



Attitude Towards the Divorce Among Students of Felix Houphouët-Boigny University of Abidjan by Parental Style and Attachment Style

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ABSTRACT

This study examines the influence of parental style and attachment style on the attitude towards divorce among students of Felix Houphouët-Boigny University of Cocody-Abidjan. It is based on a general hypothesis which assumes that these two styles significantly influence among these students, their attitude toward divorce. To test this hypothesis, we adopted a quantitative approach. The sampling technique used is the factorial design that allowed forming a final sample of 100 students. These were subjected to a questionnaire research. The counting and processing of data obtained were performed using the statistical test Chi-square. The results indicate that parenting and attachment style have, each in regard to a direct positive effect on the attitude towards divorce among subjects in the study.

Keywords: Parental style, attachment style, attitude, divorce, students.

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INTRODUCTION

Marriage remains, as now, one of the milestones in the life of an adult. He prepares to consolidate its social responsibilities and emotional maturity. It contributes to the well-being, life satisfaction of spouses and also their social prestige, especially when it goes well. Unfortunately, this is not always the case. Indeed, faced with certain difficulties of the moment, some couples, rightly or wrongly, prefer to choose the alternative of marital separation or divorce. If for some people, divorce seems to be a beneficial outcome that allows the couple to escape the many family problems, it is, for others, one of the stressful events of human life. This situation characterized by a breakdown of union causes, among couples, significant changes on many plan. It has harmful effects on the spouses and their children. Divorce leads, among these, the development of certain physical, psychological and emotional disturbances. According to Buehler, Hogan, Robinson, and Levy (1985), in many cases,

divorce creates a crisis in identity and self-esteem, a crisis in the financial, lifestyle and a crisis at the life goals and children. This idea is shared by Ambert (2009) who argues that the marital dissociation negatively affects mental and physical health of family members, children's schooling and may even be a source of behavior or social maladjustment disorders in this last one. From this point of view, marital separation appears as a social problem which we will have to significantly reduce its frequency. But it is clear, for a decade, that divorce entered the mores of contemporary society. It is becoming increasingly common and is seen as a solution to marital dissatisfaction. Allouko (2010) states, in the sense that without focusing on the figures as such, today many more marriages end in divorce than a few years past. For proof, Lambert (2009) reveals that in France for example, the number of divorce has increased from 44.738 to 152.020 between 1972 and 2005. According to the same statistics, 38 divorces per 100 marriages were granted annually from 1995 to 2000 and 2002 to 2005, out of 1000 registered marriages,

33% ended in divorce. France is not the only country concerned by the phenomenon. According to the Cantonal Office of Statistics (OCSTAT, 2008), 86,016 marriages were celebrated in the canton of Geneva between 1969 and 2006 (38 year periods). At the same time, 40899 marriages were dissolved, which 37767 by divorce (92.3%), 3070 by separation (7.5%), 62 by nullity (0.2%). In the countries of the European Union, the total rate of divorce increased from 13% in 1970 to 20% in 1980 and 25% in 1990 and 32% in 2000 (Européennes, 2004). In the United States, the share of promotion even marriages that eventually end in divorce after forty years of union increases with time. It was less than 10% in the marriage cohorts of the late nineteenth century. It is about 30% in those of the mid-twentieth century and is likely to be over 50% in those of the late twentieth century (Furstenberg Jr, 1990).

