)

Frequently (3) Always (4)

5. I feel that my parents support me to be myself in my daily situations

Never (1) Sometimes (2)

Frequently (3) Always (4)

6. My parents do not give me much opportunity to decide to do things in my way

Never (1) Sometimes (2)

Frequently (3) Always (4)

7. My parents allow me to make my own decision

Never (1) Sometimes (2)

Frequently (3) Always (4)

8. My parents tend to control everything I did

Never (1) Sometimes (2)

Frequently (3) Always (4)

9. My parents give me freedom as much I want

Never (1) Sometimes (2)

Frequently (3) Always (4)

II. Support for Competence

10. I often do not feel very capable because my parents often discourage me in doing things.

Never (1) Sometimes (2)

Frequently (3) Always (4)

11. My parents often tell me to feel competent in doing things

Never (1) Sometimes (2)

Frequently (3) Always (4)

12. My parents often provide me materials that help me to do things successfully

Never (1) Sometimes (2)

Frequently (3) Always (4)

13. My parents tell me I am good at what I do.

Never (1) Sometimes (2)

Frequently (3) Always (4)

14. My parents encourage me to learn interesting new skills.

Never (1) Sometimes (2)

Frequently (3) Always (4)

15. My parents usually tell me that I am not competent to do various things

Never (1) Sometimes (2)

Frequently (3) Always (4)

16. I feel that my parents do not provide opportunities to me to show how capable I am.

Never (1) Sometimes (2)

Frequently (3) Always (4)

III. Support for Relatedness/ relationships

17. My parents spoke to me with a warm and friendly Voice

Never (1) Sometimes (2)

Frequently (3) Always (4)

18. I feel my parents take my feelings into consideration on a daily basis interaction

Never (1) Sometimes (2)

Frequently (3) Always (4)

19. I feel that my parents are emotionally cold to me

Never (1) Sometimes (2)

Frequently (3) Always (4)

20. I feel that my parent can easily understand my problems and worries

Never (1) Sometimes (2)

Frequently (3) Always (4)

21. My parents enjoyed talking things with me

Never (1) Sometimes (2)

Frequently (3) Always (4)

22. My parents frequently smile at me

Never (1) Sometimes (2)

Frequently (3) Always (4)

23. My parents did not understand what I needed

Never (1) Sometimes (2)

Frequently (3) Always (4)

24. My parents make me to feel I am not wanted

Never (1) Sometimes (2)

Frequently (3) Always (4)

25. My parents make me feel better when I was upset

Never (1) Sometimes (2)

Frequently (3) Always (4)

26. My parents do not talk with me very much

Never (1) Sometimes (2)

Frequently (3) Always (4)

27. My parents care about me

Never (1) Sometimes (2)

Frequently (3) Always (4)

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SECTION D: Academic self-regulation questionnaire

This 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.

I. **I do my homework because**

1. I want the teacher to think I'm a good student

Never true to me (1) Sometimes true to me (2)

Frequently true to me (3) Very true to me (4)

2. I'll get in trouble if I don't

Never true to me (1)

Sometimes true to me (2)

Frequently true to me (3)

Very true to me (4)

3. It is fun to me

Never true to me (1)

Sometimes true to me (2)

Frequently true to me (3)

Very true to me (4)

4. I will feel bad about myself if I don't do it.

Never true to me (1)

Sometimes true to me (2)

Frequently true to me (3)

Very true to me (4)

5. I want to understand the subject

Never true to me (1)

Sometimes true to me (2)

Frequently true to me (3)

Very true to me (4)

6. That's what I'm supposed to do.

Never true to me (1)

Sometimes true to me (2)

Frequently true to me (3)

Very true to me (4)

7. I enjoy doing my homework

Never true to me (1)

Sometimes true to me (2)

Frequently true to me (3)

Very true to me (4)

8. It's important to me to do my homework.

Never true to me (1)

Sometimes true to me (2)

Frequently true to me (3)

Very true to me (4)

II. I do my class work because

9. The teacher won't yell at me

Never true to me (1)

Sometimes true to me (2)

Frequently true to me (3)

Very true to me (4)

10. I want the teacher to think I'm a good student

Never true to me (1)

Sometimes true to me (2)

Frequently true to me (3)

Very true to me (4)

11. I want to learn new things

Never true to me (1)

Sometimes true to me (2)

Frequently true to me (3)

Very true to me (4)

12. I'll be ashamed of myself if it didn't get done

Never true to me (1)

Sometimes true to me (2)

Frequently true to me (3)

Very true to me (4)

13. It's fun

Never true to me (1)

Sometimes true to me (2)

Frequently true to me (3)

Very true to me (4)

14. That is the rule

Never true to me (1)

Sometimes true to me (2)

Frequently true to me (3)

Very true to me (4)

15. I enjoy doing my class work

Never true to me (1)

Sometimes true to me (2)

Frequently true to me (3)

Very true to me (4)

16. It is important to me to do my class work.

Never true to me (1)

Sometimes true to me (2)

Frequently true to me (3)

Very true to me (4)

III. Why do you try to answer hard questions in class? I do so because

17. I want the other students think that I'm smart

Never true to me (1) Sometimes true to me (2)

Frequently true to me (3) Very true to me (4)

18. I feel ashamed of myself when I don't try

Never true to me (1) Sometimes true to me (2)

Frequently true to me (3) Very true to me (4)

19. I enjoy answering hard questions

Never true to me (1) Sometimes true to me (2)

Frequently true to me (3) Very true to me (4)

20. That is what I'm supposed to do

Never true to me (1) Sometimes true to me (2)

Frequently true to me (3) Very true to me (4)

21. To find out if I'm right or wrong.

Never true to me (1) Sometimes true to me (2)

Frequently true to me (3) Very true to me (4)

22. It is fun to answer hard questions

Never true to me (1) Sometimes true to me (2)

Frequently true to me (3) Very true to me (4)

23. It is important to me to try to answer hard questions in class

Never true to me (1) Sometimes true to me (2)

Frequently true to me (3) Very true to me (4)

24. I want the teacher to say nice things about me

Never true to me (1) Sometimes true to me (2)

