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**MARITAL SITUATION, CONFLICTS AND EFFECTS ON THE
EDUCATIONAL CONDITIONS OF CHILDREN IN YAOUNDE 5
SUBDIVISION OF CAMEROON**

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SUMMARY

SUMMARY	i
DEDICATION	Erreur ! Signet non défini.
ACKNOWLEDGEMENTS	iii
LIST OF ACRONYMS AND SYMBOLS	iv
LIST OF TABLES	v
ABSTRACT	vii
RESUME	viii
GENERAL INTRODUCTION.....	1
CHAPTER I: BACKGROUND TO THE STUDY	3
CHAPTER II: LITERATURE REVIEW	19
CHAPTER III: RESEARCH METHODOLOGY OF THE STUDY	33
CHAPTER IV: DATA PRESENTATION, ANALYSIS AND DISCUSSION	42
CHAPTER 5: DISCUSSION OF THE STUDY	84
GENERAL CONCLUSION	94
BIBLIOGRAPHY.....	96
APPENDIX.....	ix
TABLE OF CONTENTS.....	xiv

To my mother, Tita Sama Mariatu Lamya

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In case of any error or mistake in this work, I assume it to be my fault.

LIST OF ACRONYMS AND SYMBOLS

1. ACRONYMES

APA:	American Psychological Association
CAED:	Centre d'Accueil des Enfants en Détresse
CESO	Centre Sociale
DPSE:	Direction de la Protection Social de l'Enfance
ENAM	Ecole Nationale d'Administration et de la Magistrature
FALSH:	Faculté des Arts, Lettres et Sciences Humains
MINPROFF:	Ministère de la Promotion de la Femme et de la Famille
MINAS:	Ministère des Affaires Sociales
ONU:	Organisation des Nations Unies
SASO:	Service des Actions Sociales
UNICEF:	United Nation Children's Emergency Fund

2. SYMBOLS

DF:	Degree of Freedom
Ei:	Expected Value
FSE:	Faculté des Sciences de l'Education
H0:	Null Hypothesis
H1:	Alternative Hypothesis
NGO:	None Governmental Organizations
O_i	Observed value
SPSS:	Statistical package for the Social Sciences

LIST OF TABLES

Table 1: Quantitative sampled population of the study basing on conflict.....	35
Table 2: Qualitative sampled population of the study	36
Table 3: Distribution of sampled population	42
Table 4: The Representation of parents by gender	43
Table 5: The representation of parents by their longevity in union	43
Table 6: The representation of parents by number of children	43
Table 7: The representation of parents by their regions of origin.....	44
Table 8: The presentation of the factors that influenced the parents to enter into the relationship	45
Table 9: Representation of the primary causes of marital conflict	46
Table 10: Representation of the most experienced marital conflicts affecting parental dynamic	46
Table 11: The presentation of the frequent occurrence of marital conflicts	47
Table 12: Representation of how parents resolve their problems.....	47
Table 13: Presentation of the effectiveness of government measures for parental conflict resolution.....	48
Table 14: The representation of how frequent children witnessed conflicts among their parents	48
Table 15: Presentation of changes noticed in children’s behaviour by parents after conflict	49
Table 16: The representation of how parental conflicts affect children	49
Table 17: Presentation on how parental conflicts effect School attendance of their children	50
Table 18: Presentation of conflictual parents accessing support for their children’s education...	50
Table 19: Presentation of conflictual parents accessing government support for their children ..	51
Table 20: Presentation of how often children feel loved and supported by their conflictual parents	51
Table 21: Presentation of how children rate the quality of their relationship with their parents..	52
Table 22: Presentation of how often children feel anxious or worried because of their parents' conflicts.....	52
Table 23: Presentation of how children rate their overall emotional well-being.....	53
Table 24: Presentation of how often children of conflictual parents exhibit behavioural problems	53

Table 25: Presentation of the children of conflictual parents experiencing changes in their behaviour.....	54
Table 26: Presentation of how often children participate in social activities with friends	54
Table 27: Presentation of how children of conflictual parents rate their relationship with friends	55
Table 28: Presentation of educational opportunity during parental conflicts	55
Table 29: Presentation of conflictual parents' children current academic performance	56
Table 30: Presentation of the emotional and psychological state of the children.....	56
Table 31: Presentation of the observation made on children's behaviour traits	57
Table 32: Presentation of the nature of interactions between the child and their conflictual parents	57
Table 33: Presentation of the nature of the children's social interactions	58
Table 34: Presentation of the children's School Attendance and Academic Performance.....	59
Table 35: Qualitative sampled population of the study	60
Table 36: The observed value of the educational condition of the children of conflictual parent	80
Table 37: The expected value of the educational condition of the children of conflictual parent	81

ABSTRACT

This research work aimed at studying the impact of marital situation and conflicts on the educational condition of children in Yaoundé 5 subdivision of Cameroon. From our inquiry, it shows that as from January to August 2024, the sub-divisional delegation of Yaoundé 5 for the promotion of women and the family, has registered 1020 cases of marital conflicts which poses a question on children's educational conditions in that area. To achieve this research, we used the social learning and attachment theories and mixed research method. We used four data collection techniques (documentary research, interview, observations and questionnaires) to collect data from conflictual parents, their children, friends, school administrators, class masters/mistresses of the children, MINAS and MINPROFF administrators in the subdivision of Yaoundé 5. Stratified random sampling, purposive sampling and Yaro Yamane's formula were used to determine the samples and the sampled size. Population size was 4882, the sampled population was 120, and accessible population was 93. We used content, descriptive and the Pearson chi² analyses to present, verify the hypothesis and to analyse the results of this research piece. In confirmation with the hypothesis, our findings confirmed that marital situation and conflicts have negative impact on the educational conditions of children in Yaoundé 5. The result disclosed that conflictual parents lack parental dynamic and responsibility toward the educational wellbeing of their children, and there are low developed responses for family conflicts and for the stability of the educational conditions of the children of conflictual parents due to ineffectiveness and insufficiency in government policies and measures of parental conflict resolution and support. To this effect, this work proposes that the government should create a community mediation centres; put in place parenting supportive initiatives; create a strong engagement with traditional leaders; put in place health and wellbeing programs; and a feedback mechanism. On the other hand, it should place Social Assistance Budgets back under the control of social centres; create a temporary habitation and learning environment for vulnerable children; and have joint decree appointment policy for partnership institutions.

Key words: Marital situation, conflict, educational condition, conflictual parent, children of conflictual parents, children educational wellbeing.

RESUME

Ce travail de recherche visait à analyser l'impact de la situation conjugale et des conflits sur l'état éducatif des enfants dans l'arrondissement de Yaoundé 5 du Cameroun. Notre enquête montre que de janvier à août 2024, la délégation d'arrondissement de Yaoundé 5 pour la promotion des femmes et de la famille, a enregistré 1020 cas de conflits conjugaux qui posent une question sur les conditions éducatives des enfants dans ce domaine. Pour réaliser cette recherche, nous avons utilisé la théorie de l'apprentissage social et de l'attachement, des méthodes de recherche mixtes et quatre techniques de collecte de données (recherches documentaires, entretiens, observations et questionnaires) pour collecter des données auprès de parents en conflit, leur enfants, d'amis, d'administrateurs scolaires, des maîtres/maîtresses de classe des enfants de parent en conflit et des administrateurs de MINAS et de MINPROFF. Un échantillonnage aléatoire stratifié et la formule de Yaro Yamane a été utilisé pour déterminer les échantillons et la taille de échantillon. La taille de la population était de 4882, la population échantillonnée était de 120 et la population accessible était de 93. Nous avons utilisé l'analyse de contenu, descriptives et de Pearson Chi² pour présenter, vérifier les hypothèses et analyser les résultats de cette recherche. Confirmant l'hypothèse, nos résultats ont confirmé que la situation conjugale et les conflits ont un impact négatif sur les conditions d'éducation des enfants à Yaoundé 5. Les résultats ont révélé que les parents en conflit manquent de dynamisme et de responsabilité parentale envers le bien-être éducatif de leurs enfants, et que les réponses aux conflits familiaux et à la stabilité des conditions d'éducation des enfants de parents en conflit sont peu développées en raison de l'inefficacité et de l'insuffisance des politiques gouvernementales et des mesures de résolution et de soutien. À cet effet, ce travail propose que le gouvernement crée des centres de médiation communautaire ; mette en place des initiatives de soutien à la parentalité ; instaure un engagement fort avec les chefs traditionnels ; met en place des programmes de santé et de bien-être ; et un mécanisme de rétroaction. D'autre part, il devrait restituer les budgets d'aide sociale aux centres sociaux ; créer un environnement temporaire d'hébergement et d'apprentissage pour les enfants vulnérables ; et mettre en place une politique de nomination par décret conjoint pour les institutions partenaires.

Mots clés : Situation conjugale, conflit, condition d'éducation, parent en conflit, enfants de parents en conflit, bien-être éducatif des enfants.

GENERAL INTRODUCTION

Globally, the situation of marital and cohabitation conflicts is a pressing concern, with significant implications for both children and families. In marital milieus, many activities take place such as sharing of common plans of bettering the couple's future together, assistance in pains or good moments and the educational upbringing of children. This interaction can be between husband and wife, their children and the families of both the woman and man's families with the goal of a better wellbeing (Moffo & Ndjalla, 2024). Marriages for instance in Cameroon have a formalised legal guide which orientate and secure the right of each partners as belonging to one another. In Africa or many African countries for instance, when couples comes together, what is expected of them in the long run is the cry of a baby or babies in these couples' home (Moffo & Ndjalla, 2024). Also, the taking care or wellbeing of children and their educational upbringing are to be prioritised. Thus the popular saying, "having a child or children is a project". That is to say, a family has a mission of working towards the wellbeing and the educational upbringing of their child or children.

It is good to know that many unions today being it a legal married or not, have a problem. The coming together of two different characters usually bring friction but there are better ways of coming out of these though the problems that it brings upon the life of the couples' children, family and communities are always at time unbearable. In line with this, Lewanndowski (2021) illustrates in his writings that all couples experiences conflict and that is not bad since, when two independent adults are brought together in any type of partnership, there is going to be friction as different opinions are inevitable. The breakdown of relationships between parents in Cameroon now is very alarming to the level that many will think that 70 percent of unions today are unstable and do have lasting effects on children's well-being, development, and educational upbringing. For instance, the work of Howe (2005) presents that, *children who are parented by careers who are either frightening or frightened, or both, experience distress... abusive and hostile careers hurt and frightens their children* (p. 37).

Many countries have seen an increase in divorce rates most particularly in the few decades and the prevalence of cohabitation has risen with many couples in conflicts, especially, when partners have different expectation from the relationship. As a result of this alarming

conflicts being it in marriage or cohabitations, it has great impact on children such as emotional distress, behavioural issues, academic challenges, social development, intergenerational effects, and above all long term mental health. In line with this, the work of Howe & al., (1999) illustrates that, “prolonged or repeated losses and separations of the attachment figure, whether physical or psychological, might therefore subject children to sustained periods of unresolved distress” (p. 13). To this effect, great measures have been put in place both at the national and international level, especially regarding the convention that is based on the defence of children right and to be precise, the measures to ensure the reduction of the prevalence of these cases (UNICEF, 2020).

Understanding the root of these conflicts and their negative impacts on children is crucial for addressing the causes and mitigating the negative consequences on children educational upbringing. Thus, this work aims at exploring the prevalence of marital and cohabitation conflicts in Cameroon, the factors contributing to these conflicts, and the ways in which children education are affected by them. It will also highlight the importance of providing support services for children who are exposed to such conflicts so as to promote their resilience, emotional well-being and above all, their educational upbringing. Studying the theme of marital situation and conflicts in Cameroon and their impacts on children is of paramount importance for several reasons such as child well-being, long-term outcomes, intervention development, cultural sensitivity, social awareness and advocacy and policy and legal reforms for the educational upbringing of such children.

CHAPTER I: BACKGROUND TO THE STUDY

The background to the study established the context to the research. The topic: “Marital situation and conflicts in Cameroon and the effects on the educational conditions of children” is a topic which falls under fundamental research and is within the field of Social affairs. Education under the range of social affairs tried to apply principles and theories in all the situations that has to do with social problems. The study therefore employs the social interaction approach within marital situations and conflicts regarding their responsibilities toward their children education.

1.1. GEOGRAPHICAL AND DEMOGRAPHIC BACKGROUND TO THE STUDY

Yaoundé, the political capital of Cameroon, is divided into several administrative divisions, one of which is Yaoundé 5. Yaoundé 5 extends from a part of the centre of the town, east of Yaoundé 1 and north of Yaoundé 4 (Njeuma, 2018). It is limited at the southwest with the place of Ahmadou Ahidjo and Nfoundi River. The subdivision was created in 1992 detached from Yaoundé 1 and the council of the subdivision was created in 1993 (Njeuma, 2018).

The Yaoundé 5 subdivision is predominantly inhabited by the Ewondo people, who are part of the larger Beti-Pahuin ethnic group of Bantu origin. The Ewondo are known for their rich cultural heritage, including their traditional Bikutsi dancing musical genre (Njeuma, 2018). While the Ewondo and Beti-Pahuin are dominant, other ethnic groups may also be present in Yaoundé 5 due to Cameroon's diverse population and urban migration. Ewondo and the Beti-Pahuin people have a complex societal structure, with a system of patrilineal kinships and a strong emphasis on community and family ties (Njeuma, 2018).

The geographical location of Yaoundé 5, like others in the city, reflects the broader demographic trends observed in urban centres of Cameroon. The demographic characteristics of Yaoundé 5, including population size, age distribution, gender ratio, migration patterns, and socio-economic factors. As of the most recent census data, Yaoundé has a population of approximately 2.8 million people (Institut National de la Statistique, 2020). Yaoundé 5 is one of the subdivisions contributing to this total, with an estimated population of around 200,000 residents. The area is characterized by high population density due to urbanization and migration from rural areas (Institut National de la Statistique, 2020).

The age distribution in Yaoundé 5 reflects a youthful population, typical of urban areas in Cameroon. According to data from the World Bank (2021), about 45% of the population is under the age of 15, while individuals aged 15-64 comprise approximately 52%. The elderly population (65 years and older) constitutes about 3%, indicating a predominantly young demographic. The gender ratio in Yaoundé 5 is relatively balanced, with slight variations. Recent estimates indicate a ratio of approximately 98 males for every 100 females (Institut National de la Statistique, 2020). This balance is crucial for understanding social dynamics and planning for services such as healthcare and education (Institut National de la Statistique, 2020).

1.2. SOCIOLOGICAL BACKGROUND TO THE STUDY

Marital situations and conflicts in Cameroon have deep-rooted historical, cultural, and socio-economic factors that contribute to their prevalence and impact on children education (Mbiame, 2022). Cameroon, located in Central Africa, is a diverse country with over 250 ethnic groups, each with its own traditions and beliefs regarding marriage and family life (Njeuma, 2018; Mbiame, 2022).

Traditionally, marriage in Cameroon is seen as a union not only between two individuals but also between two families. In line with this, Moffo & Ndjalla, (2024) illustrate that, “once a man marries a woman, the family of the man and that of the woman become united and any event be it happy or sad which concerns one concerns the other” (p. 9). Marriages were often arranged by parents or elders, and divorce was rare due to strong societal norms and stigma associated with marital dissolution. However, with modernization, urbanization, and changing gender roles, the dynamics of relationships and family structures have evolved, leading to an increase in marital situations and conflicts (Mbiame, 2022).

Factors contributing to marital situations and conflicts in Cameroon include economic pressures, infidelity, communication breakdown, domestic violence, substance abuse, and conflicting expectations between partners. The lack of legal frameworks and support services for couples facing difficulties in their relationships exacerbates these conflicts, leading to separation, divorce, or ongoing discord within the household (Mbiame, 2022).

Children are significantly affected by these conflicts as they witness and experience the emotional turmoil, instability, and sometimes violence within their homes. Research has shown that children exposed to marital and cohabitation conflicts are at higher risk of experiencing emotional distress, behavioural problems, academic difficulties, and long-term negative impacts

on their mental health and well-being (Howe & al., 1999). In response to these challenges, there is a growing recognition of the need to provide support services for children affected by marital situations and conflicts in Cameroon. Counselling, therapy, child protection services, and legal assistance are essential to help children cope with the trauma and build resilience in the face of family disruptions.

Overall, addressing marital situations and conflicts in Cameroon requires a multi-faceted approach that considers the cultural context, legal frameworks, social norms, and the well-being of children. By understanding the historical background and current dynamics of these conflicts, stakeholders can work towards promoting healthy relationships, supporting families in crisis, and safeguarding the rights and educational welfare of children in Cameroon.

1.3. CONCEPTUAL BACKGROUND TO THE STUDY

The marital situation and conflict within families can significantly impact the educational conditions of children, particularly in contexts like Cameroon. The study of marital situations and conflicts in Cameroon is situated within a complex socio-cultural, economic, and legal framework. Here are some key conceptual backgrounds that comprises this area of research:

Cameroon is characterized by a rich tapestry of ethnic groups, each with its own customs and beliefs regarding marital relation. Traditional practices often emphasize arranged marriages, bride price, and extended family involvement, which can clash with modern notions of romantic love and individual choice (Amato, 2005). Traditional gender roles are prevalent, influencing expectations within marriages. Men are often seen as providers, while women may be expected to manage the household. Conflicts may arise when these roles are challenged or when economic pressures shift responsibilities. As societal norms evolve, particularly regarding gender equality and individual rights, conflicts may arise between traditional expectations and modern values (Awason, & Ngu 2020). It shows that younger generations may have different views on relationships compared to their parents, leading to intergenerational conflicts within families.

In many communities in Cameroon, traditional gender roles and expectations can influence marital dynamics. Conflicts arising from these cultural pressures can impact children's perceptions of education and gender roles. On the other hand, the presence of community support systems can mitigate some negative effects of marital conflict (Awason, & Ngu 2020). Thus, strong community ties may provide resources for children, even in difficult family situations.

In Cameroon, family structures can vary widely and nuclear families may face different challenges compared to extended families, which often provide additional support. The stability of these structures plays a critical role in children's educational outcomes. While high rates of marital conflict can lead to divorce or separation, which can disrupt children's education due to changes in living situations, financial instability, and emotional stress (Awasom, & Ngu 2020).

Cameroon recognizes both civil and customary marriages, leading to potential conflicts over rights and responsibilities. Customary laws may not always align with national laws, particularly regarding inheritance, property rights, and divorce. While the legal status of cohabiting couples is often ambiguous, which can lead to conflicts over legal recognition, property rights, and social acceptance (Ngwa, 2019).

Conflicts can be verbal, emotional, or physical. The nature of these conflicts can affect children's psychological well-being and their ability to focus on education. For instance, ongoing conflict between parents can create a toxic environment for children, leading to anxiety, depression, and behavioural issues that can hinder academic performance (Fonchingong, 2019).

Different communication styles influenced by cultural backgrounds can lead to misunderstandings and conflicts. Effective communication is crucial for resolving disputes. The rise of technology has changed how couples communicate and resolve conflicts. While it can facilitate connection, it can also lead to misunderstandings and complications in relationships (Hartstein, 2010). Understanding how couples navigate conflicts, whether through negotiation, avoidance, or seeking external mediation can provide insights into relationship dynamics.

Access to counselling for families experiencing conflict can help mitigate some of the negative impacts on children. While schools can implement programs that address the needs of children from troubled homes, providing them with the support necessary to succeed academically (Mistry & Wu, 2010).

Economic instability can exacerbate conflicts in relationships. Issues such as unemployment, poverty, and lack of access to resources can lead to stress and disputes between partners. For instance, as more people migrate to urban areas for work, traditional support systems may weaken, leading to increased isolation and conflict in relationships (Mbah, 2018).

Marital conflict often correlates with financial difficulties. In Cameroon, where economic resources may be limited, financial stress can exacerbate family tensions and detract from children's educational opportunities (Mbah, 2018). Families in conflict may struggle to prioritize

education due to financial constraints, leading to higher dropout rates and lower educational attainment (Mistry & Wu, 2010).

Exposure to marital conflict can lead to mental health issues in children, affecting their ability to engage in school and perform academically. Children from conflicted homes may exhibit behavioural problems that disrupt their learning environments and relationships with peers and teachers (Mbua, 2021).

Religion plays a significant role in shaping attitudes toward marriage and conflict resolution. Religious teachings may promote forgiveness and reconciliation but can also impose rigid expectations that lead to conflict (Ngu, 2015).

Research indicates that children from stable, supportive family environments tend to perform better academically than those from high-conflict homes. Whereas, marital conflict can diminish children's motivation to engage in their studies, affecting their long-term educational aspirations (Mbiame, 2022).

Understanding marital and cohabitation conflicts in Cameroon requires a multidisciplinary approach that considers cultural, legal, economic, psychological, religious, and social factors. Researchers must be sensitive to the unique contexts of different communities within Cameroon to gain a comprehensive understanding of these dynamics. This background sets the stage for exploring specific issues related to conflict resolution, relationship satisfaction, and the impact of external factors on marital stability and educational wellbeing of children.

1.4. THE THEORETICAL BACKGROUND TO THE STUDY

The study of marital situations, conflict, and their effects on the educational condition of children in Cameroon can be framed within several theoretical background. The theoretical backgrounds that could be relevant to this study include:

Child's development is influenced by various systems in their environment, ranging from immediate settings like family and school to broader societal contexts. It is in this light that Bronfenbrenner (1979) asserts: "The family is the primary context for child development; when conflict arises within this unit, it reverberates through the child's life, affecting their educational journey." Bronfenbrenner's Ecological Systems Theory emphasizes that a child's development is shaped by multiple layers of environmental influences, from immediate family settings to broader societal contexts. In Cameroon, the family unit serves as the primary microsystem and

marital conflicts can lead to instability within this microsystem, which can result to emotional distress for children. This distress can adversely affect their cognitive development and academic performance, as children may struggle to focus on their studies amidst familial conflict.

Secure emotional bonds formed in early childhood are essential for healthy psychological development. In families experiencing conflict, children may develop insecure attachments due to inconsistent caregiving and emotional unavailability from parents. That is why Bowlby (1969) state that “Children who witness parental conflict often develop insecure attachments, which can lead to difficulties in relationships with peers and educators, ultimately affecting their educational success.” This insecurity can hinder their social interactions and academic engagement, leading to lower educational outcomes. Thus, a stable marital situation typically fosters a secure attachment environment, which is crucial for a child’s emotional and cognitive development. Conversely, marital conflict may lead to insecure attachments, potentially disrupting a child’s focus on education and overall academic performance.

Children learn behaviours and social norms through observation and imitation of adults, particularly parents. Albert Bandura (1977) holds that “the behaviours children observe in their parents during times of conflict can shape their own responses in educational settings, leading to a cycle of negative behaviour and poor academic outcomes.” This shows that in households marked by conflict, children may observe negative conflict resolution strategies or aggressive behaviours. These learned behaviours can manifest in school settings, resulting in disciplinary issues and poor academic performance due to a lack of positive role models.