From the foregoing, therefore, it can be argued that divorce is a phenomenon that is growing in modern societies. It varies from one continent to another and spares no country. As regards Côte d'Ivoire, the EDS-MICS (2011-2012) reveals that 5% of women and 4% of men are divorced or separated. Apparently, these two indices give the impression that the divorce or relationship breakdown is a rare phenomenon in the Ivorian population. However, this is only a misleading impression in terms of the number of individuals who remarried continues to grow. Indeed, in 2005 the proportion of people married more than once 12% of men and 11% of women (EIS-CI, 2005). In 2012, the same proportion corresponds to 19% of men and 10% of women (EDS-MICS, 2011-2012). In Abidjan, divorce seems even more evident among the young. Allouko (op.cit.) shows that approximately 60% of candidates for divorce are young couples with an age range of 35-40 years. The above statistics show that in Côte d'Ivoire, individuals tend to adopt a domestic lifestyle. However, they divorce or separate and quite frequently repartner almost as often as they get divorced so that the proportion of individuals remaining divorced or separated is low. The upsurge of divorce raises questions about its determinants. Four groups of factors are identified in the scientific literature. These sociodemographic, socioeconomic, psychological or psycho-sociological factors and cultural. Concerning the sociodemographic factors, Ambert (2009) shows, for example, that in Canada, people marry or start young couple. In this case, it is likely that their union results in a separation of the fact that young people often do not mature and experience to cope with the demands of married life. Gnoumou Thiombiano (2009) supports the view of Ambert (op. Cit.) in Burkina Faso showing that women married before the age of 20 years have a higher risk of breaking their first union than others. Some socioeconomic factors such as income and occupational status of spouses also seem to influence marital instability. Ressler and Waters (2000) indicate an increase in the income of women in the United States contributes to an increase in the divorce rate and the increase of the latter has a positive impact on women's income. Similarly, Phillips and Griffiths (2004) note that the increase in women's income increases the divorce rate. Economic insecurity of households, including unemployment of the husband is also a risk factor for divorce

the couple in Africa. However, the financial independence of women increases the risk of divorce (Takyi & Broughton, 2006). In terms of psychological factors, Karney and Bradbury (1995) state that personality traits such as friendliness (tend to be benevolent and altruistic) and consciousness (propensity to be organized and reliable) have positive effects on the both marital satisfaction and marital stability. However, neuroticism (tendency to irritability and emotional instability) promotes domestic dislocation. Other personality traits such as extroversion and openness (the propensity to be unconventional and love new experiences) certainly facilitate marital satisfaction (Bouchard, Lussier, & Sabourin, 1999) but are also sources of instability torque (Karney & Bradbury, 1995). Regarding of sociocultural factors, (Lyngstad, 2004) states, Norway, the divorce risk is even weaker than the members of the couple are educated. Liu and Vikat (2004) achieve the same result by investigating the Swedish population. In sub-Saharan Africa, the work reveals a greater fragility of unions of educated women, especially in urban areas. In Dakar, for example, educated women are more likely to divorce than those of school (Antoine, 2006). For their part, Thiombiano and Legrandb (2014) observe that Christian women in Burkina Faso have a greater risk of divorce than Muslim. By cons, Antoine (2006) shows that in Yaoundé, Christians have more stable unions as Muslims. Of the above, we can say that the behavior of individuals with regard to the divorce is multi determined. However, in this study, psychological or psychosocial factors hold our attention, including parental and attachment styles demonstrated by students. The reason for this is that the early attachment relationships play an important role in the development of personality and in the formation of mental models of self and others (Collins & Read, 1990; Feeney & Noller, 1990). This finding is illuminated by the attachment theory of (Bowlby, 1969, 1973) which, moreover, seems useful in this study. This author describes the behavioral system of attachment as a homeostatic process that regulates proximity searching and maintaining contact with one or more specific individuals, which provide a physical and psychological security. Using the concept of attachment, he explains individual differences regarding how to regulate its internal distress and to relate to others. He claims that parental sensitivity to attachment signal of their children and their availability in dangerous or threatening situations they provide a secure basis on which to organize their expectations towards the world and determines their way of dealing with stressful or confrontational situations. Thus, based on the critical literature that we have done and building on the theoretical perspective developed above, we allow ourselves to make the following working hypotheses:

a) Students subject to a demanding parental show an unfavourable attitude toward divorce than their comrades subjected to a rather indifferent parental.

b) Students with a secure attachment adopt an unfavorable attitude vis-a-vis the conjugal dissociation than their counterparts in that attachment style is described as insecure.

The verification of these hypotheses led to implement an appropriate methodological approach should, now more accurate.

METHODOLOGY

The study highlights two types of variables, the independent variables and one dependent variable. Parental style and attachment style are the two independent variables and attitude toward divorce is the dependent variable.