Frequently true to me (3)

Very true to me (4)

IV. Why Do you Try To Do Well In School? This is because

25. That is what I'm supposed to do

Never true to me (1)

Sometimes true to me (2)

Frequently true to me (3)

Very true to me (4)

26. My teachers will think I'm a good student

Never true to me (1)

Sometimes true to me (2)

Frequently true to me (3)

Very true to me (4)

27. I enjoy doing my school work well

Never true to me (1)

Sometimes true to me (2)

Frequently true to me (3)

Very true to me (4)

28. I will get in trouble if I don't do well

Never true to me (1)

Sometimes true to me (2)

Frequently true to me (3)

Very true to me (4)

29. I'll feel really bad about myself if I don't do well on the exams

Never true to me (1)

Sometimes true to me (2)

Frequently true to me (3)

Very true to me (4)

30. It's important to me to try to do well in school

Never true to me (1)

Sometimes true to me (2)

Frequently true to me (3)

Very true to me (4)

31. I will feel really proud of myself if I do well

Never true to me (1)

Sometimes true to me (2)

Frequently true to me (3)

Very true to me (4)

32. I might get a reward if I do well

Never true to me (1)

Sometimes true to me (2)

Frequently true to me (3)

Very true to me (4)

1. B. Afan oromo Version Questionnaires

YUUNIBARSIITHII JIMMA

KOLLEEJJI SAAAYINSII BARNOOTAA FI AMALAA

MUUMMEE SAAYIKOLOJII

Gaafannoo

Kaayyoo

Kaayyoon gaafannoo kanaa odeeffanno waa'ee walitti bu'insa maatii, gaargaarsa maatii fi kaka'umaa barnootaa funaanuu fi qoranno geggeessufidha. Qorannoo kanaaf deebiin sirri fi haqa qabeessi isin kennitan shoora ol'aanaa qaba. Kanaafuu waan dhugaa ta'e qofa akka barreesitan kabajaan isi gaafanna. Deebiin isin keennitan hundi iccitiin isaa kan eegamuu fi qoranno kanaaf qqofa kan oolu ta'u isin hubachiifna. Maqaa barreessuun isinirra hin eegamu. Deeggarsa keessaniif galatooma!.

Nagaa wajjin

qorattuu

Kutaa Tokkoffaa : Odeeffannoo Dhuunfaa

Waantonni armaan gadii waa'ee odeeffannoo dhuunfaati. Kanaaf bakka duwwaa kenname irraatti waanta na ibsa jettu mallattoo "X" gochuun guuti.

1. Umurii _____

2. Saala: Dhiira (1) Dhalaa (2)

3. Eenyu waliin jiraatta?

- Haadhaa fi abbaa si dahaan (1)

- Haadha sideesse fi abbaa buddeenaa (2) []
- Abbaa si dahaan fi haadha buddeenaa (3) []
- Guddifachaan (4) []

Kutaa Lammaffaa: Walitti Bu'insa Keessoo

Maatii kamuu keessatti yeroo waaliin jiraatamu wal dhabbiin ni jiraata. Yeroo maatiin walitti bu'an miirri garaa garaa ijoolleetti dhagahamuu ni danda'a. gaafannoon kun kan qophaa'e ilaalchaa fi yaada walitti bu'insa maatiif qabdan madaaluufi. Haaluma kanaan erga yaada armaan gadii dubbistaniin booda sadarkaa muuxannoo keessanii irra caalaatti kan ibsu mallattoo [X] kaa'uun agarsiisaa.

I. Irra Deddeebii

1. Maatiin koo yeroo waldhaban ykn wal qoccolan argee hin beeku; Yaadni kun:
 - Anaaf dhugaa ta'uu hin danda'u (1) []
 - Yeroo tokko tokko dhugaa ta'uu ni mala (2) []
 - Yeroo hedduu dhugaadha (3) []
 - Bay'ee dhugaadha (4) []
2. Waldhabii isaanii akka ani beeku hin beekani, garuu maatiin koo yeroo baay'ee walitti bu'u.
 - Anaaf dhugaa ta'uu hin danda'u (1) []
 - Yeroo tokko tokko dhugaa ta'uu ni mala (2) []
 - Yeroo hedduu dhugaadha (3) []
 - Bay'ee dhugaadha (4) []
3. Maatiin koo osuman naannoo isaani jiru illee yeroo baayy'ee walitti bu'u
 - Anaaf dhugaa ta'uu hin danda'u (1) []
 - Yeroo tokko tokko dhugaa ta'uu ni mala (2) []
 - Yeroo hedduu dhugaadha (3) []
 - Bay'ee dhugaadha (4) []
4. Maatiin koo yeroo walitti bu'an yeroo hedduu nan agra
 - Anaaf dhugaa ta'uu hin danda'u (1) []
 - Yeroo tokko tokko dhugaa ta'uu ni mala (2) []
 - Yeroo hedduu dhugaadha (3) []
 - Bay'ee dhugaadha (4) []
5. Maatiin Koo hadheeffatani walitti bu'anii hin beekan.
 - Anaaf dhugaa ta'uu hin danda'u (1) []
 - Yeroo tokko tokko dhugaa ta'uu ni mala (2) []
 - Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

6. Maatiin koo yeroo hedduu naannoo qe'eetti miiraa gaddaa fi aariitiin wal himatu

Anaaf dhugaa ta'uu hin danda'u (1) []

Yeroo tokko tokko dhugaa ta'uu ni mala (2) []

Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

II. Hammantaa

7. Maatiin koo yeroo walitti bu'an akka ta'an hin beekan (hin tasgabba'ani).

Anaaf dhugaa ta'uu hin danda'u (1) []

Yeroo tokko tokko dhugaa ta'uu ni mala (2) []

Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

8. Maatiin koo yeroo walitti bu'anitti, tasgabbahanii dhimmicha waliin haasa'u.

Anaaf dhugaa ta'uu hin danda'u (1) []

Yeroo tokko tokko dhugaa ta'uu ni mala (2) []

Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

9. Maatiin koo yeroo waldhabanitti, jechoota hin barbaachine waliin jedhu.

Anaaf dhugaa ta'uu hin danda'u (1) []

Yeroo tokko tokko dhugaa ta'uu ni mala (2) []

Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

10. maatiin koo yeroo waldhabanitti, hedduu walitti iyyu.