Rooted in the works of Karl Marx (1963), power dynamics and conflicts within the family and society influence interpersonal relationships and the upbringing of children. In the context of marital relationships, educational condition of children are heavily influenced by the socioeconomic status and power dynamic of their families. Thus, conflict theory of Karl Marx disclose how power imbalances and disputes within families affect children's educational opportunities and outcomes.

Family Systems is an interconnected unit where each member's actions influence others. This view of the family as an interconnected system is where changes or conflicts in one part affect the whole. In the context of marital conflict, children's emotional well-being can be compromised as they navigate the tensions between parents. This emotional burden can distract them from their focus on education, resulting in decreased academic performance and increased

behavioural problems. Hence, Minuchin (1974) said: “In a family system disrupted by conflict, children often bear the emotional burden, which detracts from their ability to thrive academically.” This shows how marital situation and conflict impacts not only the parents but also the children’s educational experiences, as family dynamics play a crucial role in shaping children attitudes toward education.

In Cameroon, cultural beliefs and practices significantly shape family structures and educational expectations (Ndeh, 2022). Understanding the cultural context is essential for analysing how marital situations and conflicts influence children's educational conditions. Norms regarding gender roles, parental responsibilities, and educational values can all impact how children experience education amidst familial challenges (Ndifon, 2020).

These theoretical perspectives enable one to gain a comprehensive understanding of how marital situations and conflicts influence children's educational conditions in Cameroon. This multifaceted approach allows a deeper exploration of the interplay between family dynamics, cultural contexts, and educational outcomes, ultimately contributing to more effective interventions and policies aimed at supporting children in conflict-affected environments.

1.5. JUSTIFICATION OF THE STUDY

Studying the theme of marital situations and conflicts in Cameroon and their impacts on the educational condition of children is of paramount importance for several reasons:

Children are often the most vulnerable and affected members of families experiencing marital situations and conflicts (Mbiame, 2022). Understanding the specific ways in which these conflicts impact children's emotional, psychological and social well-being regarding their education is crucial for developing interventions and support services to mitigate its negative effects on the educational condition of children.

Research has shown that children exposed to marital situations and conflicts are at risk of experiencing long-term negative outcomes, including mental health issues, relationship difficulties, and academic challenges (Smith, & al., 2011; Fonchingong, 2019). By studying these impacts, it becomes possible to develop strategies to help children overcome these adversities and thrive despite their family circumstances.

A deep understanding of the impacts of marital situations and conflicts on children is essential for designing effective interventions and support programs for children education. This knowledge can inform the development of counselling services, child protection initiatives, and

educational programs tailored to the specific educational needs of children from families experiencing conflict (Grych, & Fincham, 2001).

Research on the impacts of marital situations and conflicts on the educational condition of children can contribute to advocating for policy and legal reforms that prioritize the rights and educational well-being of children in such situations (Grych, and Fincham, 2001). This may include measures to strengthen child protection laws, improve access to support services, and promote family-friendly policies.

Cameroon's diverse cultural landscape necessitates an understanding of how traditional beliefs and practices intersect with modern challenges related to marital situations and conflicts (Ngu, 2015). Studying this theme can shed light on culturally sensitive approaches to supporting children education within the context of their families and communities.

Research on this topic can raise public awareness about the hidden impacts of marital situations and conflicts on the educational condition of children. This increased awareness can lead to greater advocacy for the educational needs of these children and encourage community-based support systems (Ngwa & al., 2019).

In studying the theme of marital situations and conflicts in Cameroon and their impacts on the educational condition of children is crucial for promoting the well-being of children, informing intervention strategies, influencing policy and legal reforms, respecting cultural sensitivities, and raising social awareness about the challenges faced by children in these circumstances.

1.6. DEFINITION OF THE MAIN CONCEPTS OF THE STUDY

This subpart has to do with the conceptual definitions of the key terms of this research. These key terms include of Marriage, marital situation, conflict, marital conflict, children, educational condition, and children's education conditions.

Marriage: Andrew Cherlin defines marriage as “a legally sanctioned union between two people that establishes certain rights and obligations between them, as well as between them and their children” (Cherlin, 2009). He emphasizes the social and cultural significance of marriage, noting that it serves as a foundation for family life. David Popenoe describes marriage as “a social institution that is deeply rooted in human culture” (Popenoe, 1996), highlighting its role in providing emotional support, economic stability, and social recognition. Therefore, marriage can

be defined the union of two or more people that creates a family tie and carries legal, social, and/or religious rights and responsibilities.

Marital situation: A marital situation refers to the current state or condition of a marriage, encompassing various aspects such as marital status, quality of the relationship, living arrangement, and the emotional bond between partners, communication patterns, conflict levels, financial stability, and overall satisfaction within the relationship. Marital status involves the state of being married, single, divorce and widowhood. The quality of the relationship involves love, understanding, dialogue, fidelity, tolerance, harmony, strained etc. Living arrangement on its own part has to do with the state of cohabiting and separation (Hendrix, 1988). This shows that marital situation can be influenced by external factors such as work stress or family dynamics, and internal factors such as personal growth or changes in values. The marital situation can range from harmonious and fulfilling to strained and conflict-ridden, reflecting the complexities of intimate relationships.

Conflict situation: A conflict situation refers to a scenario in which two or more parties have opposing interests, goals, beliefs, or values, leading to a disagreement or struggle. Conflict can arise in various contexts, including personal relationships, workplaces, communities, and international relations. The nature of the conflict can be emotional, ideological, or practical, and it often requires resolution through communication, negotiation, or mediation (Deutsch, 1973). This means that an effective conflict management can lead to growth and improved understanding, while unresolved conflicts can escalate and cause significant harm to relationships and environments.

Marital conflict: John Gottman defines marital conflict as a disagreement between partners that can manifest in various forms, including arguments, discussions, and differences in opinion. He emphasizes that the way couples manage conflict is crucial for the health of the relationship. Gottman identifies key behaviours that predict marital dissatisfaction, such as criticism, defensiveness, contempt, and stonewalling (Gottman, & Levenson, 2000). Murray Bowen approaches marital conflict from a family systems theory perspective. He suggests that conflicts often arise from emotional processes within the family and that understanding these dynamics can help couples navigate their disagreements more effectively (Bowen, 1978). Thus, marital conflict refers to disagreements, disputes, or tensions that arise between spouses in a marriage. It can encompass a wide range of issues, including differences in opinions, values,

needs, and expectations. Marital conflict can manifest in various forms, such as arguments, silent treatment, withdrawal, or emotional distancing.

Education: John Dewey defines education as “the process of living and not a preparation for future living” (Dewey, 1938). He emphasizes that education is an experiential process that fosters critical thinking and problem-solving skills. Paulo Freire describes education as “the practice of freedom” (Freire, 1970), arguing that it should empower individuals to think critically and challenge oppressive structures in society. He advocates for a dialogical approach to education that promotes social justice. Hence, education is a critical and thinking process of imparting knowledge, skills, values, habits and judgment capacity through various forms of learning such as formal and informal education.

Children: Children are individuals who are in the developmental stage of life typically defined as being from birth until the age of 18. This period is characterized by significant physical, cognitive, emotional, and social growth. It is in this light that Erik Erikson defines children through the lens of psychosocial development, outlining various stages that individuals pass through as they grow. He emphasizes that children are in a critical phase of identity formation and social interaction, facing specific challenges that influence their development (Erikson, 1950). Jean Piaget defines children in terms of their cognitive development. He describes them as active learners who construct knowledge through interactions with their environment (Piaget, 1952). According to Piaget, children progress through stages of cognitive development, each characterized by different ways of thinking and understanding the world. As such, children can be recognized as active participants in their own learning and development, possessing unique needs, rights, and potentials. They are influenced by their family, culture, environment, and experiences, which shape their identity and learning processes.

Educational condition: Educational condition refers to the overall environment and context in which learning occurs. This includes the availability and quality of educational resources, such as schools, teachers, curricula, and materials, as well as the physical and psychological aspects of the learning environment. Richard Elmore notes that “educational conditions include not just the physical resources of schools but also the relationships among teachers, students, and the community” (Elmore, 2004). He emphasizes that improving educational conditions requires systemic changes within schools and communities. James Coleman discusses educational conditions in his influential work, stating that “the social

environment of the school, including its resources and the quality of its teaching staff, greatly influences student achievement” Coleman, (1966). He emphasizes the importance of both material and social conditions in education. Educational conditions encompass factors such as class sizes, infrastructure, safety, access to technology, and support services that facilitate or hinder effective teaching and learning. The term also considers systemic elements such as educational policies, funding, and community involvement that impact the educational landscape.

Children's education conditions: Annette Lareau explores how children's educational conditions are influenced by their family backgrounds and social class. She argues that "the cultural capital" that families possess can significantly affect children's experiences and outcomes in education (Lareau, A., 2003). Linda Darling-Hammond discusses children's educational conditions by stating that “the quality of education children receive is directly linked to the availability of qualified teachers, appropriate curriculum, and supportive learning environments” (Darling-Hammond, L., 2000). She advocates for policies that ensure all children have access to high-quality education.

Children's education conditions therefore, refer to specific circumstances and factors that affect children's access to and engagement in education. This includes socioeconomic status, family background, cultural influences, health and nutrition, and support systems that children have in place. It encompasses both the internal conditions (such as family dynamic, motivation, learning styles, and emotional well-being) and external conditions (such as school resources, community support, and governmental policies) that collectively influence a child's ability to learn effectively. These conditions can significantly impact educational equity and outcomes for children across different contexts.

1.7. PROBLEM STATEMENT OF THE STUDY

When marital situations and unions are not well handled, they raised unfavourable conditions on children, which may in turn affect their education. We have discovered that there is a high rate of parental conflicts in Yaoundé 5 subdivision of Cameroon. From our inquiry, it shows that as from January to august 2024, the sub-divisional delegation of Yaoundé 5 for the promotion of women and the family, has registered 1020 cases of marital situation and conflicts which poses a question on children's educational conditions in that area. During the process of our inquiry, we carried out an interview with the delegate of the sub-divisional delegation of

Yaoundé 5 for the promotion of women and the family on the magnitude of marital conflicts in the Yaoundé 5 as compare to other subdivisions in Yaoundé. In response, the delegate states: “Yaoundé 5 is the apex of marital conflicts in Yaoundé”. Therefore, we have discovered that there is a problem of tense marital situation and conflicts in Yaoundé 5, which makes one to be interested to know the root cause of these conflicts and mostly, the educational conditions of the children caught in these situations and conflicts.

1.8. PROBLEMATIC OF THE STUDY

The theme of marital situation, conflict and its impact on the educational conditions of children in Yaoundé 5 Cameroon, is a complex and multifaceted issue. This research requires a critical look into and analysis of the nature of marital situation and Conflicts in order to explore the different types of conflicts that arise in marriages and cohabiting relationships. Also, that of the cultural context, to examine the extent to which cultural norms and values in Yaoundé 5 can influence marital situation and relationships.

It is vital to examine the different impacts on family dynamics such as impacts on parental roles and emotional environment. That is to say, it is necessary to investigate how conflicts affect parental roles and responsibilities, potentially leading to neglect or inconsistent parenting. On the other hand, it will be essential to analyse how a conflictual home environment can create stress and anxiety for children, impacting their emotional well-being.

The above calls for an inquiry into the educational outcomes of children in Yaoundé 5. This includes children access to education, their academic performance and social development. This will prompt a discourse on how family instability can affect children's access to education, including school attendance and participation. Equally, explore the correlation between familial conflict and children's academic performance, including grades and engagement in school activities. And the consideration on how conflicts in the home may hinder children's social skills and relationships with peers.

Socioeconomic factors as relates to children educational condition is another domain that requires a critical look such as poverty and education and resource allocation. This requires the examination of the link between economic status and parental conflict, as relate to educational outcomes, noting how financial instability exacerbates family tensions. And assessing how conflicts may lead to unequal resource distribution within families as such, affecting children's educational opportunities.

There is equally a need of verifying the interventions and Support Systems provided to ameliorate children's educational conditions such as community programmes, the role of NGOs and policy implications. This requires the evaluation of the existing community programs in Cameroon for Yaoundé 5 that supports families in conflict and promoting children's education. The role of non-governmental organizations in providing resources, counselling, and educational support to affected families in Yaoundé 5. Analysing the current government policies regarding family welfare, education, conflict resolution, and suggest areas for improvement. And propose educational reforms that could help mitigate the impact of familial conflict on children's learning environments.

This theme highlights the critical intersection between family dynamics and children's educational experiences in Yaoundé 5. Addressing these issues requires a holistic approach that considers cultural, social, and economic factors while advocating for policies that support both families in conflict and children's right to quality education.

1.9. RESEARCH QUESTIONS OF THE STUDY

This work shall revolve around four questions, that is, one principal question and three secondary questions: The principal question goes thus, in the light of marital situation, what are the impacts of marital conflicts on the educational conditions of children in Yaoundé 5 subdivision of Cameroon?

The secondary questions are as follow:

- 1- What are the state of parental dynamic and care toward the educational wellbeing of their children during marital conflicts?
- 2- What policies and community support systems exist in Cameroon for families experiencing marital conflicts, and how effective are these policies and systems in Yaoundé 5 in promoting children's educational stability?
- 3- What are the state of the educational condition of students coming from a home experiencing marital conflict in Yaoundé 5?

1.10. RESEARCH HYPOTHESIS OF THE STUDY

The main research hypothesis states: In the light of marital situation, marital conflicts have negative impact on the educational conditions of children in Yaoundé 5 subdivision due to

lack of parental dynamic and responsibility toward the educational wellbeing of their children, and support system in Cameroon for families experiencing marital conflicts.

The secondary hypotheses present the following:

- 1- There is a failure in parental dynamic and care toward the educational wellbeing of their children due to the lack of parental involvement, inability to manage conflicts in favour of their children educational wellbeing and poor socioeconomic status interaction.
- 2- There are insufficiency in policies and community support systems for families experiencing marital conflicts in Cameroon, and ineffectiveness in these policies and systems in promoting children's educational stability in Yaoundé 5.
- 3- The state of the educational condition of students coming from conflicting homes in Yaoundé 5, is poor as a result of low emotional wellbeing, developed response to familial conflict, poor social development, limited educational opportunities, poor school attendance and performance.

1.11. RESEARCH OBJECTIVES OF THE STUDY

The main objective of this work is to evaluate the impacts of marital conflicts on the educational conditions of children in Yaoundé 5, of Cameroon. That is, the level of parental dynamic and responsibility toward the educational wellbeing of their children, the policies and community support system in Cameroon for families experiencing marital situation and conflicts and the state of the educational condition of the children in Yaoundé 5.

The secondary objectives are the following:

- 1- This research focuses on the state of parental dynamic and care toward the educational wellbeing of their children in the process of marital conflicts. Specifically, to know parental involvement and ability to manage conflicts in favour of their children educational wellbeing and the socioeconomic status interaction influence children's educational conditions, including access to resources and opportunities.
- 2- Also, it aims at examining sufficiency in policies and community support systems for families experiencing marital conflicts in Cameroon, and the effectiveness of these policies and systems in promoting children's educational stability in Yaoundé 5.
- 3- Equally, it seeks to know the state of the educational condition of students coming from a home that is experiencing marital conflicts in Yaoundé 5. That is, to know the emotional

wellbeing, developed response to familial conflict, social development, educational opportunities, school attendance and performance of such students.

1.12. THE DELIMITATION AND ASSUMPTIONS OF THE STUDY

The delimitation of the study are:

- => Potential biases in self-reported data.
- => Cultural sensitivities around discussing marital issues may affect willingness to participate or disclose information.
- => The influence of external factors (e.g., economic conditions) that may change over time.
- => Time constrain regarding rendezvouses with parents and other personnel

The assumptions of the study are:

- => This research design aims at providing a thorough examination of marital conflicts in Yaoundé 5 subdivision of Cameroon in the light of marital situation by utilizing both qualitative and quantitative methods to capture a holistic view of their effects on the educational condition of children.
- => This will enable a comprehensive understanding of the dynamics of marital conflicts in Yaoundé 5 subdivision of Cameroon.
- => The identification of effective conflict resolution strategies that can be promoted within communities for the wellbeing of children and their education.
- => Recommendations for policymakers and practitioners to support children education who are from families that are in conflict.
- => The findings could inform interventions, support services, and policy development aimed at improving family dynamics and children educational well-being.

1.13. SIGNIFICANCE OF THE STUDY

Research in the marital situation and conflicts issues have taken the central stage in social life. However, much information is based on attending seminars, formal schooling etc. Marital conflict issues, regarding the wellbeing of children, is often given less importance and at times, often mentioned just as an organ of protecting the rights of children.

It is necessary to take into consideration that marital stability and their interrelations are of great important in building workable and fruitful society as far as the future of Cameroon is concerned. This research piece is therefore of great significance first to the educational domain

of children, social affairs, government personnel, marital couples, the state of Cameroon and the entire society at large.

1.14. WORK PLAN OF THE STUDY

This chapter have dwelled on the generalities of the study like the background to the study, justification, objectives, hypotheses, significance of the study, theoretical background to the study, etc. These aspects will be further elaborated in chapter two. The chapter ends with a work plan which summarizes all the elements in the master piece as follow: Chapter 1, which is this chapter itself and which contains the generalities of the study. Chapter 2 is centred on the review of literature. It starts with the conceptual review, the empirical review and the theoretical framework. For this work two major theories were chosen for review, which are social learning theory and the theory of attachment (attachment theory). Chapter 3 focuses on the methodology and Chapter 4 focus on the research or field work presentation, analysis and discussion. Finally, followed by the general conclusion and recommendations.

CHAPTER II: LITERATURE REVIEW

The dynamics of family structures, involving marital situations and conflicts, play a critical role in shaping children's educational outcomes. Addressing these conflicts requires a comprehensive approach that considers cultural, economic, and legal dimensions while prioritizing the well-being of children and their educational upbringing. Research continues to explore effective intervention strategies and the long-term effects of familial conflict on child development. This literature review explores the relationship between marital situation and conflict and their subsequent effects on children's educational conditions. It draws from various studies that highlight the psychological, social, and economic factors at play. This overview equally provides a snapshot of the current state of research on this topic and highlights the need for a continued exploration and intervention so as to support families in Cameroon.

2.1. CONCEPTUAL FRAMEWORK

The conceptual framework for examining the relationship between marital situation, conflict and the educational conditions of children in Yaoundé 5 subdivision of Cameroon, is designed to illustrate how various factors interact to influence children's educational outcomes. This framework incorporates contextual influences, and key variables and their interrelationships providing a structured approach to understanding this complex issue. These are factors that provide a broader understanding of how cultural, socioeconomic, and community contexts influence the dynamics or the relationships marital and cohabitation couples. These factors can serve as the gateway to the marital and cohabitation conflicts.

Cultural Norms and Values: These are the societal attitudes towards marriage, cohabitation, and conflict resolution specific to a culture, which the focus here shall be that of Cameroon. Cultural expectations can shape how conflicts are perceived and managed within families. In the Cameroonian context, societal attitudes towards marriage and conflict resolution can shape how conflicts are managed and perceived by children (Ngu, 2015).

Socioeconomic Status: This refers to a family's economic position based on income, education level of parents, and access to resources. Families with lower socioeconomic status may face additional stressors that exacerbate conflicts and impact educational resources available to children. It can equally exacerbate environmental stresses, resulting to conflict and limit educational opportunities for children (Wilson, 1987, Tchouawou, 2018).

Community Support Systems: These have to do with the availability of extended family support, community programs, and social services. These can provide assistance to families in conflict, potentially mitigating some negative impacts on children by providing additional resources for children and parents (McLanahan, 2005, Njeuma, 2020).

Educational Environment: This includes the resources available in schools such as funding, materials, teacher support (such as mentorship), and peer relationships (friendships). A positive educational environment can help fight against the adverse effects of home conflicts on children's education (Coleman, 1966, Fonchingong, 2017). Therefore, the quality of schools, teacher support, and peer relationships can exacerbate the challenges faced by children from conflicted homes.

Independent variable for marital situation and conflict represent situations and conflicts that arise within marital relationships, which can have significant implications for family dynamics and child academic development. These independent variables will be presented under marital situation and conflict.

Focusing on potential impacts on children's educational outcomes, family dynamics, and emotional well-being, the following are some of the pertinent independent variables of marital situation that enable the realization of this research. In a traditional sense, marriage often provides a stable environment for children, characterized by shared responsibilities and resources. A dual-parent structure can provide emotional support and diverse parenting styles, which may benefit children's development. Stability in the marital relationship can lead to lower stress levels for both parents and children, fostering a nurturing environment (Hetherington, 2002). Generally, children from married households tend to perform better academically due to increased parental involvement and resources (Ngwa, 2019).

Divorce: Divorce can lead to significant changes in family structure and dynamics, often resulting in challenges for children. Divorced parents may struggle with co-parenting effectively, which can create confusion and conflict for children (Kübler-Ross, 1969). Children of divorced parents may face academic challenges due to instability and potential economic hardship. Studies show they may have lower grades and higher dropout rates. Children may experience feelings of loss, anxiety, or loyalty conflicts between parents, which can impact their emotional health and academic performance (Ngwa, 2019).

Separated: Separation often indicates a transition phase that can mirror the effects of divorce but may involve ongoing hopes for reconciliation. The uncertainty of separation can create tension and inconsistency in parenting approaches, affecting children's sense of security (Gottman, 1999). Similar to divorced families, children may experience instability that negatively affects their education. However, if parents maintain a cooperative relationship, outcomes can improve. Children might face emotional distress due to the ambiguity of their family situation, leading to anxiety or behavioural issues (Ngwa, 2019).

Widowed: The loss of a parent through death can profoundly impact family dynamics and children's development. The surviving parent may face increased responsibilities, which can strain resources and attention available for the child (Marilyn, 2008). Children from widowed families may struggle academically due to grief, emotional distress, or financial instability following a parent's death. Children may experience profound grief and loss, leading to long-term emotional challenges that can affect their social relationships and educational engagement (Njeuma, 2016, Ngwa, 2019).

Cohabiting: Cohabiting couples share a household without formal marriage, which can present both stability and instability depending on the relationship dynamics. The nature of cohabitation, for instance whether it is a stable partnership, can influence parenting practices. Frequent changes in partners can disrupt children's sense of security. The quality of the cohabiting relationship significantly impacts children's emotional health (Hartstein, 2010). Positive relationships can foster resilience, while conflict can lead to stress. Children in cohabiting households may experience mixed outcomes; stability is crucial (Ngwa, 2019). Which means if parents are committed and involved, children can thrive academically.

Single Parent: Single-parent households may arise from divorce, separation, or choice and often face unique challenges. Single parents often juggle multiple roles such as provider and caregiver, which can limit time and resources dedicated to children's education (McLanahan, 2011). Research indicates that children from single-parent families may face educational disadvantages due to economic constraints and reduced parental involvement (Ngwa, 2019). Children may experience feelings of abandonment or stress due to the pressures faced by single parents. However, strong support systems can mitigate these effects.

Each marital situation presents distinct challenges and opportunities that can significantly influence children's educational outcomes and emotional well-being. Understanding these

dynamics is crucial for developing targeted interventions that support children across various family structures. By recognizing the unique needs of children in each scenario, educators, policymakers, and support organizations can better address the diverse challenges families face.

