

JIMMA UNIVERSITY

THE INFLUENCE OF DIVORCE ON CHILDREN'S LANGUAGE DEVELOPMENT, PSYCHO-SOCIAL DEVELOPMENT, AND ACADEMIC ACHIEVEMENT IN BENISHANGUL GUMUZ KAMASHI ZONE MIZHIGA WOREDA

BY: LIYU MARAM NAZE

THESIS PAPER SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF JIMMA UNIVERSITY FOR PARTIAL FULFILLMENT OF THE AWARD OF THE DEGREE OF MASTERS OF SCIENCE (MA) IN SOCIAL PSYCHOLOGY

DECE, 2022

JIMMA, ETHIOPIA



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Declaration

I, the undersigned, declare that this work titled “the effects of divorce on children’s Language development,psycho-socialdevelopment,and academic achievement” is a result of my effort and study. I have produced it independently except with the guidance and suggestion of the advisor. All sources of materials used for the research paper have been as expected acknowledged. This has not been submitted either in part or full in this university or any other university for earning any degree. It is submitted herein in partial fulfillment of the requirement for the Master of Social Psychology (MA) degree.

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Acronyms and Abbreviations

BG Benishangul Gumuz

NGO Non-Governmental Organization

SES Socio-Economic Status

SPSS Statistical Package for Social Scientists

UNICEF United Nations Children's Fund

US United States

SL Social Learning

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Abstract

The study was conducted to investigate the effects of divorce on children's Language development, psycho-social, academic achievement and intervention strategy. The research was descriptive research it attempts to describe, explain and interpret conditions of the present. The target population of this study were 1 secondary school and 3 primary schools in Mizhigaworeda with an estimated population of 1,880. Based on stratified sampling a sample size of 324 was chosen and the questionnaires were distributed for the respondents. Out of which 300(92.6 %) were answered and returned. Stratified sampling guaranty specific groups within a population are adequately represented in the sample. The data collection method for the study was included both primary and secondary sources. The primary data was collected through a structured questionnaire from 1 secondary school and 3 primary schools in Mizhiga woreda. Quantitative data analysis tools were used to analyze the collected data. Descriptive statistics used to describe and interpret the result of the study. The computation of the variables was made by making use of Statistical Package for Social Sciences (SPSS) software and used the formula Yamana (1967). In orderto investigate the effects of divorce on children's Language development, psycho-social,academic achievementand intervention strategy,thesimple linear regression and person correlation analysis was computed. The study found that there is significant and negative relationship in between independent variables (Divorce) and dependent variables (children's Language development, psycho-social, academic achievement and intevention strategy). Hence, it is advisable to the schools in Benishangul Gumuz Kamashi Zone Mizhiga Woreda ,implement different school initiatives to help children of divorce. There seems to be a consensus that community based and school based intervention programs better to work together to provide the optimum benefit to children of divorce vis a virse their school success.

Key words: *Children's Language development, psycho-social, academic achievement & intervention strategy*

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Children experience many challenges throughout their life distance. Parents, teachers, principals, and family professionals recognize that a child's home environment and family structure have an impact on his or her learning, psychosocial health, and school performance and success. Over the past twenty-five years, the diversity of family structures has become more evident, most notably the increase of divorce within family dynamics. A substantial number of divorces involve couples with children. Sixty- percent of families in which both the husband and wife are divorcing from a first marriage have children less than 18 years of age, (Arnold, 1998).

During the first years of life, children undergo major developmental changes across a range of domains. In particular, the entry into “formal language” is one of the most heralded achievements of early development. Language enables children to share meanings with others, and to participate in cultural learning in unprecedented ways. Moreover, language is foundational to children’s school readiness and achievement. For these reasons, a vast body of research has been dedicated to understanding the social-contextual factors that support children’s early language and learning. This work is also central to practitioners, educators and policy makers who seek to promote positive developmental outcomes in young children.

Three aspects of parenting have been highlighted as central to children’s early language and learning: (1) the frequency of children’s participation in routine learning activities (e.g., shared bookreading, storytelling); (2) the quality of caregiver-child engagements (e.g., parents’ cognitive stimulation and sensitivity/responsiveness); and (3) the provision of age-appropriate learning materials (e.g., books and toys)

Researchers agree that parenting is multiply determined by characteristics of both parents and children. In terms of parent characteristics, parent age, education, income, and race/ethnicity (to name a few) have all been shown to relate to the three aspects of parenting discussed above. For example, compared to older mothers, teen mothers display lower levels of verbal stimulation and involvement, higher levels of intrusiveness, and maternal speech that is less varied and complex.(Oxford & Spieker, 2006) Mothers with fewer years of education read to

their children less frequently(Scarborough & Dobrich, 1994)and demonstrate less sophisticated language and literacy skills themselves, which affects the quantity and quality of their verbal interactions with their children. Parental education, in turn, relates to household income: poverty and persistent poverty are strongly associated with less stimulating home environments, and parents living in poverty have children who are at risk for cognitive, academic, and social-emotional difficulties.(Brooks-gunn et al., 2008),Finally, Hispanic and African American mothers are, on average, less likely to read to their children than White, non-Hispanic mothers;(Yarosz & Barnett, 2001) and Spanish-speaking Hispanic families have fewer children's books available in the home as compared to their non-Hispanic counterparts.(Raikes et al., 2006) These racial and ethnic findings are likely explained by differences in family resources across groups, as minority status is often associated with various social demographic risks.

The psychological and social disadvantages can significantly interfere with the students' ability to reach their full potential for success in school. Academic achievement is a major influence in a child's life. A myriad of research findings supports the suggestion that the academic achievement of children of divorce is lower than that of the children whose parents are neither divorced nor separated (Cherian, 1989). Researchers and educators understand that school becomes more important to children whose families are in transition because it offers them structure, stability, and continuity during a time when their home life is being disrupted. More research must be done to provide school systems and educators with a better understanding and insights into the effects of divorce on children. In addition, such research should seek to discover practical learning strategies for children of divorce to improve their academic achievements while experiencing family disruption. This literature study examines the impact of divorce on children during their school years and, more specifically, the effects of divorce on their academic achievement.

Several studies use recent social and demographic trends to predict children's future living arrangements, and while these predictions vary, the consensus is that most youth will spend some time before age 18 in a single-parent household(Rappaport, 2013) (Bumpass, ; (Furstenberg, 2017);(Hofferth, n.d.). Hofferth (1985) suggests that the percentage of black youth who will live with one parent for some time before age 18 may be as high as 94%, while for white children the corresponding figure is 70%, Norton and Glick's (1986) analysis yields a lower estimate but still projects that 60% of American children will live in a single-parent family before reaching age 18.

Social and psychological well-being includes aspects of personal adjustment, self-concept, interpersonal relationships, antisocial behavior, and cognitive functioning. It should be noted that some of these variables (e.g., personal adjustment) have been the subject of voluminous research, while others (e.g., interpersonal relations) have received relatively little attention.

The issue of divorce in Ethiopia is one of the foremost common environmental causes of push experienced by children. The effect of parents' divorce on their children's social advancement is an imperative range of academic inquiry and social wellbeing. As more will be learned about children's adjustment to divorce and response to treatment, researchers have come to view it as a complex series of transitions and adaptations, rather than a simplistic, unitary event. Parents in divorce are concerned about the effect of divorce on their children. They wonder whether their decision will affect the happiness and health of their children. The effect result more from the feeling the uncertainty of what is going to happen after the divorce, from the level of conflict between parents, and how parenting after divorce is done.

The history of human beings is being structured and shaped by the means of production used to maintain life. The nature of means of production dictated the forms of social organizations started from hunting-gathering to the era of industrialization. Of all systems and structures, family exists as the core element of all societies past and present. Therefore, the family is the basic structure that serves the main function to meet the needs and necessities of its member and society in general. The family is created based on societal demand, which differs according to society's needs. The family has a reproduction, socializing, and production function (Serkalem, 2006). These basic functions strengthen or weaken due to the changes in the means of production and society organizations.

Therefore the primarily address issues related to divorce and its impact on children in their learning, psychosocial development, and academic achievement.

Socialization and divorce: Children's narrative representations of attachment behavior to the mother figure emerged as a particularly strong predictor of social competence in child care settings.

A more detailed discussion of the coding procedures, and concordances between narratives and children's social competence, is provided in Page and Bretherton (in press). In the larger study, girls rated as the most socially competent by their child-care providers were those with fewer representations of attachment to father in their narratives, contrary to expectations. Girls in the high father attachment group, in contrast, not only enacted fewer representations of attachment behavior toward the mother, but they also enacted more (marginally)

representations of her as endangered, suggesting apprehension about the mother's availability.

In combination, these two forms of representations of the mother, low attachment and high endangerment, suggest a higher prevalence of anxious attachments to the mother in the high father attachment group. The higher frequencies of enactments of danger befalling the father figure and the (marginally) higher frequencies The presence of high family conflict and/or instability may exacerbate children's concerns about the availability of their non-custodial parent. Taken together, these findings suggest that family instability can play a contributing part in children's anxious attachments to caregivers Findings from the divorce literature support these interpretations of the meanings of these children's narratives. Children can be expected to react normally to parental separation with anxiety (Cox, 1982) and uncertainty about the continued availability of parents as attachment figures (Kobak, 1999). Instability in families, coupled with insecure attachment to the custodial mother, is likely to exacerbate anxiety about the availability of the non-custodial parent and contribute to poorer psychosocial outcomes.(page & ph, 2015).

Academic achievement and divorce: First parents who encourage school success set higher standards for their children's school performance and homework completion and their higher aspirations for their children which in turn contribute to school success (Alec, 1988)Personality availability of social support and family unity are often identified as factors that can impact a child positively or negatively researchers define personality factors as internal characteristics found in every child including the child's intellectual ability and approach to learning, attitude, and disposition.