Anaaf dhugaa ta'uu hin danda'u (1) []

Yeroo tokko tokko dhugaa ta'uu ni mala (2) []

Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

11. maatiin koo yeroo walitti bu'anitti sagaleen isaanii dhagahamee hin beeku

Anaaf dhugaa ta'uu hin danda'u (1) []

Yeroo tokko tokko dhugaa ta'uu ni mala (2) []

Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

12. maatiin koo yeroo walitti bu'anitti meeshaalee adda addaa ni darbatu ykn ni cabsu.

Anaaf dhugaa ta'uu hin danda'u (1) []

Yeroo tokko tokko dhugaa ta'uu ni mala (2) []

Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

13. maatiin koo yeroo walitti bu'an, waldaddarbatu.

- Anaaf dhugaa ta'uu hin danda'u (1) []
- Yeroo tokko tokko dhugaa ta'uu ni mala (2) []
- Yeroo hedduu dhugaadha (3) []
- Bay'ee dhugaadha (4) []

III. Yaada/miira Sodaa

14. Maatiin koo yeroo walfalman sodaatu na qaba.

- Anaaf dhugaa ta'uu hin danda'u (1) []
- Yeroo tokko tokko dhugaa ta'uu ni mala (2) []
- Yeroo hedduu dhugaadha (3) []
- Bay'ee dhugaadha (4) []

15. Maatiin koo yeroo walitti bu'an anarra maaltu gaha jedheen sodaadha.

- Anaaf dhugaa ta'uu hin danda'u (1) []
- Yeroo tokko tokko dhugaa ta'uu ni mala (2) []
- Yeroo hedduu dhugaadha (3) []
- Bay'ee dhugaadha (4) []

16. Maatiin koo yeroo walitti bu'an, waanti hamaan ni rawwata jedheen sodaadha.

- Anaaf dhugaa ta'uu hin danda'u (1) []
- Yeroo tokko tokko dhugaa ta'uu ni mala (2) []
- Yeroo hedduu dhugaadha (3) []
- Bay'ee dhugaadha (4) []

17. Maatiin koo yeroo walitti bu'an, tokkoon isaanii ni miidhamu jedheen sodaadha.

- Anaaf dhugaa ta'uu hin danda'u (1) []
- Yeroo tokko tokko dhugaa ta'uu ni mala (2) []
- Yeroo hedduu dhugaadha (3) []
- Bay'ee dhugaadha (4) []

18. Maatiin koo yeroo walitti bu'an, tarii wal-hiiku jedheen sodaadha.

- Anaaf dhugaa ta'uu hin danda'u (1) []
- Yeroo tokko tokko dhugaa ta'uu ni mala (2) []
- Yeroo hedduu dhugaadha (3) []
- Bay'ee dhugaadha (4) []

IV. Of-ceepha'uu/ komachuu

19. Maatiin koo yeroo walittii bu'an ani hin komatamu.

- Anaaf dhugaa ta'uu hin danda'u (1) []
- Yeroo tokko tokko dhugaa ta'uu ni mala (2) []
- Yeroo hedduu dhugaadha (3) []
- Bay'ee dhugaadha (4) []

20. Yeroo baay'ee maatiin koo kan walitti bu'an dogoggora kootiini.

Anaaf dhugaa ta'uu hin danda'u (1) []
 Yeroo tokko tokko dhugaa ta'uu ni mala (2) []
 Yeroo hedduu dhugaadha (3) []
 Bay'ee dhugaadha (4) []

21. Isaan yoo jechuu baatan illee maatiin ko kan walitti bu'an sababa.

Anaaf dhugaa ta'uu hin danda'u (1) []
 Yeroo tokko tokko dhugaa ta'uu ni mala (2) []
 Yeroo hedduu dhugaadha (3) []
 Bay'ee dhugaadha (4) []

22. Maatiin koo yeroo walitti bu'anitti na komatu.

Anaaf dhugaa ta'uu hin danda'u (1) []
 Yeroo tokko tokko dhugaa ta'uu ni mala (2) []
 Yeroo hedduu dhugaadha (3) []
 Bay'ee dhugaadha (4) []

23. Walitti bu'uun maatii koo yeroo hedduu balleessaa kootiin miti.

Anaaf dhugaa ta'uu hin danda'u (1) []
 Yeroo tokko tokko dhugaa ta'uu ni mala (2) []
 Yeroo hedduu dhugaadha (3) []
 Bay'ee dhugaadha (4) []

Kutaa Sadaffaa: Gaaffilee Gargaarsa Maatii

Kaayyoon gaafannoo kanaa Ilaalcha ijoollee waa'ee hammantaa gargaarsa maatii fi itti quufinsa fedhiilee bu'uuraa xiinsammuu isaanii qorachuufidha. Haaluma kanaan, filannoowwan hangaa asii gaditti kenname dubbisuun yaada siirrii ta'e mallattoo “ X” kaa'uun guuti.

I. Ofiin of-gargaaruu/deeggaruu

1. Maatiin koo akkan bilisa ta'ee filannoo koo hordofu natti himu.

| | |
|----------------------|----------------------|
| Gonkumaa (1) [] | Darbee darbee (2) [] |
| Yeroo baay'ee (3) [] | Yeroo hundaa (4) [] |

2. Filannoo koo baay'inaan matii kootu murteessa.

| | |
|----------------------|----------------------|
| Gonkumaa (1) [] | Darbee darbee (2) [] |
| Yeroo baay'ee (3) [] | Yeroo hundaa (4) [] |

3. maatiin koo yaada koo ifaa fi bilisaan isaanitti akkan ibsadhu na jajjabeessu.

| | |
|----------------------|----------------------|
| Gonkumaa (1) [] | Darbee darbee (2) [] |
| Yeroo baay'ee (3) [] | Yeroo hundaa (4) [] |

4. Maatiin koo waanta anatti himame duwwa akkan godhu natti himu.

- Gonkumaa (1) Darbee darbee (2)
Yeroo baay'ee (3) Yeroo hundaa (4)
5. Sochii koo guyyaa guyyaa keessaatti maatiin koo akkan of-ta'u waan na jajjabeessan natti fakkaata.

