

Addis Ababa University
College of Education and Behavioral Studies

School of Psychology

**The Effect of Divorce on Adolescents' self-esteem: The Case of
Adolescents at Federal first Instance Court**

BY

Hawi Mekonen

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A thesis submitted to School of Psychology in Partial Fulfillment of the
Requirements for MA Degree in Developmental Psychology

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Acronyms

ABS	Australian Bureau of Statistics
EU	European Union
NGO	Non-governmental Organization
SPSS	Statistical Package for Social Science
USA	United State of America

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Abstract

The purpose of the study was to investigate whether there was a difference in self-esteem of adolescents who come from divorced parents and those from intact families. A total of 200 adolescents (100 from intact family and 100 from divorced family) participated in the present study. The study sites were federal first instance court and Atlas primary and secondary school. Systematic random sampling technique was applied to select adolescents from intact families at Atlas primary and secondary school. Adolescents from divorced families were drawn based on the availability sampling technique. Questionnaires were used to collect the data. Data was analyzed employing descriptive statistics, correlation and t-test. The findings show that there is a significant difference in self-esteem between adolescents from divorced and intact families. The results also revealed that there is no significant difference in self esteem among female and male adolescents from divorced families. In addition, the finding revealed that there is a statistically significant positive relationship between age of adolescents that come from divorced families and their self- esteem. The study suggested that Orientation and training should be given to parents/guardians of adolescents from divorced families on how to treat their children with warmth and affection to facilitate the conditions which are essential to foster their children's self-esteem.

Chapter One

1.2 Background of the Study

Divorce is a common phenomenon in today's community. But still represent a major life stressor for the individuals involved, with potentially strong negative consequences for the mental and physical health of all members of the family. As a result the impact of divorce on child wellbeing has been the subject of research for several decades, and has long been viewed as the cause of a range of serious and enduring behavioral and emotional problems in children and adolescents (Kelly and Emery, 2003). Parents used to stay longer in marriage for the interest of their children's welfare even if they faced marital problems. But now so many couples end their marriage even for a simple reason and become single parents. No matter how single parent deals with this challenge, the consequences are far weightier as compared to children of parents living together (Gardner 2008).

Divorce affects the couple who is ending their marriage, and affects their children as well. In US approximately one million children are affected by divorce each year (U.S. Census Bureau, 2002). Research has shown that parental divorce has many negative effects on children (Lewis & Sammons, 2001). Academic failure, poor peer relationship and lack of commitment in relationship are some effects of divorce on children (Lewis & Sammons, 2001). These problems do not diminish overtime and continue throughout adolescence and into adulthood (Kim, 2011).

Data from the US National Center for Health Statistics state that compared children from single parent and remarried families have more than twice chances to experience emotional and behavioral problem (Doolittle & Deutsch, 1999). In comparison with children from intact family,

the physical and psychological ratings of children with divorced families are poor (Amato, 2000). Their view toward themselves is likely to be as having less skill and knowledge to do something successful, they display more unhappiness and hopelessness and experience feeling of departing to another place in search of quiet or privacy and they experience extreme anxiety or pain (Najman et al., 1997). Children of divorced parents have also account feeling of being alone, being not skillful enough to handle rejection, and insecurity.

Furthermore studies have revealed that parental separation significantly affects children's levels of self-esteem (Krider 2002). Divorce has a stressful nature that can easily change and make individual self-esteem unstable (Amato, 1993). When compared with children having in intact families, children having divorced parents exhibit lower self-concept and lower self-esteem. (Amato & Keith, 1991). In a study measuring self-esteem the outcome demonstrated that, the score of individuals from divorced group were considerably lower than those from non-divorced group (Goodman & Pickens, 2001). Research has shown that these children are unlikely to return to normal state and the effect of divorce and family break up has long lasting effect on their self-esteem (Amato, 2000; Goodman & Pickens, 2001). On the other hand self-concept has a direct relationship with support, acceptance, and secure attachment style (Bynum & Durm, 1996).

Persons with low self-worth have a trouble in establishing and developing friendship, difficulty of having closer relationship and have characteristics of being alone and avoid being with other people. Differences have also been found in self-esteem between sexes of children of divorce. It is not surprising to know that the influence of divorce between male and female children is significantly different and affect them in different way. When compared behavioral problem of boys from divorced parent with girls from divorced parent, boys from divorced parent happen to

have more behavioral problem than girls from divorced parent (Amato et al., 1995).It may be that the most common scenario of mother as custodial parent and caregiver severely limits the active role of a paternal model and support that are particularly essential to the development of self-esteem in male children. In addition, a strong relationship has been found between age at parental separation and the self-esteem of male children (Shook & Jurich, 1992).

A child's psychological well-being can be negatively affected by the tensions and conflicts preceding and surrounding the divorce process (Afifi & Amato, 2006). These individuals will view their current family environment as significantly more stressful and less cohesive than their peers do. They will experience greater feelings of rejection, anger, denial, sadness, despair, and grief about their relationships with their parents (Kelly& Emery, 2003). Children from homes with high inter-parental conflict can feel that they have little control over events in their lives, which has been shown to increase the risk of adjustment problems (Burns & Dunlop, 2002). Divorce increases the risk of many child problems, but this does not mean that all children of divorce are affected negatively. Since parents play a key role in the development of self-esteem, it is not surprising that a disruption in the parental relationship would have an effect on self-esteem development. After divorce, a major change in parenting takes place simply as a result of the absence of the non-custodial parent. Mruk (1995; cited in Krider 2002) found that children with parents who are absent frequently or for long periods of time display lower levels of self-esteem. Children often view this parental absence as a sort of rejection and in turn question their worth (Krider 2002).

In Ethiopia, children raised by single mother may face direct problems which make them acutely aware of the fact that they are children of divorce of parents. For example, our common

expression in Amharic “yeset lij” which means one who have been raised only by his\her mother, shows how the society isolates and stigmatizes children with the mark of moral inferiority. Friends and neighbors may also tease and sneer at them because of their mothers being single and the disturbing comments that come from the society are striking; this may lead children and adolescents to undesirable psychosocial risks. The strains and stress of divorce on children is wider in scope and deeper in magnitude (Wondimu, 2007). The presence of the problem is undeniable and divorced parents and their children represent a considerable and important social problem. However literature on adolescents after parental divorce in Ethiopia is surprisingly sparse. In addition, scarcity of reliable statistics makes it impossible to show the extent of the problem. So the purpose of this study is to fill this research gap by examining the effect of divorce on the self-esteem of adolescents and to assess whether or not there is a difference in self-esteem score of adolescents in relation to their parental marital status. To achieve this aim, the research at hand compares self-esteem of adolescents from divorced families with self-esteem of those from intact families. The reason why the researcher chooses to study this research topic was that, since the researcher have been working as counselor, there are many clients who are from divorced family and hence the researcher wonder to know whether or not adolescents from divorced and intact family different in their self esteem.

1.2. Statement of the Problem

Divorce is a family crisis, which could require a long period for recovery. Adolescents are required to resolve a number of normative developmental tasks that arise from the stage of adolescence and divorce of parents may be an addition to the already existing turmoil of their life

Biller (1993). According to Biller (1993; cited in Magane, 2000) closeness with parents could be especially important in fostering the child's sense of self-esteem and self-confidence.

Mruk (1995) described low self-esteem in terms of sense of unworthiness, feelings of inadequacy, and anxiety. This may contribute to the child experiencing social or peer rejection, or to the child isolating herself or himself because she or he does not fit in with his or her friends.

In Ethiopia parents in general provide affections and care for their children as much as possible. However when divorce happen parents preoccupied by their own problem so that the adolescents feel alone and they faced a lot of problem which may affect their personality as well as their self-esteem. The rising divorce rate in Ethiopia (Wondimu, 2007), means that many children are affected by the trauma of divorce. However, previous studies have concentrated on the issue of parental divorce on children psychological adjustment and studies relating to divorce and its impact on the adolescents self-esteem are particular scarce. Furthermore, how divorce affects adolescents' self-esteem has not been addressed comprehensively as a social problem in the society. Taking this into consideration the present study will try to answer the following research questions:-

- 1) Is there a difference of self-esteem between adolescents who come from divorced families and those who come from intact families?
- 2) Is there a relation between age and self-esteem in adolescents from divorced families?
- 3) Is there relationship between sex and self- esteem of adolescents from divorced families?

1.3 General Objective

The general objective of the study is to investigate the effects of divorce on adolescent self-esteem. The specific objectives of this study are;

1. To see if there is a difference in the degree of self-esteem for adolescents from intact families and from single parented homes.
2. To examine the relationship between age of adolescents and their self-esteem for those who came from divorced family.
3. To examine if there is a relationship between sex and self esteem of adolescents from divorced families.