When God created humans he made it possible for the production of offspring by the coming together of a man and woman through marriage. Marriage is a social institution for the union of a man and his wife in body and soul (Olayinka, 1990). People view the concept of marriage from various perspectives. Some people view it as a contract that is a result of legal consequences. The lady's bride price is refunded if the termination is adjudged to be the fault of the wife or when there is a breach of contract. Marriage is also seen as a game you get into at any time and you get out of at the least loss of interest. Christian marriages do not agree with these views mentioned above. The Christians assert that marriage is not a contract and should not be terminated or separated at the least loss of interest. Marriage to them has a deeper and different meaning. The catechism of the Catholic Church defines marriage as a matrimonial covenant by which a man and a woman establish between themselves a partnership of the whole life.

The wife, who wants a divorce, cites a newly released book that says conventional wisdom has overstated divorce's long-term negative consequences. On the other hand, the husband, who wanted to reconcile for the sake of their two school-aged children, stands by a different book that paints a darker picture of divorce's legacy on school-aged children who may appear normal but suffer disadvantages compared to those children whose parents are still together. If this couple's divorce transpires, what will happen to their children? How will the parents approach divorce to change their children's academic future? How can schools prepare their teachers with strategies for making a difference for children of divorced parents to continue in their academic endeavors?

Each year millions of children are influenced by divorce and circumstances such as the one expressed over. Empirical evidence illustrates that children raised by divorced parents are significantly more likely to have issues in school (Lansford, 2009). In most cases, people view divorce as not only a traumatic event for the children but also something that contributes to other negative life outcomes. This line of thinking was challenged when (Adler & Candidate, n.d.)Discovered that 75 percent of the children of divorce do not suffer from having any serious psychological, social, or academic problems. However, that also means that 25 percent of the children from divorce do end up having such problems (Bowlby et al., 1992). The positive and negative impact of divorce on students in school, focusing on their academic achievement and behavior, was investigated. This age group was of particular interest since these children are greatly affected by divorce because they are so young and most likely do not understand what is going on.

1.2. Statement of the Problem

Divorce is a common phenomenon that has attracted global attention. Government and non-governmental organizations have played vital roles in the elimination of this menace because of the psychological and social problems which make the children exhibit strange and unguided behaviors. Research into the factors that promote positive language growth and learning in young children is central to addressing achievement gaps that exist in children from different ethnic, language, racial, and socioeconomic backgrounds. Children enter school with different levels of skill, and these initial differences often affect children's subsequent language growth, cognitive development, literacy and academic achievement.(Dickinson & DeTemple, 1998),(Mabry, 1997) Children who exhibit delays at the onset of schooling are at risk for early academic difficulties and are also more likely to

experience grade retention, special education placement, and failure to complete high school. For obvious reasons, children see divorce as a very traumatic experience. It affects them in all ramifications. Divorce impacts the youngster's behavior in the school environment, peer group, and even in the society at large. The family structure is altered and thus affected. Many divorces are emotional and can even draw the children into conflict between the parents. Family cohesion including family structure and background characteristics such as parents' occupation, family income, parents education, parent mental health, and parenting style can influence child development both child-rearing patterns as well as parents attribution regarding their children's abilities have been linked to the achievement level of school-age children

The issue of divorce in Ethiopia is one of the foremost common environmental causes of push experienced by children. The consequences of a divorce for children are mostly that they have to move to a different home and sometimes to a different school and they will not see or be with both parents at the same time anymore. In most cases, they will live with their mothers and they will see their father much less. To adjust to a new situation takes them two years or more. The age of 10 of parents plays a role in how they react to divorce. (Complex et al., 2004) puts it that "Children who grow up in an intact, two-parent family with both biological parents present do better on a wide range of outcomes than children who grow up in a single-parent family. Single parenthood is not the only, nor even the most important, cause of the higher rates of school dropout, teenage pregnancy, young criminal behavior, or other negative outcomes we see; but it does contribute independently to these problems. Neither does single parenthood guarantee that children will not succeed; many, if not most, children who grow up in a single-parent household do succeed."

The study will aim to examine groups of children from divorced families most of whom are at increased risk of school failure. It will be imperative that information regarding children of divorce and its impact on learning, psychosocial health, and academic achievement be available, not only to provide information for researchers but also to assist school-based professionals, policy makers, parents, and academicians.

We are social beings, and we can continue living in the community with others. The lack of compatibility and synergy with other young people grows more complete due to lack of them. It would be a long-term binding disturb social order. Having the right relationships, healthy and positive with others can be a key to development and human perfection. Socialization

process that people with the values, beliefs, and standards of behavior that culture expects them to learn.

Divorce is a risk factor for children's psychosocial health, academic and learning during the formative period of growth along with other adverse life experiences such as poverty, marital problems, lack of father involvement, parental death, mental health problems, alcohol abuse, and domestic violence (Umberson, 2014). Finally, divorce could have a long-term effect on physical health by its association with physical and psychological outcomes such as eating disorders (Martinez-gonzalez, 2003), as well as a variety of mental health issues such as anxiety, depression, attention problems, and aggressive behavior.

The researcher's preliminary investigate the nature of the problem and degree of impact on the psychosocial well-being, Language development, and academic achievement of children is paramount because the findings may help in the effort to reduce the divorce rate and its impact on children's psychosocial health, Language development, and academic achievement. Presently, there is a gap in knowledge particularly in the study area. So it is critical to get more about these issues in the Benshangul Zone due to its alarming rate. This will increase social awareness, their experience, and inturn, it will help from the viewpoint of the grown-ups within the community to best plan arrangements, academic support, and provide counseling practice to support these children who are the victims of divorce.

The problem of divorce is rampant in Benshangul Gumuz Zone and no research done in this area. The following research has been done so far in the area but they are then mine in terms of objectives, scope and methods. Psychosocial Impacts of Divorce on Women: The Case of Ethiopian Women ... career growth, educational achievement and spiritual growth in . By alemeyuhu A.A.U academic achievement and psychosocial problems faced by the child labor in Gondar, Ethiopia. By Arumugam Palanisamy Senthil Kumar Jijiga University however these research quietly differ and recommend this area for studying.

Therefore, the research was answered the following basic questions.

1.3. Research Questions

1. How Can Parental Separation Affect Language Development in Children?
2. How does parent divorce influences children's psychosocial health?

3. How does divorce influence children's academic achievement?
4. What kind of interventions are needed to reduce divorce?

1.4. Objectives of the study

1.4.1. General objective of the study

The main objective of the study was to investigate the effects of divorce on children's Language development, psycho-social, and academic achievement.

1.4.2. Specific Objectives of the study

This study was been guided by the following specific objectives:

1. To identify how Parental Separation Affect Language Development in Children.
2. To examine ways in which divorce may influence children's psychosocial health.
3. To investigate the influence of divorce on children's academic achievement.
4. To find out intervention strategies that can be used to reduce divorce.

1.5. Significance of the Study

The research was important to the parents since they were in a position to know the basic behavior of the Primary, children, and young adults as a result of separation. The study aimed to make evaluation and discussion on the relative contribution of the teachers, counselors, community development officers, business person, magistrates, parents, religious leaders, and children of divorce about experiential learning, psycho-social and academic varied effects from the divorce process, and view the role of the school as a support system for children of divorce. The study was moreover illuminate parents on the significant part played by parents living together within the socialization of their children and at different levels. They will hence be more aware of the impacts and so maintain a strategic distance from such occasions where possible. In addition, the study was expose the actual issues of separation that young grown-ups of age confront as they enter into serious romantic relationships. Additionally, the instructors will be able to give specific consideration to those influenced by divorce. The aim was to have information on how to offer counseling to them on killing the feeling of disappointment, change, and conflict in addition the result of the study will show the relation or effect of divorce on psycho-social and learn which will be utilized by policy makers NGOs

and other concerned bodies as it was used for academic and reference for the study in this area.

1.6. The Scope of the Study

The study was focus on the impact of divorce among Primary, children, and young adults which is found in the Kamashi Zone in MizhigaWoreda. The study was seen into the affected children from youths people in primary schools and secondary schools focusing on areas of Language development, psycho-social, and academic achievement.

1.7. Assumptions of the Study

The schools was accessible during the period of study and all respondents were open and willing to share and discuss the information required for the successful completion of the study. That divorce affects children in Language development, psycho-social, and academic achievement.

Definition of terms

Divorce: refers to the dissolution of marriage or break-up of the socially recognized marital relationships.

Children: according to the revised family code of Ethiopia a child is a person who is below the age of 18 years old.

Custodial parent: one of the parents who take the responsibility of caring for children after divorce.

Children well- being: there is no single definition for the term well-being. According to the definition of UNICEF (2012) definition of children's well-being is measured in terms of children's health, their material security, socialization, and their sense of being loved valued, and included in the families and societies in which they are born.

In this study the term was used to measure children's social well-being in terms of their relationship with their parents and peers and their educational achievements, their economic well-being of children, and psychological well-being of children in terms of their satisfaction, feeling themselves.

CHAPTER TWO: REVIEW LITERATURE

2.1. Introduction

Divorce is the result of the tiredness of all hope and emotions of the couple to live together for life or for an indefinite or unlimited time. It indicates a reverse of all statements, love, and attachments the spouse had at the beginning of their relationship. It comes as a result of the desire each has to avoid the other from their life, due to the other failure to fulfill the duties expected of him or her. It is usually sought as a solution or relief to end an unhappy and unworthy union (Aghanim et al., 2014).

2.2. Impacts of divorce on children's psychosocial health, language development and academic achievement: existing research findings.

Social and psychological well-being includes aspects of personal adjustment, self-concept, interpersonal relationships, antisocial behavior, and cognitive functioning. It should be noted that some of these variables (e.g., personal adjustment) have been the subject of voluminous research, while others (e.g., interpersonal relations) have received relatively little attention.

