



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
SCHOOL OF PSYCHOLOGY

**Psychological Wellbeing of Adolescent Students Living with Single Parents:
The case of Three Selected Private Schools in Addis Ababa**

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A Thesis Submitted to the School of Psychology, Addis Ababa University in
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Counseling Psychology

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Declaration

The researcher certify that this Thesis entitled, " Psychological Wellbeing of Adolescent Students Living with Single Parents in Addis Ababa; The case of Three Selected Private Schools in Lemi Kura Sub City Woreda 13," is the researcher original work. This thesis work has not been submitted elsewhere in fulfillment of the requirements for any other academic degree, and all material sources have been properly credited.

Name: _____

Signature: _____

Date: _____

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Abstract

This study aimed to assess the psychological wellbeing of adolescent students living with single parents in Addis Ababa, Ethiopia, taking three private schools in Lemikura Sub-city Wereda 13. The participants were 235 students from grade 7 to grade 12, selected using a simple stratified technique. A socio-demographic characteristics and a psychological well-being scale were employed to collect data. Quantitative methods of data analysis methods such as percentages, mean, t-test, and Analysis of Variance (ANOVA) were employed to analyze the data. The results of the study revealed that using a mean value of the psychological wellbeing scale, adolescents' psychological wellbeing is low to High. The study provides detailed insights into the psychological wellbeing of adolescents, considering various demographic factors. It reveals that the majority of adolescents had moderate psychological wellbeing across different aspects, with some components like autonomy and environmental mastery showing moderate and high wellbeing. Higher-grade levels and economic status positively correlate with psychological wellbeing, while larger family size has a negative impact. The analysis also highlights nuanced differences among single-parent adolescents based on family economic status, indicating a complex relationship between economic factors and psychological functioning. The ANOVA result showed that there is a statistically significant difference among adolescents' family economic status in terms of psychological wellbeing. The result of independent sample t-test indicates Adolescents living with their fathers have a slightly higher mean score ($M=146.18$, $S=27.44$) compared to those living with their mothers ($M=141.23$, $S=34.73$). The chi-square test suggests a significant association between grade level and psychological well-being ($df = 2$, $p = 0.000$). Furthermore, the result of post hoc comparison revealed a significant mean difference between family economic status and psychological wellbeing. Based on these findings, recommendations are proposed to support single-parent adolescents' psychological wellbeing. It including interventions to promote autonomy, support personal growth and positive relations, facilitate purpose in life and self-acceptance, provide tailored support for single-parent households, and implement comprehensive mental health services.

Key words: *Psychological wellbeing; adolescent; single parent*

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List of Acronyms

ANOVA	Analysis of Variance
AU	Autonomy
CDCP	Centre for Disease Control and Prevention
EDHS	Demographic and Health Survey of Ethiopia
EM	Environmental Mastery
PG	Personal Growth
PL	Purpose in Life
PR	Positive Relations with Others
PWB	Psychological Wellbeing
SA	Self-Acceptance
SPSS	Statistical Package for Social Science
SPWB	Scale of Psychological Wellbeing
SWB	Subjective Wellbeing

CHAPTER ONE: INTRODUCTION

Adolescence, a pivotal stage marked by profound psychological development, is intricately shaped by a myriad of environmental factors. One such influential factor is the structure of the family unit. In today's global landscape, single-parent households have become increasingly prevalent, introducing distinctive challenges to the psychological wellbeing of adolescents.

Recognizing the significance of this phenomenon, this research endeavors to expand the current understanding by delving into the psychological welfare of adolescent students residing with single parents within the context of three carefully selected private schools in Addis Ababa. By focusing on private school environments, the study aims to encompass a diverse socioeconomic spectrum. The research seeks to unearth valuable insights that can inform targeted interventions and support mechanisms tailored to address their distinct needs, thereby fostering their holistic development and wellbeing.