1.4. Significance of the Study

- The findings of the study shall provide empirical data and direction for action by government, NGOs and private organizations as well as associations that works in the area of divorce and children particular.
- This study is also important for parents, for those who are involved in family counseling, school counselors and those who deliver of intervention service.
- Finally it is hoped that the findings of this study will provide some important direction for conducting further research in the area of adolescents of divorced families.

1.5. Delimitation of the Study

To achieve the objective of the study and make it manageable, in terms of coverage, the scope of the study is delimited to Federal instance court bench mark and Atlas primary and secondary

school. Specifically, Grade 7-10 because most of the adolescents who are found in adolescent age attend these grade levels. Methodologically, the study was delimited to self-administered questionnaire.

1.6. Definitions of Terms

Divorce: refers to the legal separation/divorce of the biological parents of the participant; therefore, the participant is living with only one of his/her biological parents.

Intact Families: referred to a family in which both biological parents live in union with their children.

Self-esteem: refers to one's internal feelings and evaluations of self, based on one's perceived image.

Primary and secondary school: refers to adolescents who are attending from grade 7 to10.

1.7. Organization of the Study

The general structure of the paper consists of the five chapters. The first chapter deals with the background of the study; statement of the problem, objective of the study, significance of the study, delimitation of the study and definition of the terms. The second chapter presents review of related literature that was read and systematically organized from different books and related materials. The third chapter consists of the research methods and procedure employed to collect and analyze the data for the study. The fourth chapter deals with analysis of the data and interpretation of the findings including the discussion. Finally, summary of the findings, conclusion and recommendations are presented in the fifth chapter.

Chapter Two

2. Reviews of Related Literature

2.1. Concepts of Divorce

Many scholars define divorce in different ways for instance, Ezeokanana(1999) defined divorce as the final dissolution of unsuccessful marital life which is the culmination of poor marital adjustments and happens most of the time when both parents are unable to solve their problems through consensus. In concise Encyclopedia of Psychology (1996), divorce is defined as a legal dissolution of a marriage.

The essential English dictionary (1999) defines divorce as legal permission to separate from one's married partner and to marry someone else if so desired, or to officially end a marriage.

The new dictionary of social work (1995) states divorce as the dissolution of a marriage by a judicial order. Cohen(2002) state that "Divorce is the termination of the family unit." As stated by Havemann (1990) divorce is a social action taken toward ending marriage that has a result or effect both for the families involved and for society. It is a lawful process through which marriage is terminated. Conventionally divorce implies that it is the fault of one of the parties involved due to some illegal or dishonest behavior on marriage.

As defined by McDonald (1978), divorce is the dissolution of a society and democratically recognized marital relationship. It is usually accompanied by formal arrangements for the owning of property, custody and support of children, if there are any. The property adjustment may also include a provision requiring alimony to be paid by one former partner to the other although alimony is less frequently granted today.

According to Blumer (1952) divorce is not the only measurement of a person's failure to cope with normal social situations. In spite of the fact that it is deeply distressing experience for the parties involved, it must be known that in many cases divorce is a solution to problems for the reason that it is final legal termination of a seriously broken marriage. However, in great number of cases, a more or less serious modification to life is needed at least on one member of the separated couple and the problems are likely to rise for both partners. Divorce signals major life changes and involves social, psychological and economical implications. Children are frequently are seen as the innocent victims of divorce (Berger, 1986).

Generally, though different scholars define the concept of divorce in several ways, they all agree divorce is the distraction of organized family unit.

2.2. Patterns of Divorce

The trends of divorce show that the situation is increasing in worldwide. According to Olson & Defrain,(2000), the assertion that half of all marriages end in divorce is commonly accepted in the US since 1970s. Actual divorce rate requires tracking and analyzing important samples of actual marriages through decades. Statistical estimates during the 1990s show almost half of the marriages in North America ended up in divorce, which meant that almost one million children faced this situation every year (U.S. Bureau of Census,1992; Center for Disease Control and Prevention/National Center for Health Statistics, 1995).In 2002, the US Census Bureau documented that one out of every two marriages ended in divorce. During 2005, a study confirmed that 60% of all marriages result in divorce in the first decade and more than 80% within the first 20 years. In the same year most of the states in the USA recorded a divorce rate of over 3 per 1,000 inhabitants, some of them doubling that rate (e.g. Arkansas, Nevada). With

2,157,000 reported marriages in the United States in 2009, that would mean that over 1,000,000 of those marriages will end in divorce (Tehada-Vera & Sutton, 2010).

In the European Union (EU-27), the crude divorce rate in 2007 was 2.1 per 1000 inhabitants, 0.6 points higher than the 1980 rate, with Spain as one of the leading countries (Eurostat, 2009). In Spain, whose legislation is recent, the evolution has been exponential, going from 16,363 dissolutions of marriage (6,880 separations and 9,483 divorces) in 1981 to 127,473 (7,960 separations and 119,513 divorces) in 2010 (Consejo General del Poder Judicial, 2010).

In 2011 the number of divorce in England and Wales decreased by 1.7% to 117,558 compared with 119,589 in 2010. The general decline in divorce continues since 2003 when there were 153,065. The fall in divorce is consistent with a decline in the number of marriage to 2009 (Beaujpuan and Bhrolchain, 2011). In 2005 the divorce rate in Australia is 33% (Australian Bureau of statistics, 2005). Australian demographers predict that recent marriage cohorts will experience rates of divorce around 45% and round half of those divorces involve children under the age of 18(Australian Bureau of statistics, 2005).

In western world, divorce has traditionally been viewed as unfortunate event for the persons involved and as a clear index of failure of the family system (Eshelman, 1991). However, as Eshelman further states, over the past few decades in the United States, at least, attitude toward separation and divorce has changed with a definite trend toward approval.

When we come to Africa, according to Monama (2011), in 2007 about 52 percent of African urban parents are single. Data released by Statistics South Africa revealed a steady increase in the divorce rate from 1997 to 1999. However, this has begun to decrease, with the last reported

rates being 582 divorces per 100 000 married couples in 2001 (Locoh, 2001). In South Africa it's reality that one out of every two marriages ends in divorce (Collins, 2003). These are frightening statistics not only because it points to the breakdown of the family nucleus, but also because it means that 50 percent of young people come from broken homes. According to statistics of South Africa, (2005), 32484 divorces were recorded in 2005.

According to Tilson and Larsen (2000) in Ethiopia, 45 % of all first marriages end in divorce or separation within 30 years, and 95% of the women marry by the age of 30, and 45 % of all first marriages ends in divorce within the first year, 34% within 10 years, and 40 % within 20 years (Tilson & Larsen, 2000; p.360). In addition, the same study stated that two –third of the women divorce within the first five years of marriage (p.355)

The national research by Tilson and Larsen (2000) indicated 75% of women who marry between age 11 and 13 divorces within 20 years. Rahel (1992) research works also states that, in 80% of her sample the divorced couple had children, in most case two or three.

From the above view points, we can understand that there is an increasing the patterns of divorce throughout the world.

2.3. Factors Contributing for Divorce

Among many others cause of divorce the attitude toward divorce, directly shapes individual behaviors in response to situations. Following the 1950 change in conservative and traditional attitude towards divorce, the number of divorce has increased to a great extent. Then from 1970s, onwards there has been an increase on the likelihood of divorce rising up to 50%. Among many possible factors of change, as explained by (Martin & Parashar, 2006), is the change on the way

of thinking toward divorce observed among women who are at different levels of education. For instance, as the study conducted by (Martin& Parashar, 2006) indicated women who have college education compare to women with no high school diploma assume or perceive divorce as positive.

On the other hand due to liberalization of acceptable standards concerning individual's choice, tendency of secularization and less religious influence, the rate of divorce were moving upwardly in western countries in the 19th century. The religious aspect is largely missing in the institution of marriage: this is often referred to as desccralization of marriage. Marriage has become an individual choice rather than the covenant before God, this change has contributed to the acceptance of its worldly nature rather than spiritual ones (Cherlin, 2004).

These changes in socio – cultural tendencies influenced the action of passing more liberal divorce laws, which later on resulted in easier divorce law propagated in America (1968 &1985). Following these laws, divorce lost its feeling of embarrassment or distress arising from it and became normal and socially acceptable. These cultural and legal factors have made it easier for people to be less attached to marriage as an institution and consequently to turn to divorce as a solution.

In addition, trends toward individualism that began two centuries ago have resulted in an emphasis on rights rather than duties. When individualism is coupled with an ideology of gratification, particularly sexual and psychological, where people are encouraged to be “happy” and “fulfilled,” it follows that the spouses' mentality about their marriage is affected. Marriage is less likely to be seen as an institution centered on mutual responsibilities and is more likely to be based on the pursuit of happiness, fulfillment, and companionship. More is demanded of

marriage in terms of personal gratification (Cherlin, 2004). As Amato (2007) put it, in individualistic marriages, spouses view the marriage as valuable as long as it meets their needs for personal growth and self-actualization.