2.2.1. Childrens language development

Early and consistent participation in routine learning activities, such as shared book reading, storytelling, and teaching about the letters of the alphabet, provide children with a critical foundation for early learning, language growth and emergent literacy.(Raikes et al., 2006),(Sénéchal et al., 1996) Routine activities provide young children with a familiar structure for interpreting others' behaviors and language, anticipating the temporal sequencing of events, and drawing inferences from new experiences.(Development, 2016) Moreover, engagement in learning activities expands children's vocabularies and conceptual knowledge.³¹ In particular, shared bookreading, as well as the sharing of oral stories, facilitate young children's vocabulary growth, phonemic skills, print concept knowledge, and positive attitudes toward literacy.(Raikes et al., 2006),(Sénéchal et al., 1996),(Debaryshe, 1993),(Dickinson & Tabors, 1991)

A plethora of studies also indicate that the quality of parent-caregiver interactions plays a formative role in children's early language and learning. In fact, the amount and style of

language that parents use when conversing with their children is one of the strongest predictors of children's early language. Children benefit from exposure to adult speech that is varied and rich in information about objects and events in the environment.(Mabry, 1997),(Evans et al., 1999) Additionally, parents who contingently respond to their young children's verbal and exploratory initiatives (through verbal descriptions and questions) tend to have children with more advanced receptive and productive language, phonological awareness, and story comprehension skills.(Beals & De Temple, 1993),(Silvén et al., 2002)

Finally, the provision of learning materials (e.g., books, toys that facilitate learning) has been shown to support young children's language growth and learning.(Neuman & Roskos, 1993). Learning materials provide opportunities for caregiver-child exchanges about specific objects and actions, such as when a parent and child pretend to cook a meal. In such instances, materials serve as a vehicle for communicative exchanges around a shared topic of conversation(Sénéchal et al., 1996),

Child characteristics, such as gender and birth order (as two of many examples), have also been linked to early measures of language and learning. For example, girls tend to have a slight advantage over boys in the early stages of vocabulary development,(Jørgensen et al., 2010),(Pan et al., 2019) and studies have documented that families spend substantially more time in literacy-related activities with girls than with boys.Firstborn children have slightly larger vocabularies on average than their laterborn peers.(Berman, 2018) Further, mothers differ in their language, engagement and responsiveness toward their first- and laterborn children, with input favoring firstborns.

A child may decline to interact with the parent who has moved out. They may not talk to other family members, withdraw from their friends etc. Children adopt coping mechanisms such as withdrawal for protection from rejection and feelings of inadequacy.

Developing language problems can follow when children withdraw, hide, keep their feelings in, or decline to interact with others. Developing Speech and Language Problems Also Depends on Other Factors. In addition to the parental situation, a child's age, gender, socioeconomic status, the number of siblings they have, and how much language they are exposed to all can impact language development.

Additionally, while research suggests that divorce or separation can affect a child's language skills, the extent of the impact depends on various factors.

For instance, talking to your children openly about the changing family situation and welcoming questions can take away some fear and anxiety. Keep in mind though that even an explained absence of a parent can be very stressful for a small child, possibly causing them to shut down. If you observe that your child is withdrawing or shutting down please discuss your concerns with your child's doctor or other appropriate professionals.

2.2.2. The effect of parents' encouragement and support on academic achievement.

First parents who encourage school success set higher standards for their children's school performance and homework completion and their higher aspirations for their children which in turn contribute to school success (Alec, 1988). Personality availability of social support and family unity are often identified as factors that can impact a child positively or negatively researchers define personality factors as internal characteristics found in every child including the child's intellectual ability and approach to learning, attitude, and disposition. Self-esteem and self-control.

Social support availability factors such as advocates at home, at school, and elsewhere in the community. Family cohesion including family structure and background characteristics such as parents' occupation, family income, parents education, parent mental health, and parenting style can influence child development both child-rearing patterns as well as parents attribution regarding their children's abilities have been linked to the achievement level of school-age children (Entwisle & Alec, 1988)

2.2.3. Personal Adjustment

Personal adjustment is operationalized in various ways by different investigators but includes such variables as self-control, leadership, responsibility, independence, achievement orientation, aggressiveness, and gender-role orientation. As we see when examining the 16 studies outlined, their arc also wide variations in sample size and composition. But the overall pattern of empirical findings suggests temporary deleterious effects of parental divorce on children's adjustment, with these effects most common among young children(Desimone-Luis et al., 1979); (Hetherington et al., 1979);(Kurdek et al., 1981).(Perceptions & Divorce, 1980) suggest that older children adjust more readily because they are more likely to discuss the situation with friends (many of whom have had similar experiences), to understand that they are not personally responsible, to recognize the finality of the situation, to appreciate both parents for their positive qualities, and to recognize beneficial consequences such as the

end of parental fighting and improved relations with parents. Based on her review of research conducted between 1970 and 1980,(Montoya-Herrera, 1988) concludes: "The evidence is overwhelming that after the initial trauma of divorce, the children are as emotionally well-adjusted in these [female-headed] families as in two-parent families." Investigations of long-term effects (Kiecolt & Acock, 1988); (Hetherington et al., 1979) suggest that, when socioeconomic status is controlled, adolescents who have experienced parental divorce or separation have only slightly lower levels of adult adjustment.

Two other studies (Milling Kinard & Reinherz, 1986)observed elementary school children in three different family situations (never-disrupted; disrupted before starting school; and recently disrupted) and found that children in recently disrupted families suffered pronounced and multidimensional effects: problems in attentiveness at school lowered academic achievement, withdrawal, dependency, and hostility. While their findings are not definitive, (Milling Kinard & Reinherz, 1986) speculate that either "the effects of parental divorce on children diminish over time; or that the impact of marital disruption is less severe for preschool-age children than for school-age children" (1986: 291). Children's age at the time of disruption may also mediate the impact of these events on other dimensions of their wellbeing (e.g., self-esteem or gender-role orientation) and thus will be discussed in greater detail below(Rohrlich et al., 1977), for a clinical perspective on the impact of divorce on children of different ages). But two variables that critically affect children's adjustment to divorce are marital discord and children's gender.

2.2.4 .Antisocial Behavior

Many studies over the years have Linked juvenile delinquency, deviancy, and antisocial behavior to children Living in broken homes(McCord et al., 1962); (Santrock, 2016); (Stolberg et al., 1987); (Tuckman & Regan, 1966). Unfortunately, these studies either relied on clinical samples or failed to control for social class and other factors related to delinquency. However, as shown in Table 6, several studies involving large representative samples and controlling for social class provide similar findings (Dornbusch et al., 1985); (Rickel & Langner, 1985).(Rickel & Langner, 1985) studied 522 teenage girls and found that girls in divorced families committed more delinquent acts (e.g., drug use, larceny, skipping school) than their counterparts in intact families. (Dornbusch et al., 1985)examined a representative national sample of male and female youth aged 12- 17 and found that adolescents in mother-only households were more likely than their counterparts in intact

families to engage in deviant acts, partly because they tended to make decisions independent of parental input. The presence of an additional adult (a grandparent, an uncle, a lover, a friend) in mother-only households increased control over adolescent behavior and lower rates of deviant behavior, which suggests that "there are functional equivalents of two-parent families nontraditional groupings that can do the job of parenting" (Kurdek & Sinclair, 1988) examined children of virtually the same ages (12-16) and found a higher incidence of behavior problems among children who had experienced marital disruption.

A tentative conclusion based on the evidence reviewed here is that antisocial behavior is less likely to occur in families where two adults are present, whether as biological parents, stepparents, or some combination of biological parents and other adults. Short-term increases in antisocial behavior may occur during periods of disruption, however, as children adjust to restructured relationships and parents struggle to maintain consistency in disciplining (Rickel & Langner, 1985). It is reasonable to expect that an important variable in predicting antisocial behavior is the level of family conflict, but most research has failed to examine the nature and quality of familial relationships in intact and other family structures. (Peterson & Zill, 1986) demonstrated that, when social class was controlled, behavior problems were likely to occur among adolescents living in intact families characterized by persistent conflict as among those living in disrupted families.

A related and often overlooked concern in tracing the effects of family structure on children's well-being is the quality of parent-child relationships experienced by children in different living arrangements (Peterson & Zill, 1986), found that "poor parent-child relationships lead to more negative child behavior, yet maintaining good relationships with parents can go some way in reducing the effects of conflict and disruption" (1986: 306), (R. Hess, n.d.) 1979) analyses of a much smaller sample yielded a similar conclusion: aggressive behavior in children was unrelated to family type but was more common in situations characterized by infrequent or low-quality parent-child interaction and parental discord

2.2.5. Family processes

In recent years important insights have been gained into the specific processes by which marital disruption may affect children's school performance. First, family disruption alters daily routines and work schedules and imposes additional demands on adults and children living in single-parent families (Amato, 1987); (Hetherington et al., 1985); (Weiss et al., n.d.).

Most adolescents must assume extra domestic and child care responsibilities, and financial conditions require some to work part-time. These burdens result in greater absenteeism, tardiness, and truancy among children in single-parent households (Hetherington et al., 1985). Second, children in recently disrupted families are prone to experience emotional and behavioral problems such as aggression, distractibility, dependency, anxiety, and withdrawal (R. Hess, n.d.); (Daniel, 1994), factors that may help to explain problems in school conduct and the propensity of teachers to label and stereotype children from broken families. Third, emotional problems may interfere with study patterns, while demanding schedules reduce the time available for single parents to help with homework.

In support of the latter point, (Furstenberg & Nord, 1985) examined parent-child interaction patterns in different family types and found few differences in time spent together in social and recreational activities but found that resident parents in reconstituted and single-parent families were much less likely than parents in intact families to help with homework. In sum, a variety of personal, family, and school processes operate to the detriment of academic performance among children of divorce,

2.2.6. Interpersonal Relationships

Compared to the large bodies of research on personal adjustment, self-concept, and cognitive functioning, relatively few studies have examined interpersonal relations among children and adolescents in different family structures. Generally, investigations have focused on peer relations among children and dating patterns among adolescents.