- Gonkumaa (1) Darbee darbee (2)
Yeroo baay'ee (3) Yeroo hundaa (4)
6. maatiin koo wantota yaada kootiin akkan murteessuuf carraa gahaa naaf hin kennani.

- Gonkumaa (1) Darbee darbee (2)
Yeroo baay'ee (3) Yeroo hundaa (4)
7. Maatiin koo murtuu ofii kootii akkan murteeffadhu naaf eeyyamu.

- Gonkumaa (1) Darbee darbee (2)
Yeroo baay'ee (3) Yeroo hundaa (4)
8. Maatiin koo waanan dalage hunda to'achuu barbaadu.

- Gonkumaa (1) Darbee darbee (2)
Yeroo baay'ee (3) Yeroo hundaa (4)
9. Maatiin koo hagan barbaade bilisummaa naaf kennu.

- Gonkumaa (1) Darbee darbee (2)
Yeroo baay'ee (3) Yeroo hundaa (4)

II. Gargaarsa ga'umsaaf

10. Yeroo baay'ee maatiin koo wantan hojjedhutti sababii haamlee na buusaniif, wantota hojjachuuf ga'umsa qaba jedhee hin yaadu.

- Gonkumaa (1) Darbee darbee (2)
Yeroo baay'ee (3) Yeroo hundaa (4)
11. Maatiin koo baay'ee miira wantota hoojjachuu nan danda'a jedhu akkan qabaadhu natti himu.

- Gonkumaa (1) Darbee darbee (2)
Yeroo baay'ee (3) Yeroo hundaa (4)
12. Maatiin koo yeroo baay'ee meeshaalee wantoota hojjechuudhaaf nagargaaran naaf dhiyeessu.

- Gonkumaa (1) Darbee darbee (2)
Yeroo baay'ee (3) Yeroo hundaa (4)
13. Maatiin koo wantan hojjedhutti akkaan gaarii ta'e natti himu.

- Gonkumaa (1) Darbee darbee (2)
Yeroo baay'ee (3) Yeroo hundaa (4)
14. Maatiin koo wantota ha-haraa na hawwatu akkan baradhuuf na jajjabeessu.

Gonkumaa (1) Darbee darbee (2)
Yeroo baay'ee (3) Yeroo hundaa (4)
15. Maatiin koo yeroo baay'ee waantota gara garaa hojjedhu irratti akkan gahumsa hin qabne natti himu.

Gonkumaa (1) Darbee darbee (2)
Yeroo baay'ee (3) Yeroo hundaa (4)
16. Maatiin koo dandeettii/ga'umsan qabu akkan agarsiisuuf carraa waan naaf hin laanne natti akkaata.

Gonkumaa (1) Darbee darbee (2)
Yeroo baay'ee (3) Yeroo hundaa (4)
III. Gargaarsa walitti dhiyyeenyaa/ firummaa

17. Maatiin koo miira jaalalaa fi hiriyyummaan na haasofsiisu.
Gonkumaa (1) Darbee darbee (2)
Yeroo baay'ee (3) Yeroo hundaa (4)
18. Maatiin koo walitti dhufeenya guyyaa guyyaa keessatti miira ko ilaacha keessa akka galchan natti dhagahama.

Gonkumaa (1) Darbee darbee (2)
Yeroo baay'ee (3) Yeroo hundaa (4)
19. Maatiin koo miirri isaan anaaf qaban qorraa natti fakkaata.

Gonkumaa (1) Darbee darbee (2)
Yeroo baay'ee (3) Yeroo hundaa (4)
20. maatiin koo dhiphinaa fi rakkina koo haala salphaan na hubatu jedheen yaada.

Gonkumaa (1) Darbee darbee (2)
Yeroo baay'ee (3) Yeroo hundaa (4)
21. maatii koo ana duukaa haasa'uun isaan gammachiisa.

Gonkumaa (1) Darbee darbee (2)
Yeroo baay'ee (3) Yeroo hundaa (4)
22. Maatiin koo yeroo hundaa natti seequ.

Gonkumaa (1) Darbee darbee (2)
Yeroo baay'ee (3) Yeroo hundaa (4)
23. maatiin koo waanta ani barbaadu na hin hubatan.

Gonkumaa (1) Darbee darbee (2)
Yeroo baay'ee (3) Yeroo hundaa (4)
24. Maatiin ko "ani naman hin barbaadamne dha" miirri jedhu akka natti dhagahamu godhu

Gonkumaa (1) Darbee darbee (2)
Yeroo baay'ee (3) Yeroo hundaa (4)

25. Maatiin koo yeroon aaru akkan tasgabbahu na godhu.

Gonkumaa (1) []

Darbee darbee (2) []

Yeroo baay'ee (3) []

Yeroo hundaa (4) []

26. maatiin koo hedduu na waliin hin haasa'ani.

Gonkumaa (1) []

Darbee darbee (2) []

Yeroo baay'ee (3) []

Yeroo hundaa (4) []

27. maatiin ko na kunuunsu.

Gonkumaa (1) []

Darbee darbee (2) []

Yeroo baay'ee (3) []

Yeroo hundaa (4) []

Kutaa Sadaffaa: Gaafannoo to'annoo barnoota dhuunfaa

Gaafannoon kun kan qophaa'e sadarkaa kaka'umsa barattoonni gochaalee barnootaa dalaguu irratti qaban qorachhuufi. Yaada armaan gadii xiyyeeffannoon dubbisuun sadarkaa gochaalee barnootaa dalaguu mallattoo "X" n kaa'uun yaada siif dhugaa ta'e agarsiisi.