Parental style refers to parental involvement. This reflects the situation where a parent is listening to his child and shows quick to respond to the needs or interests. It is qualitative in nature and admits two modalities: exigent style and indifferent style. The exigent style assumes that the parent shows warm, sensitive and available when their child has a need and applicant. In contrast, this style is described as indifferent when, in his emotional relationship to her child, the parent is distant, cold and unavailable in case of solicitation by the latter. The attachment style refers to the special relationship which is one of the first forms of social ties between two people. It is expressed by a desire to close through research protection and affection. Qualitative in nature, it includes two modes: secure attachment and insecure attachment. For secure attachment, means the presence of a stable and lasting relationship imprint of friendship and trust in each other. By against the insecure attachment refers to a relationship characterized by emotional instability of a relatively short duration. The attitude toward divorce is the mental disposition vis-a-vis the divorce. It is measured using a questionnaire and is dichotomized into favorable attitude and unfavorable attitude toward divorce. The positive attitude is the degree of agreement expressed by the student vis-a-vis the divorce, which here is seen as something good or beneficial. However, the attitude is unfavorable when the student demonstrates a degree of disagreement with the divorce he perceives as something bad or harmful. The study population includes four hundred students divided into two groups with two equivalents of twenty-five subjects. These are all masculine, from the Christian religion, enrolled in Licence 1 and 2 and have an age that ranges from 20-26 years. This sample was selected through quasi-experimental sample method, including the technique of factorial design. According Chauchat (1985), this method compares the comparative groups of subjects in every way except with respect to the dependent variable. The experimental groups were formed well defined as:

a) 25 subjects submitted to an exigent parental style; b) 25 other subjects submitted to an indifferent parental style; c) 25 subjects with secure attachment style; d) 25 other subjects with insecure attachment style.

The survey was conducted on site and individually. It is performed through a questionnaire comprising four axes. The first axis deals with biographical given. The second, third and fourth consist mainly of scales of measurement. The first scale measures the parental style. It is a Likert-type scale developed by Steinberg, Lamborn, Dornbusch, and Darling (1992) which includes four possible answers. The second scale that evaluates the attachment style is borrowed from Hazan and Shaver (1987). However, amendments made to it in order to adapt to the cultural level of our respondents. It finally includes ten items instead of fifteen at the start, with two response proposals. The third scale used to assess student attitudes toward divorce. It is constructed according to the method of Thurstone (1931) with two possible answers. The data collected in the field are subjected to statistical processing. This enables to identify two levels of results in accordance with the working hypotheses previously made.

RESULTS

The results are analyzed using the Chi-Square statistical technique that allows testing the significance of differences between qualitative characteristics. They consider two independent variables in the study, namely parental style and attachment style.

PARENTAL STYLE AND STUDENT ATTITUDES TOWARD DIVORCE

Chi-Square test used to test the effect of parental style on the attitude towards divorce among students is applied to the Table 1. Application of SPAD software provides a chi-square value of 69.17. This is significant at the 0.05 probability level and one degree of freedom. Close examination of the comparative frequency supports the significant difference observed. It shows that the majority of subjects who have a exigent style display an unfavorable attitude toward divorce (47 on 55, or 85.45%) in contrast to zero with an indifferent style and unfavorable attitude to against divorce (0 on 45, 0%). Inversely, all of the students for whom there is an indifferent style show a favorable attitude toward divorce (45 of 45, 100%) as opposed to a small proportion of them require a style and whose attitude respect of divorce is favorable (8 on 55, or 14.55%). The first hypothesis, the hypothesis **a**, is, therefore, confirmed. We draw the conclusion that students undergo an exigent parental show an unfavorable attitude vis-a-vis the divorce than their comrades subjected to an indifferent parental.