Independent variables under marital conflict represent situations and conflicts that arise within marital relationships, which can have significant implications for family dynamics and child academic development. These independent variables will be presented under marital situation and conflict.

Verbal Disputes: These have to do with arguments or disagreements that involve shouting, insults, or derogatory comments. While some married couples may experience verbal disputes, effective communication skills and conflict resolution strategies can mitigate their frequency and intensity (Njeuma and Tchouawou, 2018; Awasom, 2021). However, unresolved disputes can escalate over time. Verbal disputes may increase during and after divorce proceedings due to heightened emotions and stress. Co-parenting disagreements can lead to ongoing verbal conflicts (Awasom, 2021). Similar to divorced couples, separated individuals may engage in frequent verbal disputes, particularly regarding custody and financial arrangements.

The frequency of verbal disputes can vary widely based on the stability of the relationship. Cohabiting couples may experience disputes related to shared responsibilities and expectations. Single parents may not engage in verbal disputes with a partner but may have conflicts with ex-partners regarding co-parenting issues, leading to stress and frustration (Njeuma and Tchouawou, 2018; Awasom, 2021). Verbal disputes may be less common due to the absence of a partner, but they can arise in discussions about grief or when navigating new relationships (Awasom, 2021). These verbal disputes can lead to a toxic and hostile environment for children and as such, affecting children's emotional security and mental stability and their academic performance.

Frequent verbal disputes can lead to an unstable home environment, causing stress and anxiety for children. This emotional turmoil can affect their concentration, motivation, and overall academic performance (Awasom, 2021). Children may also internalize conflict, leading to behavioural issues in school or withdrawal from academic activities. In many Cameroonian communities, verbal disputes may be more common due to traditional gender roles and expectations (Njeuma and Tchouawou, 2018; Awasom, 2021). Children exposed to high levels

of conflict may develop negative attitudes towards education, viewing it as less valuable compared to familial stability.

Physical Violence: This refers to any form of physical aggression or abuse between partners. While many marriages are non-violent, some may experience domestic violence. Factors such as stress, substance abuse, and poor communication can contribute to this issue (Awasom, 2021). The risk of physical violence can increase post-divorce, especially in high-conflict situations where one partner feels threatened or seeks control. Cohabiting couples may face similar risks as married couples regarding physical violence. The instability of the relationship can exacerbate tensions (Njeuma and Tchouawou, 2018; Awasom, 2021). For instance, separation can heighten tensions, leading to potential physical agitations, especially if there are unresolved feelings or disputes over assets or children.

Physical violence is less likely in a widowed situation, individuals may experience violence in new relationships if they have not adequately processed their grief (Awasom, 2021). While single parents may be at risk for violence from an ex-partner or in new relationships. The stress of single parenting can also lead to heightened emotional responses (Njeuma and Tchouawou, 2018; Awasom, 2021). Exposure to such violence can lead to severe emotional and psychological trauma for children.

Exposure to physical violence can have severe psychological effects on children, including trauma, fear, and anxiety. These emotional disturbances can hinder their ability to focus on studies or participate in school activities (Ndonko, 2021). Moreover, children from violent households may experience absenteeism due to safety concerns or injury. In Cameroon, societal stigma around domestic violence may prevent families from seeking help (Njeuma and Tchouawou, 2018; Awasom, 2021). Children witnessing violence may also normalize aggressive behaviour, leading to potential issues in their own relationships and academic settings.

Emotional Neglect: This has to do with the lack of emotional support or responsiveness from parents, which can result in children feeling unloved or unimportant. Emotional neglect can occur in marriages where partners become complacent or disconnected over time. This neglect can lead to feelings of isolation and resentment (Awasom, 2021). Cohabiting relationships can suffer from emotional neglect if partners do not prioritize open communication and emotional connection, especially if the relationship lacks commitment. Emotional neglect can be prevalent during and after divorce, as individuals may prioritize practical concerns over emotional support,

leading to feelings of abandonment (Njeuma and Tchouawou, 2018; Awasom, 2021). Similar to divorced couples, those who are separated may experience emotional neglect due to the emotional toll of the separation process.

Single parents may feel emotionally neglected due to the demands of parenting and lack of support from a partner. This can impact their own mental health and their relationship with their children (Awasom, 2021). While widows or widowers may experience emotional neglect from friends or family who do not understand their grief, leading to feelings of loneliness (Awasom, 2021; Ndonko, 2021). Hence, lack of emotional support can hinder a child's emotional development and sense of security.

Children who experience emotional neglect may struggle with self-esteem and motivation, leading to poor academic performance (Awasom, 2021). They may not receive encouragement or support for their educational endeavours, resulting in disengagement from school. In Cameroon, cultural expectations often place a heavy emphasis on familial obligations over individual needs. This can lead to emotional neglect, particularly in families facing economic hardships. Children may feel pressured to prioritize work or family responsibilities over education ((Njeuma and Tchouawou, 2018; Awasom, 2021; Ndonko, 2021).

Financial Disagreements: These are conflicts over money management, spending habits, or financial priorities. Financial disagreements are common in marriages and can stem from differing attitudes toward spending and saving. Poor communication about finances can lead to increased conflict (Njeuma and Tchouawou, 2018; Awasom, 2021). Cohabiting couples might experience financial disagreements regarding shared expenses, particularly if there is ambiguity about financial responsibilities (Awasom, 2021). Financial disagreements often become more pronounced during divorce proceedings over asset division and alimony, which can create lasting tension between ex-partners. Similar to divorced couples, separated individuals may face financial disagreements related to child support and division of expenses (Njeuma and Tchouawou, 2018; Awasom, 2021).

Single parents often face financial strain on their own, leading to disagreements with ex-partners about child support or shared financial responsibilities for children (Awasom, 2021). Financial issues may arise for widows or widowers as they navigate changes in income and expenses post-loss. They may also face disagreements with family members regarding inheritance or financial decisions (Njeuma and Tchouawou, 2018; Awasom, 2021). Thus,

financial disagreements can lead to financial stress, exacerbate other conflicts and create an unstable home environment for children educational condition.

Financial instability can directly affect children's access to educational resources such as school fees, uniforms, books, and transportation (Awasom, 2021). Disagreements about finances may lead to inconsistent support for children's education, resulting in higher dropout rates and lower academic achievement (Awasom, 2021). Many families in Cameroon face economic challenges, and financial disagreements can exacerbate these issues. Parents may prioritize immediate financial needs over long-term educational investments, further limiting children's opportunities for academic success (Njeuma and Tchouawou, 2018; Awasom, 2021).

Frequency and Intensity: This refers to how often conflicts occur and how severe they are. Frequency of conflicts can vary; however, intense conflicts might arise if underlying issues are not addressed (Mbiame, 2022). Couples with strong communication skills tend to have lower conflict frequency. In cohabiting relationships, frequency and intensity of conflicts can fluctuate based on the stability of the partnership whereby unresolved issues can lead to frequent arguments. Whereas, situations of divorce and separation often see an increase in conflict frequency and intensity due to unresolved issues related to custody, finances, and emotional grievances (Njeuma, 2016; Mbiame, 2022).

Meanwhile, single parents might not have conflicts with a partner, they may experience intense emotional stress due to managing everything alone, leading to frustration that could manifest in conflict with others such as ex-partners. Conflicts may be less frequent in widowhood but can be intense when discussing sensitive topics related to grief or new relationships (Njeuma, 2016; Mbiame, 2022). Therefore, regular and intense conflicts can create a chronic state of stress for both parents and children, affecting their overall well-being by influencing the outcomes of the dependent variable.

High frequency and intensity of conflicts can create a chaotic home environment that distracts children from their studies. Chronic exposure to conflict can lead to chronic stress, which negatively impacts cognitive functions essential for learning. In Cameroonian society, where extended families often live together, the dynamics of conflict can be complex. Children may be affected not only by parental conflicts but also by disputes among extended family members (Njeuma, 2016; Mbiame, 2022). This multifaceted exposure can further complicate their educational experiences.

The analysis of these variables illustrates that marital situations significantly influence the nature and dynamics of conflict within families. Understanding these patterns is crucial for developing interventions aimed at improving communication, conflict resolution skills, and overall family well-being across different marital contexts (Mbiame, 2022).. Addressing these issues holistically can help mitigate the negative impacts on both adults and children involved.

Mediating variables are variables that act as intermediaries between the independent and dependent variables. These variables serve as pathways through which marital conflict impacts children's educational conditions. In other word, they help to explain how marital conflict affects children's educational conditions.

Parental emotional well-being: this includes stress levels and mental health issues. High stress can prevent parents' ability to engage positively with their children and provide a stable environment. Meanwhile, mental health issues such as depression and anxiety can hinder parents' functioning and responsiveness to their children's needs, affecting parenting quality (Ndifon, 2020). Children of emotionally distressed parents may exhibit lower academic performance, behavioural problems, and difficulties in social interactions. They may also experience emotional issues themselves, which can further hinder their educational engagement and success (Njeuma and Tchouawou, 2018; Ndifon, 2020).

Parenting Styles: Parenting styles encompass the methods and approaches parents use to raise their children, typically classified into authoritative, authoritarian, permissive, and uninvolved styles emerging from how parents cope with conflict (Njeuma and Tchouawou, 2018). For example, high conflict may lead to strict or loose parenting characterized by strictness and lack-warmness. These can emerge from conflict situations and profoundly influence children's behaviour, self-esteem, and academic motivation and performance. In Cameroon, traditional beliefs about discipline and authority may shape parenting styles, influencing how children respond to education and familial expectations (Njeuma and Tchouawou, 2018).

Parental Engagement: This refers to how involved parents are in their children's education (Fokou, 2019). Engaged parents typically attend school events, help with homework, and communicate with teachers, which positively influences children's academic outcomes (Fokou, 2019). This active involvement in children's education is crucial but conflicting parents may be less engaged and as such, will negatively impact children's academic success (Njeuma and Tchouawou, 2018; Fokou, 2019).

Quality of Parent-Child Relationships: The quality of parent-child relationships encompasses the emotional bond between parents and children, including communication patterns, trust, and mutual respect, which can be affected by conflict (Fokou, 2019; Mbua, 2021). Strong parent-child relationships foster a sense of security and belonging, which are crucial for healthy emotional development. Children who feel close to their parents are more likely to engage positively with their education and seek help when needed. This means, strong attachments can prevent negative effects, while weakened relationships may lead to issues in children's emotional and social development (Njeuma and Tchouawou, 2018; Fokou, 2019; Mbua, 2021). Thus, conflict may weaken these relationships, leading to adverse educational outcomes.

The intermediary variables of parental emotional well-being, parenting styles, parental engagement, and the quality of parent-child relationships significantly mediate the effects of marital situations and conflict on children's educational conditions in Cameroon. Addressing these variables through community programs that promote mental health awareness for parents, training in effective parenting strategies, encouraging parental involvement in schools, and fostering healthy parent-child relationships can mitigate the negative effects of marital conflict on children's educational outcomes. By enhancing these intermediary factors, efforts can be made to create a supportive environment for children's academic success in Cameroon.

Dependent variable for educational conditions of children represents the outcomes of the independent variables derive from marital and cohabitation conflict. The ultimate impact of marital and cohabitation conflict is seen in various aspects of children's educational experiences. Most negative educational experiences of children are influenced by the preceding factors. Therefore, dependent variable discloses the educational conditions of children coming from conflicting marital and cohabitation homes.

Academic performance: This includes measurable outcomes such as grades and test scores. Children from high-conflicting homes may struggle academically due to stress and lack of support. This conflicting environments often correlate with lower grades and test scores due to distractions and emotional distress (Awasom and Ngu, 2020).

Behavioural outcomes: This refers to how children interact socially with peers and behave in classroom settings (Ndeh, 2022). High levels of conflict can lead to difficulties in forming healthy relationships and appropriate classroom behaviour. Children may struggle with

social skills and peer relationships if they are exposed to high levels of conflict at home (Njeuma and Tchouawou, 2018; Ndeh, 2022).

Emotional and psychological well-being: This encompasses children's self-esteem, anxiety levels, and resilience. Children's emotional health is significantly affected by their family dynamics, with those from supportive environments faring better than those from conflictual settings (Ngwa and Ndifon, 2021). Exposure to parental conflict can lead to lower self-esteem and increased anxiety among children, which can further affect their academic performance and engagement (Njeuma and Tchouawou, 2018; Ngwa and Ndifon, 2021; Ndeh, 2022).

School attendance: This involves how often children attend school and participate in activities. Family stability is closely linked to school attendance; children from disrupted homes may struggle with consistent attendance due to various stresses. (Tchouawou and Mbiame, 2020). A stressful home environment may lead to increased absenteeism or disengagement from school. (Njeuma and Tchouawou, 2018; Tchouawou and Mbiame, 2020) That is to say, a conflictual home life can lead to increased absenteeism as children may be less motivated or unable to attend school regularly.

Overall, this conceptual framework illustrates the contextual factors that shape the relationships between marital and cohabitation couples, the complex interplay between marital conflict, parental dynamics, and children's educational outcomes. Understanding these components is crucial for developing effective interventions aimed at supporting families in conflict and promoting positive educational experiences for children.

2.2. EMPIRICAL RESEARCH OF THE STUDY

This empirical literature review explores the relationship between marital and cohabitation conflict and the educational conditions of children in Cameroon. It synthesizes findings from various studies that examine how familial conflicts impact children's academic performance, emotional well-being, and overall educational experiences.

Marital conflict and child outcomes: A number of studies highlight the detrimental effects of marital conflict on children's educational outcomes in Cameroon. Ngwa & al. (2019) conducted a qualitative study involving interviews with parents and educators, revealing that children exposed to high levels of marital discord often display behavioural problems, anxiety, and decreased academic performance. The research found that children in conflictual households

were more likely to experience difficulties concentrating in school, leading to lower grades and higher dropout rates.

Cohabitation and instability: Cohabitation is increasingly common in urban areas of Cameroon, yet it often comes with instability that can adversely affect children's education. Fokum (2020) examined the experiences of children from cohabiting families in Yaoundé and found that frequent changes in living arrangements and parental partnerships led to disruptions in schooling. The study revealed that children from unstable cohabiting situations faced significant challenges, including changing schools multiple times, which negatively impacted their social integration and academic continuity.

Economic stressors and educational resources: Economic factors are closely linked to both marital conflict and children's educational conditions. Mbah (2018) analysed the economic challenges faced by families in conflictual relationships, noting that financial stress often exacerbates tensions between partners. This economic strain limits families' ability to provide necessary educational resources, such as school supplies, tutoring, and extracurricular activities. The study found a direct correlation between financial hardship due to marital conflict and lower educational attainment among children.

Parenting practices amidst conflict: The quality of parenting in the context of marital and cohabitation conflict significantly influences children's educational outcomes. Tabi (2017) conducted a survey of parents in conflictual relationships and discovered that high levels of conflict were associated with negative parenting practices, including inconsistent discipline and lack of emotional support. These adverse parenting behaviours contributed to poor academic performance among children, as they often lacked the necessary encouragement and guidance needed for success in school.

Emotional and behavioural impact on children: Children from conflicted homes often exhibit emotional and behavioural issues that can hinder their educational experiences. A study by Ndonko (2021) employed a mixed-methods approach to assess the psychological effects of parental conflict on children. The findings indicated that children displayed heightened levels of anxiety and depression, which were correlated with lower academic performance. The study emphasized the need for psychological support services in schools to assist affected children in coping with their circumstances.

Resilience factors: Despite the challenges posed by familial conflict, some children demonstrate resilience that enables them to succeed academically. Research by Fonchingong (2019) highlighted the role of supportive relationships such as those with extended family members, teachers, or community organizations in mitigating the negative effects of parental conflict. The study found that children who had access to mentoring or tutoring programs were better able to cope with the stressors associated with their home environments and performed better academically.

Long-term implications for educational attainment: The long-term educational implications of experiencing parental conflict during childhood are significant. A longitudinal study by Njeuma (2016) tracked individuals from conflicted homes into adulthood, revealing that those who experienced high levels of marital discord were more likely to struggle with higher education enrolment and completion. The findings suggest that early exposure to conflict can have lasting effects on educational aspirations and achievements.

The empirical literature indicates a clear link between marital and cohabitation conflict and adverse educational conditions for children in Cameroon. Factors such as emotional distress, instability in family structures, economic hardship, and negative parenting practices all contribute to diminished academic performance among children from conflicted homes. However, resilience factors, such as supportive relationships and community resources, can help mitigate these adverse effects. But this research work aimed at discovering the educational condition of children in Yaoundé 5 where high rate of marital and cohabitation conflicts are persisting despite the discoveries and reforms made in that domain. In this light, it focuses on developing interventions that could promote healthy family dynamics and support children's educational needs in the context of familial conflicts.

2.3. THE THEORETICAL FRAMEWORK OF THE STUDY

2.3.1. Social Learning Theory

Social Learning Theory, formulated by Albert Bandura, asserts that behaviour is learned through observation and imitation within a social context. This theory emphasizes the role of observation, imitation, and modelling in learning behaviours. When applied to the context of marital and cohabitation conflicts in Cameroon, this theory can help explain how children are affected by the dynamics of their parents' relationships and how these experiences influence their educational conditions. Children exposed to conflict in their parents' relationships may learn

maladaptive behaviours, such as aggression or withdrawal, which can negatively impact their interactions with teachers and peers. This theory underscores the importance of modelling positive conflict resolution behaviours for children to foster healthier relationships and better educational outcomes. In Cameroon, where traditional gender roles may influence conflict dynamics, understanding these learned behaviours is crucial for developing interventions.

Observation and Modelling are key concepts that demonstrate how children learn behaviours from their parents. In households where there is frequent conflict, children may model aggressive or negative communication patterns. This modelling can lead to difficulties in their own relationships and affect their social interactions in school. Conversely, if children observe positive conflict resolution strategies, they may adopt these behaviours, leading to healthier relationships in their future. For instance, if a child sees that aggressive behaviour leads to a parent getting their way, they may learn to use similar tactics in their interactions. On the other hand, if constructive communication is rewarded with positive outcomes such as family harmony, children are likely to internalize these behaviours.

Marital and cohabitation conflicts can have great impact on Educational Conditions. Conflicts within the home can lead to stress and instability, which may hinder a child's ability to focus on education. Children from conflicted households may experience anxiety, leading to poor academic performance. For instance, if parents are preoccupied with their conflicts, they may neglect their children's educational needs, such as providing support for homework or encouraging school attendance.

Long-term Effects from Social Context and Cultural Influences on student educational condition is another aspect that can be exploited by this theory. In Cameroon, cultural norms surrounding marriage and cohabitation can shape the nature of conflicts. Children who grow up in conflictual environments may carry these learned behaviours into adulthood. This can perpetuate a cycle of conflict in their own relationships and affect their parenting styles. These children may struggle with self-esteem and social skills, which can hinder their academic achievements and limit their future opportunities.

Social Learning Theory provides a valuable framework for understanding how marital and cohabitation conflicts in Cameroon impact children's educational conditions. The behaviours modelled by parents during conflicts whether positive or negative play a crucial role in shaping children's future interactions and academic success. Addressing these issues through educational

programs that promote conflict resolution and healthy relationship skills could help mitigate the adverse effects on children's education and overall well-being.

2.3.2. Attachment theory

Attachment Theory, developed by John Bowlby, focuses on the bonds formed between children and their caregivers. This is a theory of personality development within close relationships. It is a theory that shows that poor - quality close relationships are where children's developmental prospects first go astray. It helps us to understand why those who have suffered adverse relationships in their past go on to find relationships difficult in the future, relationships with parents, peers, partners, children, neighbours and figures in authority.

Attachment theory is also adding to our understanding of how the developmental well - being of children and adults can be recovered within good - quality close relationships. Attachment theory therefore demands knowledgeable and expert in the business of close relationships - between parents and children, children and peers, parents and social workers, children and social workers - and how these relationships affect behaviour and development. Some of society's most developmentally impaired, socially disadvantaged and maladapted children have suffered abuse, neglect and maltreatment in their first 2 years of life showing the importance of receiving good - quality caregiving throughout childhood. Interventions to improve the quality of caregiving in the early years of children's lives are therefore the most effective and, in the long run, by far the most economic.

A secure attachment is crucial for healthy emotional development and academic success. In households marked by conflict, children may experience anxiety and insecurity, leading to insecure attachment styles. This insecurity can hinder their ability to concentrate in school and engage with peers, ultimately affecting their educational outcomes. In Cameroon, where cultural expectations around parenting and attachment may differ, understanding these dynamics is essential for addressing educational challenges faced by children from conflicted homes. The factors that impinge on any one child's development, both directly and indirectly, are many and various. The quality of caregiving, the quality of parent - child interaction, the parent's own relationship history, the availability of material and emotional support for the caregiver, peer groups, school life, community ethos, cultural expectations, the impact of major life transitions, social provisions and many more factors interact in complex ways to propel each child along his or her own unique developmental pathway.

CHAPTER III: RESEARCH METHODOLOGY OF THE STUDY

This chapter presents a description of the adopted Methodology during the research study. It defines the research design, target population, sampling procedures and sample size. It gives the research instruments, validity and final analysis procedure.

3.1. RESEARCH DESIGN OF THE STUDY

The purpose of this research design is to help a researcher organize his study. It is therefore appropriate for this study because it identifies the impacts of marital situation and conflicts on the educational condition of their children. This study therefore employs an empirical study which combines both the qualitative and quantitative design (Mixed method). Qualitative design involves collecting information through interviews, observation and analysing to reach out a conclusion. Quantitative research involves collecting numerical figures through questionnaires, observation and analysing hypothesis. Thus, mixed research design involves area of study, targeted and sampled population for both qualitative and quantitative data, sampled techniques used to determine the sampled population and the instruments used for the collection of the qualitative and quantitative data.

Area of study: This work is carried out in Yaoundé 5, a subdivision of Mfoundi Division of the Central Region of Cameroon. This subdivision comprises about 17 quarters namely: Mvog-Ada, Ngousso, Djougolo iv to xii, Essos, Mfandena, Nkolmesseng, Quartier Fouda, Eleveur and Ngousso-Ntem. The reason for choosing this subdivision is based on the frequent occurrence of marital conflicts as compared to other subdivisions in Yaoundé. Besides, this subdivision has been chosen for easy proximity and investigation.

Targeted population refers to the individual or group of beneficiary that the project is aimed at in a geographical area. Creswell, (2012), defines population as a group of individuals with some common defining characteristics that a researcher can identify and study. Yaoundé 5 subdivision is the targeted area of this study and the targeted population are parents experiencing marital situation and conflict, their children and the friends of these children, the class masters and mistresses of these children, the administrators of their various schools and the administrators of MINPROFF and MINAS (Social centre of Yaoundé 5) under Yaoundé 5 subdivision. This includes male and female parents and primary and secondary school children as they are all useful respondents because the study concerns them. The higher institutional

students are not considered in the targeted population because they could be matured enough to absorb certain situation without them affecting their educational conditions.