Low incomes and poverty are risk factors because financial stressors often impact negatively on a marital relationship. On the other side of the equation, a very rapid upward social mobility where the acquisition of money and status is a prime mover is also a risk factor. This may be because such a pursuit of materialism takes time away from relationships or reflects individualistic values that are in-compatible with a good conjugal life which refers us back to the cultural factors mentioned earlier (Clark and Crompton, 2006).

Low income in the context of solo mothering and remarriage is another risk factor for divorce. Mothers who have children without a partner are more likely to be young and poor and to cohabit before marrying thus combining many risk factors for divorce. Remarriages, as we have seen earlier, are a risk factor for divorce, in great part because of the complexities of reconstituted families (Amber, 2005). This risk factor is becoming more salient. In 2000, 33% of all marriages had one or both partners who had been previously divorced and, of these, well over a third included two previously- divorced persons (Statistics Canada, 2003). Furthermore, families with a resident step-father are less stable than families with a resident step-mother (Marcil Gratton et al., 2003).

In Africa there are several cultural factors influencing the risk of divorce these includes religion, ethnicities. Scholars often associate Christianity with ideational change increasing women's autonomy. This however empowered the women reducing the extent to which they are depend

on men hence, resulting to high divorce rate among women of reproductive age in Nigeria and other part of the world(Adegoka, 2010).

According to Daniel (1994; cited in Serkalem, 2006) in Ethiopia, the increasing numbers of divorces are both internal and external. The reasons peculiar to the situation of the country are ethnicity, politics, job displacement, economic crises and changing attitude toward divorce. The agreement of spouse and or petition for divorce is the outcome of a malfunction of family for many personal, social and economic reasons.

According to Pankhurst (1993); cited in Tilson & Larsen, (2000) in Ethiopia the most common reasons for divorce that women among the Amhara people in north Shewa province claim were physical abuse, maltreatment, wasting money, adultery, exerting too much control over personal activities, forcing intercourse, home sickness and a large difference in age. The same study by Pankhurst about the cause for divorce from men's point of view were childlessness, adultery not keeping house properly and wives not obeying husbands or challenging their authority.

According to Serkalem(2006) husband addiction to chat, alcohol and smoking and economic problem, sexual incompatibility, pressure from friends and families on the couples and difference in religious and ethnic background are major contributory factors for divorce.

In addition to the above causes of divorce some social and economic factors considered as contributor for the increase number of divorces in Ethiopia. The empowered position of women, very little social stigma towards divorced women and high remarriage rate of divorced women explain the increasing number of divorce Daniel, (1994 &1993); cited in Tilson & Larsen,(2000;p.357).

2.4. Divorce and Children

The rising divorce rate has been viewed with alarm for many years, as there has long been a perception that the collapse of the nuclear family has an adverse effect on children and adolescents. According to Hetherington & Camera, (1984) The child's problems are often aggravated by the fact that the parents are pre-occupied by their own problems, especially the first year after divorce, and have difficulty responding to the child's needs. During this time children are neglected since their parents are pre-occupied by their marital disruption circumstances.

As Wallerstein and Kelly (1980) reported there was evidence among their sample of "decreased availability of the parent, a sharp decline in emotional sensitivity and emotional support for the child, decreased pleasure in the relationship, decreased attentiveness to the child's needs and wishes, less talk, less play, less interaction altogether, and a steep escalation in the inappropriate expression of anger"(p 117). They found that, because of these changes, children become burdened with more than just the immediate impact of divorce. They also experience a series of divorce-related changes in daily living. These burdens add additional stress to the normative changes of growing up, especially during adolescence. Children from divorced families expressed feeling that no one was in charge at their house, they are responsible for their own care and the care of their parent.

Similarly Wallerstein & Kelly, (1974) in their ten year follow up of children who were early adolescents at the time of the divorce found that divorce-related events shortened the normally available time span for the accomplishment of adolescent tasks, including individuating from the parents. They found that there was either temporary interference with entry into adolescence,

parents keeping their children dependent on them. Even though the researchers viewed divorce-related events as time limited stressors, they described this time as a painful experience marked by acceleration and telescoping of normal developmental difficulties and conflicts. Utilizing the qualitative data in her report of the ten-year follow up study, (Wallerstein ,1985) found that subjects who were preadolescents at the time of divorce felt they had been required to take on more responsibility at an earlier age and that they had missed out on some of their childhood, suggesting that some psychological effects of divorce are long lasting

Magrab (1978) also considers divorce as significant event in children's lives. He stated that children may face substantial stress due to the many new adjustments in their lives in addition to the fact of divorce, including changes in relationships with parents, school, and peer groups. Magrab found adolescents had concerns about money and loyalty conflicts.

According to Marcia (2001) the divorce experience for teenagers can vary, depending up on a variety of pre and post-divorce factors, but the way that teenagers have in response to a divorce are uniform, regardless of individual experiences. The same study by wallerstein and Kelly, (1974) are also found similar regarding how teenagers feel when parents' divorce they feel angry, sad and anxious. Conger (1991) also stated that the parental divorce on children often triggers an onslaught of feelings of shame, anger, anxiety, fear of abandonment, guilt ,depression and profound loss-even a desire for revenge.

Eshelman(1991) further suggests that adolescents from divorced home are more prone to commit delinquent acts, experience problems in peer relations, and they are highly associated with family related offenses such as running away and truancy.

The most important variable seems to be chronological age, mastery of age appropriate developmental tasks, pre- divorce vulnerability post-divorce change in routine and life style.(Farbers,1988).

Even though adolescents may be getting on successfully with their own lives still have strong memories of their parents breakup, along with the feelings of sadness continuing resentments, and a sense of deprivation and a significant number appear to have difficulty (Wallerstein,1985).

Most results of many researchers have similar findings about the effect of parental divorce on children. On the other hand study by Buchanan, Maccoby, and Dornbusch (1996; cited in Defrain & Olson, 2000) report contrary finding. These researchers indicated that adolescents from divorced parents were well adjusted and have good relationships with their parents. The same study found that among children of divorcees those living with their father, and those adolescents whose parents were remarried were better adjusted than those whose parents were dating or cohabiting.

In Ethiopia regardless of the problem of family disintegration and divorce there are few studies done in this area. In a study assessing parental divorce and its impact on children in Dessie, Sisay (1997) showed that adolescents from divorced family had more psychological and social adjustment problems than children from stable families. According to Rahel (1992) children get the hardest blow from the dissolution of the marriage. Her research result further reveals that in 90 % of the cases, the mothers keep custody of their children most mothers expressed their sorrow for children missing their father. Sisay(1997) disclosed that children of single parents and the step parents families were affected more by psychological and social adjustment problem as compared to children from intact families.

2.5. Gender Differences in Response to Divorce

The findings on gender differences in children's responses to divorce have been contradictory. Some studies point to more problems for boys in divorcing families than for girls (Guidubaldi & Perry, 1985; Hetherington et al., 1979, 1985; Kaye, 1982; Kurdek, 1987). Other research finds more negative effects for girls (Farber et al., 1983; Frost & Pakiz, 1990; Stewart & Linn, 1983; Wallerstein & Kelly, 1974); and some research has found no differences in the effects of divorce on boys and girls (Kinard & Reinherz, 1984; Mechanic & Hansell, 1989; Rosen, 1979; Zill et al., 1993).

Guidubaldi and Perry (1985) found that boys in divorced households exhibited more adverse effects than girls, in terms of inappropriate behavior, work effort, and happiness. Girls with divorced parents, on the other hand, scored higher in locus of control than their counterparts.

Other studies have found more detrimental effects for girls than boys. Slater et al. (1983) found that adolescent girls from disrupted homes had lower self-esteem and more behavior problems than adolescent boys in similar home life situations. Furthermore, while female adolescents from disrupted homes reported higher levels of family conflict than females from intact families, the opposite was true for males. Wallerstein and Kelly (1975) found that, one year following divorce, 63 percent of the girls were in worse psychological condition compared to 27 percent of the boys. Frost and Pakiz (1990) found that girls from recently disrupted households reported truancy in higher proportions than their male counterparts and than children from intact families. They were also significantly more dissatisfied with their social network than girls from intact families.

Some studies have found no differences on various effects of divorce between girls and boys (Kinard & Reinherz, 1984; Mechanic & Hansell, 1989; Rosen, 1979). Frost and Pakiz (1990) found no gender differences for self-reported antisocial behavior among adolescents from divorced families, although they found gender differences in other areas such as truancy and social networks.