2.2.7. Peer relations

Studies of preschool children (Marshall et al., 2016) and preadolescents (Hoyt et al., 2010) suggest that children in disrupted families are less sociable: they have fewer close friends, spend less time with friends, and participate in fewer shared activities, (Stolberg & Anker, 1984) observe that children in families disrupted by divorce exhibit psychopathology in interpersonal relations, often behaving in unusual and inappropriate ways. Other studies suggest that the effects are temporary. (Kinard et al., 2016) found no differences in peer relations among children in intact and disrupted families, but those in recently disrupted families displayed greater hostility. (al., 1981)) conducted a two-year follow-up of children whose parents had divorced and showed that relationships with peers improved after the

divorce and that personal adjustment was facilitated by opportunities to discuss experiences with peers, some of whom had similar experiences. However, Guidubaldi and (GUIDUBALDI & PERRY, 1985) observed a much different pattern: among boys, those from divorced families had greater contact with friends, and among girls, there were no differences by family structure.

2.2.8.Dating patterns

(Hetherington, 1972) reported that adolescent girls whose fathers were absent before age 5 had difficulties in heterosexual relations, but (Hainline & Feig, 2016) analyses of female college students indicated that early and later father-absent women could not be distinguished on measures of romanticism and heterosexual attitudes.

An examination of dating and sexual behavior among female college students found that women with divorced parents began dating slightly later than those in intact families, but women in both groups were socially active (Kalter et al., 1985). reported that, compared to college students with intact families, those whose parents were divorced or permanently separated exhibited higher levels of dating activity, and this activity increased further if parental or parent-child conflict persisted during and after the divorce. Regarding adolescent sexual behavior, the findings consistently demonstrate that males and females not Living with both biological parents initiate coitus earlier than their counterparts in intact families(Hogan & Kitagawa, 1985);. But Newcomer and Udry propose that, because parental marital status is also associated with a broad range of deviant behaviors, these effects may stem from a general loss of parental control rather than simply loss of control over sexual behavior. Studies of antisocial behavior support this interpretation

2.2.9.Children's race

There is a limited amount of evidence that father absence is more harmful to the intelligence and academic achievement of black children, especially black males (Kiecolt & Acock, 1988), but most studies show academic achievement among black children to be unaffected by family structure(Shinn, 1978), (Svanum et al., 1982) found, controlling for social class, that there are no significant effects of father absence on cognitive performance for white or black children. Again, these investigations focus on family composition and demonstrate that the effects of family structure on academic performance do not vary as much by race as by

social class, but racial differences in the impact of divorce remain largely unexplored. As Table 4 illustrates, we did not find any studies that compared white and black populations of children in divorced and nondivorced families.

2.2.10. Children's gender

Some studies suggest that negative effects of family disruption on academic performance are stronger for boys than for girls (Werner and Smith, 1979), but most of the evidence suggests similar effects by gender (R. D. Hess & Camara, 1979). While females traditionally outscore males on standardized tests of verbal skills and males outperform females on mathematical skills, males who have experienced family disruption generally score higher on verbal aptitude. Thus, the absence of a father may result in a "feminine" orientation toward education (Fowler & Richards, 1978). But an important and unresolved question is whether this pattern results from boys acquiring greater verbal skills in mother-headed families or from deficiencies in mathematical skills attributable to father absence. The latter explanation is supported by evidence showing that father-absent girls are disadvantaged in mathematics

2.2.11. Self-Concept

Studies examining the impact of divorce on children's self-concept. A series of studies by Parish and his collaborators indicates that children in divorced, non-remarried families have lower self-esteem than children in intact families ((Parish & Dostal, 1980), ; (Prawat et al., 1979) and ; (Young & Parish, 1977). Measuring children's self-evaluations in 1979 and again in 1982, (Wigle, 1985) demonstrated that children whose family structure was intact throughout the study had the highest self-evaluations, while those whose parents divorced in the intervening years experienced declining self-evaluations, and those whose parents were divorced throughout the 3 years adjusted to their new situations and reported higher self-evaluations than they had previously.

As is the case for most research on children of divorce, however, the studies conducted by Parish and his associates did not investigate pre- or postdivorce levels of family conflict. Although countless studies have examined global self-esteem, two critical limitations characterize this body of research: (a) nearly all of these studies are cross-sectional, which restricts the assessment of developmental change and stability in self-concept; and (b) little is known about the various dimensions of self-concept (e.g., self-efficacy, nonevaluative self-descriptions) other than overall self-esteem. It is necessary, therefore, to examine different

dimensions of self-concept as they change over time and as they relate to different structures and patterns of family interaction.

2.3. Theories of divorce

2.3.1. Attachment theory

Attachment is a key aspect of determining personality and behavior throughout an individual's lifetime. Attachment can be defined as the strong bond that develops first between parent and child, and later in peer and romantic relationships (Bowlby et al., 1992). Investigating divorce and separation of attachment figures has produced conflicting results. It is regularly detailed that children of separate have trouble adapting to different stages of their lives since of their experience with broken or separated attachment bonds. These children are said to have no accurate template for successful relationships to replicate in their lives (Forms & Clerk, n.d.). Other research boasted results that children of divorce adapt to life's situations and relationships within normal ranges when compared to their peers (Marshall et al., 2016).

Taking this into account, these researchers looked to peer relations, socioeconomic status, general distress, or poor parenting skills to explain the appearance of troublesome behavior or poor grades. The study of all angles of divorce and attachment is important to how parents, analysts, and teachers approach and understand children of divorced families in arrange to assist them to reach their full potential as adults. The attachment hypothesis incorporates a premise in three hypothetical approaches and was, to begin with, related to primate and infant-mother studies. The three approaches incorporate a psychoanalytic approach, the social learning approach, and the etiological hypothesis of attachment (Akyina & Alubokin, 2015). Childhood attachment styles, which will be discussed later, are based on the emotional bond between the parent and child, opposed to a biological push to become attached. A study on adopted children shows that positively formed attachments heighten the chance for a well-adjusted life, regardless of the biological relation of the attachment figure (Programmes et al., n.d.). "Even in a naturally irrelevant gather of parents and their embraced children from different cultures and ethnic backgrounds, early child-parent relationship characteristics played a significant part in forming children's adjustment in center childhood" (Galluzzo, 2012). (Programmes et al., n.d.)

The notion that attachment extends throughout the life of an individual is noted in sections of (Capacity, 2019) literature. Bowlby states that over time, the attachment that infants have for

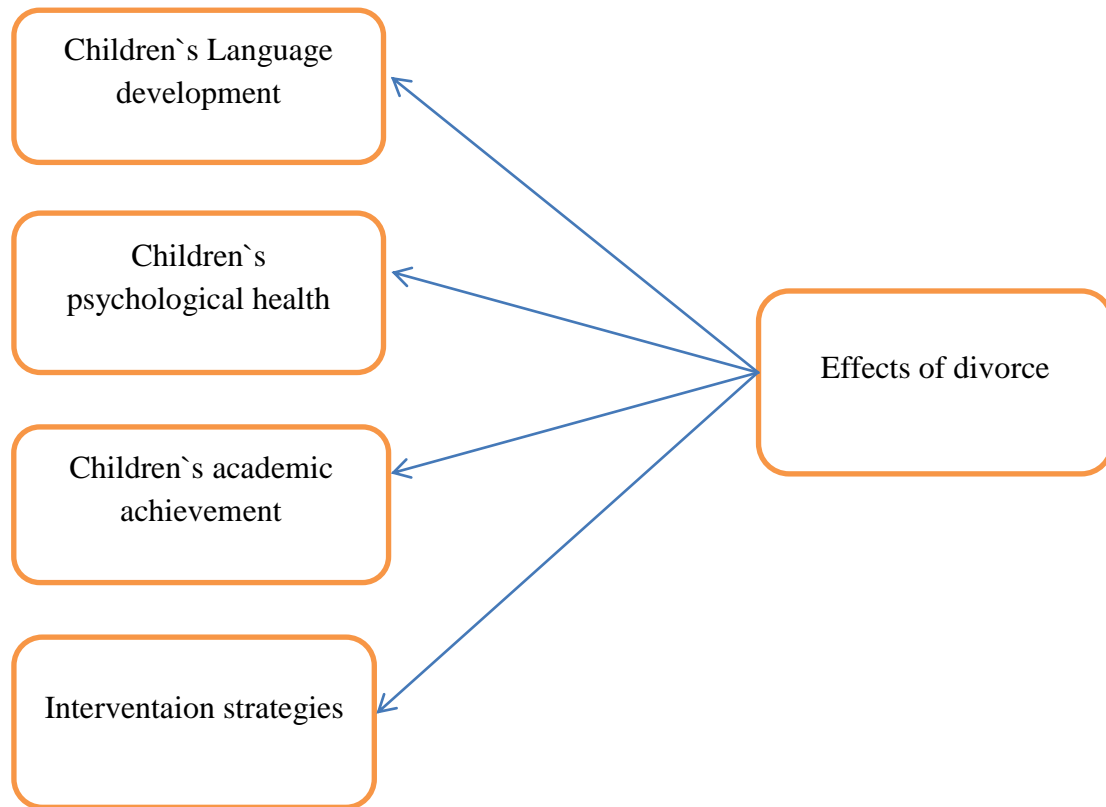
their parents is quietly weakened. The degree to which it is weakened depends on the personality of the child, which in turn decides how punctually new attachment bonds are sought out and formed (Forms & Clerk, n.d.). Bowlby also researched the effect that the temporary loss of the mother had on human infants, and his findings were expanded upon by the development of the Strange Situation Procedure. (Bowlby et al.,1992).