Sampling techniques: This section describes sampling techniques and according to Amin (2005), sampling is a sub- group drawn from a large population meant to represent all members. Sampling is done in order to reduce cost, increase the speed of data collection, greater accuracy of the results and availability of the population elements (Cooper and Schinler, 2012). To constitute our sample, we used stratified random sampling which consists of dividing the population into sub-population that are individually more homogeneous (called “strata”) than the total population by considering the different elements and characteristics of the sampling population (Tanah And Encho, 2017). The fundamental objective at this level is really the selection of a prototype of individuals who stand as the exact replica of the population to which we want to apply the generalization. We equally used purposive sampling also known as judgemental sampling. This technique helped us to intentionally select individuals who have specific characteristics or experiences relevant to the research questions. This technique is used to choose school and government administrators for interviews

We have chosen, out of respect for the principle of psycho-sociological surveys, some administrators from MINAS and MINPROFF under Yaoundé 5, some conflictual male and female parents from the subdivision of Yaoundé 5 using the criteria of marital situation and family stratification, their children and some of their friends, the class masters and mistresses of the children and some administrators of their various schools. As from January to august 2024, the sub-divisional delegation of Yaoundé 5 for the promotion of women and the family, has registered about 1020 cases of marital conflicts basing on marital situation comprising of conflicting married parents, cohabiting parents, divorced parents, single parents and widowed. The children attain different schools from which we are able to decode about 23 schools comprising of 14 primary and 9 secondary schools. We equally discovered that about 2587 children attained primary school and about 1275 of the children attained secondary school. These give the total population of 4882.

Sampled population: We used Yaro Yamane’s formula to determine the size of our samples and we used proportional allocation to get the sample sizes for different stratum and their characteristics. The height of the sample: $n = N/(1 + N(e)^2)$ where n = the sample size, N = the total number of population, e = the level of tolerable error and 1 = the constant. The total

number of population = 4882, the level of tolerable error = 0.09, the sample size = 120. Formula for the sample sizes of the different stratum: $P1 = N1/N$, $P2 = N2/N$ etc. hence $n1 = n \times P1$, $n2 = n \times P2$ etc. where n = the sample size, $n1$ = the sample size of the first stratum and so forth, N = the total number of population, $N1$ = the population number of the first stratum and so forth, and $P1$ = the proportional allocation of the first stratum and so forth. The same allocation was used to determine the samples of the characteristics of stratum.

Table 1: Quantitative sampled population of the study basing on conflict

Target population	Height of population	Sampled population	Accessible Population
Conflicting Married parents	428	11	11
Cohabiting parents	292	7	7
Divorced parents	116	3	2
Widowed	80	2	2
Single Parents	104	3	3
Secondary school children	1275	31	23
Primary school children	2587	63	45
Total	4882	120	93

Source: Field study, 2025

To be able to obtain data about the educational condition of the children, we used purposive technique whereby we select individuals or groups of individual with the experiences relevant to our research questions from the different schools and quarter. For instance, we decided to interview one administrator, two class masters or mistresses and three friends from each of the schools. The children chosen for sampled population belong to four secondary (Government Bilingual High School Essos, Government Secondary School Nkolmesseng, Lycée de Bassan and Collège Bilingue Polyvalent Santé Grace) and five primary schools (École Public d'Abom, École Public d'Essos, École Public d' Nkolmesseng, Groupe Scolaire Bilingue Colombe d'Or, and Groupe Scolaire Bilingue Sainte Grace) given the total of nine schools. We equally gather some data from MINAS and MINPROFF passing through two and one administrator respectively. Below is the sum table of the total sampled population.

Table 2: Qualitative sampled population of the study

Target population	Height of population	Sampled population	Accessible Population
The Parents	26	8	5
The friends	164	27	16
Class masters	41	7	5
Class mistresses	53	11	7
School administrators	27	9	9
MINAS administrators	8	2	2
MINPROFF administrators	3	1	1
Total	322	65	45

Source: Field study, 2025

3.1.5. Instrument for data collection

A researcher needs to develop instruments with which to collect data. According to Orodho (2008), research instruments refers to tools used to collect data from respondents and in this work, we used the following instruments:

Questionnaires are instruments used by researchers to collect data from the sampled population. Questionnaire is the most widely used technique for obtaining information from the subjects because it is relatively economical and has the same questions for all subjects (MacMillan and Schumacher, 2001). Also, because they are more convenient since the respondents can fill it at their convenient time.

Interview guide has to do with drafting probable statement in form of question but not question, meant to guide the researcher on the ground to ask questions or collect data, and it equally facilitate the flow of discussion between the researcher and the interviewed person (informant). Here, the statements or questions are not numbered because during the process of answering the questions, the interviewed person can answers the subsequent questions without them being posed. This enabled us to conduct a one-on-one interviews with some parents and some friends of their children, school and government administrators, and class masters and mistresses to gather data on the children's educational conditions resulting from the impact of parental conflict.

Observation check list has to do with a structured tool used to systematically gather information about a specific subject or situation through direct or indirect observation. It typically consist of a list of criteria, behaviours or characteristics that an observer can check off as they are observed. During observation, the researcher tick only the right option on the guide

and will interpret the situation later in the dissertation. In this research, observation checklists are valuable tools for collecting data in a structured and organised manner, facilitating better understanding and decision making based on observed behaviours.

To better achieve our research some peripheral (auxiliary) tools were used such as: recorder, block-note, computers, pen and pencils were used during interview and observation to collect data from the field. These auxiliary tools are inevitable to a researcher and they enable researchers to easily access and store data for further assessment, development and analysis.

After the operationalization of the variables, we came out with the indicators. From indicators, we constructed the instruments. The instruments were submitted to the expert judges to examine the validity of content. Thus, this type of validity established here is known as content validity. Content validity refers to the extent to which the question on our questionnaires are related to the variables of study and really measure what they are supposed to measure. For Marshall and Hales (1971), validity should indicate the relevance of the test for specific purpose. It is the researcher who establishes the validity of research instruments. The procedure for establishing content validity is equal-to (=) the number of the items declared valid, divided-by (÷) the total number of items. The rule is that for the instrument to be accepted as valid, the average index must be 0.7 or above.

3.2. METHODS OF DATA COLLECTION

When collecting data on marital situation and conflicts in Yaoundé 5 subdivision of Cameroon, it's essential to employ a range of methods to capture the complexity of the issue. Here are several effective data collection methods that we used to collect data in the field.

3.2.1. Questionnaire technic

It is a carefully design administration for collecting data in accordance with the specification of the research questions and hypothesis. It may be used to assert certain facts, opinions, beliefs, and practices. This method of collecting data is of great importance in the cases of big or large inquiring in social services (Tanah And Encho, 2017, p. 123 - 124). As already mentioned, the rational for using questionnaires in this study is based on the fact that they facilitate data collection thereby economizing time and financial resources.

In order to establish the reliability of instruments, the test result reliability type or stability reliability type test was used. We first administered the instrument to a group of twenty

children. A total number of questionnaires was administered to respondent with the intention of data collection. In order to do this, we had to seek the collaboration of the parents so that access might be given to distribute the instrument to them in their respective homes. The field study took a period of one months.

3.2.2. Interview

Interview accordingly to Yin (1994) is one of the important sources of gaining case study information in qualitative method. This method is very helpful because it gives the opportunity to the interviewer to classify questions which is of doubt to the interviewee and it can draw the attention of the interview to the right direction if he is going out of question. A semi structured interview guide is used as an instrument so as to encourage respondents to answer the questions. The interview guide is formulated on the basis of research questions.

It is also advantageous because it helps to collect standard data across informants and of great depth can be obtained from structure interview. As a research method, the interview is a conversation carried out with definite aims of obtaining certain information. In this study, Interview evolved gaining insight into the state of children's educational conditions as well as the impact of parental conflict on their children. We conducted one-on-one interviews with some parents and some friends of their children, school and government administrators, and class masters and mistresses to gather data on the children's educational conditions as well as the impact of parental conflict on their children.

3.2.3. Observation

The observation technic was used in collecting data. Observation is a technic of getting first-hand information by reducing myopic representation of the problem under study. Using instruments such as pens, papers, and block-note, data was collected from the field of study. Observational data represents first-hand account obtained whereby the researcher also participate in collaborative sessions in order to observe event and the situations involve. Field notes was taken in physical setting, activities, events and reactions.

In order to prepare for this observation, to collect valid data, the cooperation definition of aims of observation, we have to build technological gadgets and adopt to appropriate strategies in order to avoid the distorted of phenomena under observation. At least, a visits was paid to the homes of the respective couples and children so as not to be taken for granted during observation

sessions. This type of observation used in this study was direct and indirect observation used to observe couples in their daily interactions with and without their consent to identify resolution styles and the impact of parental conflict on their children's educational conditions in real-time.

3.2.4. Documentary research

Documentary are generally called secondary source of data. Secondary data as the name implies refers to information or materials that are already in existence or amassed by some other people for different purposes and which a researcher finds useful to the study he is carrying out (Tanah And Encho, 2017, p. 117). For Van Der Maren, Documentary research is an investigation by the researcher relating to an in-depth reading of books, documents and scientific articles (Van Der Maren, 2004). Thanks to documentary research we have been able to compile a review of the writings of authors relating to our subject. Staying devoted to this research, we spent time in the libraries of ENAM, FALSH (CIRCLE), FSE, and the central library of the University of Yaoundé 1 and also, diversity of documents found on the web allowed us to have a broader vision on our research subject.

3.3. METHODS OF DATA ANALYSES

3.3.1. Organization of data

The operation related to data processing is decisive for our work insofar as the analysis of information collected in the field requires a good scientific presentation. Thus, in order to bring out the findings of this research, which consist of moving from the data gathered from the field to the development of the research work, the technique used to interpret the data collected is content, descriptive and Pearson chi 2 (X²) analyses.

Content analyses has to do with a set of communicational techniques of analysis through systematic and objective procedures that enables us to describe the state of the implementation and production process of marital situation and conflict, to obtain indicators (quantitative or not) and to dictate inference of knowledge relating to the conditions. As part of our work, content analysis focused on qualitative data according to generic terms for a set of tools, bringing together observations and interviews carried out with conflictual parents, the school administrators and friends of their children and government administrators in Yaoundé 5 subdivision. In addition, this technique of content analysis has extended to the level of documents (online and other documents) that contain information on marital situation, conflict

and their impact on the educational condition of children. Content analysis allowed us to make summaries of the discussions of the respondents in relation to the statements submitted to their assessments. It equally enable us to verify the first and second hypotheses of this research work.

Descriptive analyses has to do with the use of the statistics discovered in the field to determine the impact of marital situation and conflicts on the educational condition of children. We opted for a descriptive analysis of the different variables in order to test the impact of marital situation and conflicts on the educational condition of children in order to understand the influence of these variables on the education of children coming from conflicting home.

Interviews will be transcribed in a timely manner, as well as the coding of these transcripts. It is a process where the researcher can place information from the transcript into categories (Creswell, 2008). The researcher creates a list of positive categories before starting to code transcripts. More categories are added to the process as necessary as the coding progresses. The data collected from the use of questionnaires is analysed using the Pearson chi2 correlation index. The processing of data was done using the SPSS Software (SPSS 25.0 for windows).

The Pearson chi 2 is used to analyse quantitative data, where the expected value of the two nominal variables were calculated using the formula:

$$x^2 = \sum (O_i - E_i)^2 / E_j$$

Where O_i = Observed value (actual value) and E_i = Expected value. After calculating the expected value, chi2 test of independence was calculated to observe values of the two variables. Degree of freedom (DF) was calculated as thus; DF: (r-1) (C-1) where R = number of rows, C = number of columns and the Level of significance or alpha value (α) will be set at 0.05. The null hypothesis (H_0) assumes that there is no association between the two variables. The alternative hypothesis (H_a) assumes that there is an association between the two variables thus rejecting the null hypotheses. This was used to verify the third hypothesis of this research work.

3.3.2. Method of quotations and bibliography

The 7th Edition APA referencing system was used in the presentation of this work in combination with the option of empirical structure of research presentation in Human and Social sciences. Word document is used to organize data. This part has dwelt mainly on the method used in collecting and treating information. Emphasis here is mainly on the qualitative and the

quantitative method which was used as the research method. The used of the two methods is to get quality and first-hand information which will give credibility to this research work.

3.3.3. Ethical consideration

By addressing the root causes of marital conflicts and providing resources for families, communities can foster a more supportive environment that prioritizes children's educational needs. It is essential for stakeholders, parents, educators, and policymakers to collaborate in creating solutions that mitigate the negative impacts of marital conflicts on children's education. The ethical considerations surrounding marital conflicts and their effects on children's education in the Yaoundé 5 subdivision highlight the need for a holistic approach to family welfare coupled with the protection of their dignity and identity. This scientific research work therefore guarantees our informants the secrecy of their identity and privacy as well as the respect of their trust and confidentiality.

CHAPTER IV: DATA PRESENTATION, ANALYSIS AND DISCUSSION

This chapter of the work is destined to present and analyse the results of this research piece. It is the question of presenting the results as identified in the chosen subdivision, the coding of the impact of marital situation and conflict on the education of children, the relative variables and hypotheses etc. After this is said and done, we will proceed to the verification of the hypothesis not forgetting the interpretation, discussion and propositions for further research.

4.1. DATA PRESENTATION OF THE STUDY

4.1.1. Presentation of quantitative data

4.1.1.1. Presentation of demographic information

The sampled population: Yaoundé 5 subdivision was chosen as the field of study and stratified random sampling was used to choose the sampled population. All the chosen parents and children were eligible for this study because all of them, in one-way and the other, are involved in what concern marital situation and conflict. 120 questionnaires were prepared and distributed among some of these parents and their children. At the end, 93 questionnaires were retained. The target population were conflicting parents in the following marital situations: Married parents, Cohabiting parents, Divorced parents, Widowed and Single Parents. Also, the children of these conflicting parents basing on their academic levels which comprises of Primary and Secondary school children. These would be seen in the summarised table below.

Table 3: Distribution of sampled population

Target population	Height of population	Sampled population	Accessible Population
Conflicting Married parents	428	11	11
Cohabiting parents	292	7	7
Divorced parents	116	3	2
Widowed	80	2	2
Single Parents	104	3	3
Total of parents	1020	26	25
Secondary school children	1275	31	23
Primary school children	2587	63	45
Total	3862	94	68

Source: Field study 2025

Table 3 above indicates that the targeted population of study was mainly Married Couples, Cohabiting Couples, Divorced Couples, Widowed, Single Parents and their children in Primary and Secondary schools of Yaoundé 5 subdivision and out of the 120 questionnaires distributed for sample, 93 were retained for analysis.

From the above corresponding table, 93 parents and children participated in this quantitative study. Amongst them were 25 parents giving a percentage of 27% and 68 children giving the percentage of 73%. This therefore shows that in this study, children were more represented than parents but parents responded to the questionnaire more than the children.

Table 4: The Representation of parents by gender

parents by gender	Numbers	Percentage
Male parents	10	38%
Female parents	16	62%
Total	26	100%

Source: Field study 2025

From the table above, parents are presented according to gender. Female gender have the highest number of parents with 62%, while male gender have the lowest number of parents with 38%. This therefore shows that in this study, female parents were more represented than male parents and are more involved in marital situation and conflict than male parents.

Table 5: The representation of parents by their longevity in union

Longevity in union	Numbers	Percentages
From 26yrs and above	4	15%
From 13 - 25yrs	6	23%
From 06 - 12yrs	7	27%
From 0 - 5yrs	9	35%
Total	26	100%

Source: Field study 2025

From the table above, parents are presented according to their longevity in union. Those who are from 1 - 9 years in union, have the highest number with 35%, while those from 30 years and above in union have the lowest number with 15%. This portrays that marital situation and conflict in Yaoundé 5 subdivision are mostly common among parents or couples who are still at their early stage of union and as such, showing that most of their union don't last long.

Table 6: The representation of parents by number of children

Parents by number of children	Numbers	Percentages
Parents with 7 and above children	3	12%
Parents with 5 – 6 children	5	19%
Parents with 3 – 4 children	8	31%
Parents with 1 – 2 children	10	38%
Total	26	100%

Source: Field study 2025

From the table above, parents are presented according to the number of their children. Couples with 1 – 2 children have the highest number with 38%, while those with 7 and above have the lowest number with 12%. This demonstrates that marital situation and conflict in Yaoundé 5 subdivision are common among parents with lesser children and who are still at their early stage of union and as such, the early stage of union can be regarded as the stage of less maturity.

Table 7: The representation of parents by their regions of origin

Regions of origin	Male parent	Percent	Female parent	Percent	Total Percent
Centre region	6	60%	9	56%	57.5%
West region	1	10%	2	13%	11.5%
Littoral region	2	20%	3	19%	19%
Northwest	-	0%	1	6%	4%
Far-North	1	10%	1	6%	8%
Total	10	100%	16	100%	100%

Source: Field study 2025

From the table above, parents are presented according to their regions of origin. Parents from central region have the highest percentage in both male and female parents with 60% and 56% respectively and 57.5% in total. While there is only one female parent from the Northwest region with 6% and 4% in total. This shows that most parents that are involved in marital conflict in Yaoundé 5 subdivision are parents from centre region.

4.1.1.2. Presentation of questionnaire items to conflictual parents

A questionnaire was designed and given to conflictual parents with series of options to choose and with Likert Scale items of “Never, Rarely, Sometimes, Often and Always”. The questionnaire was designed in both French and English with closed questions, semi closed questions, opened questions and affirmative or positive questions. Parents were asked to tick the one which best correspond with or suit their situations and add where necessary. The results obtained were as follows.

Table 8: The presentation of the factors that influenced the parents to enter into the relationship

Factors that influenced the parents' relationship	Married parents	Divorced parents	Cohabitation parents	Single parents	Widowed	Total
Love and affection	11	0	5	0	2	18
Companionship and social support	10	2	7	0	2	21
Intimacy and connection	6	1	6	2	1	16
Children and Family building	11	2	7	3	2	25
Social status and reputation	8	2	4	3	2	19
Economic support and assistance	9	2	7	2	2	22
Social pressure and expectation	7	1	2	2	2	14
Family and cultural influence	6	1	4	2	0	13
Societal and peer group influence	7	2	6	3	1	19
Physical attraction and desire	10	2	7	3	2	24
Sexual satisfaction and fulfilment	9	2	7	3	2	23
Shared interest and hobbies	5	1	5	1	1	13
Personal security and protection	7	2	7	0	2	18
Total	106	20	74	24	21	245

Source: Field study 2025

From the table above, the reasons why the parents enter into relationship in Yaoundé 5 subdivision are presented according to influencing or inducing factors. The above table illustrate that quest for Children and Family building have the highest rate with 25 occurrences, followed by Physical attraction and desire and Sexual satisfaction and fulfilment with the rate of 24 and 23 occurrences respectively. On the other hand, Shared interest and hobbies and Family and cultural influence, have the least rate with 13 occurrences, followed by Social pressure and expectation with 14 occurrences. This disclosed that the common factors that influence couples relationship in Yaoundé 5 subdivision are the quest for Children and Family building, Physical attraction and desire, Sexual satisfaction and fulfilment and economic support and assistance. Therefore, it shows that the bases of couple's relationship in Yaoundé 5 are materialistic and self-centredness.

Table 9: Representation of the primary causes of marital conflict

Primary causes of marital conflicts	Married parents	Divorced parents	Cohabitation parents	Single parents	Widowed	Total
Financial issues	11	2	7	2	2	24
Infidelity	9	2	7	3	0	21
Communication problem	6	2	5	2	1	16
Parenting disagreement	3	2	7	3	2	17
Cultural/Religious differences	5	1	4	1	2	13
Parental irresponsibility	11	2	7	3	1	24
Individual interest	7	2	7	3	2	21
Influence of third-party	6	2	6	3	2	19
Sexual abuse	4	1	3	2	1	11
Modernisation (e.g.: Phone, etc.)	10	2	7	3	2	24
Behavioural issues	11	2	7	3	1	24
Power Struggles	7	2	5	3	2	19
Lack of respect and affection	9	2	7	3	2	23
Total	99	24	79	34	20	256

Source: Field study 2025

From the table above, the primary causes of marital conflict are presented according to the rate of their occurrences. The above table illustrate that modernization, behavioural issues, financial issues and parental irresponsibility have the highest rate with 24 occurrences, followed by lack of respect and affection with 23 occurrences and then infidelity and individual interest with 21 occurrences. On the other hand, sexual abuse is the least rate with 11 occurrences, followed by cultural/religious differences with 13 occurrences. This shows that the highest factors that causes marital conflict in Yaoundé 5 subdivision are modernization, behavioural issues, financial issues and parental irresponsibility. Hence, it shows that the bases of couple's relationship in Yaoundé 5 are materialistic and self-centredness as seen above.

Table 10: Representation of the most experienced marital conflicts affecting parental dynamic

Conflicts mostly experienced	Married parents	Divorced parents	Cohabitation parents	Single parents	Widowed	Total
Financial conflict	9	2	7	3	2	23
Verbal conflict	11	2	7	3	2	25
Emotional conflict	11	2	7	2	0	22
Sexual conflict	5	2	5	2	1	15
Physical conflict	11	2	7	3	2	25
Total	47	10	33	13	7	110

Source: Field study 2025

From the table above, marital conflicts mostly experienced by the parents are presented according to degree of occurrences. The table illustrate that physical and verbal conflicts have

the highest degree of occurrence in marital union with 25 occurrences, followed by financial conflict with 23 of occurrences. On the other hand, sexual conflict have the least degree with 15 occurrences, followed by emotional conflict with 22 occurrences. This signifies that physical and verbal conflicts are the most occurring conflicts among parents in Yaoundé 5 subdivision.

Table 11: The presentation of the frequent occurrence of marital conflicts

Conflict frequency	Married parents	Divorced parents	Cohabitation parents	Single parents	Widowed	Total	Percent (%)
Never	0	0	0	0	0	0	00%
Rarely	0	0	0	0	0	0	00%
Sometimes	1	0	0	0	0	1	4%
Often	6	0	5	2	1	14	56%
Always	4	2	2	1	1	10	40%
Total	11	2	7	3	2	25	100%

Source: Field study 2025

The frequent occurrence of marital conflicts among couples in Yaoundé 5 are presented following five degree namely, Never, Rarely, Sometimes, Often and Always. The above table illustrate that often occurrences of marital conflict among parents in Yaoundé 5 subdivision have the highest percentage (56%), followed by always with 40%. On the other hand, never and rarely occurrence of marital conflicts in Yaoundé 5 subdivision are disclosed here as a utopic with zero percentage. That is to say, none or rare occurrences of conflict among parents in Yaoundé 5 subdivision has never been a reality. Hence, there is frequency and intensity of marital conflicts in Yaoundé 5 subdivision.

Table 12: Representation of how parents resolve their problems

Parents' way of resolving conflict	Married parents	Divorced parents	Cohabitation parents	Single parents	Widowed	Total
By open discussion	2	1	2	0	2	7
By avoidance	5	2	5	3	2	17
By seeking help from family/friends	9	2	4	2	2	19
Through professional counselling	3	1	3	0	1	8
Through separation	8	2	7	3	2	22
Through divorce	0	2	0	0	0	2
Quarrelling	11	2	7	3	2	25
Through physical violence	11	2	7	3	2	25
Through forces of law and order	6	2	4	3	2	17
Total	55	16	39	17	15	142

Source: Field study, 2025

From the table above, parents' ways of resolving problem are presented according to their usage by the parent. The above table illustrate that quarrelling and physical violence are the highest with 25 usages, followed by separation with 22 usages. On the other hand, divorce is the least used (4) by parents to solve their marital problems, followed by open discussion and professional counselling having 7 and 8 usages respectively. This shows that most parents resolve their marital problem through quarrelling and physical violence. Thus, rightful ways are not mostly used in resolving marital problem by parents in Yaoundé 5 subdivision.