I. Hojii manaa sababni ani hojjadhuuf:

1. Barsiisaan koo barataa cimaadha jedhee akka na yaadu goochuufi.

Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []

Yeroo tokko tokko dhugaa ta'uu ni mala (2) []

Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

2. Yoon hojjechuu dhiise waanan Jeeqamuufi.

Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []

Yeroo tokko tokko dhugaa ta'uu ni mala (2) []

Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

3. Baay'ee waan na bashannansiisuuf

Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []

Yeroo tokko tokko dhugaa ta'uu ni mala (2) []

Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

4. Yoon hojjechuu dhiise ofittan gadda.

Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []

Yeroo tokko tokko dhugaa ta'uu ni mala (2) []

Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

5. Barnooticha hubachuuf waanta barbaaduufi.

Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []

Yeroo tokko tokko dhugaa ta'uu ni mala (2) []

Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

6. Hojjechuun waan narraa eegamuufi.

Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []

Yeroo tokko tokko dhugaa ta'uu ni mala (2) []

Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

7. Hojii manaa hojjechuun waan na gammachiisuufi.

Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []

Yeroo tokko tokko dhugaa ta'uu ni mala (2) []

Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

8. Hojii manaa hojjechuun waan na faayiduufi.

Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []

Yeroo tokko tokko dhugaa ta'uu ni mala (2) []

Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

II. Hojii daree sababan hojjedhuufii:

9. Barsiisaan akka natti hin lolleefi

Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []

Yeroo tokko tokko dhugaa ta'uu ni mala (2) []

Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

10. Barsiisaan koo akka barataa cimaatti akka na ilaaluufi.

Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []

Yeroo tokko tokko dhugaa ta'uu ni mala (2) []

Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

11. Waanta haaraa barachuu waanan barbaaduufi.

Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []

Yeroo tokko tokko dhugaa ta'uu ni mala (2) []

Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

12. Yoo hin dalagamne waanan itti leeyya'uufi

Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []

Yeroo tokko tokko dhugaa ta'uu ni mala (2) []

Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

13. Hojii daree hojjachuun waan na bashannansiisuufi.

Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []

Yeroo tokko tokko dhugaa ta'uu ni mala (2) []

Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

14. Hojii daree hojjachuun Seera waan ta'eefi.

Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []

Yeroo tokko tokko dhugaa ta'uu ni mala (2) []

Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

15. Hojii daree hojjechuun waan na gammachuun.

Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []

Yeroo tokko tokko dhugaa ta'uu ni mala (2) []

Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

16. Hojii daree hojjechuun waan na fayyaduufi.

Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []

Yeroo tokko tokko dhugaa ta'uu ni mala (2) []

Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

III. Daree keessatti gaaffilee cimaa deebisuuf maaliif yaalta? Sababiin yaaluufis:

17. Barattoonni biroon akka ani collee(barataa/ttu cimaa/tuu) ta'e akka yaadaniifi.

Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []

Yeroo tokko tokko dhugaa ta'uu ni mala (2) []

Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

18. Yoon yaaluu dhiise akka itti hin leeyyofneefi.

Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []

Yeroo tokko tokko dhugaa ta'uu ni mala (2) []

Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

19. Gaaffilee cimaa deebisuun waan na gammachisuufi.

Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []

Yeroo tokko tokko dhugaa ta'uu ni mala (2) []

Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

20. Deebisuun wanta narraa eegamuufi.

Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []

Yeroo tokko tokko dhugaa ta'uu ni mala (2) []

Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

21. Sirrii ta'uu fi dhiisuu koo baruufi.
Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []
Yeroo tokko tokko dhugaa ta'uu ni mala (2) []
Yeroo hedduu dhugaadha (3) []
Bay'ee dhugaadha (4) []
22. Gaaffii cimaa deebisuun waan na gammachiisuufi.
Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []
Yeroo tokko tokko dhugaa ta'uu ni mala (2) []
Yeroo hedduu dhugaadha (3) []
Bay'ee dhugaadha (4) []
23. Daree keessatti gaaffilee cimaa yaaluufi deebisuun waan na fayyaduufi.
Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []
Yeroo tokko tokko dhugaa ta'uu ni mala (2) []
Yeroo hedduu dhugaadha (3) []
Bay'ee dhugaadha (4) []
24. Barsiisaan waa'ee koo waanta gaarii akka inni haasa'uufi.
Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []
Yeroo tokko tokko dhugaa ta'uu ni mala (2) []
Yeroo hedduu dhugaadha (3) []
Bay'ee dhugaadha (4) []

IV. Maaliif barumsaa keetiin Qabxii gaarii hojjechuu yaalta? Sababni isaas:

25. Qabxii garii hojjachuun waanta narraa eegamu waan ta'eefi.
Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []

- Yeroo tokko tokko dhugaa ta'uu ni mala (2) []
- Yeroo hedduu dhugaadha (3) []
- Bay'ee dhugaadha (4) []
26. Barsiisonni koo akka barataa cimaatti akka na ilaalan waan godhuufi.
Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []
- Yeroo tokko tokko dhugaa ta'uu ni mala (2) []
- Yeroo hedduu dhugaadha (3) []
- Bay'ee dhugaadha (4) []
27. Qabxii gaarii hojjechuun waan na gammaduufi
Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []
- Yeroo tokko tokko dhugaa ta'uu ni mala (2) []
- Yeroo hedduu dhugaadha (3) []
- Bay'ee dhugaadha (4) []
28. Qabxii gaarii yoon hin dalagne waan na dhiphisuufi
Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []
- Yeroo tokko tokko dhugaa ta'uu ni mala (2) []
- Yeroo hedduu dhugaadha (3) []
- Bay'ee dhugaadha (4) []
29. Yoon Qabxiin ko gaarii hin taane miirrii gadda waan natti dhaga'amuufi.
Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []
- Yeroo tokko tokko dhugaa ta'uu ni mala (2) []
- Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

30. Qabxii gaarii hojjechuun waan na fayyaduufi.

Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []

Yeroo tokko tokko dhugaa ta'uu ni mala (2) []

Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

31. Qabxii gaarii yoon hojjadhe wantan ofitti boonuufi.

Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []

Yeroo tokko tokko dhugaa ta'uu ni mala (2) []

Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

32. Qabxii gaarii yoon dalage badhaasa argachuu wantan danda'uufi.

Gonkuma anaaf dhugaa ta'uu hin danda'u (1) []