Children usually lose a degree of contact with one of their very few attachment figures when a divorce occurs. It is a confusing and stressful time for children, regardless of whether the divorce was friendly or not. (Andrew & Segun, 2019)refer to various national studies when expressing that poor school performance, low self-esteem, behavior problems, distress, and adjustment difficulties are related to divorce. Young people from divorced families they famous for more occurrences of delinquent behavior, early sexual activity, and continued academic issues.

Interventions:While divorce is a process, it is also a legal proceeding. Under the fault based divorce system, the primary purpose of that proceeding was to assign blame for the breakdown of a marriage and to dispense justice accordingly. The adversarial structure that has traditionally characterized our legal system was relatively well suited for these tasks. With the advent of no-fault divorce, however, courts have become less concerned with assigning blame and more concerned with helping divorcing couples -- particularly parents -- resolve their disputes and restructure their financial and parenting relationship as equitably and efficiently as possible.⁶⁰ Consistent with this shift in focus, the traditional adversary model of justice has expanded in recent years to include social and educational programs, as well as alternative dispute resolution procedures, as supplements to -- or substitutes for -- a judicial remedy. Moreover, there is a growing recognition among some courts and child advocates that no amount of judicial intervention will protect children's well being after divorce unless the legal system itself becomes less adversarial and more conducive to promoting cooperative post-divorce parenting, both substantively and procedurally. This recognition has led to the development of a variety of court-connected and community-based intervention programs designed to reduce the negative impact of parental divorce and separation on children. These interventions include parent education programs, divorce and custody mediation, interdisciplinary support groups for children, and parenting plan requirements.

2.4. Conceptual frame work

Dependent variables Independent variable



Source: From the study(2022)

Figure 1. Conceptual frame work

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Introduction

This chapter was focus on the research design used, the target population of the study, the sampling design, data collection methods, validity, reliability, and data analysis.

3.2. Research Design

The study was employ a descriptive survey design. This involved using a survey design as a strategy for collecting and analyzing data to answer research questions, gather information, summarize, present, and interpret data for classification. According to (Marshall et al., 2016) a descriptive overview investigation was expected to create factual data around the viewpoints of the population that interest approach makers without controlling any information. The data was collected information by interviewing or administering a questionnaire to a sample of individuals. The researcher was used primary data. The study selected descriptive design because it intends to describe the perceptions of the research participants through narratives obtained through interviews.

3.3. Target Population

The target population were the list of all the components from which the sample was drawn (Galluzzo, 2012). The target population was 1 secondary schools and 3 primary schools in Mizhiga woreda. The total number of schools were 4 with an estimated population of 1,880. The schools were selected using simple random sampling techniques.

Stratum	Population size		
	M	F	Total
Primary	290	270	560
Secondary	675	645	1320
Total	965	915	1,880

Figure 2 Target Population

3.4. Sample size

The researcher used the following Yamane formula (1967) to select the appropriate sample size by 95% confidence level and 5% error.

$$n = \frac{N}{1 + N(e)^2}$$

Where: n=sample size required

N=number of population

e=allowable error(%)

Substitute numbers in the formula.

$$n = \frac{1880}{1 + 1880(0.05)^2} = 324$$

$$n = 324$$

So, based on the above formula a sample size was 324.

3.5. Sampling techniques

Stratified sampling techniques were used to select sample from the target population. This is because; the study focuses on different groups of respondents would require having its own representative from the total sample size. Stratified sampling guaranty specific groups within a population are adequately represented in the sample. Accordingly, strata was going to be formed based on the type of school. Hence, based on these type that target respondents are going to be selected from each stratum through random sampling method.

3.6. Data Collection

The data collection method for the study was include both primary and secondary sources. The primary data was collected through a structured questionnaire from both one secondary school and 3 primary school students. So, the questionnaire was serve as the research tool to gather information. To assess the opinion of respondents' the questionnaire used lickert scale type. The secondary data was collected from relevant quarter, annual reports and other related documents.

3.7. Primary Source of Data

To get the primary data, different tools were used to gather first-hand information for the study. The data was collected using questionnaires. The questionnaires included questions that look to answer questions related to the objectives of this study. The qualitative method of unstructured interview focuses on group discussion; in-depth interviews and key informant interviews were used and quantitative data was obtained from the field survey to get relevant information for this study.

3.8. Secondary Source Data

The main sources of secondary data gathering information for this study were document analysis including books, articles, journals, and other divorce-related documents from the court, and the women child and youth affairs' office. The document analysis covers all related issues concerning the problems of divorce and its impact on children's well-being academic achievement.

3.9. Data Collection Procedures

The questionnaires were distributed to selected students and the content of the questionnaire was made clear by the attending investigator. All interviews were conducted in private. The majority of questionnaires were filled and managed with the nearness of the interviewer for women of both groups. I was booked an appointment with the management of the sample schools and explained the purpose of his study. An assurance of confidentiality of information will be given and questionnaires were left for three days for the respondents to fill. I then collected the questionnaires for analysis.

3.10. Validity

According to (Churchill, 2012) validity is the degree to which an instrument measures what it is planning or the degree to which comes about get from information investigation display the wonders under study. The research was utilize content validity to measure the degree to which information get from the research instrument was meaningful and precise.

3.11. Reliability

(Muja and Lowe) Define reliability as a measure of the degree to which an investigated instrument yields consistent comes about or information after rehashed trial was utilized to test the reliability of the instrument. The test includes regulating the same instrument to 10% of the target population.

3.12. Data Analysis

Results were analyzed using qualitative and quantitative methods. The quantitative data generated was subjected to descriptive statistics. Descriptive statistics included means, standard deviations of each item, and percentages of selected respondents. The reaseracher used statistics package for social sciences (SPSS) to analyze the data and used the Yamana (1967) formula to select the sample size. The descriptive method used to explore the various factors in the relationship between the variables. The qualitative data was analyzed by attaching significance to the themes and patterns observed. Data was presented in form of tables, pie charts, and bar graphs to facilitate description and explanation of the findings of the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1. Introduction

This chapter presents data analysis, findings and discussion of the study in line with the research objective. The main objective of the study was to investigate the effects of divorce on children's Language development, psycho-social, and academic achievement. To achieve this objective the researcher used the following of specific objectives: To identify how Parental Separation Affect Language Development in Children, to examine ways in which divorce may influence children's psychosocial health, to investigate the influence of divorce on children's academic achievement and to find out intervention strategies that can be used to reduce divorce at Benishangul Gumuz Kamashi Zone Mizhiga Woreda.

4.2. Characteristics of the respondent firms

4.2.1. Response rate

The researcher distributed 324 questionnaires to get appropriate data for the purposes of the study. Out of which 300 (92.6%) questionnaires were returned back from respondents. The data was analyzed in both quantitative and qualitative method. The qualitative part was supposed to be complementary to the quantitative analysis. The response rate was 92.6%.

4.2.2. Demographic and respondents' profile information

The demographic information considered in this study for the respondents included the gender of the respondents, age and level of education, 1st semester average mark, 1st semester rank from the class and with whom the respondent living.

4.2.3 Gender of the respondents

As illustrated , in table 4.1 below, the respondents were 46.0 % male and 54.0% female which represents almost equal proportion.

Table 4.1: Gender of the respondents

	Frequency	Percentage
Female	162	54
Male	138	46
Total	300	100

Source survey data (2022).

4.2.4: Age Bracket (years) of the respondents

As shown in table 4.2 below,81% of the respondents were 18 years old, 19 % were of age 17 years old.

Table 4.2: Distribution of Respondents by Age

Age	Frequency	Percent
18	243	81
17	57	19
Total	300	100.0

Source: Survey data, (2022)

4.2.5. Respondents 1st semester mark

As shown in the table 4.3, the study revealed that the respondent 1st semester of average mark (43%) were below 50 mark, 23.5% were 50 mark,20% were 60 mark, 9.5 % were 70

mark,1.5% were 80 mark,1.5% were 90 mark and 0.3% were 100 mark. This shows that the majority of the respondent mark was 50.

Table 4.3 Respondent 1st semester mark

Mark	Frequency	Percentage
Below 50	129	43
50	70	23.4
60	60	20
70	25	8.4
80	10	3.4
90	5	1.7
100	1	0.4
Total	300	100.3

Source: Survey data, (2022)

4.2.6. Respondents 1st semester rank

As shown in the table 4.4, the study revealed that the respondent 1st semester of rank 27% were ranked 41-50, 26% were ranked 21-30,20% were ranked 11-20, 17 % were ranked 31-4 and 10% were ranked 1-10.

Table 4.4 Respondents 1st semester rank

Rank	Frequency	Percentage
1-10	30	10
11-20	60	20
21-30	85	26
31-40	50	17
41-50	75	27
Total	300	100

Source: Survey data, (2022)

4.2.6. With whom the respondent live

As shown in the table 4.5, the study shows that 33% of the childrens live together their father and mother, 27% lives with their only mother,20% lives with their only father,17% lives with their relative and 3% lives with other.

Table 4.5 With whom the respondent live

Description	Frequency	Percentage
Father anfMother	100	33
Mother only	79	27
Father only	61	20
Relatives	50	17
Other	10	3
Total	300	100

Source: Survey data, (2022)

4.3. Children`s language development

As shown in the table 4.6, the study findings revealed that 41.7% of the respondents said that after divorce there is change of language acquisition on their child, 40.3% of the respondent said there is a partial change of language acquisition on their child and 18.0% the respondents said there is no change of language acquisition on their child. On other hand 56.3% of the respondent respondes childrens grow up before divorce and 43.7% responed born in divorce. Concerning childrens ability of vocabulary learning after divorce 40% of the respondent respond good, 33.3% respond very good, 16.7 % said excellent and 10% said poor. For the question After divorce how children withdraw, hide, keep their feelings in, or decline to interact with others? The respondent respond that 48% no change, 26% slowly, 15.7 very quicly and 10.3% medium. Concerning the impact of of language development after separation the respondent respond 41.3% partially, 39.7% yes and 19.0% no.