Table 13: Presentation of the effectiveness of government measures for parental conflict resolution

Test items	Married parents	Divorced parents	Cohabitation parents	Single parents	Widowed	Total	Percent (%)
Effective	0	0	0	0	0	0	00%
Less effective	5	1	2	1	1	10	40%
Not effective	6	1	5	2	1	15	60%
Total	11	2	7	3	2	25	100%

Source: Field study, 2025

Conflictual parents' opinion on the effectiveness of government measure for parental conflict resolution are presented following four criteria namely, "effective, less effective and not effective". The above table illustrate that the criteria of "Not effective" is the highest with 60% implying that government measures for parental conflict resolution are not easy to access and are not often capable of resolving the conflicts presented at their table. On the other hand, the criteria of "Effective" is the least with 00% showing that no parents have experienced effective resolution of their conflict through the government measure put in place for parental conflict resolution in Yaoundé 5 subdivision. This demonstrates that government measures for parental conflict resolution in Yaoundé 5 subdivision are not effective.

Table 14: The representation of how frequent children witnessed conflicts among their parents

The frequency	Married parents	Divorced parents	Cohabitation parents	Single parents	Widowed	Total	Percent (%)
Never	0	0	0	0	0	0	00%
Rarely	0	0	0	0	0	0	00%
Sometimes	3	0	2	0	0	5	20%
Often	6	2	4	2	1	15	60%
Always	2	0	1	1	1	5	20%
Total	11	2	7	3	2	25	100%

Source: Field study, 2025

The frequency of children witnessing parental conflicts in Yaoundé 5 are presented following five criteria namely, Never, Rarely, Sometimes, Often and Always. The above table illustrate that often witnessing of parental conflict by children is the highest with 50%, followed by ‘sometime’ and ‘always’ with 20% both. On the other hand, the ‘never’ and ‘rarely’ frequency have never been a reality in Yaoundé 5. That is to say, there has never been a time in Yaoundé 5 when majority of children have never witness conflict among their parents. This implies that the children often witness conflicts among their parents.

Table 15: Presentation of changes noticed in children’s behaviour by parents after conflict

Test items	Married parents	Divorced parents	Cohabitation parents	Single parents	Widowed	Total	Percent (%)
There is change	9	2	7	2	2	22	88%
There is no change	2	0	0	0	0	2	08%
Neutral	0	0	0	1	0	1	04%
Total	11	2	7	3	2	25	100%

Source: Field study, 2025

Parents’ opinion on the changes noticed in children’s behaviour after their conflict are presented following the criteria, “there is change”, “there is no change”, and “Neutral”. The above table illustrate that parents who noticed changes in the behaviour of their children after conflict are the highest with 88% while neutral parents are the least with 04%. This shows that in Yaoundé 5 subdivision, most children experience changes in their behaviours after witnessing conflict among their parents.

Table 16: The representation of how parental conflicts affect children

How parental conflicts affect children	Married parents	Divorced parents	Cohabitation parents	Single parents	Widowed	Total	Percent (%)
Behavioural affect	9	2	7	3	2	23	25%
Emotional distress	10	2	7	3	2	24	26.5%
Academic performance decline	10	2	7	3	2	24	26.5%
Relationship issues with peers	8	2	6	2	2	20	22%
Total	37	8	27	11	8	91	100%

Source: Field study, 2025

How Parental conflict affect children are presented following the criteria of the most occurred aspect of the negative effects. The above table illustrate that the most occurred aspect of the negative effects are emotional distress and academic performance decline with 26.5%. On the other hand, the least occurred affect is the relationship issues with peers. This shows that the

educational condition of most children in Yaoundé 5 subdivision are affected by parental conflict.

Table 17: Presentation on how parental conflicts effect School attendance of their children

Test items	Married parents	Divorced parents	Cohabitation parents	Single parents	Widowed	Total	Percent (%)
Negatively	9	2	7	2	2	22	88%
No affect	2	0	0	1	0	3	12%
Positively	0	0	0	0	0	0	00%
Total	11	2	7	3	2	25	100%

Source: Field study, 2025

How parental conflicts effect school attendance of their children are presented following the criteria of ‘negatively’, ‘positively’ and ‘no affect’. The above table illustrate that most parental conflicts impact the school attendance of their children negatively with 88%. On the other hand, positive impact of parental conflict on children is the least with 00%, showing that parental conflict does not have any positive effect on the school attendance of their children. This indicates that school attendance of most children experiencing parental conflict, in Yaoundé 5 subdivision, are affected by their parent’s conflict.

Table 18: Presentation of conflictual parents accessing support for their children’s education

The frequency	Married parents	Divorced parents	Cohabitation parents	Single parents	Widowed	Total	Percent (%)
Never	7	1	4	0	0	12	48%
Rarely	1	0	2	1	0	4	16%
Sometimes	3	1	1	2	2	9	36%
Always	0	0	0	0	0	0	00%
Total	11	2	7	3	2	25	100%

Source: Field study, 2025

Conflictual parents accessing support for their children’s education are presented following four criteria namely, “never, rarely, sometimes and always”. The above table illustrate that the criteria of “Never” is the highest with 48% implying that the majority of parents never access support for their children’s education. On the other hand, the criteria of “Always” is the least with 00% showing that no parents always access support for their children’s education in Yaoundé 5 subdivision. This demonstrates that no or little assistance are given to support the education of children witnessing parental conflict in Yaoundé 5 subdivision.

Table 19: Presentation of conflictual parents accessing government support for their children

The frequency	Married parents	Divorced parents	Cohabitation parents	Single parents	Widowed	Total	Percent (%)
Never	10	0	4	2	0	16	64%
Rarely	1	1	2	1	1	6	24%
Sometimes	0	1	1	0	1	3	12%
Always	0	0	0	0	0	0	00%
Total	11	2	7	3	2	25	100%

Source: Field study, 2025

Conflictual parents accessing government support for their children’s education are presented following four criteria namely, “never, rarely, sometimes and always”. The above table illustrate that the criteria of “Never” is the highest with 64% implying that the majority of parents never access government support for their children’s education. On the other hand, the criteria of “Always” is the least with 00% showing that no parents always access government support for their children’s education in Yaoundé 5 subdivision. This demonstrates that no or little assistance are given by the government to support the education of children witnessing parental conflict in Yaoundé 5 subdivision.

4.1.1.3. Presentation of questionnaire items to the children of conflictual parents

A questionnaire was designed and given to the children of conflictual parents with series of options to choose and with Likert Scale items of “Never, Rarely, Sometimes, Often and Always” etc. The questionnaire was designed in both French and English with closed questions, semi closed questions and affirmative or positive questions. Children were asked to tick the one which best correspond with or suit their situations. The results obtained were as follows.

Table 20: Presentation of how often children feel loved and supported by their conflictual parents

The frequency	Primary school children	Secondary school children	Total	Percentage (%)
Never	4	3	7	10%
Rarely	8	4	12	18%
Most time	6	3	9	13%
Sometimes	24	12	36	53%
Always	3	1	4	6%
Total	45	23	68	100%

Source: Field study, 2025

How often children feel loved and supported by their conflictual parents are presented following five criteria namely, “never, rarely, most time, sometimes and always”. The above table illustrate that the criteria of “Sometimes” is the highest with 53% implying that the

majority of the children of conflictual parents feel loved and supported sometimes. On the other hand, the criteria of “Always” is the least with 6% showing that less children always feel loved and supported by their conflictual parents. This shows that most children from conflictual homes don’t often feel loved and supported by their conflictual parents in Yaoundé 5 subdivision.

Table 21: Presentation of how children rate the quality of their relationship with their parents

The frequency	Primary school children	Secondary school children	Total	Percentage (%)
Excellent	0	0	0	00%
Good	8	4	12	18%
Fair	10	6	16	23%
Poor	24	12	36	53%
Very poor	3	1	4	6%
Total	45	23	68	100%

Source: Field study, 2025

How children rate the quality of their relationship with their conflictual parents are presented following five criteria namely, “Excellent, Good, Fair, Poor and Very poor”. The above table illustrate that the criteria of “Poor” is the highest with 53% implying that the majority of the children of conflictual parents have poor relationship with their parents. On the other hand, the criteria of “Excellent” is the least with 00% showing that no children of conflictual parents have excellent relationship with their parents. This shows that most children from conflictual homes, in Yaoundé 5 subdivision, don’t have good relationship with their parents.

Table 22: Presentation of how often children feel anxious or worried because of their parents' conflicts

The frequency	Primary school children	Secondary school children	Total	Percentage (%)
Never	0	1	1	1%
Rarely	4	2	6	9%
Most time	10	7	17	25%
Sometimes	3	1	4	6%
Always	28	12	40	59%
Total	45	23	68	100%

Source: Field study, 2025

How often children feel anxious or worried because of their parents' conflicts are presented following five criteria namely, “never, rarely, most time, sometimes and always”. The above table illustrate that the criteria of “always” is the highest with 59% implying that the majority of the children of conflictual parents often feel anxious and worried because of their

parents' conflicts. On the other hand, the criteria of "never" is the least with 1% showing that less children never feel anxious and worried because of their parents' conflicts. This disclosed that most children from conflictual homes in Yaoundé 5 subdivision, often feel anxious and worried because of their parents' conflicts.

Table 23: Presentation of how children rate their overall emotional well-being

The frequency	Primary school children	Secondary school children	Total	Percentage (%)
Excellent	0	0	0	00%
Good	2	1	3	4%
Fair	10	6	16	24%
Poor	30	14	44	65%
Very poor	3	2	5	7%
Total	45	23	68	100%

Source: Field study, 2025

How children rate their overall emotional well-being in respect to their parents' conflicts are presented following five criteria namely, "Excellent, Good, Fair, Poor and Very poor". The above table illustrate that the criteria of "Poor" is the highest with 65% implying that the majority of the children of conflictual parents have poor overall emotional well-being in respect to their parents' conflicts. On the other hand, the criteria of "Excellent" is the least with 00% showing that no children of conflictual parents have excellent overall emotional well-being. This shows that most children from conflictual homes, in Yaoundé 5 subdivision, don't have good overall emotional well-being in respect to their parents' conflicts.

Table 24: Presentation of how often children of conflictual parents exhibit behavioural problems

The frequency	Primary school children	Secondary school children	Total	Percentage (%)
Never	0	1	1	1%
Rarely	4	2	6	9%
Most time	10	7	17	25%
Sometimes	3	1	4	6%
Always	28	12	40	59%
Total	45	23	68	100%

Source: Field study, 2025

How often children of conflictual parents exhibit behavioural problems are presented following five criteria namely, "never, rarely, most time, sometimes and always". The above table illustrate that the criteria of "always" is the highest with 59% implying that the majority of the children of conflictual parents exhibit behavioural problems because of their parents'

conflicts. On the other hand, the criteria of “never” is the least with 1% showing that less children never exhibit behavioural problems. This disclosed that most children from conflictual homes in Yaoundé 5 subdivision, often exhibit behavioural problems because of their parents’ conflicts.

Table 25: Presentation of the children of conflictual parents experiencing changes in their behaviour

The frequency	Primary school children	Secondary school children	Total	Percentage (%)
Yes	38	17	55	81%
No	7	6	13	19%
Total	45	23	68	100%

Source: Field study, 2025

The children of conflictual parents experiencing changes in their behaviour are presented following five criteria namely, “Yes and No”. The above table illustrate that the criteria of “Yes” is the highest with 81% implying that the majority of the children of conflictual parents experienced changes in their behaviour because of their parents’ conflicts. On the other hand, the criteria of “No” is the least with 19% meaning that less children of conflictual parents experienced changes in their behaviour because of their parents’ conflicts. This shows that most children from conflictual homes, in Yaoundé 5 subdivision, experienced changes in their behaviour as a result of their parents’ conflicts.

Table 26: Presentation of how often children participate in social activities with friends

The frequency	Primary school children	Secondary school children	Total	Percentage (%)
Never	2	1	3	4%
Rarely	5	4	9	13.5%
Most time	6	3	9	13.5%
Sometimes	24	11	35	51%
Always	8	4	12	18%
Total	45	23	68	100%

Source: Field study, 2025

How often children participate in social activities with friends are presented following five criteria namely, “never, rarely, most time, sometimes and always”. The above table illustrate that the criteria of “Sometimes” is the highest with 51% implying that the majority of the children of conflictual parents participate sometimes in social activities with friends. On the other hand, the criteria of “Never” is the least with 4% showing that few children of conflictual parents never participate in social activities with friends. This shows that most children from

conflictual homes don't often feel loved and supported by their conflictual parents in Yaoundé 5 subdivision.

Table 27: Presentation of how children of conflictual parents rate their relationship with friends

The frequency	Primary school children	Secondary school children	Total	Percentage (%)
Excellent	0	0	0	00%
Good	8	4	12	18%
Fair	24	12	36	53%
Poor	10	6	16	23%
Very poor	3	1	4	6%
Total	45	23	68	100%

Source: Field study, 2025

How children of conflictual parents rate their relationship with friends are presented following five criteria namely, “Excellent, Good, Fair, Poor and Very poor”. The above table illustrate that the criteria of “fair” is the highest with 53% implying that the majority of the children of conflictual parents have fair relationship with their friends. On the other hand, the criteria of “Excellent” is the least with 00% showing that no children of conflictual parents have excellent relationship with their friends. This shows that most children from conflictual homes, in Yaoundé 5 subdivision, don't have good relationship with their friends.

Table 28: Presentation of educational opportunity during parental conflicts

The frequency	Primary school children	Secondary school children	Total	Percentage (%)
Never	3	1	4	6%
Rarely	10	7	17	25%
Most time	4	2	6	9%
Sometimes	28	12	40	59%
Always	0	1	1	1%
Total	45	23	68	100%

Source: Field study, 2025

Educational opportunity during parental conflicts by the children are presented following five criteria namely, “never, rarely, most time, sometimes and always”. The above table illustrate that the criteria of “sometimes” is the highest with 59% implying that sometimes, the majority of the children of conflictual parents attend school regularly. On the other hand, the criteria of “always” is the least with 1% showing that few children from conflicting home attend school regularly during parental conflicts. This disclosed that most children from conflictual homes in Yaoundé 5 subdivision, don't always attend school regularly during parental conflicts.

Table 29: Presentation of conflictual parents' children current academic performance

The frequency	Primary school children	Secondary school children	Total	Percentage (%)
Excellent	0	0	0	00%
Good	2	1	3	4%
Fair	10	6	16	24%
Poor	30	14	44	65%
Very poor	3	2	5	7%
Total	45	23	68	100%

Source: Field study, 2025

Conflictual parents' children current academic performance are presented following five criteria namely, "Excellent, Good, Fair, Poor and Very poor". The above table illustrate that the criteria of "Poor" is the highest with 65% implying that the majority of the children of conflictual parents have poor academic performance in their current results. On the other hand, the criteria of "Excellent" is the least with 00% showing that no children of conflictual parents have excellent academic performance. This shows that most children from conflictual homes, in Yaoundé 5 subdivision, don't have good academic performance in their current results.

4.1.1.4. Presentation of observation items on the children of conflictual parents

An observation guide was designed and used to observe the children of conflictual parents to know the nature of the relationship between the parents and their children, the emotional and psychological effects of the conflicts on the children, behavioural issues incur as a result of the conflicts, the children social involvement and interaction, and school attendance and academic performance. The results obtained were as follows.

Table 30: Presentation of the emotional and psychological state of the children

Test Item	Primary school children	Secondary school children	Total	Percentage (%)
Anxiety	34	21	55	27.5%
Fear	11	10	21	10.5%
Sadness	34	21	55	27.5%
Anger	34	21	55	27.5%
Neutral	8	6	14	7%
Total	121	79	200	100%

Source: Field study, 2025

The emotional and psychological state of the children were observed through the use of 5 test items namely, "Anxiety, Fear, Sadness, Anger and Neutral". From our observation, as seen in the table above, we discovered that Anxiety, Sadness and Anger are the highest emotional and

psychological state manifested by the children with 27.5% while the state of neutrality is the least with 7%. This implying that the majority of the children of conflictual parents in Yaoundé 5 subdivision, are emotionally and psychologically affected by their parents' conflicts.

Table 31: Presentation of the observation made on children's behaviour traits

Test Item	Primary school children	Secondary school children	Total	Percentage (%)
Aggression	34	21	55	32%
Withdrawal	23	10	33	19%
Hyperactivity	22	13	35	20%
Inattention	27	18	45	26%
Neutral	3	2	5	3%
Total	109	64	173	100%

Source: Field study, 2025

Children's behaviour traits were observed through the use of 5 test items namely, "Aggression, Withdrawal, Hyperactivity, Inattention and Neutral". From our observation, as seen in the table above, we discovered that Aggression is the highest behavioural trait manifested by the children with 32% while the state of neutrality is the least with 5%. This implies that the behaviour of the majority of the children of conflictual parents, are affected by their parents' conflicts.

Table 32: Presentation of the nature of interactions between the child and their conflictual parents

Test Item	Primary school children	Secondary school children	Total	Percentage (%)
Tone of voice				
Harsh tone	31	15	46	68%
Normal tone	3	2	5	7%
Low tone	11	6	17	25%
Total	45	23	68	100%
Facial expressions				
Frowning	31	15	46	68%
Surprise	8	6	14	20%
Smiling	6	2	8	12%
Total	45	23	68	100%
Proximity				
Standing close	8	5	13	19%
Standing far	37	18	55	81%
Total	45	23	68	100%

Source: Field study, 2025

The nature of interactions between the children and their conflictual parents were observed through the use of three main criteria namely, “tone of voice, facial expression, and proximity”. Tone of voice was tested through the use of “harsh tone, normal tone, and low tone”. Facial expression was tested through the use of “frowning, surprise and smiling”. While proximity was tested through the use of “standing close to and standing far from the person”. From our observation, as seen in the table above, “harsh tone” and “frowning” and “standing far” are the highest with 68% and 81% respectively. While “normal tone”, “smiling” and “standing close” are the least with 7%, 12% and 19% respectively. This shows that the nature of most interactions between the children and their conflictual parents in Yaoundé 5 subdivision, are poor.

Table 33: Presentation of the nature of the children’s social interactions

Test Item	Primary school children	Secondary school children	Total	Percentage (%)
Peer relationships				
Good	5	5	10	15%
Poor	30	15	45	66%
Neutral	10	3	13	19%
Total	45	23	68	100%
Teacher-child relationships				
Good	4	3	7	10%
Poor	31	12	43	63%
Neutral	10	8	18	27%
Total	45	23	68	100%
Participation in activities				
Good	2	4	6	9%
Poor	30	11	41	60
Neutral	13	8	21	31%
Total	45	23	68	100%

Source: Field study, 2025

The nature of the children social interactions were observed through the use of three main criteria namely, “Pere relationship, Teacher child relationship, and Participation in activities”. Pere relationship was tested through the use of “Good, Poor, and Neutral”. Teacher child relationship was tested through the use of “Good, Poor, and Neutral”. Participation in activities was tested through the use of “Good, Poor, and Neutral”. From our observation, as seen in the table above, “poor” and “poor” and “poor” are the highest with 66%, 63% and 60% respectively. While “Good”, “Good” and “Good” are the least with 15%, 10% and 9% respectively. This

shows that the nature of most children social interactions, peer relationship, teacher child relationship, and their level of participation in activities in Yaoundé 5 subdivision, are poor.

Table 34: Presentation of the children’s School Attendance and Academic Performance

Test Item	Primary school children	Secondary school children	Total	Percentage (%)
Attendance records				
No absences	5	3	8	12
Moderate absences	10	5	15	22%
Excess absences	30	15	45	66%
Total	45	23	68	100%
Engagement in class				
Full engagement	6	3	9	13%
Partial engagement	29	15	44	65%
Null engagement	10	5	15	22%
Total	45	23	68	100%
Grades and test scores				
Good passed	4	2	6	9%
Average passed	5	4	9	13
Low failed average	6	5	11	16
High failed average	30	12	42	61%
Total	45	23	68	100%

Source: Field study, 2025

The nature of children’s School Attendance and Academic Performance were observed through the use of three main criteria namely, “Attendance records, Engagement in class, and Grades and test scores”. Attendance records was tested through the use of “No absences, Moderate absences and Excess absences”. Engagement in class was tested through the use of “Full Engagement Partial Engagement, and Null Engagement”. While Grades and test scores was tested through the use of “Good passed, Average passed, low failed average and High failed average”. From our observation, as seen in the table above, “Excess absences”, Partial Engagement, and “High failed average” are the highest with 66%, 65% and 61% respectively. While “No absences”, “full engagement,” and “Good passed” are the least with 12%, 13% and 9% respectively. This shows that the nature of children’s School Attendance and Academic Performance of conflictual parents in Yaoundé 5 subdivision, are very poor.

4.1.2. Presentation of qualitative data

Interviews were carried on the following targeted population for a better understanding of the impact of marital situation and conflicts on the educational condition of children in Yaoundé

5 subdivision. All the targeted population were eligible for this study because all of them, in one-way and the other, are involved in what concern marital situation and conflict.

Table 35: Qualitative sampled population of the study

Target population	Height of population	Sampled population	Accessible Population
The Parents	26	8	5
The friends	164	27	16
Class masters	41	7	5
Class mistresses	53	11	7
School administrators	27	9	9
MINAS administrators	8	2	2
MINPROFF administrators	3	1	1
Total	322	65	45

Source: Field study, 2025

In this qualitative case study, seven themes emerged across the interviews and data collected, documented and described to how marital situation and conflict impact the educational condition of children. Below show how those themes are correlated with the research questions of this study. The emerged seven themes include:

- 1- Relationship between parents and children
- 2- Emotional and Psychological Effects
- 3- Behavioural Issues
- 4- Social Development (social involvement and interaction)
- 5- School attendance
- 6- Academic Performance
- 7- Government measures for parental conflict resolution and support for their children education

4.1.2.1. Relationship between parents and children

When researching the impact of marital conflict on the relationship between parents and their children, the following sensitive and important questions were asked to our informants during our interview with them:

Set of questions 1. The following interview questions were posed to the conflictual parents in accordance to their relationship with their children:

How do you communicate with your child about the conflicts?

How do you communicate with your child about their education?

How do you handle disagreements about educational decisions for your child?

How do you ensure your child's education is not affected by your conflicts?

How do you handle your child's needs when conflicts escalate?

For the question that concern parent's communication with their children about their conflict, most of the parents responded that they always try to escape communicating or discussing it with their children. It in this light that one of the interviewee states: "I often avoid talking about it because I don't want to burden them further. But then I realize that it might not be the best approach either. Sometimes I just see them looking confused or upset, and I wish I knew how to communicate better with them." Some parents presents that they at times, discussed it with their children especially those a bit matured.