Yeroo tokko tokko dhugaa ta'uu ni mala (2) []

Yeroo hedduu dhugaadha (3) []

Bay'ee dhugaadha (4) []

2. C. Amharic Version Questionnaires

መጠይቆች

ክፍል ሀ: የባዮግራፊክ መረጃ

የሚከተሉት ነገሮች ስለ ባዮግራፊክ መረጃ ናቸው ። እባክዎን የሚያስፈልገውን መረጃ በመሙላት ወይም ባዶ ቦታዎችን ‘X’ Mark በማስቀመጥ የሕይወት ታሪክዎን ይስጡ።

1. ዕድሜ

2. ፆታ-ወንድ ሴት

3. ከማን ጋር ነው የሚኖሩት? አብሬ እኖራለሁ

ወላጅ እናቴ እና አባቴ

ወላጅ እናቴ እና የእንጀራ አባት

የእኔ ወላጅ አባት እና የእንጀራ እናት

አሳዳጊ ወላጆቼ

ክፍል ለ: -የአባት-ልጅ ግጭት

በእያንዳንዱ ቤተሰብ ውስጥ ወላጆች የማይጣጣሙባቸው ጊዜያት አሉ ። ወላጆቻቸው ሲጨቃጨቁ ወይም ሲስማሙ ልጆች ብዙ የተለያዩ መንገዶችን ሊሰማቸው ይችላል ። ይህ ለወላጅዎ ግጭት መጋለጥዎን እና ግንዛቤዎን ለመለካት ነው። ስለዚህ እያንዳንዱን መግለጫ ካነበቡ በኋላ እባክዎን የልምምድዎን ደረጃ በተሻለ ከሚገልጹት ሚዛን ውስጥ በአንዱ ስር የ “X” ምልክት ያድርጉ ።

I. ድግግሞሽ

1. ወላጆቼ ሲጨቃጨቁ ወይም ሲስማሙ በጭራሽ አለደሁም

በጭራሽ ለእኔ እውነት አይደለም አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት ለእኔ በጣም እውነተኛ

2. እኔ አውቃለሁ ብለው አያስቡ ይሆናል ፣ ግን ወላጆቼ ብዙ ይከራከራሉ ወይም አይስማሙም

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

3. ወላጆቼ በአቅራቢያዬም እንኳ ብዙውን ጊዜ እርስ በርሳቸው የሚጣደፉ ናቸው

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

4. ብዙ ጊዜ ወላጆቼ ሲጨቃጨቁ አያለሁ

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

5. ወላጆቼ በጭራሽ አይጨቃጨቁም

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

6. ወላጆቼ ብዙውን ጊዜ በቤቱ ዙሪያ አንዳቸው ለሌላው ቅሬታ እና ቅሬታ ይፈጥራሉ

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

II. ጥንካሬ

7. ወላጆቼ ሲጨቃጨቁ በእውነት ያበዳሉ

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

8. ወላጆቼ አለመግባባት በሚፈጥሩበት ጊዜ ጉዳዩን በእርጋታ ይወያያሉ

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

9. ወላጆቼ ሲጨቃጨቁ እርስ በርሳቸው ተንኮል አዘል ነገሮችን ይነጋገራሉ

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

10. ወላጆቹ ሲጨቃጨቁ ብዙ ይጮኻሉ

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

11. ወላጆቹ አለመግባባት በሚፈጥሩበት ጊዜ በጭራሽ አይጮሁም

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

12. ወላጆቹ በክርክር ወቅት ነገሮችን አፍርሰዋል ወይም ወርውረዋል

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

13. ወላጆቹ በክርክር ወቅት እርስ በእርሳቸው ገፍተው ወይም ተጣሉ::

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

III. የተገነዘበ ስጋት

14. ወላጆቹ ሲጨቃጨቁ እፈራለሁ

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

15. ወላጆቹ ሲጨቃጨቁ በእኔ ላይ ስለሚሆነው ነገር እጨነቃለሁ

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

16. ወላጆቹ ሲጨቃጨቁ አንድ መጥፎ ነገር እንዳይከሰት እሰጋለሁ

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

17. ወላጆቹ ሲጨቃጨቁ ፣ አንደኛው እንደሚጎዳ እሰጋለሁ

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

18. ወላጆቼ ሲጨቃጨቁ ፍቺ ሊለያይ ይችላል ብዬ እጨነቃለሁ

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

IV. ራስን መውቀስ

19. ወላጆቼ ክርክር ሲያደርጉ እኔ ጥፋተኛ አይደለሁም

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

20. ብዙውን ጊዜ ወላጆቼ ሲጨቃጨቁ የእኔ ጥፋት ነው

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

21. እነሱ ባይናገሩም እንኳ ወላጆቼ ሲጨቃጨቁ እኔ ጥፋተኛ እንደሆንኩ አውቃለሁ

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

22. ወላጆቼ ክርክሮች ሲኖሩ ይወቅሱኛል

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

23. አብዛኛውን ጊዜ ወላጆቼ ሲጨቃጨቁ የእኔ ጥፋት እኔ አይደለሁም

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

ክፍል ሐ: የወላጆች ድጋፍ መጠይቅ

ይህ መጠይቅ ለመሠረታዊ ሥነ-ልቦናዊ ፍላጎቶቻቸው እርካታ የወላጆችን ድጋፍ ደረጃ በጉርምስና ዕድሜ ያለውን ግንዛቤ ለመገምገም ተዘጋጅቷል ። ስለሆነም ከሚከተሉት ደረጃዎች በአንዱ ስር “X” የሚል ምልክት በማስቀመጥ በእርካታዎ መጠን ላይ ተመስርተው እያንዳንዱን መግለጫ እንዲያነቡ እና እንዲመልሱ በትህትና ተጠይቀዋል ።