Table 4.6: Children`s language development

Items		Frequency	Percent	Valid Percent	Cumulative Percent
After the divorce do you notice any change of language acquisition from your child?	Yes	125	41.7	41.7	41.7
	Partially	121	40.3	40.3	82.0
	No	54	18.0	18.0	100.0
	Total	300	100.0	100.0	
What is the difference between those of your children who born and grow up before the divorce and those born in divorce?	Divorce and grow before divorce	169	56.3	56.3	56.3
	born in divorce	131	43.7	43.7	100.0
	Total	300	100.0	100.0	
After the divorce how children`s ability of vocabulary learning changed?	Excellent	50	16.7	16.7	16.7
	very good	100	33.3	33.3	50.0
	Good	120	40.0	40.0	90.0
	Poor	30	10.0	10.0	100.0
	Total	300	100.0	100.0	
After divorce how children	very	47	15.7	15.7	15.7

withdraw, hide, keep their feelings in, or decline to interact with others?	quickly				
	Slowly	78	26.0	26.0	41.7
	No change	144	48.0	48.0	89.7
	Medium	31	10.3	10.3	100.0
	Total	300	100.0	100.0	
After parental separation, a child age, gender, socio-economic status is exposed to impact on language development?	Yes	119	39.7	39.7	39.7
	Partially	124	41.3	41.3	81.0
	No	57	19.0	19.0	100.0
	Total	300	100.0	100.0	

Source: Survey data (2022)

4.4. Psychosocial health

As indicated on table 4.7 for the reason why parents divorce 36.7% of the respondent respond that Agree, 24.3% strongly agree, 20.3% newtral, 14.3% disagree and 4.3% strongly disagree. This shows that mostly friends or classmates ask about the reason why the parents divorce. For the question After your parent's divorce, you experience difficulty in society? 26.3 % of the respondent responded that agree and disagree, 26.0% newtral, 17.0 strongly agree and 4.3% strongly disagree. After divorce about the difficulty of experiance in the school, the respondent responded that 26.7% disagree, 26.0% agree, 25.7% newtral and 17.0% strongly disagree. After parental separation about the change of life status 33.0% of the respondent responded that agree, 30.3% newtral, 19.7% disagree, 10.7% strongly disagree and 6.3% strongly agree. This shows that their life status was changed. Concerning the change of social interaction 32.3% of the respondent responded that newtral, 26.3% agree, 25.7% disagree, 10.0 strongly disagree and 5.7% strongly dis agree. This shows that the majority of the respondent were newtral about the change of social interaction.

Concerning emotional wellness difference before and after divorce, 56.3% of the respondent responded that there is a difference, while 43.7% responded there is no difference. The study shows that Parents separation negatively affects future childrens concern. For feel shame because of your parent's separation 51.7% of the respondnats said no and 48.3% responded no. For fighting between your parents influences your emotion 51.7% of the respondant said yes, 40.0% said to some extent and 8.3% said no influence. Concerning your agemates asks you about why your parents divorced 61.3% of the respondant said yes, 38.7%

said no. For the question who is your friends should be Always 49.0% said usually, 39.0% said sometimes and 12.0% never ask. For current single parent's control method 63.0% said no and 37.0% said yes. On the way single parent's control method push 34.7% said to miss class, 23.0% to attend the class, 20.3% said to read other materials, 13.3% to study hard and 8.7% said others. Expectation about the current educational performance 50.3% clever and 49.7% said very clever.

Table 4.7: Psychosocial health Frequency

		Frequency	Percent	Valid Percent	Cumulative Percent
Your friends or classmates ask you about why your parents divorced	SD	13	4.3	4.3	4.3
	D	43	14.3	14.3	18.7
	N	61	20.3	20.3	39.0
	A	110	36.7	36.7	75.7
	SA	73	24.3	24.3	100.0
	Total	300	100.0	100.0	
After your parent's divorce, you experience difficulty in society.	SD	13	4.3	4.3	4.3
	D	79	26.3	26.3	30.7
	N	78	26.0	26.0	56.7
	A	79	26.3	26.3	83.0
	SA	51	17.0	17.0	100.0
	Total	300	100.0	100.0	
After parental divorce, you experience difficulties in your school.	SD	14	4.7	4.7	4.7
	D	80	26.7	26.7	31.3
	N	77	25.7	25.7	57.0
	A	78	26.0	26.0	83.0
	SA	51	17.0	17.0	100.0
	Total	300	100.0	100.0	

After parental your life status changed.	SD	32	10.7	10.7	10.7
	D	59	19.7	19.7	30.3
	N	91	30.3	30.3	60.7
	A	99	33.0	33.0	93.7
	SA	19	6.3	6.3	100.0
	Total	300	100.0	100.0	
Due to parental divorce, your social interaction changed	SD	30	10.0	10.0	10.0
	D	77	25.7	25.7	35.7
	N	97	32.3	32.3	68.0
	A	79	26.3	26.3	94.3
	SA	17	5.7	5.7	100.0
	Total	300	100.0	100.0	

		Frequency	Percent	Valid Percent	Cumulative Percent
Is there a difference between before and after your parent's divorce in your emotional wellness?	Yes	169	56.3	56.3	56.3
	No	131	43.7	43.7	100.0
	Total	300	100.0	100.0	
How your parent separation affects your learning of new skills, habits, and future concerns.	Positively	62	20.7	20.7	20.7
	Negatively	144	48.0	48.0	68.7
	Not at all	94	31.3	31.3	100.0
	Total	300	100.0	100.0	
Do you feel shame because of your parent's separation?	Yes	145	48.3	48.3	48.3
	No	155	51.7	51.7	100.0
	Total	300	100.0	100.0	

How the fighting between your parents influences your emotion	Very high	155	51.7	51.7	51.7
	To some extent	120	40.0	40.0	91.7
	No influence	25	8.3	8.3	100.0
	Total	300	100.0	100.0	
Do your agemates asks you about why your parents divorced	Yes	184	61.3	61.3	61.3
	No	116	38.7	38.7	100.0
	Total	300	100.0	100.0	
Who is your friends should be Always	Usually	147	49.0	49.0	49.0
	Sometimes	117	39.0	39.0	88.0
	Never	36	12.0	12.0	100.0
	Total	300	100.0	100.0	
Do you like your current single parent's control method?	Yes	111	37.0	37.0	37.0
	No	189	63.0	63.0	100.0
	Total	300	100.0	100.0	
In what ways does your current single parent's control method push you?	To study hard	40	13.3	13.3	13.3
	To attend classes	69	23.0	23.0	36.3
	To miss classes	104	34.7	34.7	71.0
	To read other material on my study hours	61	20.3	20.3	87.7
	Others	26	8.7	8.7	100
	Total	300	100.0	100.0	
What is your current single parent's expectation about your educational performance?	Very clever	149	49.7	49.7	49.7
	Clever	151	50.3	50.3	100.0
	Total	300	100.0	100.0	

Source: Survey data (2022)

4.5.Academic Achievement

As illustrated in table 4.8, the study revealed out that 59.3% of the respondents said that missing one of the parents affect the academic achievement yes and 40.7% said no. Concerning motivating to go to school 56.3% said yes and 43.7% said no. Discuss with the

parent before divorce about education 43.0% of the respondent said usually, 25.3% said sometimes, 21.7% said always and 10.0% said never. Concerning giving advice before divorce 45.0% of the respondent said usually, 24.3% said sometimes, 21.7% said always and 9.0% said never. For the question does your parent ask you about your result in every examination before divorce 56.7% of the respondent said yes and 43.3% said no. Parent used to encourage you when you get good results before their divorce 57.3% of the respondents said yes and 42.7% said no. Parent used to encourage you when you get good results before their divorce 57.3% of the respondent said yes and 42.7% said no.

Concerning the support when the respondent decrease to do better before their divorce 58.7% said yes and 41.3% said no. For the question says current care giver have awareness of your daily activity? 41.3% of the respondent said sometimes, 35.0% usually, 16.0% always and 7.7% said never. For the current single parent provide with what the child asked them for learning, 38.0% the respondent said sometimes, 34.3% usually, 14.7% always and 13.0% never. For Single parent fulfill all necessary materials for your education 49.0% of the respondent said Partially, 28.0% no and 23.0% said yes.

Table 4.8: Academic Achievement frequency

		Frequency	Percent	Valid Percent	Cumulative Percent
Does your missing one of your parents affect your academic achievement?	Yes	178	59.3	59.3	59.3
	No	122	40.7	40.7	100.0
	Total	300	100.0	100.0	
Do the relative with whom you are living with motivating you to go to school?	Yes	169	56.3	56.3	56.3
	No	131	43.7	43.7	100.0
	Total	300	100.0	100.0	
Do you use to discuss with your parent your education before their divorce?	Always	65	21.7	21.7	21.7
	Usually	129	43.0	43.0	64.7
	Sometimes	76	25.3	25.3	90.0
	Never	30	10.0	10.0	100.0
	Total	300	100.0	100.0	
Does your parent used to give you	Always	65	21.7	21.7	21.7

advice before divorce?	Usually	135	45.0	45.0	66.7
	Sometimes	73	24.3	24.3	91.0
	Never	27	9.0	9.0	100.0
	Total	300	100.0	100.0	
Does your parent ask you about your result in every examination before divorce?	Yes	170	56.7	56.7	56.7
	No	130	43.3	43.3	100.0
	Total	300	100.0	100.0	
Does your parent used to encourage you when you get good results before their divorce?	Yes	172	57.3	57.3	57.3
	No	128	42.7	42.7	100.0
	Total	300	100.0	100.0	
Does your parent used to encourage and support you when the resulting decrease to do better before their divorce?	Yes	176	58.7	58.7	58.7
	No	124	41.3	41.3	100.0
	Total	300	100.0	100.0	
Does your current caregiver have awareness of your daily activity?	Always	48	16.0	16.0	16.0
	Usually	105	35.0	35.0	51.0
	Sometimes	124	41.3	41.3	92.3
	Never	23	7.7	7.7	100.0
	Total	300	100.0	100.0	
Does your current single parent provide you with what you asked them for learning?	Always	44	14.7	14.7	14.7
	Usually	103	34.3	34.3	49.0
	Sometimes	114	38.0	38.0	87.0
	Never	39	13.0	13.0	100.0
	Total	300	100.0	100.0	
Does your current single parent fulfill all necessary materials for your education?	Yes	69	23.0	23.0	23.0
	Partially	147	49.0	49.0	72.0
	No	84	28.0	28.0	100.0
	Total	300	100.0	100.0	

Source: Survey data (2022)

4.6 .Intervention

As indicated in the table 4.9 the study shows that 43.3% of the respondent responded that it is possible to minimize or eradicate divorce partially, 41.7% said yes and 15.0% said no. For the question better speech enhance children`s language development 52.0% of the respondent said yes, 35.7% partially and 12.3% said no. Concerning the usefulness of parents giving time for their children`s 57.0% of the respondent responded that yes, 42.3% said partially and 0.7% said no. For the knowledge of information about “Marriage education” 47.3% of the respondent responded that yes, 33.7% said partially and 19.0% said no.