On the other hand, regarding communication with their children about their education, most of the parents presented that they often talk with their children concerning their education though at time, they are reluctant whenever they have conflicts. Thus, one of the interviewee affirms that: "I try to talk to my child, but sometimes I feel like my partner undermines my efforts. It creates confusion for our child when we don't agree on what to say or how to support them." Some of the parents claimed that they always talk and advised on their education but their busy schedule could not permit them to be fully involved in their academic needs. Hence, one of them said: "I talk to my child regularly about school. But I have no time to ask about their day, help them with homework, and encourage them to share any difficulties they face since I always come back late."

For the question that concern parents handle their conflicts for it not to affect their children's education, most of the parents admits that at the state of conflict, they hardly take into consideration the educational condition of their children. One of the parents presents that: "Honestly, it's hard to separate our issues from our child's education. Sometimes our conflicts spill over, and our child gets caught in the middle." And another states that: "To be frank, we don't always prioritize our child's education when we're in conflict. Our own issues take precedence, and our child suffers." But some few parents presented that they always prioritize co-parenting and communication to ensure that their children educational needs are met.

Regarding the question on the handling of child's needs when conflicts escalate, most of the parents admits that at the state of conflict, they are less concern about their children talking less of their educational needs. As one of the interviewee affirms that: "Honestly, when conflicts

get intense, our child's needs often take a backseat. We're focused on resolving our issues.” Some of the parents claimed that at times, they create time to listen and provide their children’s needs. In line with this, one of the parents asserts: “I try to take a break and ensure our children are safe and calm before continuing the discussion. I prioritize their well-being.” This shows that most of the parents in Yaoundé 5 subdivision don’t prioritise their children educational needs during conflicts.

In summary, majority of the parents often failed to entertain a good relationship with their children regarding their education. This highlight the profound effects such conflicts can have on parent-children relationship. This can go a long way to have negative impact on their children education.

4.1.2.2. Emotional and psychological effects

When exploring the emotional and psychological effects of marital situation and conflict on children in Yaoundé 5 subdivision, the following important questions were asked to the interviewed population during our session with them.

Set of questions 2: The following interview questions were posed to the conflictual parents and the school administrators of their children:

How do you think your conflicts have affected your child's emotional well-being?

How do you handle your child's emotional needs during conflicts?

What emotional challenges have you observed in children from conflictual parents?

How do you address the needs of students who come from conflictual family situations?

These questions aim to create a safe space for parents and the school administrators of their children to express their observation and thoughts while providing valuable insights into the emotional and psychological effects on the children educational condition. Below are some common responses from our interviewees regarding the emotional and psychological effects of marital conflict on children’ education.

For the first question, “How do you think your conflicts have affected your child's emotional and psychological well-being?” the common responses most of the parents gave was that their conflict surely must have hurt their children emotionally and psychologically. One of the parents disclosed that “I worry that our constant fighting has really hurt my children. They seem anxious and withdrawn lately, and I can see that they’re struggling to process everything. I

think they feel caught in the middle, and it breaks my heart to see them so affected by our issues.” And another affirms: “Honestly, we haven't thought much about it, but now that you mention it, our child does seem more anxious and stressed lately.”

On the other hand, some parents holds that the situation instead builds their children’s emotional and psychological states to face challenges. Thus, a parent said: “I believe that while our conflicts have been challenging, they have also taught my child resilience. They've learned to cope with difficult situations and express their emotions more openly. I try to communicate with them about our disagreements in a way that they can understand, and I think this has helped them develop empathy.”

For the second question, “How do you handle your child's emotional needs during conflicts?” the common responses most of the parents gave was that the situation is often hard to manage as one of the parents presents that “It's hard to prioritize their needs when we're in the midst of conflict. Sometimes our child gets caught in the middle, and it's challenging to manage.” And another affirms: “We try to shield them from the worst of it but it is always difficult as they often get entangled in it.”

For the third question asked to school administrators, “What emotional challenges have you observed in children from conflictual parents?” the common responses most of the administrators gave was that children from conflictual parents often struggle with emotional regulation. Thus, one of the administrators presents that “unfortunately, we've noticed that children from conflictual parents often struggle with emotional regulation, leading to behavioural issues and difficulty focusing in class. It's challenging to support them without parental cooperation.” And another affirms: “Unfortunately, we observe signs of anxiety and stress in many of these children. They might struggle with concentration, exhibit behavioural issues, or show withdrawal from social interactions. Some might even display aggressive behaviour as a way to cope with their feelings.”

For the fourth question addressed to the administrators, “How do you address the needs of students who come from conflictual family situations?” the common responses most of the administrators gave was that their school provides counsellors to those children and some teachers work closely with the students to give them emotional support though it is often very difficult to handle them. In this line, one of the administrators presents that “we've seen children

exhibit anxiety, worry, and stress due to their parents' conflicts. However, our school counsellors and teachers work closely with these students to provide emotional support and coping strategies." Another affirms: "We have implemented support programs such as counselling services and peer support groups. These initiatives provide a safe space for children to express their feelings and learn coping strategies. Our teachers are also trained to recognize signs of distress and to approach these students with sensitivity." Also, another added that "despite our efforts, we sometimes find it challenging to reach every child in need. Limited resources can hinder our ability to provide adequate support, and some students may feel uncomfortable seeking help or may not engage with available services."

These responses illustrate a range of emotions and coping mechanisms that children exhibited in relation to their experiences of conflict among their parents. They reflect feelings of anxiety, worry, stress and emotional regulation, as well as insights into how these conflicts affect their daily lives and relationships.

4.1.2.3. Behavioural issues

When exploring the behavioural issues of marital situation and conflict on children in Yaoundé 5 subdivision, the following important questions were asked to the interviewed population during our session with them.

Set of questions 2: The following interview questions were posed to the conflictual parents and the school administrators of their children:

How does your child typically react when you're in conflict?

Have you noticed any changes in your child's behaviour since the conflicts began?

What behavioural changes have you observed in children from conflicting homes?

These questions aimed at creating a safe space for parents and the school administrators of their children to express their observation and thoughts while providing valuable insights into the behavioural issues on the children educational condition. Below are some common responses from our interviewees regarding the behavioural issues of marital conflict on children' education.

For the first question addressed to the parents, "How does your child typically react when you're in conflict?" the common responses most of the parents gave was that their conflict surely must have hurt their children pushing them to be extremely anxious and hides. One of the parents said that "our children become extremely anxious and hides, which breaks our hearts. We feel

guilty for putting them through this.” And another affirms: “Our child tends to get upset and tries to intervene. Sometime he left the house angrily and return home late.”

For the second question, “Have you noticed any changes in your child's behaviour since the conflicts began?” the common responses most of the parents gave was that their conflicts obviously have induces some noticeable changes in their children such as aggressiveness, avoiding home, loss of focus and lack of manners. Hence, a parent responded: “Definitely. Some of my children have become more aggressive and have been acting out at school. It's like they don't know how to express their feelings in a healthy way anymore. I can tell they're frustrated, and it's hard to watch them struggle with these emotions.” Also, another states: “Looking back, we realize our children have learned some pretty aggressive ways to handle disagreements from us. They have become more aggressive and irritable, and it's hard to manage their behaviour.” Another added that “our child has started throwing tantrums and refusing to do homework when we're in conflict. It's like they can't focus on anything else.”

For the third question asked to school administrators, “What behavioural changes have you observed in children from conflicting homes?” the common responses most of the administrators gave was that most children of conflicting parents have the problem of emotional regulation as they often exhibit anxiety, withdrawal, aggression and lack of manners. It is in this light that one of the class mistress asserts: “Unfortunately, children from conflicting homes often struggle with emotional regulation, leading to behavioural issues, decreased academic performance, and strained relationships with peers.” And one the administrators added: “We've seen some children exhibit resilience and adaptability, but most of them display anxiety, withdrawal, or aggression. We provide support and resources to help them thrive even though is always difficult.”

These responses illustrate a range of changes in behaviour and coping mechanisms that children express in relation to their experiences of parental conflict at home. They reflect problem of emotional regulation, anxiety, and withdrawal, avoiding home, loss of focus, aggression and lack of manners. These give an insights into how these conflicts affect their daily lives, relationships and education.

4.1.2.4. Social development (social involvement and interaction)

When researching the impact of marital situation and conflict on the educational condition of children, the following sensitive and important questions were asked to our informants during our interview with them:

Set of question 4: The following interview questions were posed to the conflictual parents and the school administrators and friends of their children:

How do you think your conflicts affect your child's social interactions with peers?

What steps are you taking to support your child's social well-being during conflicts?

How do you identify children who may be affected by parental conflict?

What impact do you think parental conflicts have on children's social interactions with peers?

What strategies do you use to support children from conflicting homes in social situations?

How do you think your friend's parents' conflicts affect their social interactions?

How do you support your friend during their parents' conflicts?

For the questions addressed to the parents, “How do you think your conflicts affect your child's social interactions with peers?” and “What steps are you taking to support your child's social well-being during conflicts?” the common responses most of the conflictual parents gave regarding the first question showed that most of their children recourse to violence or are reluctant and aggressive in their relationship with peers. Some of their responses regarding the first question includes: “Our child has become more irritable and short-tempered with friends and family. It's concerning”; “Our child has become more aggressive with friends and struggles to maintain relationships. We're not sure how to address it”; “We're not sure, but our child seems to struggle with trust and intimacy in relationships. I am trying to work on it”; “I am aware that our conflicts might impact our child's relationships, even our children used to love activities, but lately, they've lost interest. I think our conflicts might be contributing to it.”

Regarding the second question, the common responses most of the conflictual parents gave show that they are not doing much to support their children's social well-being during conflict. This can be seen in the following responses given by some parents: “Honestly, we're not doing much differently. We hope our child will learn to cope on their own”; “What can we do! Conflicts are part and parcel of life. They just have to cope and learn from them”

For the questions addressed to the administration, “How do you identify children who may be affected by parental conflict?” “What impact do you think parental conflicts have on

children's social interactions with peers?" And "What strategies do you use to support children from conflicting homes in social situations?" the common responses most of the school administrators gave regarding the first question showed that most school administrators, though with some difficulties, follow-up students through the class masters and mistresses, counsellors and communication with their parents to identify the students coming from conflictual home. Hence, one the vice principal we interviewed states: "We monitor student behaviour, academic performance, and attendance. Teachers and counsellors also communicate with parents to identify potential issues and provide support." And one the class mistress affirms: "It's not always easy to identify these children, but we try to be vigilant and responsive to changes in behaviour or academic performance."

For the second question, the common responses most of the school administrators gave disclosed that students from conflicting home have difficulties maintaining healthy relationship with peers, struggle with social interaction, having trust issues, struggling with emotional regulation and having conflicts with peers. Some of their responses regarding the second question includes: "We've observed that children from conflicting homes may have difficulty forming and maintaining healthy relationships with peers due to emotional challenges and trust issues"; "Conversely, we also see that many children struggle with social interactions. They may have trust issues or difficulty forming friendships due to their home environment, leading to isolation or conflicts with peers"; "Yes, children from conflicting homes often struggle with social cues, boundaries, and emotional regulation, which can impact their relationships with peers and teachers."

The common responses most of the school administrators gave regarding the third question showed that most of the schools are using group activities, peer mentoring, and social skills training as well as working with the parents and teachers for the inclusion of students coming from conflicting homes who are facing challenges in socialising with peer. In this light, one of the administration said: "We promote social inclusion through group activities, peer mentoring, and social skills training. We also work with parents and teachers to create a supportive network for these children." Another added that: "We encourage parents to prioritize open communication, emotional support, and stability. Seeking professional help, such as counselling, can also be beneficial. We also try to provide some support, but it's an ongoing

challenge. We'd like to do more to promote social inclusion and address the unique needs of these children.”

For the questions addressed to the friends of the children, “How do you think your friend's parents' conflicts affect their social interactions?” and “How do you support your friend during their parents' conflicts?” the common responses most of the friends of the children gave regarding the first question showed that some children from conflicting homes are less participatory and disinterested in activities they used to enjoy while some become more involve in playing. Some of their responses regarding the first question includes: “They've become less participatory and seem disinterested in activities they used to enjoy. It's like they've lost their motivation.”; “It seems like they're struggling to connect with others or trust people. They're always quarrelsome or agitative, expecting something to go wrong for them to start insulting and fighting.”; “Actually, he has been more involved in playing, maybe as a way to escape their home situation.”

For the second question: “How do you support your friend during their parents' conflicts?” the common responses most of the friends of the children gave was that they often don't know how to go about it but they only give them a listening ear as a way of being there for them. Some of their responses regarding this second question includes: “Honestly, I don't know. It seems like a really tough situation, and I'm not sure what would help. Maybe just being there for them and offering a listening ear”; “To be honest, I'm not sure how to support them. I feel like I'm just walking around them, not wanting to make things worse”; “I try to be there for them, listen to them, and offer support. Sometimes, just knowing someone cares can make a big difference.”

These responses illustrate a range of social interaction and involvement that children express in relation to their experiences of parental conflict at home and the support they receive. They reflect reluctance and aggressiveness in relationship with peers, they have difficulties maintaining healthy relationship with peers, struggle with social interaction, having trust issues, struggling with emotional regulation and having conflicts with peers. Also, they become less participatory and disinterested in activities they used to enjoy while some become more involve in playing. In terms of support, parents are not doing much to support their children's social well-being during conflict. Most school administrators, though with some difficulties, follow-up students through the class masters and mistresses, counsellors and communication with their

parents to identify and help students coming from conflictual home. Most of the schools are using group activities, peer mentoring, and social skills training as well as working with the parents and teachers for the inclusion of students coming from conflicting homes who are facing challenges in socialising with peer. For friends, they often don't know how to go about it but they only give them a listening ear as a way of being there for them. These give an insights into how these conflicts affect their daily lives, relationships and education.

4.1.2.5. School attendance

When researching the impact of marital situation and conflict on the educational condition of children, the following sensitive and important questions were asked to our informants during our interview with them:

Set of question 5: The following interview questions were posed to the conflictual parents and the school administrators of their children:

Do you think your conflicts have impacted your child's motivation to attend school?

Have you noticed any patterns in school attendance among children from conflicting homes?

How do you support children from conflicting homes with attendance issues?

For the questions addressed to the parents, “Do you think your conflicts have impacted your child's motivation to attend school?” the common responses most of the conflictual parents gave regarding the question showed that most of their children missed school or are less motivated to attend school due to their conflict. Some of their responses regarding the question includes: “Our child seems less motivated to attend school, and we suspect our conflicts are contributing to it”; “Our child has been missing school more often, and we think it's related to the stress and anxiety caused by our conflicts”; and “We've noticed our child might be more tired or irritable on days when we've had a big argument, which surely must have affect their school attendance.”

Regarding the questions posed to school administrator, “Have you noticed any patterns in school attendance among children from conflicting homes?” and “How do you support children from conflicting homes with attendance issues?” the common responses most of the administrators gave for the first question showed that most children from conflicting home have high rate of absenteeism and decrease in academic engagement. Thus, one of the administrators affirms: “Unfortunately, children from conflicting homes often have higher absenteeism rates,

which can impact their academic performance.” And one the class-masters strongly asserts: “Yes, conflicts at home can significantly impact a child's motivation to attend school, leading to increased absences and decreased academic engagement.”

For the second question posed to school administrator, the common responses most of the administrators gave showed that most of the school administration collaborate with parents and community human resources and the use of incentives. Some of their responses regarding the second question includes: “We build relationships with parents, provide individualized support, and offer incentives for good attendance. We also collaborate with community resources to address underlying issues”; “We try to communicate with parents and provide some support, but it's an ongoing challenge to improve attendance among these children”; and “While most children from conflicting homes may struggle with attendance, others may not be affected but we tailor our support to each child's needs.”

These responses illustrate the rate of school attendance of children in relation to their experiences of parental conflict at home. It results to less motivating to attend school, high rate of absenteeism, and decrease in academic engagement. These give an insights into how these conflicts affect their daily lives, relationships and education.

4.1.2.6. Academic performance

When researching the impact of marital situation and conflict on the educational condition of children, the following sensitive and important questions were asked to our informants during our interview with them:

Set of question 6: The following interview questions were posed to the conflictual parents and the school administrators of their children:

Do you think your conflicts have affected your child's motivation to learn?

Do you think your conflicts have impacted your child's academic performance?

How do you feel about your child's educational performance?

How do you think parental conflict affects a child's academic performance?

For the questions addressed to the parents: “Do you think your conflicts have affected your child's motivation to learn?”, “Do you think your conflicts have impacted your child's academic performance?” and “How do you feel about your child's educational performance?” the common responses most of the conflictual parents gave regarding the first two questions show

that most children from conflicting home have less interest in school and learning, and they often dropped in their academic performance. Some of their responses regarding the questions include: “Our child seems less interested in school and learning, and we think our conflicts are contributing to it”; “We haven't really considered the impact on their education, but it's possible. We're more focused on our own issues right now” and “Our child's grades have slipped significantly since our conflicts started. We're worried about their future.”

For the third question posed to the conflictual parents: “How do you feel about your child's educational performance?” the common responses most of the parents gave showed that most of the parents are frustrated with their children performance while few believed that their children doing well in school. Hence, one of the parent said: “I am disappointed with my child's performance. I feel like they are not taking their studies seriously, and it frustrates me. Sometimes, I think my partner's approach to education is too lenient.” On the other hand, a parent presents that “I believe my child is doing well in school. I support their education and encourage them to study hard. I want them to have a better future than I did.”

Regarding the question posed to school administrator: “How do you think parental conflict affects a child's academic performance?” the common responses most of the administrators gave for the question showed that children from conflicting home struggle with concentration, motivation, and engagement in their studies, which in turn, affect their overall performance in school. Some of their responses regarding the questions include: “In our experience, parental conflict can significantly impact a child's academic performance. These students may struggle with concentration, motivation, and overall engagement in their studies”; “Conflicts at home can significantly impact a child's academic performance, leading to decreased grades, motivation, and engagement”; “Yes, children from conflicting homes often experience decreased academic performance, lower grades, and reduced motivation.” And “Conflicting homes can significantly impact a child's academic performance, leading to decreased motivation, lower grades, and increased absenteeism.”

These responses illustrate the rate of academic performance of children in relation to their experiences of parental conflict at home. The situation leads to less interest in school and learning, as the children often dropped in their academic performance. These give an insights into how these conflicts affect their academic performance.

4.1.2.7. Government measures for parental conflict resolution and support for their children education

When researching the impact of marital situation and conflict on the educational condition of children, the following sensitive and important questions were asked on government measures for parental conflict resolution and support for their children education, to our informants during our interview with them:

Set of question 7: The following interview questions were posed to the government administrators and the conflictual parents:

What are the measures put in place by the government to resolve parental conflicts and to support their children's education in Cameroon?

How effective do you think these measures are in resolving parental conflicts and supporting the children's education?

What do you think about the government measures to resolve parental conflicts and to support their children education in Yaoundé 5 subdivision?

For the questions addressed to government administrators: "What are the measures put in place by the government to resolve parental conflicts and to support their children's education in Cameroon?" and "How effective do you think these measures are in resolving parental conflicts and supporting the children's education?" the responses given by the government administrators regarding the first question presented that the government of Cameroon has implemented various measures to address parental conflict, particularly in the context of child custody, support, and welfare. While specific policies may evolve over time, here are some general measures that have been put in place to resolve parental conflicts in Cameroon according to the interviewed government administrators:

1. Under Legal Framework: Cameroon has laws that govern family matters, including the Civil Code and the Family Code, which provide guidelines for resolving conflicts relating to marriage, divorce, and child custody.
2. Under Mediation Services: The government encourages mediation as a means of resolving disputes amicably. Mediation services may be provided by social workers or legal professionals to help parents reach agreements without resorting to lengthy court battles.

3. Under Family Courts: Specialized family courts namely MINPROFF to handle cases involving parental conflict, ensuring that decisions are made by trained social workers with expertise in family law.
4. Under Child Welfare Services: The government has agencies focused on child welfare that can intervene in cases of parental conflict to ensure the best interests of the child are prioritized.
5. Under Awareness Campaigns: Initiatives to raise awareness about parental rights and responsibilities, as well as the importance of co-parenting, help to reduce conflicts and promote cooperation between parents.
6. Under Support Programs: The government offer support programs for families experiencing conflict, including counselling services to improve communication and reduce tensions.
7. Under Collaboration with NGOs: The government often collaborates with non-governmental organizations (NGOs) that specialize in family support and conflict resolution, providing additional resources and expertise.
8. Under Community Engagement: Government encourages local community programs, such as traditional rulers, to address family issues at the grassroots level, fostering dialogue and understanding among parents. These measures aimed at creating a more supportive environment for families and ensure that children's rights and well-being are protected during parental conflicts.

The government of Cameroon according to the interviewed government administrators, recognized the need to support children coming from parental conflictual homes and has implemented various measures to address their needs. These measures focus on ensuring the welfare and protection of children while promoting their rights. Here are some general measures that have been put in place according to the interviewed government administrators:

1. Under Legal Protections: Cameroon has laws in place that protect children's rights, including the Child Protection Code such DPSE, which outlines the responsibilities of parents and the state in ensuring the welfare of children.
2. Under Child Welfare Services: The government operates child welfare services such as CESO and SASO that monitor and support children in difficult family situations. These services can intervene when a child's safety or well-being is at risk due to parental conflict.

3. Under Family Courts: Specialized family courts such SASO tribunal, handles cases related to child custody and support, ensuring that decisions are made with the child's best interests in mind. These courts aim to provide a fair and expeditious resolution to disputes.
4. Under Mediation and Counselling: The government promotes mediation services for families in conflict through MINPROFF, offering counselling and support to help parents reach amicable agreements regarding custody and visitation rights. This aimed at reducing emotional impacts of parental conflicts on children.
5. Under Educational Support: Services such as SASO Lycée and Guidance Counselling, were put in place to ensure that children from conflictual homes continue to receive education and psychological support, helping them to cope with the effects of parental disputes.
6. Under Community Programs: Government encourages traditional rulers and associations including parenting workshops, support groups, and community outreach programs, which aimed at reducing conflict and promoting healthy family dynamics.
7. Under Collaboration with NGOs: The government often partners with non-governmental organizations that specialize in child protection and family support such Plan International, UNICEF, ONU FEMMES etc., leveraging their expertise and resources to provide additional help to affected children.
8. Under Awareness Campaigns: Public awareness campaigns are conducted through MINPROFF to educate parents about the impact of conflict on children and promote co-parenting strategies that prioritize children's well-being.
9. Under Psychological Support Services: Access to psychological counselling and support for children affected by parental conflict is essential for their emotional well-being. The government facilitates access to mental health services such as CAED, Centre handicapé etc., for these children. These measures aimed at creating a supportive environment for children from conflictual homes, ensuring their rights are upheld and their needs are met.

For the second question addressed to government administrators: “How effective do you think these measures are in resolving parental conflicts and supporting the children’s education?” the responses given by the government administrators regarding this question disclosed the following ineffective aspect of the measures put in place:

1. None Actualisation of some of the measures: Some of the measures put in place for the resolution of parental conflicts and support for their children education have not yet taken their

full existence. That is to say, some of these measures mentioned in the organograms of social ministries are not yet functional. For instance, SASO Gendarmerie, SASO Universitaire etc.