A possible reason for the contradictory findings related to gender could be that boys and girls may be affected by divorce in different ways. Healy et al. (1990) argue that boys and girls show sex-role-typical patterns of distress when they see their fathers more often and more regularly - high self-esteem and more behavior problems for boys, and low self-esteem and fewer behavior problems for girls. Another possible reason for the differing results among studies could be that boys and girls are affected by different aspects of the divorce process. Hetherington et al. (1985) found that divorce had more adverse, long-term effects on boys than girls; they found that girls had more adverse effects as a result of remarriage of the custodial mother.

Other research suggests that girls may be more affected psychologically (e.g., depression) (Peterson & Zill, 1986). Also, it is possible that behavior problems commonly seen in boys are the more readily observed behaviors than the types of problems that girls have (self-esteem).

Peterson and Zill (1986) found that children living with parents of the opposite sex were especially prone to problem behaviors. However, other studies (e.g., Buchanan, Maccoby & Dornbusch, 1992; Rosen, 1979) have found no significant differences between sex of custodial parent and child's adjustment. It has also been argued that the differential impact of divorce on children may be linked to parenting styles - particularly with regard to the issue of discipline.

Grych and Fincham suggest that the question of whether boys or girls are more adversely affected by divorce is quite complex, and the answer is likely to depend on a host of factors such as the sex of the custodial parent, their parenting style, whether they have remarried, the quality of the parent-child relationship, and the amount of contact with the noncustodial parent.

Studies have consistently found that boys, especially younger boys, are more vulnerable to the effect of divorce than girls are even six years after their parents' divorce, boys from divorced families performance more poorly than peer from intact families on a wide variety of academic and mental- health measures(Guidubald & perry, 1985; Heatherington, 1989).

In general Findings related with gender differences in children's responses to divorce are conflicting. Some studies points that, boys in divorcing family to have more problem than girls in divorcing family. In contrary, some other studies find more problems for girls than boys. Mean while other studies found no differences in the effects of divorce on boys and girls. A possible reason for the contradictory findings related to gender could be that boys and girls may be affected by divorce in different ways.

2.6. Meaning of Self-esteem

Self-esteem is a personal judgment of worthiness that's expressed in the attitudes the individual holds towards himself (Coopersmith, 1967). It expresses an attitude of approval or disapproval and indicates the extent to which the individual believes himself to be capable, significant, successful and worthy.

According to Pope, et. al., (1988), self-esteem is an evaluation of the information contained in the self-concept, and derived from the individual's feeling about the entire thing one is.

The definition proposed by psychologist Arthur Cohen (1968) is the degree of correspondence between an individual ideal and actual concept of himself. For Rentsuch and Heffner (1992) self-esteem is an evaluation of oneself as person, and for Derlga and Janda (1986) it is how we think of ourselves, whether in a positive or negative fashion.

Jacobson in Campall (1984) defined it as an expression of the harmony or discrepancy between the self-representations and the wishful concept of the self. As to Gonzalez-Mena (1993), self-esteem is how we feel about how we define ourselves.

Self-esteem has also been defined in a number of other ways. The common theme refers to an individual's perception of himself in a number of physical, intellectual and social activities and depends up on the evaluation conveyed to the individual by significant others, by the standard of his reference groups and by his perceived effectiveness in achieving goals (Douvan and Gold, 1966 in Lynch and Clark, 1985).

Many stressful situations have both positive and negative aspects. Whether a person tends to focus on the positive or negative aspects of a stressful life events may be an important determinant of the person's psychological adjustment. High self-esteem is considered to be a "healthy" of the self- one that realistically encompasses shortcomings but is not harshly critical of them. According to Pope et al. (1988), a person who has a high self-esteem evaluates himself in a positive way and feels good about his strong points. Feeling satisfied with the major portion of the self does not mean that the individual has no desire to be different in any way. A person with high self-esteem evaluates himself in a positive way and feels good about his strong points.

High self-esteem according to Campbell (1984) is the basis for a good personality and effective social functioning. He further stated that a high self-esteem enables to influence people.

Coopersmiths (1967) stated high self-esteem as:

“Youngsters with a high degree of self-esteem are active, expressive. Individuals who tends to be successful both academically and socially. They are eager to express opinions, do not side-step disagreements are highly interested in public affairs. They appear to trust their own perceptions and reactions and have confidence that they will be well received” (p.20)

Individuals with high self-esteem are assertive, trusting, competent, autonomous, achieving, respected by peers, and generally efficacious in meeting personal goals and aspirations Wilson (1974) in Pope et. al., 1988)

Coppersmith (1967) describes low self-esteem individuals as individuals with a picture of discouragement and depression. They feel isolated, unlovable, incapable of expressing or defending themselves and too weak to confront or overcome their deficiencies. In the presence of a social group, at school or elsewhere, they remained in the shadows, listening rather than participating, sensitive to criticism, self-conscious, pre-occupied with inner problem. The low self-esteem individuals are more likely to be unhappy, weak academically, discouraged, quick tempered, etc. which means a person lacks a global sense of self-worth (Gonzalez-Mena, 1993).

Different studies reveal that persons who seek psychological help frequently acknowledge that they suffer from feelings of inadequacy and unworthiness. These people see themselves as helpless and inferior- incapable of improving their situations and lacking the inner resources to

tolerate or reduce the anxiety readily around by every day events and stress (Rogers et. al., 1978).

2.7. Self-esteem in Adolescence

Adolescence is the period of transition from childhood to adulthood, a stage of major growth and development in which significant physiological, cognitive, psychological and behavioral changes take place and important developmental tasks, such as developing an identity and becoming independent, need to be accomplished. The concept of adolescence is socially constructed rather than being biologically determined and definitions vary widely among cultures and over time. Current literature also varies in the age ranges used to define adolescence. According to some definitions, adolescence may begin as early as seven years and extend to 18 through 22 years of age (Santrock, 196). Other definitions describe it as lasting from age 12 to 18 years, or from completion of primary school to graduation from high school (Peterson, 2004).

Self-esteem is one of developmental issues of adolescence considered as an important indicator of the success. It generally connotes the positive or negative value one place on one's own attributes (Freshbach & Weiner, 1991). Self-esteem is a central concept that is related to academic achievement, social functioning and psycho-pathology of children and adolescents. With respect to Academic achievement, various studies indicate that Children with low self-esteem are less successful at School (Mann, et. al., 2004).

In adolescence, self-evaluations become more differentiated and other domains become relevant, such as close friendship, romantic appeal, and job competence (Harter, 2003). Whereas the level of global self-esteem is generally relatively high during childhood, it drops dramatically when

children enter adolescence (Robins, et. al., 2002; Major, et. al., 1999). The enormous decrease in global self-esteem during adolescence can be attributed to significant changes that take place during the transition from childhood to adolescence. Clearly, adolescence is a stressful developmental stage with marked biological, cognitive, social, psychological, and academic changes (Finkenauer, et. al.,2002;Robins, et. al.,2002).

According to Harter, two factors play an important role in the development and maintenance of self- esteem in children and adolescents: (1) perceived competence in areas of importance, and (2) the experience of social support (Harter, 2003). Domains of perceived competence not only have a direct impact on self-esteem, but also influence approval and support of parents and peers. That is, good academic competence and behavioral conduct elicit approval and support of parents, whereas good physical appearance, relationships to peers and athletic competence result in approval and support of peers (Harter, 2003).

Other longitudinal research indicated a gradual increase in self-esteem across adolescence (Connor, et. al., 2004). Robins and colleagues in 2002 reported that self-esteem is highest during childhood, drops significantly during adolescence, and then increase again into adulthood.

2.8. The Impact of divorce on Adolescent self-esteem

Researches on the effects of divorce on self-esteem are mixed. While some studies have found significant differences in self-esteem between children from intact and divorced families, others have found no differences. In US to compare children of divorced homes with children of intact homes, Bynum and Durm (1996) surveyed adolescents, ages 13 to 18, by having the participants complete a demographic questionnaire and the Culture-free Self-Esteem Inventory (Battle,

1992). Results indicated that even though both groups tended to have a high level of self-esteem, the group from intact families scored significantly higher than those from divorced families. Beer (1989) conducted a study that indicated self-esteem was significantly impacted by divorce. The participants, 61 children from grades five and six, were given the Coopersmith Self-Esteem Inventory (Coopersmith, 1984), a demographic questionnaire, and other personality inventories. Beer found that children from divorced homes scored significantly lower on the self-esteem inventory than those from intact homes.