I. እራስን በራስ መርዳት/እገባ

1. ወላጆቼ ምርጫዎቼን ለራሴ ለማድረግ ነፃ እንድሆን ይነግሩኛል ።

በጭራሽ አንዳንድ ጊዜ
በተደጋጋሚ ሁል ጊዜ

2. ወላጆቼ አብዛኛውን ምርጫዎቼን ይወስናሉ

በጭራሽ አንዳንድ ጊዜ
በተደጋጋሚ ሁል ጊዜ

3. ወላጆቼ ሀሳቦቼን እና አስተያየቶቻቸውን በፊታቸው ለመግለጽ ነፃነት እንዲሰጡኝ ይደግፋኛል ።

በጭራሽ አንዳንድ ጊዜ
በተደጋጋሚ ሁል ጊዜ

4. ወላጆቼ የሚታዘዙኝን ብቻ እንዳደርግ ይፈልጋሉ ።

በጭራሽ አንዳንድ ጊዜ
በተደጋጋሚ ሁል ጊዜ

5. በዕለታዊ ሁኔታዎቼ እራሴን እንድሆን ወላጆቼ እንደሚደግፉኝ ይሰማኛል

በጭራሽ አንዳንድ ጊዜ
በተደጋጋሚ ሁል ጊዜ

6. ወላጆቼ ነገሮችን በእኔ መንገድ ለማድረግ የመወሰን ብዙ እድል አይሰጡኝም

በጭራሽ አንዳንድ ጊዜ
በተደጋጋሚ ሁል ጊዜ

7. ወላጆቼ የራሴን ውሳኔ እንዳደርግ ይፈቅዱልኛል

በጭራሽ አንዳንድ ጊዜ

በተደጋጋሚ ሁል ጊዜ

8. ወላጆቼ ያደረግሁትን ሁሉ የመቆጣጠር ዝንባሌ አላቸው

በጭራሽ አንዳንድ ጊዜ

በተደጋጋሚ ሁል ጊዜ

9. ወላጆቼ የምፈልገውን ያህል ነፃነት ይሰጡኛል

በጭራሽ አንዳንድ ጊዜ

በተደጋጋሚ ሁል ጊዜ

II. ለብቃት ድጋፍ

10. ብዙውን ጊዜ ወላጆቼ ነገሮችን በማከናወን ተስፋ ስለሚቆረጡኝ ብዙውን ጊዜ እኔ በጣም ችሎታ አይሰማኝም ::

በጭራሽ አንዳንድ ጊዜ

በተደጋጋሚ ሁል ጊዜ

11. ወላጆቼ ብዙውን ጊዜ ነገሮችን የማድረግ ብቃት እንዲሰማኝ ይነግሩኛል

በጭራሽ አንዳንድ ጊዜ

በተደጋጋሚ ሁል ጊዜ

12. ወላጆቼ ብዙውን ጊዜ ነገሮችን በተሳካ ሁኔታ ለማከናወን የሚረዱኝ ቁሳቁሶች ይሰጡኛል

በጭራሽ አንዳንድ ጊዜ

በተደጋጋሚ ሁል ጊዜ

13. ወላጆቼ በማደርገው ነገር ጥሩ እንደሆንኩ ይነግሩኛል ::

በጭራሽ አንዳንድ ጊዜ

በተደጋጋሚ ሁል ጊዜ

14. ወላጆቼ አስደሳች አዳዲስ ክህሎቶችን እንድማር ያበረታቱኛል ::

በጭራሽ አንዳንድ ጊዜ

በተደጋጋሚ []

ሁል ጊዜ []

15. ወላጆቼ ብዙውን ጊዜ የተለያዩ ነገሮችን የማድረግ ብቃት እንደሌለኝ ይነግሩኛል

በጭራሽ []

አንዳንድ ጊዜ []

በተደጋጋሚ []

ሁል ጊዜ []

16. ወላጆቼ ምን ያህል ብቃቴን ለማሳየት ዕድሎችን እንደማይሰጡኝ ይሰማኛል ::

በጭራሽ []

አንዳንድ ጊዜ []

በተደጋጋሚ []

ሁል ጊዜ []

III. ለተዛማጅ / ግንኙነቶች ድጋፍ

17. ወላጆቼ ሞቅ ባለ ወዳጃዊ በሆነ ድምፅ አነጋገሩኝ

በጭራሽ []

አንዳንድ ጊዜ []

በተደጋጋሚ []

ሁል ጊዜ []

18. ወላጆቼ በየቀኑ መስተጋብር ላይ ስሜቶቼን ከግምት ውስጥ እንዳስገቡ ይሰማኛል

በጭራሽ []

አንዳንድ ጊዜ []

በተደጋጋሚ []

ሁል ጊዜ []

19. ወላጆቼ በስሜቴ ለእኔ ቀዝቃዛ እንደሆኑ ይሰማኛል

በጭራሽ []

አንዳንድ ጊዜ []

በተደጋጋሚ []

ሁል ጊዜ []

20. ወላጆቼ ችግሮቼንና ጭንቀቶቼን በቀላሉ እንደሚረዱ ይሰማኛል

በጭራሽ []

አንዳንድ ጊዜ []

በተደጋጋሚ []

ሁል ጊዜ []

21. ወላጆቼ ከእኔ ጋር ነገሮችን ማውራት ያስደስታቸዋል

በጭራሽ []

አንዳንድ ጊዜ []

በተደጋጋሚ []

ሁል ጊዜ []