2. Ineffectiveness of the policy of decentralisation affecting the realisation of the missions of some of the measures: The government's efforts to implement decentralization and grant special status to certain regions are steps in the right direction. However, this policy is obstructing the realisation of the mission of some of the measure such as the services of CESOs, to be precise, the CESO of Yaoundé 5. This policy has attributed the financial aspect of their service to the Council which hinders their social assistance service to the vulnerable. Hence, obstructing the realisation of their social assistance mission towards the vulnerable, which includes children from conflictual homes.

3. Insufficiency of Resources: There are limited resources for the full implementation of the measures put in place. In other word, there are in sufficiency on the areas of infrastructure, finance and well trained human resources. For instance, most of the workers are not trained in those domains of services and as such could not render effective services. There are equally limitation material for an effective services such as reception hall, computers, fixed phone and well equipped offices. Also, insufficient financing, which prevents an effective realisation of their missions towards parental conflict resolution and the vulnerable.

4. The problem double hierarchy: Some of the measures are placed under some particular ministerial institutions that undermined the services of these measures put in place. Each institution has its hierarchy and as such, an institution rendering its services in another institution, always give rise to the problem of double hierarchy whereby, due to interest and power, the institution faces the problem of clash of power and the undermining of its services. For example, this situation is what according to the interviewed government personnel, the hospital, tribunal and Government High School SASOs always face.

5. Complexity of tasks and Lack of Collaboration: Some institutions have similar tasks and due to certain misunderstanding among them concerning the duties, often leads to clash of duties and meddling into another's affaires. This is evident amongst the SASO of Government High School and the Guidance Counselling. Also, the accomplishment of certain duties requires the involvement of two or three institution and as such, the accomplishment in turn, requires collaboration from the various institutions involve. But according to the interviewees, most of the time, there are lack of collaboration among them which often leads to poor accomplishment

of the duties in question. For instance, social assistance meant for the vulnerable, is a duty that requires the service of the CESO and the council but due to lack of collaboration, the social assistance is not always effective.

For the question addressed to the parents: “What do you think about the government measures to resolve parental conflicts and to support their children education in Yaoundé 5 subdivision?” the responses given by the parents regarding this question disclosed that government measures for the resolution of parental conflicts and support for their children are inefficient, ineffective and insufficient. Some of their responses regarding the government measures for parental conflict resolution include: “Honestly, I'm not aware of any specific measures the government has taken to address parental conflicts. We need more support and resources to resolve our issues”; “The measures are inadequate, and many conflicts remain unresolved. The government needs to do more to support families and provide resources for conflict resolution”; “Unfortunately, the government's measures haven't had a significant impact on our family. We still struggle with conflict and need more targeted support and resources”; and “Honestly, I don't think the government has done enough to address parental conflicts. The measures they've taken are not sufficient and effective. We need more targeted support and resources.”

Some of their responses regarding the government measures for the support of their children education include: “Honestly, we haven't received much support from the government. Our child's education has been affected by the lack of resources and infrastructure in our area”; “The measures are inadequate, and my child's educational needs are not being fully met. We need more comprehensive support and resources”; “Accessing government support is a significant challenge due to corruption, lack of awareness, and limited resources. Many families like ours struggle to benefit from these initiatives”; and “The government needs to prioritize the most vulnerable families and children, ensuring that support reaches those who need it most, which are some of the problem we are facing. There are lack of transparency and accountability which are very crucial in realising their goals.”

These responses illustrate the inefficiency, ineffectiveness and insufficiency of the government measures put in place for resolution of parental conflicts and the support of their children education. These give an insights into how the government measures put in place for

resolving parental conflicts and supporting their children's education are insufficient and are low developed responses to familial conflict, and to support their children education.

4.2. VERIFICATION AND THE STUDY OF HYPOTHESES

The study was tested using the chi square of testing of independence statistic. It was used to determine the significant relationship between the independent and the dependent variable. The main hypothesis holds that marital situation and conflicts have negative impact on the educational conditions of children in Yaoundé 5 subdivision of Cameroon due to failures in parental dynamic and responsibility towards the educational wellbeing of their children, and low developed responses to family conflicts and conflictual parents' children educational stability. The hypotheses were set as follows:

=> H0: Marital conflicts in Yaoundé 5 subdivision have no significant impact on the educational conditions of children. The "H0" stands for null hypothesis assuming that there is no significant association between the two variables: The independent and the dependent variables.

=> H1: Marital conflicts in Yaoundé 5 subdivision have significant impact on the educational conditions of children. The "H1" stands for alternative hypothesis assuming that there is a significant association between the two variables thus rejecting the null hypotheses.

The main hypothesis was has three secondary hypotheses through which the main hypothesis could be confirmed to be true or rejected as false. The first two hypothesis were verify using content analysis while the third hypothesis was verify using the Pearson Chi-Square with two variables each from the questionnaire items selected and paired for testing. The expected value of the two nominal variables were calculated using the formula:

$$x^2 = \sum (O_i - E_i)^2 / E_j$$

Where O_i = Observed value (actual value)

And E_i => Expected value = ((Row/Total) x (Column/Total))/Grand Total

After calculating the expected value, chi square test of independence was calculated to observe values of the two variables.

Degree of Freedom (DF) was calculated as thus;

DF: $(r-1) (c-1)$ where

r = number of rows

c = number of columns

The Pearson or P-value was set at 0.05 significance.

4.2.1. Hypothesis 1: The state of parental dynamic in conflictual homes and care towards the educational wellbeing of children

The hypothesis holds that There is a failure in parental dynamic and care toward the educational wellbeing of their children in the process of marital conflicts due to lack of parental involvement, inability to manage conflicts in favour of their children educational wellbeing and poor socioeconomic interaction.

To verify this hypothesis, we carried-out interviews with the conflictual parents, and the school administrators and friends of their children. These interviews were based on parental involvement in their children education, management of conflicts in favour of their children educational wellbeing and socioeconomic interaction. The information gathered from the interviewees, portrays that majority of the conflictual parents in Yaoundé 5 subdivision often failed to entertain a good relationship with their children regarding their education and most of the parents don't prioritise their children educational needs during conflicts. Also, most of them agreed that their conflict surely must have hurt their children emotionally and psychologically and the situation of their conflict is often hard to manage in such a way that it favours their children educational wellbeing.

Their responses illustrate a range of social interaction and involvement that children express in relation to their experiences of parental conflict at home and the support they receive. They reflect reluctance and aggressiveness in relationship with peers, they have difficulties maintaining healthy relationship with peers, struggle with social interaction, having trust issues, struggling with emotional regulation and having conflicts with peers. Also, they become less participatory and disinterested in activities they used to enjoy while some become more involve in playing. In terms of support, parents are not doing much to support their children's social well-being during conflict. Therefore, these findings are in confirmation with the hypothesis which holds that there is a failure in parental dynamic and care toward the educational wellbeing of their children in the process of marital situation and conflicts due to lack of parental involvement, inability to manage conflicts in favour of their children educational wellbeing and poor socioeconomic interaction.

4.2.2. Hypothesis 2: The state of the developed responses to family conflicts and conflictual parents' children educational stability

This hypothesis presents that there are low developed responses to family conflicts and conflictual parents' children educational stability as a result of insufficiency in policies and community support systems for families experiencing marital situation and conflicts and lack of effectiveness in the policies and systems of promoting conflictual parents' children educational stability in Cameroon. To verify this hypothesis, we carried-out interviews with government administrators from social affair and some conflictual parents in Yaoundé 5 subdivision. These interviews were based on the measures put in place by the government to resolve parental conflicts and to stabilise their children educational condition, and on the effectiveness and sufficiency of the measures that were put in place.

The information gathered from the interviewees concerning the measures put in place by the government to resolve parental conflicts, portrays that the government of Cameroon has implemented various measures to address parental conflict, particularly in the context of child custody, support, and welfare. For parental conflict resolution, measures such as legal framework, mediation services, family courts, child welfare services, support programs, collaboration with NGOs, and community engagements were set by the government to handle the situations. These measures were aimed at addressing parental conflicts and creating a supportive environment for the resolution of their conflicts.

The government of Cameroon according to the interviewed government administrators, recognized the need to support children coming from parental conflictual homes and has implemented various measures such as legal protections, child welfare services, family courts, mediation and counselling, educational support, community programs, collaboration with NGOs, awareness campaigns, psychological support services to address their needs. These measures focus on ensuring the welfare and protection of children while promoting their rights. Also, at creating a more supportive environment for families and ensure that children's rights and well-being are protected during parental conflicts.

Concerning the effectiveness and sufficiency of the measures that were put in place by the government to resolve parental conflicts and to stabilise their children educational condition, the information gathered from our interviewees disclosed the following: None actualisation of some of the measures; ineffectiveness of the policy of decentralisation affecting the realisation of

the missions of some of the measures; insufficiency of resources; the problem of double hierarchy; the complexity of tasks; and lack of collaborations. These responses illustrate the inefficiency and ineffectiveness of the government measures put in place for the resolution of parental conflicts and for the support of their children education. This give an insights into how these government measures are insufficient and thus, confirming the hypothesis, which holds that there is a low developed responses to family conflicts, and to stabilise their children education.

4.2.3. Hypothesis 3: The state of the educational condition of children coming from a home experiencing marital conflicts

The hypothesis holds that the state of the educational condition of students coming from a home experiencing marital conflicts in Yaoundé 5, can said to be negative as a result of low emotional wellbeing, poor social development, limited educational opportunities, lack of school attendance and poor performance.

Table 36: The observed value of the educational condition of the children of conflictual parent

Verification items	Educational condition of students coming from a home experiencing marital situation and conflicts			Row Total
	Good	Fair	Poor	
Emotional wellbeing	8	16	244	268
Social development	47	45	218	310
Educational opportunities	1	6	61	68
School attendance	8	15	45	68
Academic performance	18	69	107	194
Column Total	82	151	675	GT = 908

Source: Field study, 2024

E_i => Expected value = (Row Total x Column Total)/Grand Total

Row Total for Emotional wellbeing = 268

Row Total for Social development = 310

Row Total for Educational opportunities = 68

Row Total for School attendance = 68

Row Total for Academic performance = 194

Grand Total = 908

Calculation of the various expected value

- For Emotional wellbeing and Good => $(268 \times 82) / 908 = 24.2$
- For Emotional wellbeing and Fair => $(268 \times 151) / 908 = 44.6$
- For Emotional wellbeing and Poor => $(268 \times 675) / 908 = 199.2$
- For Social development and Good => $(310 \times 82) / 908 = 28$
- For Social development and Fair => $(310 \times 151) / 908 = 51.6$
- For Social development and Poor => $(310 \times 675) / 908 = 230.4$
- For Educational opportunities and Good => $(68 \times 82) / 908 = 6.1$
- For Educational opportunities and Fair => $(68 \times 151) / 908 = 11.3$
- For Educational opportunities and Poor => $(68 \times 675) / 908 = 50.6$
- For School attendance and Good => $(68 \times 82) / 908 = 6.1$
- For School attendance and Fair => $(68 \times 151) / 908 = 11.3$
- For School attendance and Poor => $(68 \times 675) / 908 = 50.6$
- For Academic performance and Good => $(194 \times 82) / 908 = 17.5$
- For Academic performance and Fair => $(194 \times 151) / 908 = 32.3$
- For Academic performance and Poor => $(194 \times 675) / 908 = 144.2$

Table 37: The expected value of the educational condition of the children of conflictual parent

Verification items	Educational condition of students coming from a home experiencing marital situation and conflicts			Row Total
	Good	Fair	Poor	
Emotional wellbeing	24.2	44.6	199.2	268
Social development	28	51.6	230.4	310
Educational opportunities	6.1	11.3	50.6	68
School attendance	6.1	11.3	50.6	68
Academic performance	17.5	32.3	144.2	194
Column Total	81.9	151.1	675	GT = 908

Source: Field study, 2024

Chi-Square Statistic (χ^2) Calculation:

$$\chi^2 = \sum (O_i - E_i)^2 / E_j$$

$$\chi^2 \text{ For Emotional wellbeing and Good} \Rightarrow (8 - 24.2)^2 / 24.2 = 10.8$$

$$\chi^2 \text{ For Emotional wellbeing and Fair} \Rightarrow (16 - 44.6)^2 / 44.6 = 18.3$$

$$\chi^2 \text{ For Emotional wellbeing and Poor} \Rightarrow (244 - 199.2)^2 / 199.2 = 10.1$$

$$\chi^2 \text{ For Emotional wellbeing and Poor} \Rightarrow (268 - 268)^2 / 268 = 0$$

$$\chi^2 \text{ For Social development and Good} \Rightarrow (47 - 28)^2 / 28 = 12.9$$

$$\chi^2 \text{ For Social development and Fair} \Rightarrow (45 - 51.6)^2 / 51.6 = 0.8$$

$$\chi^2 \text{ For Social development and Poor} \Rightarrow (218 - 230.4)^2 / 230.4 = 0.7$$

$$\chi^2 \text{ For Social development and Poor} \Rightarrow (310 - 310)^2 / 310 = 0$$

$$\chi^2 \text{ For Educational opportunities and Good} \Rightarrow (1 - 6.1)^2 / 6.1 = 4.3$$

$$\chi^2 \text{ For Educational opportunities and Fair} \Rightarrow (6 - 11.3)^2 / 11.3 = 2.5$$

$$\chi^2 \text{ For Educational opportunities and Poor} \Rightarrow (61 - 50.6)^2 / 50.6 = 2.1$$

$$\chi^2 \text{ For Educational opportunities and Poor} \Rightarrow (68 - 68)^2 / 68 = 0$$

$$\chi^2 \text{ For School attendance and Good} \Rightarrow (8 - 6.1)^2 / 6.1 = 0.6$$

$$\chi^2 \text{ For School attendance and Fair} \Rightarrow (15 - 11.3)^2 / 11.3 = 1.2$$

$$\chi^2 \text{ For School attendance and Poor} \Rightarrow (45 - 50.6)^2 / 50.6 = 0.6$$

$$\chi^2 \text{ For School attendance and Poor} \Rightarrow (68 - 68)^2 / 68 = 0$$

$$\chi^2 \text{ For Academic performance and Good} \Rightarrow (18 - 17.5)^2 / 17.5 = 0.01$$

$$\chi^2 \text{ For Academic performance and Fair} \Rightarrow (69 - 32.3)^2 / 32.3 = 41.7$$

$$\chi^2 \text{ For Academic performance and Poor} \Rightarrow (107 - 144.2)^2 / 144.2 = 9.6$$

$$\chi^2 \text{ For Academic performance and Poor} \Rightarrow (194 - 194)^2 / 194 = 0$$

$$\text{Sum of Chi-square contribution} \Rightarrow \chi^2 = 10.3 + 18.3 + 10.1 + 0 + 12.9 + 0.8 + 0.7 + 0 + 4.3 + 2.5 + 2.1 + 0 + 0.6 + 1.2 + 0.6 + 0 + 0.01 + 41.7 + 9.6 + 0 = 115.71$$

The Pearson or P-value was set at 0.05 significance and Degree of Freedom (DF) was calculated as thus; DF: (r-1) (c-1) where r = number of rows and c = number of columns.

$$(r-1) (c-1) \Rightarrow (5 - 1) \times (3 - 1) = 8$$

Critical value from the chi-square table (the approximate between the degree of freedom (8) and the Pearson (P-value) or the significance value (0.05)) is = 15.507. Using null hypothesis (H0) and alternative hypothesis, whereby the null hypothesis is rejected when the Pearson chi square (X^2) is less than critical value and the alternative hypothesis is rejected when Pearson chi square (X^2) is greater than critical value.

H0: There is no significant relationship (good relationship) between the educational condition of the children of conflictual parents and their parents' marital conflicts.

H1: There is a significant relationship (good relationship) between the educational condition of the children of conflictual parents and their parents' marital conflicts.

From the table above, the Pearson chi square (X^2) was 115.71, which is greater than the critical value of 15.507. This therefore shows that there is no significant relationship between the educational condition of the children of conflictual parents and their parents' marital situation and conflicts. The alternative hypotheses (H0) is therefore rejected which holds that there is a significant relationship between the educational condition of the children of conflictual parents and their parents' marital conflicts. In other word, marital conflicts have negative impacts on the educational condition of children.

CHAPTER 5: DISCUSSION OF THE STUDY

5.1. REAL-LIFE SITUATIONS OF MARITAL RELATIONSHIP AND CONFLICTS IN YAOUNDÉ 5 SUBDIVISION

In Cameroon, like in many countries, marital situation and conflicts can arise from various social, economic, and cultural factors. Here are some real-life situations that illustrate these conflicts:

5.1.1. Economic strain

Some couples living together faces financial difficulties due to unemployment or low income. This strain lead to arguments about budgeting, spending habits, and responsibilities. For example, some women may felt burdened by their household expenses if their partners were not contributing financially, leading to resentment and conflict. This sometimes, leads to the situation of infidelity, separation, abandonment of children and child-abuse (Mistry and Wu, 2010).

5.1.2. Cultural expectations

Some traditional setting, expected their partners to fulfil specific roles, such as homemaking and child-rearing, while some women seek equal partnership and this brought conflicts among them. For instant, some men insists that their partners should prioritize family duties over her career aspirations, leading to clashes over gender roles and responsibilities. To some culture, premarital sex is normal and having children while still staying with the parents is equally normal.

5.1.3. Infidelity and trust issues

Infidelity can led to significant trust issues within both married and cohabiting couples. For instance, some spouses discovers that their partner have been unfaithful, leading to emotional turmoil, accusations, and potential separation. Most of such situations end-up in divorce and sometime, it leads to the dead of one the partner resulting to widowhood. Also, it often lead to the situation of suspicious whereby the children are abandoned by the male parent who suspiciously deceased from his responsibility over the children. These situations often lead single parenthood and the abandonment of children to their grandparent or to any close relatives.

5.1.4. Family and peers' interference

Some extended family members exert influence over couple's decisions leading to conflicts. For example, some Parents pressured some couples to marry or have children before they feel ready, causing tension between partners who have differing views on timing. Most time, this situation ends-up in cohabiting as those involve enter into a union without any legal courtship and single parenting as those involve often part-ways after having children together. Some even enter into a sexual relationship just to have children.

5.1.5. Communication breakdown

Poor communication can led to misunderstandings and unresolved conflicts. For example, some couples may argue frequently because they do not express their feelings or needs openly, resulting in escalating disputes (Smith et al., 2011). This situation often leads to a home without parental dynamic as the parents consumed by self-interest which in turn, ignore the wellbeing of their children and creating parental vacuum in the life of their children.

5.1.6. Child-rearing disagreements

Differences in parenting styles can caused friction between partners. For example, some partners favoured strict discipline while the other prefers a more lenient approach, leading to arguments about how to raise their children. This often leads to division creating in the mind of the children sense of preference and hatred towards their parents by preferring one and hating the other (Erel and Burman, 1995). Thus, rendering the parental dynamic faulty and ineffective toward the upbringing of the children and their wellbeing.

5.1.7. Legal rights and responsibilities

In cohabiting relationships, some partners did not have the same legal rights as married couples, leading to conflicts over property and custody in the event of separation. For example, after a breakup, some partners may refuse to return shared property or may contest custody arrangements for children they raised together. Most of the situations involve parents that have children with more than one partner such that the parents involved are fighting to claim properties for their children which in the process affects the upbringing of their children directly or indirectly. This is also common among divorced female parents and widows who are entangled in such a situation where the male parent had more than one partner.

5.1.8. Health issues

Chronic illness or health crises put immense pressure on a relationship. For example, some partners felt overwhelmed by caregiving responsibilities, leading to frustration and conflict over perceived imbalances in support. In most cases, the suffering parent is abandoned by the partner who may end-up entering into another relationship or union and as such, creating tension among the families involve and total neglect of the children. Some of the children suffer child-abuse in the hands of the stepfamily and some are abandoned to be taken care of by their grandparents or other close relatives.

5.1.9. Social stigma

Some cohabiting couples faced societal judgment or stigma, which created stress within the relationship. For instance some couples argued about whether to conform to societal expectations of marriage, especially if family members express disapproval of their living arrangement (Manning and Lichter, 2012). Some of them end-up separating which in turn, leads to disputes between the couples and families on the ownership of the children resulting to the dragging of children ups and downs.

5.1.10. Substance abuse

Issues related to alcohol or drug abuse led to significant conflict within some relationships. For example, some partner's substance abuse may led to financial problems, emotional distress, and arguments about behaviour and responsibility (Smith et al., 2011). These situations reflect the complex dynamics of relationships in Cameroon as well as in Yaoundé 5 subdivision and highlight the need for open communication, mutual respect, and understanding to navigate conflicts effectively.

5.2. CONTEXT AND IMPACTS ON CHILDREN EDUCATIONAL CONDITION

The context of marital situation and conflicts in Yaoundé 5 and Cameroon in general, are influenced by a variety of socio-cultural, economic, and legal factors as seen above. These conflicts can have profound impacts on children, affecting their emotional, psychological, and social development which determine their educational condition (Cummings and Davies, 2002). Here are some key points to consider.

5.2.1. Socioeconomic-cultural factors

1. Patriarchal Norms: Traditional gender roles often dictate that men hold authority in relationships, which can lead to power imbalances and conflicts when women seek equality or independence (Bumpass, and Lu, 2000). This mind-sets undermine female position and their education in some communities with such cultural background.
2. Stigmatization of Cohabitation: In many communities, cohabitation without marriage is stigmatized, leading to social pressure and potential conflict between partners and their families (Manning and Lichter, 2012).
3. Cultural Expectations: Expectations regarding family size, gender roles, and financial responsibilities can create stress in relationships, particularly if partners have differing views.
4. Financial Strain: Economic hardship can exacerbate tensions within relationships. Issues such as unemployment or inadequate income can lead to disputes over financial management and responsibilities (Mistry and Wu, 2010).
5. Migration and Urbanization: Many Cameroonians migrate to urban areas for better opportunities, which can disrupt family structures and contribute to conflicts due to separation or differing lifestyles.

5.2.2. Legal factors

1. Lack of Legal Protection: The legal framework surrounding marriage and cohabitation in Cameroon may not adequately protect the rights of individuals, particularly women and children. This can lead to power struggles and conflict.
2. Custody and Child Support Issues: Disputes over custody and financial support for children can arise during separations or divorces, creating additional stress for all parties involved.

5.2.3. Impact on children

1. Emotional and Psychological Effects: Children exposed to marital conflicts may experience anxiety, depression, withdrawal and behavioural issues (Amato, 2005). They may struggle with the problem of emotional imbalance, feelings of insecurity and fear regarding their family stability.
2. Social Development: Children from conflict-ridden homes may have difficulties forming healthy relationships with peers due to modelling negative relationship behaviours they observe

at home (Grych and Fincham, 2001; Manning and Lichter, 2012). And may face difficulties in socialisation and involvement in their educational activities.

3. Intergenerational Cycle of Conflict: Children who grow up in conflictual environments may internalize these patterns, potentially leading to similar issues in their future relationships.