Parish and Taylor (1979) studied the impact of divorce on children's and adolescents' self-concept. Measures of self-esteem and self-concept were used as indicators of psychological well-being. The self-concept of a sample of 406 grade school and junior high school students was assessed using a measure developed by the authors. They found that children and adolescents from divorced families had significantly negative self-concepts than subjects from intact families. Beer (1989) examined the relation of divorce to self-esteem. The sample consisted of 58 children in grades 5 and 6, 21 children from divorced homes, and 37 from non-divorced homes. Children from divorced homes scored significantly lower on measures of both self-esteem and self-concept than did children from intact families. However, scores for both groups fell within the average range. Young and Parish (1977) found that college students whose parents had divorced had significantly lower self-esteem than did students whose parents had not divorced. However, they did not control for possible confounding variables. For example, socio-economic status (SES) was not controlled and could have affected the students' self-esteem. Slater, Stewart, and Linn (1983) studied the effects of family disruption on adolescent males and females. The Sample consisted of 217 adolescents from New Orleans public high schools. Of those students, 58% came from intact families and 36% came from divorced families. The two

groups were further divided by gender. They found that "females whose parents were still married had better self-concepts than their counterparts in disrupted families" (p. 940). The opposite was true for males.

Guidubaldi, Perry, Cleminshaw, and Mcloughlin (1983), after comparing 342 children from divorced families and 358 from intact families they reported that although self-esteem was not directly measured, they did find that children from intact families had higher social and academic adjustment scores than did children from divorced families. In a longitudinal study of the impact of parental divorce, adolescents were asked to evaluate themselves and their parents at two time intervals, 1979 and again in 1982 (Parish & Wigle, 1985). The subjects were 639 students from Kansas. They found that children from intact families consistently evaluated themselves and their parents more positively than did children who had experienced parental divorce. A study by Elfhag, et. al., (2010) also found out that children have lower self-esteem living with a single parent than those raised by two parents.

Conversely, other research findings indicated that there was no significant difference in the self-esteem of children of divorced families and that of intact families. Durm, et. al., (1997), conducted a study using the Culture-free Self-Esteem Inventory (Battle, 1992). The sample studied included 108 students, ages 15 to 19. Although there was a significant difference in self-esteem in the gender of the adolescents, girls had significantly lower self-esteem than boys and there was no significant difference in the self-esteem scores in relation to parental marital status. Hofmann and Zippco (1986) compared self-esteem scores from the Coopersmith Self-esteem Inventory (Coopersmith, 1984) from children of divorced and intact families. There was no significant difference in the scores. Gonzalez, et. al., (1995) administered several scales

measuring intimacy with parents and peers, self-esteem, depression, and risk-taking to 440 adolescents. Although there were slight differences in the variables, no significant differences were found in self-esteem.

Naderi et.al., (2009) who studied the relationship between self-esteem and gender among high school of students found that there is significant relationship between self-esteem and gender. It was found out that male adolescents had higher self-esteem than female adolescents.

Children of different ages have varying developmental levels of cognitive and emotional resources that may influence how they react to parental separation and divorce. While some reports demonstrate that children of particular ages, in a study conducted by Palosaari and Aro (1995), reported that lower self-esteem at the age of 16 was more common among girls from divorced families. However boys from divorced and non- divorced families did not differ from each other. The prevalence of depression was highest among persons from divorced families who had reported low self-esteem at the age of 16.

Mruk in 1995 also found that children with parents who are absent frequently or for long periods of time display lower levels of self-esteem. In another study, it was found out that two years after the divorce, children displayed lower levels of social and peer functioning as well as lower self-esteem than they did immediately following the divorce (Krider, 2002).

Regarding grade level and adolescents self esteem, Hofmann and Zippco (1986) by conducting their study on divorced adolescents reported that self esteem of adolescents increases as students grade level increases. However Carlson (2002) reported that adolescents self esteem does not vary on account of their grade level difference.

The literature appeared to support opposing points of view. There were those who supported the hypothesis that adolescents' self-esteem was affected by divorce, while there was an equal amount of literature that did not support this hypothesis.

2.9 Summary

In this chapter, Concept and Pattern of divorce, Factors contributing for divorce, Divorce and children, gender difference in response to divorce, self-esteem in adolescents and the impact of divorce on adolescent self-esteem were presented. As previous research indicates there are several causes for parental divorce such as the change on the way of thinking toward divorce, low incomes and poverty, socio- cultural factors for instance religion, ethnicities, large difference in age, pressure from friends and families on the couples are the major factors for divorce.

Adolescents from intact family had higher social and academic adjustment scores than adolescents from divorced families. In addition, as discussed in the literature above, adolescents whose parents had divorced had significantly lower self-esteem than did adolescents whose parents had not divorced.

In terms of gender difference response to parental divorce, controversial findings were observed. Some research findings concluded that male adolescent have more problem than girls. On the other hand, other researchers concluded that girls are more affected psychologically than boy's adolescent. A possible reason for the contradictory findings related to gender could be that boys and girls may be affected by divorce in different ways.

Chapter Three

3. Methods

3.1 Design of the Study

The main objective of the study is to examine the impact of divorce on adolescent self-esteem. For the purpose of collecting appropriate and relevant data for the study, comparative method has been employed to compare adolescents from divorced and intact families on their self-esteem.

3.2. Study Site

The participants of the study were drawn from Addis Ababa, Federal First Instance Court and Atlas primary and secondary school. Federal first instance court family bench mark was established in 2008 G.C, has organized five branches in the Akaki, Arada, Kera, Kolfe and Lideta sub-cities. And, hence all sub cities in which family benches courts found were selected as the study sites. The reason behind selecting federal instance court family bench is that before deciding custody and related issues Courts refer the case to the office of social workers to assist children psychologically. Therefore, adolescents from divorced parents can be easily found in such courts. In addition, Atlas high school is selected as a study site because the researcher is familiar with the area which enables the researcher to gather relevant data from participants.

3.3. Sample and Sampling Procedure

All available adolescents a total of 100 (56 male and 44 female) from federal instance court in the five sub cities were covered for the study. Hence adolescents from divorced parents who were coming to federal instance court participated in the study.

All children who got the service from federal instance court are under 18. However this particular research focuses on adolescents who are found between the ages of 12-18 years according to the definition of Adolescence which is 12-18 years (Peterson, 2004).

About 100 adolescents (53 male and 47 female) from intact families were selected from Atlas primary and secondary school, which is found in Kolfe Keranio sub-city. Their educational level was from Grade 7-10 because most of the adolescents who are found in adolescent age are attending these grade levels. In order to select participants from different grade levels, from each grade level one section were selected through lottery method. Following this, participants were stratified based on their sex and after that, systematic random sampling technique was applied to secure participants for the study. This was done by using students list from home room teachers. Accordingly participants from each grade level were selected. Totally 200 adolescents (100 from intact family and 100 from divorced family) participated in the present study.

3.4. Instrument of Data collection

In this study a self-administered questionnaire was employed. The questionnaire has two sections; the first part deals with the demographic characteristics of participants such as gender, age, education level, parental marital status and socio economic status, and the second section of the questionnaire focused on adolescent self-esteem scale.

The self-esteem inventory is adopted by the researcher by taking some questions of self-esteem measure of Rosenberg (1965) and state self-esteem scale developed by (Heaterrton, 1991). The rest few items were taken from the general self-esteem subscales of culture free self-esteem inventories (Battle, 1992). Basically these scales were developed for the purpose of assessing self-esteem of adolescents.

This scale-point Likert- type scale to measure respondents' level of agreement with each item, where "1" represented Strongly Disagree and "4" represented Strongly Agree.

3.5 Procedure of Data Gathering

Following the selection of the site of the study, the school administration and social worker manager at Federal Supreme Court was asked for permission.

Permission was obtained to conduct the research on condition that it would not affect their teaching learning process. At the inception of data collection, the consent of participants was asked. Following this, the purpose of the study was explained for participants and they were given orientation on how to respond to the questionnaire, and accordingly the questionnaire was distributed and collected cautiously.

3.6 Pilot Test

The main purpose of pilot was to check the reliability and adequacy of the instruments. Before employing the instruments to gather data from respondents, a pilot test was conducted. To do this, data collection instrument was translated into Amharic by one of MA language student from the beginning to the end and another MA English language student translated the same from the

end to the beginning. Then the translation differences were corrected by the researcher with the collaboration of both translators. Finally the translated questionnaire were administered at Federal first instance court Lideta sub cities and Repi- high school on randomly selected 40 participants (20 participants from both study area by involving equal number of male and females participants at each place. Following this the collected data was analyzed using statistical package for social science (SPSS) version 20.

Coefficient reliability for self-esteem scale in previous study Efrem(1999); cited in Solomon(1999) has been reported reliability index of cronbach alpha found that ($\alpha = 0.82$). In this study a cronbach alpha of ($\alpha = 0.845$) was obtained. Out of the 44 items, 4 items were discarded from final analysis because of their ambiguity. Hence 40 items were used in the final study.