Table 4.9: Intervention Frequency

		Frequency	Percent	Valid Percent	Cumulative Percent
Is it possible to minimize or eradicate divorce?	Yes	125	41.7	41.7	41.7
	Partially	130	43.3	43.3	85.0
	No	45	15.0	15.0	100.0
	Total	300	100.0	100.0	
Do you think better speech enhance children`s language development?	Yes	156	52.0	52.0	52.0
	Partially	107	35.7	35.7	87.7
	No	37	12.3	12.3	100.0
	Total	300	100.0	100.0	
In your opinion parents giving time for their children`s is useful?	Yes	171	57.0	57.0	57.0
	Partially	127	42.3	42.3	99.3
	No	2	.7	.7	100.0
	Total	300	100.0	100.0	
Do you know information about “Marriage education”?	Yes	142	47.3	47.3	47.3
	Partially	101	33.7	33.7	81.0
	No	57	19.0	19.0	100.0
	Total	300	100.0	100.0	

Source: Survey data (2022)

4.7. The influence of divorce on children’s Language development, psycho-social, academic achievement and intervention

After the descriptive analysis, the study also conducted Pearson correlation analysis and simple linear regression. Pearson correlation analysis helps in determining the strength of association between the independent variable divorce and dependent variables such as child Language development, psycho-social, intervention and academic achievement. Accordingly Mukaka, (2012) stated that correlation coefficient between 0.9-1.00 is very high, 0.7-0.9 is high, 0.4-0.7 is moderate, 0.3-0.4 is low and less than 0.3 is weak. Beside the Pearson correlation analysis, simple linear regression was used to investigate the effects of divorce on children’s Language development, psycho and academic a-social, intervention chievement.

4.7.1. The Influence of divorce on children’s Language development

Pearson correlation analysis was used to examine the relationship between effect of divorce and children’s Language development in Benishangul Gumuz Kamashi Zone Mizhiga Woreda. Table 4.10 shows the relationship between divorce and children’s Language development.

Table 4.10: The relationship between effect of divorce and children’s Language development

		Divorce	Children’s Language Development
Divorce	Pearson Correlation	1	-.288**
	Sig. (2-tailed)		.000
	N	300	300
Children’s Language Development	Pearson Correlation	-.288**	1
	Sig. (2-tailed)	.000	
	N	300	300
**. Correlation is significant at the 0.01 level (2-tailed).			

As it can be seen from table 4.10 above it has been proved that there is a statistical significance difference between effect of divorce and children’s Language development ($r = -0.288$, $p\text{-value} < 0.05$). This result indicates that divorce has a negative relation with children’s language development. This means parents separation or divorce decreases children’s Language development.

The simple linear regression was also fitted to investigate the effect of divorce on children's Language development. The dependent variable children's Language development and the independent variable divorce were fitted and the result found in the table below:

Table 4.11: Regression analysis result for the dependent variable children's Language Development

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.243	.226		14.319	.000
	Divorce	-.348	.067	-.288	-5.191	.000

a. Dependent Variable: Children's Language Development

Table 4.11 showed that the Beta value for divorce was resulted in beta coefficient of -0.28.8. This indicates that parent separation explain the Children's Language Development by 28.8%. This means an increase in parental separation decreases the children's language development by 28.8%. Therefore, based on this result divorce has a negative impact on children's language development in Benishangul Gumuz Kamashi Zone Mizhiga Woreda.

4.7.2. The Influence of divorce on Children's psycho-social Development

Pearson correlation analysis was used to examine the relationship between effect of divorce and children's Language development in Benishangul Gumuz Kamashi Zone Mizhiga Woreda. Table 4.12 shows the relationship between divorce and children's psycho-social development.

Table 4.12: The relationship between effect of divorce and children's psycho-social development

		Divorce	Children's psycho-social Development
Divorce	Pearson Correlation	1	-.437**
	Sig. (2-tailed)		.000
	N	300	300
Children's psycho-social Development	Pearson Correlation	-.437**	1
	Sig. (2-tailed)	.000	
	N	300	300

** . Correlation is significant at the 0.01 level (2-tailed).

As seen from table 4.12 above it has been proved that there is a statistical significance difference between the effect of divorce and children’s psycho-social development ($r = -0.437$, $p\text{-value} < 0.05$). This result indicates that divorce has a negative relation with children’s psycho-social development. This means parents separation or divorce decreases children’s psycho-social development.

The simple linear regression was also fitted to investigate the effect of divorce on children’s psycho-social development. The dependent variable children’s psycho-social and the independent variable divorce were fitted and the result found in the table below:

Table 4.13: Regression analysis result for the dependent variable children’s psycho-social Development

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.455	.159		21.761	.000
	Divorce	-.394	.047	-.437	-8.378	.000
a. Dependent Variable: Psycho-Social Development						

Table 4.13 showed that the Beta value for divorce was resulted in beta coefficient of -0.437. This indicates that parent separation explain the Children’s psycho-social Development by 43.7%. This means an increase in parental separation decreases the children’s psycho-social development by 43.7%. Therefore, based on this result divorce has a negative impact on children’s psycho-social development in Benishangul Gumuz Kamashi Zone Mizhiga Woreda.

4.7.3. The Influence of divorce on children’s academic achievement

Pearson correlation analysis was used to examine the relationship between effect of divorce and children’s academic achievement in Benishangul Gumuz Kamashi Zone Mizhiga Woreda. Table 4.14 shows the relationship between divorce and children’s academic achievement.

Table 4.14: The relationship between effect of divorce and children’s Academic Achievement

		Divorce	Academic Achievement
Divorce	Pearson Correlation	1	-.355**
	Sig. (2-tailed)		.000
	N	300	300
Academic Achievement	Pearson Correlation	-.355**	1
	Sig. (2-tailed)	.000	
	N	300	300
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 4.14 above showed that there is a statistical significance difference between the effect of divorce and children’s academic achievement ($r = -0.355$, $p\text{-value} < 0.05$). This result indicates that divorce has a negative relation with children’s academic achievement. This means parents separation or divorce decreases children’s Academic Achievement.

The simple linear regression was also fitted to investigate the effect of divorce on children’s academic achievement. The dependent variable children’s academic achievement and the independent variable divorce were fitted and the result found in the table below:

The simple linear regression was also fitted to investigate the effect of divorce on children’s academic achievement. The dependent variable children’s academic achievement and the independent variable divorce were fitted and the result found in the table below:

Table 4.15: Regression analysis result for the dependent variable children’s academic achievement

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.850	.140		20.301	.000
	Divorce	-.272	.042	-.355	-6.557	.000
a. Dependent Variable: Academic Achievement						

Table 4.15 showed that the Beta value for academic achievement was resulted in beta coefficient of -0.355 . This indicates that parent separation explain the children’s academic achievement by 35.5%. This means an increase in parental separation decreases the children’s

academic achievement development by 35.5%. Therefore, based on this result divorce has a negative impact on children’s academic achievement development in Benishangul Gumuz Kamashi Zone Mizhiga Woreda.

4.7.4. The Influence of divorce on children’s intervention

Pearson correlation analysis was used to examine the relationship between effect of divorce and children’s intervention in Benishangul Gumuz Kamashi Zone Mizhiga Woreda. Table 4.16 shows the relationship between divorce and intervention.

Table 4.16: The relationship between effect of divorce and children’s intervention

		Divorce	Intervention
Divorce	Pearson Correlation	1	-.321**
	Sig. (2-tailed)		.000
	N	300	300
Intervention	Pearson Correlation	-.321**	1
	Sig. (2-tailed)	.000	
	N	300	300
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 4.16 above showed that there is a statistical significance difference between the effect of divorce and children’s intervention ($r = -0.321$, $p\text{-value} < 0.05$). This result indicates that divorce has a negative relation with children’s intervention. This means parents separation or divorce decreases children’s intervention.

The simple linear regression was also fitted to investigate the effect of divorce on children’s intervention. The dependent variable children’s intervention and the independent variable divorce were fitted and the result found in the table below:

The simple linear regression was also fitted to investigate the effect of divorce on children’s intervention. The dependent variable children’s intervention and the independent variable divorce were fitted and the result found in the table below:

Table 4.17: Regression analysis result for the dependent variable children’s intervention

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.959	.208		14.258	.000
	Divorce	-.360	.061	-.321	-5.854	.000

a. Dependent Variable: : Intervention

Table 4.17 showed that the Beta value for intervention was resulted in beta coefficient of - 0.321. This indicates that parent separation explain the children’s intervention by 32.1%. This means an increase in parental separation decreases the children’s intervention 32.1%. Therefore, based on this result divorce has a negative impact on children’s intervention in Benishangul Gumuz Kamashi Zone Mizhiga Woreda.