4. Educational Challenges: The above mentioned negative effects and stress from family conflicts can affect children's school attendance, concentration in school and academic performance leading to long-term educational setbacks.

Addressing the impact of marital situation and conflicts on the educational condition of children in Cameroon requires a multi-faceted approach that includes promoting gender equality, improving economic opportunities, providing legal protections, and offering support systems for the children of such families. Understanding the impact of these conflicts on children is crucial for developing effective interventions that foster healthier family dynamics and promote the education well-being of future generations.

5.3. RECOMMENDATIONS

5.3.1. Recommendation for parental conflict resolution

5.3.1.1. Community mediation centres

Establishment of Local Mediation Centres: The creation of centres where trained mediators can help couples resolve disputes amicably before they escalate to legal action will be of great importance. For instance, a community in Douala established a local mediation group to help couples resolve conflicts and if this could be done in Yaoundé 5 too, it could have been of great importance and if it is even existing the reinforcement of many of these centres are important.

Workshops for Mediators: There is a need of offering training workshops to equip community members with mediation skills, focusing on conflict resolution, communication, and cultural sensitivity (Fisher and Ury, 2011). Trained mediators could facilitate discussions, allowing couples to express their concerns and find common ground.

5.3.1.2. Awareness campaigns

Information Dissemination: Campaigns need to be conducted often using local media, community meetings, and social media to educate the public about marital rights, responsibilities, and available resources. This can equally go a long way to prevent or reduce the

rate of couple's conflicts which always have great negative impact on children life and education.

Cultural Events: There should be often organization of community events that promote healthy relationships and conflict resolution through theatre, music, or storytelling. Many parents could be educated through these means and learned how to organise their homes so as to avoid conflicts.

5.3.1.3. Support groups

Peer Support Networks: A need to establish support groups for individuals experiencing marital situation and conflict issues, providing a safe space for sharing experiences and advice. This could still be done through the creation of a platforms where couples could feel free to exchange their problems or worries with each another. Open dialogue in a neutral setting can help couples feel heard and respected, leading to better conflict resolution (McDonald, 2018).

Community sharing page: The creation of separate Men and Women's Forums to discuss specific challenges they face in relationships, will help the fostering, understanding and cooperation among couples in time of needs and thus putting children in a comfortable atmosphere of growth. Couples committed to having weekly check-ins where they discussed their feelings, concerns, and aspirations openly will helped them address issues before they escalated. Regular communication fosters intimacy and understanding, which can go a long way to prevent misunderstandings from developing into larger conflicts (Stanley, & al., 2006).

5.3.1.4. Transparency, flexibility and compromise:

The creation of Couples written agreement outlining their responsibilities and expectations regarding finances, chores, and future plans will help clarity and reduced conflicts significantly. Formalizing expectations can prevent disputes and provide a clear framework for the relationship. Also, open and honest communication is vital for resolving conflicts and building strong relationships (Chapman, 1992). Being willing to adapt and find middle ground is essential for maintaining harmony in relationships.

5.3.1.5. Educational programs

Workshops on Relationship Skills: Offer workshops focused on communication, negotiation, and conflict resolution skills for couples and individuals (Cochran-Smith, 2005), will equally go a long way to help in conflict resolution in couple's life. For instance, the

creation of youths Programs and Implementing educational programs in schools that teach young people about healthy relationships, consent, and the importance of mutual respect will equally be of great importance.

Financial Literacy Programs: For instance, financial literacy workshops should be organised often by the government, NGOs or any local body to assists parents in financial management. They could learn budgeting skills and how to manage their finances together, reducing tension related to money. Financial education can empower couples to make good financial decisions, fostering teamwork and reducing economic strain. Workshops on financial literacy, gender roles, and conflict resolution can empower couples to handle challenges more effectively.

Conflict resolution training course: Couples entering into marital life or union should be induced to undertake conflict resolution training course, learning techniques of approach disagreements calmly and constructively (Cloke, 2001; Crum, 2006). Equipping couples with conflict resolution skills can significantly reduce tensions and improve relationship and parental dynamics.

5.3.1.6. Counselling services

Community Counselling Clinics: The setting-up of free or low-cost counselling services in community centres to provide professional support for individuals facing marital issues. The training of community Counsellors such as local volunteers or community leaders to provide basic counselling services and referrals to professional help when necessary will equally be vital for a union life strengthening. After experiencing communication breakdowns, couples could sought professional counselling and through this clinical therapy, they could learn different effective communication strategies and tools to express their feelings constructively. Professional support can provide couples with the skills needed to navigate conflicts and strengthen their relationship.

Trained social workers: The professional counsellors should be social workers trained in this field to avoid incompetency of professionalism when it comes to intervention. After counselling couples, there should be a professional follow-up to see how effective the orientations they gave to the couples are achieving the purpose or to see if they need a reorientation.

5.3.1.7. Legal literacy programs

Legal Rights Workshops: Rights workshops should be organised often to educate community members about their legal rights regarding marriage and marital situations, including property rights and child custody. Entering into partnerships with Legal Aid Organizations could help couples to collaborate with the organization intervention which aimed at providing resources and support for individuals navigating legal conflicts.

Parenting Classes: The need to offer classes focusing on positive parenting techniques, especially for single parents or those undergoing separation. This could be done through organizing family-oriented events that promote bonding and communication among family members whereby, a group of parents could form a support network to share experiences and parenting strategies. This collaboration can help them address disagreements about child upbringing. Sharing experiences with others facing similar challenges can foster understanding and provide practical solutions.

5.3.1.8. Engagement with traditional leaders and wellbeing programs

Collaboration with Chiefs and Elders: Traditional leaders should be involved in conflict resolution processes, leveraging their influence to mediate disputes and promote peaceful resolutions. In line with this, Cultural Sensitivity Training should be provided for traditional leaders on modern legal frameworks and gender-sensitive practices to enhance their mediation efforts. A community organizational workshops focusing on gender roles and expectations in marriage could enable couples learned about the importance of equality and shared responsibilities. Education about cultural norms can challenge stereotypes and promote healthier relationships based on mutual respect (Peck, 1978; Masten, 2001).

Mental Health Awareness: Promote mental health resources that address the psychological impacts of marital conflicts both on children and their parents, including stress management workshops (Ury, 1991; Masten, 2001). Access to Health Services will enables couples have access to health services that address both physical and emotional well-being of their entire house hood.

5.3.1.9. Feedback mechanisms

Community Surveys: Conduct surveys to gather feedback on the effectiveness of existing initiatives and identify areas for improvement. Regular Community Meetings to discuss ongoing

issues related to marital conflicts and cohabitation, allowing community members to voice concerns and suggest solutions. In all, implementing these community initiatives, Cameroon can foster an environment that supports healthy relationships and effective conflict resolution. Engaging local communities in these efforts not only empowers individuals but also strengthens social cohesion and promotes overall well-being.

5.3.2. Proposal for the development of the conflictual parents' children education

5.3.2.1. Budgets for the social assistance should be managed by the ministry of social affair

Social Assistance Budgets shifted by the policy of decentralization to the council, should be put back under the control of social centres to enable them follow up the assisted vulnerable persons such as the children of conflictual parents. Shifting the budget and its control into the hands of the council is obstructing the realisation of the social centres' tasks regarding the assistance of the children of conflictual parents and as such, rendering their services ineffective and inefficient.

5.3.2.2. The creation of a temporary habitation and learning environment for children experiencing parental conflicts or coming from conflicting home

The creation of a temporary habitation and learning environment for children coming from conflictual homes will equally go a long way to strengthen the academic performance of these children. Establishing a safe and secure place for children that their home are unrest by conflicts or violence, will mean saving these children from harm, psychological trauma and a better milieu for their education development.

5.3.2.3. Reinforcing teachers' professional programs on children coming from conflicting home

The reinforcement of teachers' professional programmes concerning how to identify and handle children experiencing parental conflicts can help in ameliorating their educational condition. Guardian Counsellors and head of social services actions in school establishments cannot handle the situations alone seeing that being it pupils or students, they spent more time with teachers than these administrators. Thus, during the teaching-learning process, teachers should be able to identify and device a teaching style that could help the children in such condition to learn, and to see that these children meet up with others.

5.3.2.4. The need for a joint decree appointment policy for partnership institutions

In administrative plan, it will be necessary for the higher hierarchies of the different services found within an institution (partnership institutions), to come together and decide on the appointment of the heads of the various services and to agree on their different domain of services. The agreement should put a clear cut that differentiate and clarify their various services in such a way that cannot meddle into the other's affaires nor hinders their services in the institution. This could enable collaboration among the workers of the various services, eliminate the problem of double hierarchy and bring clarification in their respective tasks and by so doing, eliminate the ambiguity of the institution's complex services. This will resolve the problems of ineffectiveness and inefficiency of the social assistance services meant of the vulnerable cases such as the children experiencing the situation of parental conflicts or coming from conflicting home.

5.3.2.5. Full actualisation of the measures put in place

Some of the measures put in place for the resolution of parental conflicts and support for their children education have not yet taken their full existence. That is to say, some of these measures mentioned in the organograms of social ministries for the stabilisation of the condition of vulnerable children are not yet functional as disclosed above. This calls for the necessity of seeing to the full implementation of all the measures and making available all the necessary provisions needed for their full operations. It requires a full operation to achieve effectiveness and efficiency.

GENERAL CONCLUSION

This work aimed at discovering the impact of marital situation and conflicts on the educational condition of children in Yaoundé 5 subdivision. We have discovered a high rate of parental conflicts in Yaoundé 5 subdivision whereby, from January to August 2024, the subdivisional delegation of Yaoundé 5 for the promotion of women and the family, has registered 1020 cases of marital situation and conflicts posing a question on the wellbeing of children's educational conditions in that area.

To realise this research work, we made use of attachment theory and Social Learning Theory. The study used both qualitative and quantitative method and four instruments (tools) for the collection of data which are; interview guide, observation guide, questionnaires, and documentations to collect data from conflictual parents, the school administrators and friends of their children and their children, in Yaoundé 5 subdivision. A stratified random sampling, purposive sampling and Yaro Yamane's formula were used to determine the samples and the sampled size. The population size was 5204 ($4882 + 322 = 5204$); the sampled population was 185 ($120 + 65 = 185$) and accessible population was 138 ($93 + 45 = 138$). In this research work, we made use of experimental structure of research presentation in human and social science, we used content, descriptive and the Pearson chi² analysis to present, verify the hypothesis and to analyse the results of this research piece.

The above work equally presented hypothesis which at the end of our findings is confirmed that marital situation and conflicts have negative impact on the educational conditions of children in Yaoundé 5. In line with the secondary hypothesis, the result disclosed that conflictual parents in Yaoundé 5 subdivision lack parental dynamic and responsibility toward the educational wellbeing of their children, and there are low developed responses for family conflicts and for the stability of the educational conditions of the children of conflictual parents due to ineffectiveness and insufficiency in government policies and measures of parental conflict resolution and support. And finally, it demonstrated that marital situation and conflicts in Yaoundé 5 subdivision have negative impacts on the educational condition of children through high confirmations of poor emotional wellbeing, poor social development, limited educational opportunities, poor school attendance and performance.

To this effect, on one hand this work proposes the following for resolution of parental conflicts: The creation of community mediation centres; intensifying awareness campaigns; put in place support groups; encourages transparency, flexibility and compromises in the

management of homes; putting in place educational programs; intensification of counselling services; establishing legal literacy programs; put in place parenting supportive initiatives; create a strong engagement with traditional leaders; put in place health and wellbeing programs; and a feedback mechanism. On the other hand, it proposes the following for the stabilisation of the condition of children coming from conflicting home: Social Assistance Budgets shifted by the policy of decentralization to the council, should be put back under the control of social centres; creation of a temporary habitation and learning environment for children coming from conflictual homes; reinforcement of teachers' professional programmes concerning how to identify and handle children experiencing parental conflicts; a joint decree appointment policy for partnership institutions; and the full implementation of all the measures and making available all the necessary provisions needed for their full operations. Regarding the findings of this work and its proposals, one can still asked if many negative manifestations that children of conflicting union are demonstrating nowadays are as a result of the conflicting background that they are coming from.

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APPENDIX

REPUBLIQUE DU CAMEROUN

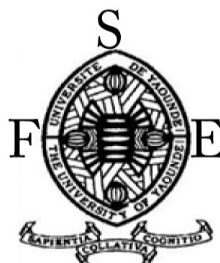
Paix – Travail – Patrie

UNIVERSITE DE YAOUNDE 1

FACULTE DE SCIENCES DE L'EDUCATION

DEPARTEMENT D'ENSEGNEMENTS

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STUDIES IN EDUCATION

APPENDIX 1: QUESTIONNAIRES

Research Questionnaire Meant for Students

I am Tita Sama Ladifatu, a master II student of the faculty of Education. I am out for a research under the topic “Marital situation, conflicts and effects on the educational conditions of children in Yaoundé 5 subdivision of Cameroon”. Your frank response to these questions will go a long way to accomplish the purpose of this study. Following the research topic above, read the statements steadily and chose the one that applies most to you by placing a tick (✓) on the answer box. Thanks for your cooperation.

Theme I: The state of relationship between conflictual parents and their children

How often do you feel loved and supported by your parents during their conflicts?					
Respondents	Never	Rarely	Sometime	Most time	Always
Primary school children					
Secondary school children					
How do you rate the quality of your relationship with your parents?					
Respondents	Excellent	Good	Fair	Poor	Very poor
Primary school children					
Secondary school children					

Theme II: Children feelings about their parents' conflicts

How often do you feel anxious or worried about your parents' conflicts?					
Respondents	Never	Rarely	Sometime	Most time	Always
Primary school children					
Secondary school children					
How do you rate the quality of your overall emotional well-being?					
Respondents	Excellent	Good	Fair	Poor	Very poor

Primary school children					
Secondary school children					

Theme III: Children exhibition of behavioral problems as a result of their parents' conflicts

How often do you exhibit behavioural problems as a result of your parents' conflicts?					
Respondents	Never	Rarely	Sometime	Most time	Always
Primary school children					
Secondary school children					
How you been experiencing behavioural changes as a result of your parents' conflicts?					
Respondents	Yes	No			
Primary school children					
Secondary school children					

Theme IV: Conflictual parents' children state of participation in social activities with friends

How often do you participate in social activities with friends?					
Respondents	Never	Rarely	Sometime	Most time	Always
Primary school children					
Secondary school children					
How do you rate the quality of your relationship with friends?					
Respondents	Excellent	Good	Fair	Poor	Very poor
Primary school children					
Secondary school children					

Theme V: Conflictual parents' children educational opportunity and academic performance

Are you often free and disposed to attend and participate in class during your parents' conflicts?					
Respondents	Never	Rarely	Sometime	Most time	Always
Primary school children					
Secondary school children					
How will you rate your current academic performance?					
Respondents	Excellent	Good	Fair	Poor	Very poor
Primary school children					
Secondary school children					

APPENDIX 2: OBSERVATION GUIDES

Observation Guide: Parental Conflict and Effects on Children's education in Yaoundé 5.

The followings are used to observe and record the behaviours and experiences of children affected by parental conflict in Yaoundé 5 subdivision of Cameroon.

I. Relationship with Parents

1- Observe interactions between child and parents:

- Tone of voice
- Body language
- Facial expressions

2- Note:

- Level of affection and warmth
- Communication style
- Conflict resolution strategies

II. Emotional and Psychological Effects

1- Observe child's emotional state:

- Anxiety
- Fear
- Sadness
- Anger

2- Note:

- Changes in mood or behaviour
- Withdrawal or aggression
- Emotional regulation strategies

III. Behavioural Issues

1- Observe child's behaviour:

- Aggression
- Withdrawal
- Hyperactivity
- Inattention

2- Note:

- Frequency and severity of behavioural issues
- Triggers for behavioural issues

- Coping mechanisms

IV. Social Involvement and Interaction

1- Observe child's social interactions:

- Peer relationships
- Teacher-child relationships
- Participation in activities

2- Note:

- Level of social support
- Quality of relationships
- Social skills

V. School Attendance and Academic Performance

1- Observe child's attendance and academic performance:

- Attendance records
- Grades and test scores
- Engagement in class

2- Note:

- Patterns of attendance and academic performance
- Challenges or barriers to learning
- Support systems in place

VI. Additional Observations

1- Note any additional observations that may be relevant to the study, such as:

- Cultural or socioeconomic factors influencing parental conflict and child outcomes
- Availability of support services for families
- Community resources and their impact on families

This observation guide helped us to gain a deeper understanding of the complex experiences of children affected by parental conflict in Yaoundé 5 subdivision of Cameroon and identify areas where support and intervention may be necessary.

APPENDIX 3: INTERVIEW GUIDES

Interview Guides for Conflictual Parents

Theme I: Demographic information

Marital status:Gender.....

Place of origin: Longevity in union:

Factors that influenced their union: Number of children:

Primary causes of conflicts:Most experienced conflicts:

Frequent occurrence of conflicts:How they resolve conflicts:

The effectiveness of government measures to resolve their conflicts:

Frequent witnessed of conflicts by their children:

Changes noticed in children's behaviour after conflict:

How their conflicts affect children:

How their conflicts affect their children school attendance:

Accessing support for their children's education:

Accessing government support for their children's education:

Theme II: Relationship between conflictual parents and children

Communications with your child about the conflicts

Communications with your child about their education

Handling of disagreements about educational decisions for your child

Ensuring that your child's education is not affected by your conflicts

Handling of your child's needs when conflicts escalate

Theme III: Emotional and Psychological Effects

Conflicts affecting your child's emotional well-being

Handling your child's emotional needs during conflicts

Theme IV: Behavioural Issues

Your child typical reaction when you're in conflicts

Noticing of any changes in your child's behaviour since the conflicts began

Theme V: Social Development (social involvement and interaction)

Your conflicts affect your child's social interactions with peers

Supporting your child's social well-being during conflicts

Theme VI: School attendance

Your conflicts impacting your child's motivation to attend school

Theme VII: Academic Performance

Your conflicts affecting your child's motivation to learn

Your conflicts impacting your child's academic performance

Their feeling about their child's educational performance

Theme VIII: Government measures for parental conflict resolution and support for their children education

Conflictual parents' thought about the government measures to resolve parental conflicts and to support their children education in Yaoundé 5 subdivision?

Interview Guide for school administrators

Theme I: Emotional and Psychological Effects

Emotional challenges observed in children from conflictual parents

Addressing the needs of students who come from conflicting family or situations

Theme II: Behavioural Issues

Behavioural changes observed in children from conflicting homes

Theme III: Social Development (social involvement and interaction)

Identifying children who may be affected by parental conflict

The impact parental conflicts can have on children's social interactions with peers

Strategies used to support children from conflicting homes in social situations

Theme IV: School attendance

Noticing any patterns in school attendance among children from conflicting homes

Supporting children from conflicting homes with attendance issues

Theme V: Academic Performance

Parental conflict affecting a child's academic performance

Interview Guide for the friends of the children

Theme I: Social Development (social involvement and interaction)

Parents' conflicts affecting your friend's social interactions

Supporting your friend during their parents' conflicts

Theme II: Academic Performance

Parental conflict affecting friend's academic performance

Interview Guide for Government administrators

Theme I: Social Development (social involvement and interaction)

Frequent occurrence of parental conflicts in Yaoundé 5 subdivision

The rate of parental conflicts in Yaoundé 5 subdivision compare to the other subdivisions

Theme II: Government measures for parental conflict resolution and support for their children education

Measures put in place by the government to resolve parental conflicts and to support their children's education in Cameroon

Effectiveness of the measures that are put in place to resolve parental conflicts and to support the children's education

TABLE OF CONTENTS

SUMMARY	i
DEDICATION	Erreur ! Signet non défini.
ACKNOWLEDGEMENTS	iii
LIST OF ACRONYMS AND SYMBOLS	iv
LIST OF TABLES	v
ABSTRACT	vii
RESUME	viii
GENERAL INTRODUCTION	1
CHAPTER I: BACKGROUND TO THE STUDY	3
1.1. geographical and demographic background to the study	3
1.2. sociological background to the study	4
1.3. conceptual background to the study	5
1.4. the theoretical background to the study	7
1.5. justification of the study	9
1.6. definition of the main concepts of the study	10
1.7. problem statement of the study	13
1.8. problematic of the study	14
1.9. Research questions of the study	15
1.10. Research hypothesis of the study	15
1.11. research objectives of the study	16
The main objective of t	16
1.12. the delimitation and assumptions of the study	17
1.13. Significance of the study	17
1.14. Work plan of the study	18
CHAPTER II: LITERATURE REVIEW	19
2.1. conceptual framework	19
2.2. empirical research of the study	28
2.3. The Theoretical Framework of the study	30
2.3.1. Social Learning Theory	30
2.3.2. Attachment theory	32
CHAPTER III: RESEARCH METHODOLOGY OF THE STUDY	33
3.1. Research design of the study	33
3.1.5. Instrument for data collection	36

3.2. Methods of data collection.....	37
3.2.1. Questionnaire technic.....	37
3.2.2. Interview	38
3.2.3. Observation	38
3.2.4. Documentary research	39
3.3. Methods of data analyses	39
3.3.1. Organization of data.....	39
3.3.2. Method of quotations and bibliography	40
3.3.3. Ethical consideration.....	41
CHAPTER IV: DATA PRESENTATION, ANALYSIS AND DISCUSSION	42
4.1. Data presentation of the study.....	42
4.1.1. Presentation of quantitative data	42
4.1.1.1. Presentation of demographic information.....	42
4.1.2. Presentation of qualitative data.....	59
4.2. Verification and the study of hypotheses.....	77
4.2.1. Hypothesis 1: The state of parental dynamic in conflictual homes and care towards the educational wellbeing of children	78
4.2.2. Hypothesis 2: The state of the developed responses to family conflicts and conflictual parents' children educational stability	79
4.2.3. Hypothesis 3: The state of the educational condition of children coming from a home experiencing marital conflicts.....	80
CHAPTER 5: DISCUSSION OF THE STUDY	84
5.1. Real-life Situations of marital relationship and conflicts in Yaoundé 5 subdivision	84
5.1.1. Economic strain	84
5.1.2. Cultural expectations	84
5.1.3. Infidelity and trust issues	84
5.1.4. Family and peers' interference.....	85
5.1.5. Communication breakdown	85
5.1.6. Child-rearing disagreements	85
5.1.7. Legal rights and responsibilities	85
5.1.8. Health issues	86
5.1.9. Social stigma.....	86
5.1.10. Substance abuse	86
5.2. Context and impacts on children educational condition	86
5.2.1. Socioeconomic-cultural factors	87

5.2.2. Legal factors.....	87
5.2.3. Impact on children	87
5.3. recommendations	88
5.3.1. Recommendation for parental conflict resolution.....	88
5.3.2. Proposal for the development of the conflictual parents' children education	92
GENERAL CONCLUSION	94
BIBLIOGRAPHY.....	96
APPENDIX.....	ix
APPENDIX 1: QUESTIONNAIRES	ix
APPENDIX 2: OBSERVATION GUIDES.....	x
APPENDIX 3: INTERVIEW GUIDES.....	xiii
TABLE OF CONTENTS.....	xiv