3.7 Data Analysis

A quantitative method was employed to analyze the data. The analysis of data was done using SPSS version 20.

- To summarize the statistical characteristics of adolescent from intact and divorced families a descriptive statistics was computed; frequency and percentage computed for each demographic question.
- Pearson correlation test used to determine the relationship among variables of interest in the study.
- T-test was employed to investigate the difference between adolescents from intact and divorced family in their self-esteem.

- In addition T-test was used to examine the difference between male and female adolescents from divorced family in their self-esteem and furthermore the same statistical procedure was used to assess the difference between male and female adolescents from intact family in their self-esteem.

3.8 Ethical Consideration

Participation of respondents was strictly on voluntary basis. Informed consent was solicited in written form. Measures were taken to ensure the respect, dignity, freedom and assure confidentiality of each individual participating in the study. Participants were informed that the information they provide on the questionnaire would be kept confidential and only be used for the purpose of this study. Before adolescents fill out the questionnaire the researcher had asked consent from both children and their parents.

Chapter Four

4. Data Analysis and Interpretation

In this section description of findings are being presented. The first part involves description of the characteristics and background of participants in the study; following this the collected data was analyzed using descriptive, correlation and independent sample t-test.

Table 1
Demographic Characteristics of Respondents

		Frequency	Percent
Age	12-13	52	26.0
	14-15	82	41.0
	16-18	66	33.0
	Total	200	100
Sex	Male	106	53.0
	Female	94	47.0
	Total	200	100
Grade	7	56	28.0
	8	48	24.0
	9	46	23.0
	10	50	25.0
	Total	200	100.0
Housing situation	Private	139	69.5
	Government	30	15.0
	Rental	31	15.5
	Total	200	100.0
Income for the family	only mother	34	17.0
	only father	73	36.5
	mother and father	89	44.5
	Other	4	2.0
	Total	200	100.0
Family type	Intact	100	50
	Divorced	100	50
	Total	200	100.0

As shown in the above table, 26 % of participants were found between the age ranges of 12- 13.

In addition, 41% of the participants were found between 14 and 15 years old. The second age

group that has many participants is 16-18 (33%). Generally, three fourth of the participants (74%) were above 14 years old. There was one missing value in relation to age.

Regarding the gender of the respondents, the proportion of males and females were 53 and 47 percent, respectively. This implies that there is no huge difference between the frequency of males and females. Participants of the study were from grades 7 (28%), 8 (24%), 9 (23%) and 10 (25%). That means sampling of respondents was relatively proportional.

The majority of families of adolescents that participated in this study (69.5%) are living in their own house. Since in Addis, having private house is considered as the vital in economic stability of one's family, many participants of the study have no housing problem. the rest 30%, 15 % of them are living in the governmental house which its monthly payment is very low compare to rental houses and 15.5% percent of them are living in governmental respectively.

Regarding the source of income, 44.5% of respondents reported that they are living by the fixed income of both of their father and mother followed by only father 36% and only mother 17% respectively. In general as can be illustrated from the table above, income generated by a single family in total contribute 53%. Hence, source of income of respondents partly generated by single parents. This might affect adolescents self esteem in one way or another because if parents are not economically stable children may psychologically, socially and emotionally affected which may in turn affect adolescents self esteem. However since there is slightly observed economic difference among adolescents from divorced and intact families, parental economic situation might not be a factor for variation in adolescents self esteem.

Table 2:*Inter Correlations among Variables of Interest (n=100)*

Categories	1	2	3	4	5
Age (1)					
Sex Female (2) Male (1)	.041				
Grade Level (3)	0.75**	0.08			
Parents' Level of Income (4)	0.02	0.614*	0.411		
Self-esteem (5)	0.71*	-.02	0.43*	-.03	

The Table illustrates that there is a significant relationship between adolescents self-esteem and their age ($r = .71, p < .05$). This indicates that as adolescents' age increases their self-esteem of adolescents from divorced family also increases. This may be because as adolescents' age increases their psychological maturity also increases this might in turn leading to self esteem increment in adolescents.

In addition, it may be because adolescents of divorced family may positively accept the divorce of their family which might enables them to have high self esteem compare to adolescents of early ages. On the other hand, the table above shows that, as adolescents grade level increases their self esteem also increases ($r = .43, p < .05$). Since the goal of any education is to build self confidence, positive self concept and self esteem in students, in this study the results of correlation shows self esteem increment in adolescents as their age increases. To sum up, this implies that adolescents self esteem increases on account of their grade level increment.

Regarding the relationship between sex of respondents and their self esteem, significant relationship was not observed ($r = .041$, $p > .05$). This implies that adolescents self esteem do not vary on account of their sex difference.

Pertaining to the relationship between family income and adolescents self esteem, significant relationship was not observed ($r = .03$, $p > .05$). This tells us that; parental economic situation does not show variation in adolescents self esteem

Table 3

Independent Samples T- Test Result on the Difference between Adolescents from Divorced Homes and Intact Family in their self esteem

Variable	Groups	N	Mean	SD	Df	T	Sig
Self-esteem	Adolescent from intact families	100	96.84	9.17	198	7.41	.002
	Adolescent from divorced families	100	85.90	8.80			

As it is evident from the table, adolescents from intact families scored higher (M= 96.84, SD= 9.17) than adolescents from divorced families (M= 85.9, SD= 8.8).

The independent samples t-test, performed confirmed that the difference observed was statistically significant difference between adolescents who come from divorced and intact families regarding self-esteem ($t = 7.41$, $p < .05$). These results suggest that family type has significant effect on adolescents' self- esteem. Possible explanations for the high self esteem of

adolescent from intact families over adolescents from divorced family include: lack of parental control and inadequate adult attention on adolescents' self esteem.

Table 4

Independent T test Results on the Difference between Male and Female Adolescents Living with Divorced Family in their Self Esteem

Sex	N	Mean	Sd	Df	T	Sig
Male	54	97.13	9.22	98	1.61	.110
Female	46	94.29	7.86			

As it is shown in the above Table, there is no statistically significant difference between male and female adolescents from divorced family in their self-esteem ($t = 1.61, p > 0.05$). This shows adolescents from divorced family do not vary in their self-esteem on account of their sex.

The similarity of male and female adolescents in self esteem may be attributed to similarities in attitude towards the value and importance of being successful in their life irrespective of their sex.

Chapter Five

5. Discussion

In this chapter, the results reported in chapter four are discussed and interpreted in line with the main research questions raised. In addition the findings are related, compared and contrasted with previous research results which were reviewed and summarized in review of related literature section.

5.1 Differences in Adolescents Self-Esteem Who Came from Intact and Divorced Families

Generally speaking, results of this study indicate that there is a statistically significant difference among adolescents from different family types in their self-esteem. That means, adolescents' self-esteem vary on account of their family type. This result is consistent with the result of Kelly and Emery (2003) in which they concluded that divorce is the cause of a range of serious and enduring behavioral and emotional problems in children and adolescents. Similarly, children have lower self-esteem living with a single parent than those raised by two parents. Elfhag, et. al., (2010).

In line with this idea Bynum and Durm (1996) indicated that even though both adolescents from divorced and intact families tended to have a high level of self-esteem, the group from intact families scored significantly higher than those from divorced families. Furthermore, Young and Parish (1977) found that college students whose parents had divorced had significantly lower self-esteem than did students whose parents had not divorced. On the contrary, Hofmann and Zippco (1986) after comparing self-esteem scores of children from divorced and intact families they concluded that there was no significant difference in their self esteem.

In addition in line with this finding, the results of previous study indicated that the group from intact families scored significantly higher than those from divorced families. Beer (1989) conducted a study that indicated self-esteem was significantly impacted by divorce. The participants, 61 children from grades five and six, were given the Coopersmith Self-Esteem Inventory (Cooper smith, 1984), a demographic questionnaire, and other personality inventories. Beer found that children from divorced homes scored significantly lower on the self-esteem inventory than those from intact homes.

Parish and Taylor (1979) also studied the impact of divorce on children's and adolescents' self esteem. Measures of self-esteem and self-concept were used as indicators of psychological well-being. The self-concept of a sample of 406 grade school and junior high school students was assessed using a measure developed by the authors. They found that children and adolescents from divorced families had significantly negative self esteem than subjects. In general adolescents whose parents had divorced had significantly lower self-esteem than did adolescents whose parents had not divorced.

The possible explanation for the difference between adolescents from intact and divorced family in their self esteem is that, since adolescents from intact family have more access to economic resources, positive emotional relationship within a family and have well social resources which in turn implicitly or explicitly influence adolescents' self esteem

5.2 The Relationship between Age and Self-Esteem in Adolescents from Divorced Families

According to the result of the study there is a positive relationship between age and adolescents self-esteem. So the researcher concluded that age is a determinant factor of self-esteem in

relation to adolescents who come from divorced families. This implies that adolescent's ability to cope the challenges followed by divorce becomes increases as their age increases. Children of different ages have varying developmental levels of cognitive and emotional resources that may influence how they react to parental separation and divorce (Palosaari & Aro 1995).