22. ወላጆቼ በተደጋጋሚ ፈገግ ይላሉ

በጭራሽ አንዳንድ ጊዜ

በተደጋጋሚ ሁል ጊዜ

23. ወላጆቼ የሚያስፈልገኝን አልተረዱም

በጭራሽ አንዳንድ ጊዜ

በተደጋጋሚ ሁል ጊዜ

24. ወላጆቼ እንዳልፈለግኩ እንዲሰማኝ ያደርጉኛል

በጭራሽ አንዳንድ ጊዜ

በተደጋጋሚ ሁል ጊዜ

25. ወላጆቼ በተበሳጭሁ ጊዜ ጥሩ ስሜት እንዲፈጥሩ ያደርጉኛል

በጭራሽ አንዳንድ ጊዜ

በተደጋጋሚ ሁል ጊዜ

26. ወላጆቼ ከእኔ ጋር ብዙም አይነጋገሩም

በጭራሽ አንዳንድ ጊዜ

በተደጋጋሚ ሁል ጊዜ

27. ወላጆቼ ስለእኔ ያስባሉ

በጭራሽ አንዳንድ ጊዜ

በተደጋጋሚ ሁል ጊዜ

ክፍል ሐ-አካዲሚያዊ የራስ-ቁጥጥር መጠይቅ

ይህ ልኬት የተገነባው የአካዲሚክ ሥራዎቻቸውን ለመፈፀም የ <ስቴዲዮ> የራስ-ተነሳሽነት ደረጃን ለመገምገም ነው ። እባክዎን እያንዳንዱን ንጥል በጥንቃቄ ያንብቡ ፣ እያንዳንዱ መግለጫ የአካዲሚክ ተግባር (ቶች) የመፈፀም ልምድን ምን ያህል እንደሚያንፀባርቅ ያስቡ እና ከዚያ ለእያንዳንዱ መግለጫ ከተሰጡት ደረጃዎች ውስጥ “X” ምልክት ያድርጉ ። ይህ አባባል ለእርስዎ እውነት ነው ።

እኔ የቤት ሥራዬን የምሠራው ምክንያቱም

1. አስተማሪው ጥሩ ተማሪ ነኝ ብሎ እንዲያስብ እፈልጋለሁ

በጭራሽ ለእኔ እውነት አይደለም አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት ለእኔ በጣም እውነተኛ

2. ካልሆንኩ ችግር ውስጥ እገባለሁ

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

3. ለእኔ አስደሳች ነው

ለእኔ እውነተኛ ነው አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

4. እኔ ካላደረግኩ ስለራሴ መጥፎ ስሜት ይሰማኛል ::

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

5. ትምህርቴን መገንዘብ እፈልጋለሁ

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

6. ያ ነው ማድረግ ያለብኝ ::

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

7. የቤት ሥራዬን መሥራት ያስደስተኛል

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

8. የቤት ሥራዬን መሥራት ለእኔ አስፈላጊ ነው ::

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

II. የክፍል ሥራዬን የምሠራው ምክንያቱም

9. አስተማሪው አይጮኽብኝም

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

10. መምህሩ ጥሩ ተማሪ ነኝ ብሎ እንዲያስብ እፈልጋለሁ

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

11. አዳዲስ ነገሮችን መማር እፈልጋለሁ::

በጭራሽ ለእኔ እውነት ነው አይደለም

አንዳንድ ጊዜ ለእኔ እውነተኛ

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

12. ካልተከናወነ በራሴ አፍራለሁ::

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

13. አስደሳች ነው ::

በጭራሽ እውነት ነው አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

14. ያ ደንብ ነው::

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

15. የክፍል ሥራዬን መሥራት ያስደስተኛል::

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት አይደለም

ለእኔ በጣም እውነተኛ

16. የክፍል ሥራዬን መሥራት ለእኔ አስፈላጊ ነው ::

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

III. በክፍል ውስጥ ከባድ ጥያቄዎችን ለመመለስ ለምን ይሞክራሉ? እኔ የማደርገው ምክንያቱም

17. ሌሎች ተማሪዎች ብልህ ነኝ ብለው እንዲያስቡ እፈልጋለሁ

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

18. ባልሞክርበት ጊዜ በራሴ አፍሬ ይሰማኛል

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

19. ከባድ ጥያቄዎችን መመለስ ያስደስተኛል

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

20. ያ ነው ማድረግ ያለብኝ

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

21. ትክክል ወይም ስህተት እንደሆነኩ ለማወቅ ::

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

22. ከባድ ጥያቄዎችን መመለስ አስደሳች ነው

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

23. በክፍል ውስጥ ከባድ ጥያቄዎችን ለመመለስ መሞከሩ ለእኔ አስፈላጊ ነው

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

24. አስተማሪው ስለ እኔ ጥሩ ነገሮችን እንዲናገር እፈልጋለሁ

በጭራሽ ለእኔ እውነት አይደለም

አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት

ለእኔ በጣም እውነተኛ

IV. በትምህርት ቤት ውስጥ ጥሩ ለማድረግ ለምን ይሞክራሉ? የዚህም ምክንያት

25. ያ ነው ማድረግ ያለብኝ

በጭራሽ ለእኔ እውነት አይደለም አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት ለእኔ በጣም እውነተኛ

26. አስተማሪዎቼ ጥሩ ተማሪ ነኝ ብለው ያስባሉ

በጭራሽ ለእኔ እውነት አይደለም አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት አይደለም ለእኔ በጣም እውነተኛ

27. የትምህርት ቤቴን ሥራ በጥሩ ሁኔታ መሥራት ያስደስተኛል

በጭራሽ ለእኔ እውነት አይደለም አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት ለእኔ በጣም እውነተኛ

28. በደንብ ካላደረግኩ ችግር ውስጥ እገባለሁ

በጭራሽ ለእኔ እውነት አይደለም አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት ለእኔ በጣም እውነተኛ

29. በፈተናዎች ላይ ጥሩ ካልሆንኩ ስለራሴ በእውነት መጥፎ ስሜት ይሰማኛል

በጭራሽ ለእኔ እውነት አይደለም አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት ለእኔ በጣም እውነተኛ

30. በትምህርት ቤት ውስጥ ጥሩ ለማድረግ መሞከሩ ለእኔ አስፈላጊ ነው

በጭራሽ ለእኔ እውነት አይደለም አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት ለእኔ በጣም እውነተኛ

31. በደንብ ከሠራሁ በራሴ በእውነት በኩራት ይሰማኛል

በጭራሽ ለእኔ እውነት አይደለም አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት ለእኔ በጣም እውነተኛ

32. ጥሩ ከሠራሁ ሽልማት አገኝ ይሆናል

በጭራሽ ለእኔ እውነት አይደለም አንዳንድ ጊዜ ለእኔ እውነት ነው

በተደጋጋሚ ለእኔ እውነት []

ለእኔ በጣም እውነተኛ []