Table 1. Frequency distribution of students according to the parental style and attitude toward divorce

Attitude toward divorce	Exigent style	In different style	Total
Favorable attitude	8	45	53
Unfavorable attitude	47	0	47
Total	55	45	100

This result can be explained by the fact that subjects receiving an exigent parental style have received enough of their parent parental affection. This helped to significantly

boost their self-esteem. They are more optimistic and are confident in the face of current difficulties. Tolerant to frustration, they do not address or at least do not react to

problems or situations with emotion(s) negative(s). Thanks to the presence of parental figures in their side, they have learned to internalize social norms and values. Their daily operation is fundamentally dependent and their way of solving life's problems. They know how to find behavioral strategies to fit any stressful and conflictual situation they might encounter in their lives. Not without being affected by the negative life events, they are, however, able to find adaptive solutions to overcome those events. This explains their negative attitude vis-à-vis the divorce which, moreover, is perceived as a headlong rush.

In contrast, subjects who are subject to an indifferent parental style favor the issue of divorce because their experience is tinged with various frustrations. They have heavy heart and are constantly animated by a spirit of vengeance. Their degree of tolerance of frustration is very low. They tolerate less or not at all the mistakes that can commit their joint. Forgiveness to grant to the other appears difficult since these same own have never experienced. Having not been sufficiently attentive to their parent in the event of manifest need, they also have not a thorough knowledge of the importance of listening to their married partner. This is especially true because, speaking of education, it is said that a man can give what he himself

received from his parents. Therefore it is not surprising to observe, in such individuals, a tendency to be favorable to the marital separation when difficulties arise or conflicting relationships of torque.

ATTACHMENT STYLE AND ATTITUDE TOWARD DIVORCE

On the Table 2 is applied the test of chi-squared test for the impact of attachment style on the attitude towards divorce among students. The chi-squared calculated using the SPAD software is 2.84. It reveals a significant difference 0.05 probability threshold and one degree of freedom. Detailed examination of frequencies compared illuminates the meaning of this difference. It shows that the majority of subjects who have a secure style have an unfavorable attitude toward divorce (42 on 55, or 76.37%) against a minority of insecure style and an unfavorable attitude toward divorce (4 on 45, or 8.89%). Conversely, students characterized by insecure style show a favorable attitude vis-a-vis the divorce (41 on 45, or 91.11%) against a small percentage of them to a secure style whose attitude toward divorce is favorable (13 on 55, or 23.64%).

Table 2. Frequency distribution of students according to the attachment style and attitude toward divorce

Attitude Toward Divorce	Secure Style	Insecure Style	Total
Favorable attitude	13	41	54
Unfavorable attitude	42	4	46
Total	55	45	100

Our second hypothesis, that is to say, the hypothesis **b** is confirmed. Thus, students with secure attachment adopt a unfavorable attitude vis-à-vis the conjugal dissociation than their counterparts in that attachment style is described as insecure.

To understand this result, we refer to the concept of attachment developed by Bowlby (1969). According to this author, how to respond to a child, every time he is facing an alarming situation or at risk of being is organized largely by the fact that forecasts about the sensitivity, stability and availability of the attachment figure. These predictions stem from operating models called "Internal Model Operating (MIO)" formed from the mental representations of self, other and the world, themselves from interaction with the family environment (Miljkovitch, Pierrehumbert, Turganti, & Halfon, 1998). It is important to note that the quality and nature of early attachment relationships have consequences on the development of personality and the training of cognitive representations of both positive and negative towards others and oneself. Therefore, the various mental representations that the individual has put in place following his childhood attachment experiences are used to guide expectations, perceptions and behaviors in subsequent relationships, even including his intimate or romantic relationships. But in general, it is accepted that the subject Secure can recognize its imperfections and keep a good esteem of him and a sense of personal value. Since his self-esteem system is balanced and open to what is called the external validation (the look of the other), it is surprising that

the students of this style manifested an unfavorable attitude vis-a-vis the divorce especially as attachment acts as a powerful protective factor against depression, psychological distress and involvement in socially deviant behaviors.

In contrast, in the situations where there is insecurity of attachment, self-esteem is more precarious in the individual. It's that originally dyadic parental relationships, experiences Bowlby (op.cit.) shows that once the mother stops giving attention to her baby, respond to his attempts to communicate, the behavior of the child changes radically. It becomes tense, stressed and even loses control of him. However, as the author points out, the attachment system, even if activated more frequently during childhood, however not it ceases to function throughout the life of the individual. Thus, students who have been victims of emotional deprivation in childhood lacking in self-confidence and feel unable to effectively manage conflicting relationships. They become as something too heavy that must get rid of. And one of the most appropriate solution is for them marital separation that is perceived as a relief.