5.3 Sex and Self -Esteem of Adolescents from Divorced Families

The results of the present study indicate that no statistically significant difference was observed between male and female adolescents' self-esteem who came from divorced families in their self esteem. Similar to this finding Kinard & Reinherz (1984), Mechanic & Hansell (1989) and Rosen (1979) concluded that significant difference between male and female adolescents' self-esteem was observed. In contrast to the present findings, Carson (2002), argued that girls consistently experience sharper declines than boys in their levels of self-esteem

Grych and Fincham suggest that the question of whether boys or girls are more adversely affected by divorce is quite complex, and the answer is likely to depend on a host of factors such as the sex of the custodial parent, their parenting style, whether they have remarried, the quality of the parent-child relationship, and the amount of contact with the noncustodial parent.

Other findings stated in literature review showed that differences in children's responses to divorce have been contradictory. Some research points to more problems for boys in divorced families than for girls (Guidubaldi & Perry, 1985; Hetherington et al., 1979, 1985; Kaye, 1989; Kurdek, 1987); others, on the other hand, report more negative effects for girls(Farber et al., 1983; Frost & Pakiz, 1990; Slater, Stewart & Linn, 1983; Wallerstein & Kelly, 1975); and some

research has found no differences in the effects of divorce on boys and girls (Kinard & Reinherz, 1984; Mechanic & Hansell, 1989; Rosen, 1979; Zill et al., 1993).

5.4 Grades and Self -Esteem of Adolescents from Divorced Families.

The results of the present study illustrates that there is positive and significant relationship between adolescents grade level and their self-esteem. This shows that, as adolescents' grade level increases their self-esteem also too increases. Similar to this findings Hofmann and Zippco (1986) by conducting their study on divorced adolescents reported that self esteem of adolescents increases as students grade level increases. However Carlson (2002) reported that adolescents self esteem does not vary on account of their grade level difference.

Chapter Six

6. Summary, Conclusion and Recommendations

In this chapter the major findings of the study are summarized, and conclusions and recommendations are given.

6.1 Summary

The purpose of this study was to fill this research gap by examining the impact of divorce on the self-esteem of adolescents and to assess whether there was difference in self-esteem score of adolescents in relation to parental marital status.

Two hundred Adolescents (106 males and 94 females) from federal instance court and from Atlas secondary school completed a self-report questionnaire containing demographic characteristics and self-esteem scale. Following data collections, Pearson product moment correlation test was used to examine the relationship among variables of the study. T-test was employed to investigate the difference between adolescents from intact and divorced family in their self-esteem. In addition t-test was used to examine the difference between the self-esteem of male and female adolescents from divorced family.

The main findings are as follows:

- The result of the study revealed that there is a significant difference between the self-esteem of adolescents that come from divorced and intact families. That means adolescents from intact families score high in their self-esteem than adolescents from divorced families.

- Regarding the relationship between age of adolescents that come from divorced families and their self-esteem, the finding of the study showed that there is a positive and significant relationship between age and self-esteem of adolescents. So, it is possible to say that the negative effect of divorce is more severe to the early adolescents than to the late adolescents.
- The research also found that the effect of divorce on the self-esteem of adolescents is not significantly different for male and female adolescents who came from divorced families.

6.2 Conclusion

Based on the findings of the study the following conclusions were drawn.

- The first research question looks at the impact of parental divorce on adolescent's self-esteem. The result of the independent samples t- test revealed that adolescents from divorced and intact families have significant difference regarding their self-esteem. Therefore, parental divorce in one way or other affects adolescents' self-esteem.
- The second objective was to examine the relationship between age of adolescents who comes from divorced families and their self-esteem. The finding revealed that there are statistically significant positive relationship between age of adolescents that come from divorced families and their self-esteem. This implies that when ages of adolescent increases their self-esteem also increases. So the researcher concluded that age is a determinant factor for self-esteem.
- The finding of the study showed that there is no significant difference in self-esteem among females and males from divorced family. This tells us that sex by itself does not

affect adolescents' self-esteem while adolescents' self-esteem vary on account of family type they came from.

6.3 Recommendations

In line with the present findings, the following recommendations are forwarded

1. Social workers working at the court should work on how to increase adolescents' self-esteem particularly among adolescents from divorced families by giving training for adolescents from such homes on how to increase their self esteem
2. Concerned bodies should give training and orientation for parents/guardians of adolescents from divorced families on how to treat their children with warmth and facilitate the condition which are essential foster their children self-esteem especially through utilizing self esteem increment program.
3. Adolescents' self esteem could be influenced by several factors such as family structure, parental love and affection, parental rearing practices and other factors. In this study the intention was to limit the effects of divorce on adolescents' self esteem. Hence interested researcher should due give attention to other factors to examine adolescents self esteem in the context of divorce.

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Appendices

Appendix A

Consent paper

I, Hawi Mekonnen, am a graduate student of Developmental Psychology at Addis Ababa University. I am currently doing my thesis on “The Effect of Divorce on Adolescent Self-esteem: The case of adolescents who come to Federal First Instance Court for the fulfillment of MA degree. I kindly request your consent for your child to take part on this research. Contribution of your child is very important to measure her/his level of self-esteem based on their parental marital status. Participation in this study is voluntary and if your child does not feel any comfort to answer any individual question, she/he has the right to stop at any time and his /her participation will not have any negative consequences. The information that your child provides will be kept confidentially and will not be shared with other persons without her/his consent. I hope that you will give permission to your child to participate in this study.

Thank you in advance for your cooperation!

Code of the child: _____

Code of the parent: _____

Signature: _____

Signature: _____

Date: _____

Date: _____

Appendix B

የስምምነት ቅጽ

እኔ ሀዋ መኮንን የአዲስ አበባ ዩኒቨርሲቲ የዲቪዥን መንታል ሳይኮሎጂ የተከታታይ ድህረ-ምረቃ ትምህርት ክፍል ተማሪ ስሆን ለመመረቅ በማዘጋጀው ጥናትና ምርምር ላይ ታዳጊዎች ለራሳቸው ያላቸውን ግምት ማቅናት እና ተገቢ መረጃ ለመስብሰብ ነው። የእርሶዎ ልጅ የሚሰጠው ምላሽ ለጥናቱ ስኬት ወሳኝ ስለሆነ ይህን መጠይቅ እንድትሞላ/ዲሞላ የእርሶዎን ፈቃደኝነት በትህትና እጠይቃለሁ። በጥናቱ ላይ ያለመሳተፍ ወይም መመለስ የማትፈልገውን/የማይፈልገውን ጥያቄ ያለመመለስ መብቷ/ቱ የተጠበቀ ነው ። የምትሰጣቸው/የሚሰጣቸው መልሶች ሚስጥሩን በጠበቀና በተገቢው ቦታ የሚቀመጥ እና ለሌላ ሦስተኛ ወገን የማይገለጽ ነው ። ሆኖም የስምምነት ቅጹ ላይ ሲፈርሙ ልጅዎ ፈቃደኛ ከሆኑ ለዚህ የስምምነት ቅጽ ፊርማዎን እንዲያሰፍሩ ብትህትና እጠይቃለሁ።

ስለሚያደርጉለኝ ትብብርም ከወዲሁ ምስጋናዬን አቀርባለሁ

የልጆች ሚስጥር ቀጥር

የወላጅ ሚስጥር ቀጥር

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Appendix C

ADDIS ABEBA UNIVERSITY

GRADUATE STUDIES

DEPARTMENT OF PSYCHOLOGY

The purpose of this questionnaire is to gather relevant information for the study of self-esteem of adolescents. The information you provide would be very crucial for the success of this study.

Therefore, you are kindly requested to respond honestly and carefully to each statement. You don't need to write your name so that your Identity will remain anonymous.

Thank you for kind of cooperation!!

Read the following question and fill the appropriate words or encircle the letters of your choice.

Part One

1. Background information

1. Age_____

2. Sex _____

3. Grade_____

4. Parental educational level

B. separated because of Job

C. Death

D. Explain if it is any other reason_____

Instruction

The following statements describe about how you feel about you're self. Each questions have four alternatives read each questions carefully and put (x) mark under the alternative you think if it is true about you.

no	Items	Agree	Disagree	Strongly agree	Strongly disagree
1	I feel that I am a person of worth, or at least on an equal plane with others.				
2	I feel that I have a number of good qualities.				
3	All in all, I'm inclined to feel that I am a failure.				
4	I am able to do things as well as most other people.				
5	I feel I do not have much to be proud of.				
6	I take a positive attitude toward myself.				
7	On the whole, I am satisfied with myself.				
8	I certainly feel useless at times.				
9	I wish I could have more respect for myself.				
10	At times, I think I am no good at all.				
11	I feel confident about my abilities.				
12	I am worried about whether I am regarded as a success or failure.				
13	I feel frustrated or rattled about my performance.				
14	I feel self-conscious.				
15	I feel as smart as others.				
16	I feel displeased with myself.				
17	I am worried about what other people think of me.				
18	I feel confident that I understand things.				