1.1. Background of the Study

Psychological well-being (PWB) refers to an individual's psychological happiness, encompassing facets such as life satisfaction and emotional fulfillment, which is a crucial aspect of their holistic health and development. It serves as a fundamental indicator of their overall health, happiness, and prosperity (Hidalgo et al., 2010; Centre for Disease Control and Prevention, 2007). Particularly during adolescence, a phase marked by intricate biological, social, psychological, and economic changes, understanding and promoting psychological well-being becomes paramount (Santrock&Yussen, 1984).

Well-being is an important domain where individuals experience health, happiness, and prosperity to have a positive outcome. It is an essential element in the development of the child and therefore it is one of an important indicator for the holistic health of adolescents. Thus, well-being is a positive outcome that people perceive that their life is going well and emotions and moods are included as well. In simple terms, well-being can be described as judging life positively and feeling good (Centre for Disease Control and Prevention, 2007).

Wendy Sigle & Sara Mclanahan (2004) carried out a study concerning the wellbeing of the child in the absence of one of the parents. The study draws attention that children raised by one

biological parent fare worse on a host of social and economic measures than children raised by intact parents. The gender differentiation that the boy in single-parent families faces greater problems that girl in single-parent families was revealed.

Adolescence is characterized by three critical stages: early (10 to 13 years), middle (14 to 17 years), and late (18 to 22 years), each playing a significant role in shaping individual development (Allen & Waterman, 2019). During this period, parental guidance and support are pivotal, as parental influence profoundly impacts adolescents' trajectories (Agnafors et al., 2019). Parents, entrusted with nurturing their children's physical, psychological, cognitive, and socio-emotional development, serve as primary agents in transmitting societal norms and values (Ali & Soomar, 2019). Single parenting has been conceptualized as where a child is born to parents who are not married to each other, a child born out of wedlock or the parents separated after the child was born, or where a mother, father, or partner is divorced, separated, widowed, or a widower cares for their children or family (Eagan, 2011; Meda, 2013). One of the two family models the risk and protective factor model or the family deficit model—was used in a number of studies on the welfare of children raised by single parents over various time periods (Uchenna, 2013). The family deficit model states that the absence of a nuclear family structure in a single-parent household has a significant impact on children's wellbeing. According to this model, a significant contributing factor to children's low psychological wellbeing is single parenthood. However, Schumaker, Smith, and Heyman's risk and protective factor model (2001) holds that every family structure has pros and cons, and does not attribute children's adverse outcomes to single parenthood.

Living with a single parent presents distinct circumstances that can impact an adolescent's psychological state. Factors such as parental divorce, separation, or the death of a parent can disrupt the family structure, leading to emotional and psychological implications for the adolescent. The absence of one parent may result in feelings of loss, abandonment, or insecurity, which can manifest in various ways within the adolescent's wellbeing (Ali & Soomar, 2019). According to the comparative study of Gul and colleagues (2017) the psychological wellbeing of children is lower in single parent family system than joint family system. As rationality for their finding, they stated that while children in joint family get more love, care and affection from

their parents, children in a single parent family feel alone and get less attention of their parents due to the accessibility of the time.

According to Rodgers and Pryor (1998) compared to adolescents of intact parents, adolescents from single parent families are at high risk of growing up in a low income and very poor household, presenting some psychological and behavioral problems, poor school results and obtaining less educational qualities, requiring more medical attentions, becoming sexually active, pregnant or parenting at an early age, and higher levels of smoking, drinking and other drugs.

Single parenting, a circumstance where a child is raised without both biological parents together, has garnered attention in research due to its potential implications on adolescent well-being (Obieke&Uchenna, 2013). Studies, such as that by Sigle&McLanahan (2004), have highlighted the challenges faced by adolescents from single-parent households, noting disparities in social and economic outcomes compared to those from intact families. Moreover, gender differences within single-parent households have been observed, with boys often encountering more difficulties than girls in similar family structures.