DISCUSSION

The objective in this study is to verify the relationship between parental and attachment styles on student attitudes toward divorce. The results lead to two conclusions. On the one hand, students undergo an exigent parental style show an unfavorable attitude vis-a-vis the divorce than their comrades subjected to an indifferent parental style. On the other hand,

students with a secure attachment adopt a unfavorable attitude vis-à-vis the conjugal dissociation than their counterparts in that attachment style is described as insecure. These results are supported by those reported by some authors. Zaouche-Gaudron (1995) shows, for example, that children of differentiated fathers are more secure and more open to the environment those children of poorly differentiated fathers. Although this is the mode of involvement of the father who is here analyzed, we see that a secure attachment is correlated with an opening to the environment. Howes (2008), for their part, point out that unlike the person who has had only difficult relationships within his family, one that has enjoyed a stable and reassuring support reaches design relationships in positive terms. Fagot and Kavanagh (1993), Schneider, Atkinson, and Tardif (2001) address in the same direction by arguing that children who have benefited from an early age, a secure relationship with their mother, later developed at the preschool and school age, more socially competent than insecure children. Hazan and Shaver (1987), they believe that a lot of proximity between the modes of expression of the attachment relationship mother/child attachment and love. Thus, Secures people show an ease and emotional security and place great importance on emotional relationships. Regarding it, Steinhauer (1996) shows that a child who has not developed within two years of its capacity commitment retains serious consequences both socially and cognitively. Indeed, it claims that it is to maintain its links with the mother figure that the child manages to abandon socially undesirable behavior. Finally, in the same perspective, Loeber (1990) also claims that there is a critical period in childhood, which provides learning social skills and that deprivation of situations during this period, by events such as separation from the mother, the succession of maternal figures and the poor quality of care, foreshadow subsequent antisocial behavior.

In view of the above results, it is clear that marriage is a serious institution to preserve for both children, spouses themselves as a nation. In fact, a nation in which all married people split bodes nothing good and positive. When parents are divorced, this necessarily has a negative impact on children's education. These, however, are called to be managers, future leaders. It is therefore desirable that people

who marry do not divorce. And one way to do that would help them achieve a deeper understanding of their personality. Couples marriage candidates earn enough to communicate without detours on the individual experience and relationship of the one and the other. Self-knowledge and the other in its strengths and weaknesses, once known partners could benefit them in the context of a harmonious married life and fulfilled.

The conclusions of this research are on the practice range at three levels. First, they help to further examine complex psychological determinants of attitudes toward divorce. Secondly, by now integrating these two variables in the explanation and understanding of the event of divorce, one might anticipate the occurrence of this phenomenon by acting on inputs identified factors. In this perspective, divorce could then be reduced if not permanently eradicated. In a third time, they can be helpful to marriage counselors both in supporting the training and become couples in marital conflict management strategies that might occur in the home. This study, although interesting, nevertheless presents some methodological shortcomings. First, the angle from which it is approached is purely attitudinal and cannot actually translate the behavior vis-a-vis the divorce students. Then the study population, the students here, are not necessarily married or not living with a partner at the time of the survey may not appreciate the true value of the phenomenon studied (divorce). The study also includes contextual and temporal boundaries. Indeed, it is done in 2014, in the debate on marriage for all internationally. In Côte d'Ivoire, this period is also marked by the controversy over changing the Marriage Code. It is therefore no exaggeration to say that the opinions of the respondents are influenced by the context of controversy around the marriage. In other times and places, no doubt, the results would have been different. Finally, the number of subjects interviewed in the survey still appears limited for a quantitative approach study. Therefore, the results can be generalized to the entire Ivorian student population. As a result of the above, we recommend that this study extends not only on a sample of a larger size but also and especially on subjects actually in couples. In this way, the results that we lead could be a true indicator in explaining and understanding attitude towards divorce among Ivorian legally married.

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