19	I feel inferior to others at this moment.				
20	I feel like I'm not doing well.				
21	I know myself very well				
22	I would change many things about myself if I could				
23	Most boys and girls are better than I am				
24	My parents make me feel that I'm not good enough				
25	I often get upset at home				
26	I have very little trust in my self				
27	I usually can take care of myself				
28	I find it hard to make up my mind and stick to it				
29	I never get angry				
30	There are many times when I would like to run away from home				
31	I never worry anything				
32	I always know what to say people				
33	My peers feel that I am not good enough				
34	I like to spend most of the time alone				
35	I spend most of the time day dreaming				
36	Sometimes I certainly feel useless				
37	When I have something to say I usually say it.				
38	I often feel that things people say about me are not nice				
39	I am not good at things				
40	I am happy as most boys and girls				

Appendix D

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ቤት

የሳይኮሎጂ ትምህርት ክፍል

የዚህ መጠየቅ ዋና ዓላማ ታዳጊዎች ለራሳቸው ያላቸውን ግምት ማቅናት እና ተገቢ መረጃ ለመሰብሰብ ነው። እናንተ የምትሰጡት ምላሽ ለጥናቱ ስኬት ወሳኝ ነው ስለዚህ በግልጽነት፣ በጥንቃቄና በታማኝነት መጠይቁን አንድ በአንድ ትሞሉ ዘንድ በትህትና ትጠየቃለችሁ።

ሚስጥራዊነቱ ለመጠበቅ ሲባል በመጠይቁ ላይ ስም መጻፍ አያስፈልግም።

ስለ ትብብራችሁ በቅድምያ እናመሰግናልን !

ክፍል አንድ

የግል ሁኔታ

- 1) እድሜ _____
- 2) ጾታ _____
- 3) የትምህርት ደረጃ _____
- 4) የእናት ትምህርት ደረጃ _____

ሀ) የመጀመሪያ ደረጃ ት/ቤት

ሐ) ሰርተፍኬት ወይም ዲፕሎማ

ለ) ሁለተኛ ደረጃ ት/ቤት

መ) ዲግሪ ና ከዛ በላይ

5) የአባት ትምህርት ደረጃ

ሀ) የመጀመሪያ ደረጃ ት/ቤት

ሐ) ሰርተፍኬት ወይም ዲፕሎማ

ለ) ሁለተኛ ደረጃ ት/ቤት

መ) ዲግሪ ና ከዛ በላይ

6) የመኖሪያ ቤት ሁኔታ

ሀ) የግል ቤት

ሐ) ኪራይ ቤት

ለ) የመንግስት ቤት

መ) ሌላ ካለ ይግለጹ-----

7) የገቢ ምንጭ

ሀ) እናቴ ብቻ

ሐ) እናቴ እና አባቴ

ለ) አባቴ ብቻ

መ) ሌላ ካለ ይግለጹ-----

8) የወላጅ የገቢ መጠን

ሀ) < 500

ሐ) 1000-3000

ለ) 500-999

መ) >3000

9) እስከ አሁን ድረስ ከወላጅ እናት/አባት ጋር ነው የምትኖረው/ሪው

ሀ) አዎ

ለ) አይደለም

10) ለጥያቄ ዘጠኝ መልስህ/ሽ አይደለም ከሆነ ከማን ጋር ነው የምትኖረው/ሪው

ሀ) ከእናቴ ጋር ብቻ

ሐ) ከእናቴ ጋር እና ከእንጅራ አባቴ ጋር

ለ) ከአባቴ ጋር ብቻ

መ) ከአባቴ ጋር እና ከእንጅራ እናቴ ጋር

ሠ) ሌላ ካለ ጥቀስ/ሽ-----

11) ለጥያቄ ዘጠኝ መልሰህ/ሽ አይደለም ከሆነ ለምን

ሀ) ወላጆቹ በፍቺ ምክንያት ስለተለያዩ

ሐ) በሞት ምክንያት ስለተለያዩ

ለ) በስራ ምክንያት-ስለተለያዩ

መ) ሌላ ከሆነ ይግለፁ--

መመሪያ

የሚከተሉት ጥያቄዎች ስለራስዎ ምን እንደሚሰማዎት ይገልጻሉ። እያንዳንዱ ጥያቄ አራት አማራጮች አሉት። ጥያቄውን በጥንቃቄ ያንብቡና የእርሶን ስሜት የሚገልፀው አማራጭ ላይ (x) ምልክት ያድርጉ።

ቁጥር	ዝርዝር	በጣም እስማማለው	እስማማለው	አልስማማም	በጣም አልስማማም
1	ዋጋ ያለኝ እና ከሌሎች ሰዎች የማላንስ ሰው መሆኔ ይሰማኛል				
2	በርካታ በጎ ጎኖች አንዳሉኝ ይሰማኛል				
3	በአጠቃላይ ምንም ነገር የማይላካለት ሰው እንደሆንኩ ይሰማኛል				
4	እኔም ሎሎች ሰዎች የሚሰሩትን ያህል መስራት እችላለሁ				
5	ብዙ የምኮራበት ነገር እንደሌለኝ ይሰማኛል				
6	ስለ ራሴ በጎ አመለካከት አለኝ				
7	በአጠቃላይ በራሴ ሁኔታ እረካለሁ				
8	አንዳንዴ ጥቅም የለሽ እንደሆንኩ ይሰማኛል				
9	ለራሴ የተሻለ ክብር በኖረኝ እመኛለሁ				
10	እንዳንዴ ጥሩ እንዳልሆንኩ ይሰማኛል				

11	በችሎታዬ እነተማመናለው				
12	ስኬታማ ወይም የማይሳካለት ተደርጎ ልቆጠር መቻሌ ያሳስበኛል				
13	በችሎታዬ (በብቃቴ) እበሳጫለው				
14	ራሴን የማውቅ ሰው እንደሆንኩ ይሰማኛል				
15	እንደሌሎች ሰዎች ጥሩ እንደሆንኩ ይሰማኛል				
16	በራሴ አልደሰትም				
17	ሰዎች ስለኔ የሚያስቡት ነገር ያሳስበኛል				
18	ነገሮችን መረዳት እንደምችል እነተማመናለው				
19	በአሁኑ ሰዓት የበታቸኝነት ስሜት ይሰማኛል				
20	ጥሩ ስራ እየሰራው እንዳልሆነ ይሰማኛል				
21	ራሴን በደንብ አውቃለው				
22	ብችል ኖሮ ስለራሴ ብዙ ነገሮችን እቀይር ነበር				
23	ብዙ ወንድና ሴት ልጆች ከእኔ የተሻሉ ናቸው				
24	በአሁኑ ሰዓት ከሌሎች ያነሰ የትምህርት ችሎታ እንዳለኝ ይሰማኛል				
25	ስለማደርጋቸው ነገሮች እጨነቃለሁ				
26	ስለ ራሴ ያለኝ እምነት በጣም አነስተኛ ነው				
27	ብዙ ገዜ ራሴን እጠብቃለው				
28	አእምሮዬን ማነቃነቅና ትኩረት ማድረግ ያቅተኛል				
29	ፈፅሞ አልናደድም				
30	አሁን ባለኝ ሁኔታ ደስተኛ ነኝ				
31	ስለምንም ነገር አልጨነቅም				
32	ሁሌም ለሰዎች ምን ማለት እንዳለብኝ አውቃለው				
33	ጓደኞቼ ጥሩ እንዳልሆንኩ ያስባሉ				
34	አብዛኛው ጊዜዬን ብቻዬን ማሳለፍ እወዳለው				
35	የማነባቸው ነገሮችን መረዳት ችግር እንዳለብኝ				

	አስባለው				
36	እንዳንዴ ጥቅም የለሽ መሆኔ ይሰማኛል				
37	መናገር ያለብኝ ነገር ሲኖር ብዙ ጊዜ እናገራለው				
38	አብዛኛው ጊዜ ሰዎች ስለኔ የሚናገሩት ነገር ጥሩ እንዳልሆነ ይሰማኛል				
39	በነገሮች ላይ ጎበዝ አይደለሁም				
40	እንደ ብዙ ልጆች ደስተኛ ነኝ				