According to Pew Research (2019), almost a quarter of US children under the age of 18 live with one parent and comparatively, 3% of children in China and 5% of children in India live in single-parent households. Despite the increase of single parent households across the globe, challenges of it can be felt by both parents and children such as in situations where the single parent finds it hard to juggle between parenting, maintaining employment requirements and household responsibilities (American Psychological Association, 2020). Additionally, Kalumu (2016) concluded that most children of single mothers have more problems in their socio-emotional development than other families. He further argued that the reason for socio-economic development problems was because of the lack of adequate income and time for mothers to take care of their children. In a study done among 177 college students in Southern Mississippi University, it was established that negative parenting and peer pressure were both related to antisocial behavior among adolescent students in University (Johnson, 2012). In Africa, Ntoimo and Mutanda (2020) found out that 22% of women aged between 22 to 49 years were unmarried mothers. In Nigeria, 4% of children live with one parent while in South Africa 60% of children have absent fathers and more than 40% of mothers are single parents (Parent24, 2020). In Kenya,

45% of children live with a single parent, with death of a father accounting for 5.3% of the single mother households (Kenya Demographic Health survey, 2014).

Growing up in Addis Ababa, the researcher witnessed firsthand the struggles faced by students from single-parent households in navigating their psychological well-being in school environments. As an educator working in a private school setting, the researcher interacted closely with adolescents from diverse family backgrounds and noticed distinct challenges among those living with single parents. These experiences ignited the researcher's curiosity and concern, prompting to deeper into the psychological dynamics of this demographic within the specific context of private schools in Addis Ababa.

Understanding the psychological well-being of adolescents living with single parents is essential for providing targeted support and interventions. Therefore, this study aims to explore the psychological well-being of adolescent students in Addis Ababa, specifically focusing on those attending three selected private schools. By delving into the unique experiences and challenges faced by adolescents in single-parent households within the context of their academic environment, this research seeks to contribute to the existing body of knowledge and inform interventions aimed at promoting the well-being of this vulnerable population.

1.2. Statement of the Problem

Research indicates that single-parent households in Western countries and some African nations, including Ethiopia, often experience stress, depression, loneliness, insecurity, and resentment, which can significantly affect the overall well-being of their children. Despite the prevalence of these issues, there is a noticeable gap in research focusing on single-parent families in our specific context, particularly in comparison to the abundance of studies on single parenthood and its impact on children's psychological health (Chanda&Pujar, 2018).Chapman (2014) defines single parenting as a family structure where one biological parent, whether a father or mother, assumes the role of caregiver without the support of an in-home spouse or partner. Unlike single-person households, single-parent households include at least two individuals—a parent and one or more children.

Contrary to some findings, such as the study by Ebabush and Rao (2018) which found no significant difference in the psychological well-being of Ethiopian adolescents based on family

structure, other research suggests varying outcomes. For instance, Fine, Voydanoff& Donnelly (1993) discovered that children from stepparent families exhibited lower psychological well-being compared to those from intact-parent families. Similarly, studies by Serkalem (2006) and Sisay (1997) highlighted the negative effects of divorce on the social, economic, and psychological well-being of divorced women and their children, as well as adolescents from non-intact families. Single parenting is one of the risk factors for adolescents to exhibit poor psychological wellbeing Berhe Mustafa (2020). Stephen and Udisi (2016), in their study entitled “single-parent families and their impact on children” reported that single parenting has negative consequence on children psychological, social, educational and behavioral wellbeing. Having this many problems in single parents, almost no research has addressed the issue in the context of our country compared to the large number of studies on single parenthood and children psychological wellbeing in Western countries and some developing countries of Africa.

However, studies that specifically explore the psychological wellbeing of single-parent adolescents in Addis Ababa in private schools are nonexistent to the knowledge of the researcher .Observations made by the researcher, who works in a school environment, indicate that students from single-parent households face distinct psychological challenges. These observations serve as the primary motivation for this study. The researcher's encounters with students served as a catalyst for this research endeavor, driving the commitment to addressing the overlooked needs of adolescents in single-parent households within the school community.

Therefore, the current study tried to fill the gaps by exploring the psychological wellbeing of adolescent students living with single parents in Lemi Kura sub-city, Woreda 13 private school, Addis Ababa

1.3. Research Questions

This study is designed to answer the following basic questions:

- 1) What is the level of psychological wellbeing of adolescents living with single-parent families?
- 2) Is there a significant difference in psychological wellbeing between adolescents living with single mothers and single father parents?