Overall, divorce has a higher negative influence on children’s psycho-social development with 43.7% followed by academic achievement, which explain 35.5%. Likewise, divorce had a negative influence on child Language development, and intervention with 28.8% and 32.1% respectively.

CHAPTER FIVE

DISCUSSIONS OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings and also gives conclusions and recommendations of the study based on the objectives of the study. The chapter also presents discussions of the key findings, conclusions drawn based on such findings and recommendations on what can be done on the influence of divorce on children's language development, psycho-social development, and academic achievement in Benishangul Gumuz Kamashi Zone Mizhiga Woreda.

5.2: SUMMARY OF THE FINDING AND CONCLUSION

Based on the finding the study concludes that:

- Divorce has severe effects on the children and the family negatively and psychologically. In so many cases, the children are the most affected, and the results are usually negative. The children start to think that maybe things should have worked out differently, and this is what leads them to the emotional distress affecting their health.
- Pearson's coefficient of correlation indicated that effect of divorce has a moderate negative relationship with psycho-social development and academic achievement, whereas effect of divorce has a weak negative relation with child Language development, and intervention.
- The simple linear regression showed that divorce has a negative influence on children's psycho-social development, child Language development, academic achievement and children' intervention.
- Divorce has a higher negative influence on children's psycho-social development with 43.7% followed by academic achievement, which explain 35.5%. Likewise, divorce had a negative influence on child Language development, and intervention with 28.8% and 32.1% respectively.

5.3. Conclusion

- The children have to face many difficulties in society due to their parental divorce. Often people use to talk about their parents' divorce and that is painful for them, therefore they avoid frequent mixing with others, and consequently they are isolated.
- When looking at the influence of parents living together and the children's social development; a positive correlation was drawn as such children showed a health social life, were happier and did perform well in their school work. The study concludes that utilization of mediators, adoption of parenting education programs, usage of children divorce support groups and proper communication can reduce divorce effects on children social development during the divorce process.

5.4. Recommendation

Many schools in Benishangul Gumuz Kamashi Zone Mizhiga Woreda implement different school initiatives to help children of divorce. There seems to be a consensus that community based and school based intervention programs better to work together to provide the optimum benefit to children of divorce vis a vis their school success.

Children are psychologically troubled due to their parental divorce. They cannot sleep well after such incidence in their lives, and this sleeplessness affects them both physically and psychologically. Therefore, parents and the society advised to give a special attention for those children's.

Every single person that is involved with or comes in contact with children of divorce advised to be able to provide the children with the best support possible, to become successful and responsible citizens in the respective communities.

The children are the most affected when it comes to divorce. For that reason, to save the children from the effects of divorce, the parents need to cultivate a good relationship between themselves, develop a strong bond, and strengthen their ties by nurturing everything that will be positive in their marriage to convince their children that marriage union is the best union everyone better to join when its time.

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Appendix

Questionnaire

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE DEPARTMENT OF PSYCHOLOGY MA IN SOCIAL PSYCHOLOGY

This questionnaire is design to collect information about the influence of divorce on children's language development, psycho-social development, and academic achievement in Benishangul Gumuz Kamashi Zone Mizhiga Woreda. The questionnaire will be filled out by the divorced children's of Mizhiga woreda. Although the Mizhiga woreda divorced children's are the essential parts of the community, but their divorce problems does not get attentions by the concerned body in Assosa. Without such information it is difficult to give attention and to adjust the ways to prevent and treatment program at large. Regarding to these data you are invite to give your opinion on theses problem.

I would like to assure you that the data collected from this questionnaire will be used for the research purpose only. And also all the collected data will be kept confidential.

Since the quality and success of this study depends on the validity and reliability of the information you will provide, you are kindly request to complete each item of the scale and return the questionnaire. No need to write your name on the questionnaire. Thank you, in advance, for your assistance and timely responses.

Sincerely,

Liyu Maram (MA)

APPENDIX

PART ONE: DEMOGRAPHIC INFORMATION

The objective of this questionnaire is to assess the impact of children from divorced parents on language development, psycho-social development, and academic achievement. N.B No need of mentioning your name please put (X) mark for the close-ended questions in the given box.

1. Age _____
2. Sex Female Male
3. Grade 9 10
4. Your 1st semester average mark _____
5. Your 1st semester rank from your class _____
6. With whome you are living -----

Father and mother

Father only

Mother only

Relatives

Other _____

PART TWO:

A. CHILDREN`S LANGUAGE DEVELOPMENT

7. After the divorce do you notice any change of language acquisition from your child?

A. Yes

B. Partially

C. No

8. What is the difference between those of your children who born and grow up before the divorce and those born in divorce?

Born and grow before divorce-----

Born in divorce -----

9. After the divorce how childrens ability of vocabulary learning changed?

A. Excellent B. very good C. Good D. Poor

10. After divorce how children withdraw, hide, keep their feelings in, or decline to interact with others?

A. Very quickly B. Slowly C. NO change D. Medium

11. After parental separation, a child age, gender, socio-economic status are exposed to impact on language development?

A. Yes

B. Partially

No

B.Children`spychosocialhealth

Below are several common ways that divorce has psychosocially affected children. Kindly indicate the extent to which these have been felt among children in this situation. Use a scale of 1-5 where 1= strongly disagree , 2 = disagree , 3= moderate 4= disagree and 5= strongly agree.

No		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Your friends or classmates ask you about why your parents divorced	1	2	3	4	5
2	After your parent's divorce, you experience difficulty in society.	1	2	3	4	5
3	After parental divorce, you experience difficulties in your school.	1	2	3	4	5
4	After parental your life status changed.	1	2	3	4	5
5	Due to parental divorce, your social interaction changed	1	2	3	4	5

6. Is there a difference between before and after your parent's divorce in your emotional wellness?

Yes—

No----

7. How your parent separation affects your learning of new skills, habits, and future concerns.

A. Positively

B. Negatively

C. Not at all

8. Do you feel shame because of your parent's separation?

A. Yes

B. No

9. How the fighting between your parents influences your emotion

A. Very high

B. To some extent

C. No influence

10. Do your agemates asks you about why your parents divorced

A. Yes

B. No

11. Who is your friends should be Always

A. Usually

B. Sometimes

C. Never

12. Do you like your current single parent's control method?

A. Yes

B. No

13. In what ways does your current single parent's control method push you?

A. To study hard

B. To attend classes

C. To miss classes

D. To read other material on my study hours

E. Others _____

14. What is your current single parent's expectation about your educational performance?

A. Very clever

B. Clever

Below are several common ways that divorce impacts children. Kindly indicate the extent to which these have been felt among children in this situation. Use a scale of 1-5 where 1= strongly disagree, 2 = disagree 3= moderate 4= agree 5= strongly agree

Impact of parental divorce on children

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	After your divorce, you experienced an interruption in sleep.	1	2	3	4	5
2	Your parental divorce affects your academic performance.	1	2	3	4	5
3	After your parental divorce your financial source impacted	1	2	3	4	5
4	Due to your parental divorce your sense of future concern impacted	1	2	3	4	5
5	Due to parents, your desire of living with family changed	1	2	3	4	5

Below are several common ways that divorce has socially affected children. Kindly indicate the extent to which these have been felt among young adults in this situation. Use a scale of 1-5 where 1= strongly disagree, 2 = disagree, 3= moderate 4= agree and 5= strongly agree

Num	Item	Strongly disagreed	Disagreed	Neutral	Agree	Strongly agree
1	Strong desire to fix what their parents could not within their own adult lives	1	2	3	4	5
2	Desire to have stable families and relationships	1	2	3	4	5
3	A delayed reaction to an event	1	2	3	4	5
4	Fear to get into relationships	1	2	3	4	5
5	Exhibiting weird sexual behaviour	1	2	3	4	5

Part 4 this questions are intended to assess how parental divorce effect childrens language development

C. CHILDREN`S ACADAMIC ACHIEVEMNT

1. Does your missing one of your parents affect your academic achievement?
Yes
No
2. Do the relative with whom you are living with motivating you to go to school?
Yes
No
3. Do you use to discuss with your parent your education before their divorce?
Always
Usually
Sometimes
Never
4. Do your parent used to give you advice before divorce?
18.1 . How to study and how long you should study?
A. Always
B. Usually
C. Sometimes
D. Never
5. Do your parent ask you about your result in every examination before divorce?
Yes
No
6. Do your parent used to encourage you when you get good results before their divorce?
A. Yes
B. No
7. Do your parent used to encourage and support you when the resulting decrease to do better before their divorce?
A. Yes

B. No

8. Does your current caregiver have awareness of your daily activity?

A. Always

B. Usually

C. Sometimes

D. Never

E. Medium

F. Low

9. Does your current single parent provide you with what you asked them for learning?

A. Always

B. Usually

C. Sometimes

D. Never

10. Does your current single parent fulfill all necessary materials for your education?

A. Yes

B. Partially

C. No

D. INTERVENTION STRATEGY

Is it possible to minimize or eradicate divorce?

A. Yes

B. Partially

C. No Give justification for your answer -----

Do you think better speech enhance children`s language development?

B. Yes

C. Partially

D. No Give justification for your answer-----

In your opinion parents giving time for their children`s is usefull?

- A. Yes
- B. Partially
- C. No Give justification for your answer-----

Do you know information about “ Marriage education”?

- A. Yes
- B. Partially

No. If your answer will be “Yes” from where? Please mention it.

To reduce or eradicate the divorce, what are the measures to be taken by husband and wife?

Wife-----

Husband-----

Please mention the effect of divorce on child development.-----