- 3) Is there any significant difference in psychological wellbeing among single-parent adolescents of different gender, age, grade level, family size, and economic status of family?

1.4. Objective of the Study

1.4.1. General Objective

The general objective of this study was to examine the psychological wellbeing of adolescent students living with single parents.

1.4.2. Specific Objectives

- 1) To assess the level of psychological wellbeing of adolescent students living with single-parent parents.
- 2) To identify a significant difference in psychological wellbeing between adolescents living with single mothers and single fathers.
- 3) To identify the association between psychological wellbeing of single-parent adolescent students and their socio-demographic characteristics such as gender, age, grade level, family size, and economic status of family.

1.5. Delimitation of the Study

This research endeavor aimed to analyze the psychological wellbeing of adolescent students who reside with single parents within Addis Ababa's Lemi Kura sub-city, with a particular focus on those attending private schools in Woreda 13. This study focused on three private schools, namely: Diamond School, Safari Academy, and Deliverance Private School. The decision to focus on these specific schools was informed by their prominence within the educational landscape of the sub-city, as well as considerations regarding accessibility and cooperation from school administrations.

In recognizing the multifaceted nature of family dynamics, it is pertinent to acknowledge that adolescents may find themselves under the care of various guardians or relatives due to a myriad of circumstances. While grandparents, stepparents, extended family members, or even older siblings may assume custodial roles, this study deliberately confined its scope to adolescents who are primarily raised by one of their biological parents. Consequently, the research honed in on

the unique experiences and challenges faced by adolescents navigating life within single-parent households, while excluding examinations of alternative familial arrangements.

By delving into the psychological dimensions of adolescent experiences within single-parent households, this research aspired to contribute valuable insights into the holistic wellbeing of this demographic group. Through comprehensive analysis, the study aimed to shed light on the potential implications for mental health, social adaptation, and academic performance, thereby facilitating an understanding of the interplay between family structure and psychological wellbeing among adolescents in urban Ethiopian contexts.

1.6. Significance of the Study

The outcomes of this research on the psychological wellbeing of adolescent students living with single parents within the context of selected private schools in Addis Ababa hold significant implications across various spheres. first, This study provides valuable insights into the impact of divorce, separation, and single parenthood on children's wellbeing, enhancing family dynamics and understanding.

Adolescents can gain a deeper understanding of their emotional or behavioral struggles, which can empower them to seek support from school guidance and counselors.

Moreover, This research provides valuable insights for government agencies, enabling targeted policies and strategies to improve lives in diverse family structures, particularly for single-parent households.

Finally ,This study provides a foundation for future research on family dynamics and their impact on adolescent wellbeing, offering a foundation for further investigation.

1.7. Limitations of the Study

Limitations are an integral part of any research, as they provide insight into the constraints within which the study operates. In examining the psychological wellbeing of adolescent students living with single parents in three selected private schools in Addis Ababa, several limitations may influence the generalization of the findings.

Firstly, the study's sample size may pose a limitation. Given the specificity of the population, being studied adolescent students living with single parents in only three selected private schools; the generalizability of the findings to a broader population may be restricted. The experiences and circumstances of these students may not fully represent those of adolescents living with single parents in other settings or attending public schools. Consequently, caution should be taken when extrapolating the findings to wider populations.

Secondly, the research design itself may present limitations. For instance, employing a cross-sectional design to assess psychological wellbeing may only capture a snapshot of participants' experiences at a particular point in time. Longitudinal studies could offer a more comprehensive understanding of how the psychological wellbeing of adolescent students living with single parents evolves, taking into account various developmental stages and life events.

Thirdly, the measurement tools used to assess psychological wellbeing may have limitations. While standardized instruments exist for measuring constructs such as depression, anxiety, and self-esteem, cultural differences may affect the applicability and validity of these measures in the Ethiopian context. Thus, researchers must carefully consider the cultural relevance and appropriateness of the chosen measurement tools to ensure the accurate assessment of psychological wellbeing among adolescent students in Addis Ababa.

Fourthly, the issue of self-report bias warrants consideration. Adolescents may underreport or overreport their experiences of psychological distress, depending on factors such as social desirability, stigma, or perceived parental expectations. Additionally, relying solely on self-report data may overlook the perspectives of other key stakeholders, such as parents or teachers, whose insights could provide valuable context and corroborate the adolescents' experiences.

Finally, the socio-economic status of the participants may present a limitation. As the study focuses on students attending private schools in Addis Ababa, the findings may not be representative of adolescents from lower socio-economic backgrounds who attend government schools or are not enrolled in formal education. Socio-economic factors can significantly influence the psychological wellbeing of adolescents, and thus, the exclusion of economically disadvantaged students may limit the study's comprehensiveness and applicability to the broader population of adolescents living with single parents in Addis Ababa.

1.8. Operational Definition of Key Terms

- **Adolescent:** Adolescence is characterized by three critical stages: early (10 to 13 years), middle (14 to 17 years), and late (18 to 22 years), each playing a significant role in shaping individual development (Allen & Waterman, 2019) .within the study Adolscents is studied at a private school from grade seven up to grade twelve, and their age were 13 to 19.
- **Psychological wellbeing:** refers to adolescents' overall well-being, including autonomy, environmental mastery, personal growth, positive relationships, purpose, and self-acceptance, ensuring effective functioning and overall well-being.
- **A single-parent family:** A family structure where a child is born to parents who are not married to each other, a child born out of wedlock or the parents separated after the child was born, or where a mother father or partner is divorced, separated, widowed or a widower care for their children or family (Eagan, 2011; Meda, 2013). Within the study, single parenting refers to a family setting with only one parent and children/child.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Introduction

Adolescence represents a critical developmental stage marked by various challenges and transitions, with psychological wellbeing being a focal point of concern. In particular, adolescents living with single parents encounter unique circumstances that can significantly influence their psychological health (Allen & Waterman, 2019). This research aims to explore the psychological wellbeing of adolescent students residing in single-parent households within the context of three selected private schools in Addis Ababa.

Addis Ababa, as the capital city of Ethiopia, provides a unique backdrop for this study due to its diverse socio-economic landscape and cultural dynamics. Private schools, often reflecting a blend of traditional values and modern influences, serve as crucial environments where adolescent development takes place. Understanding the psychological wellbeing of adolescents in these settings is paramount for implementing targeted interventions and support systems.

Furthermore, the significance of this research extends beyond individual wellbeing to societal implications. Adolescents are the future pillars of society, and their psychological health plays a pivotal role in shaping their future trajectories and contributions to their communities. By examining the psychological wellbeing of adolescents living with single parents, this study aims to shed light on potential challenges and resilience factors within this demographic, offering insights for policymakers, educators, and mental health professionals.

In essence, this literature review section sets the stage for a comprehensive exploration of the psychological wellbeing of adolescent students living with single parents in Addis Ababa. By synthesizing existing knowledge, identifying gaps, and framing the research within the context of private school settings within the Ethiopian context.

2.2. Concept of Wellbeing

The notion of wellbeing can vary significantly depending on one's profession and personal outlook. While the exact definition of optimal functioning remains elusive, philosophers and psychologists offer diverse perspectives on the concept. Despite their complexity, these

perspectives generally align with two primary traditions: the hedonic and eudemonic approaches (Ryan &Deci, 2001).

The tradition of hedonic, or subjective well-being (SWB), finds its roots in the philosophies of thinkers such as Aristippus, Epicurus, and the Cyrenaics during the third and fourth centuries. The term "hedonic" originates from the Greek word meaning "pleasure," underscoring the belief that pleasure and happiness are central to human existence, irrespective of whether this pursuit aligns with virtuous ideals (Burns, 2016). From this standpoint, well-being is viewed as subjective, as individuals typically gauge their sense of well-being based on personal experiences and perceptions (Deci& Ryan, 2008).

The second perspective on understanding wellbeing is eudaimonia, also known as psychological well-being (PWB). Eudaimonia traces its roots back to ancient philosophy, notably articulated in Aristotle's *Nicomachean Ethics*, one of the earliest secular works delving into the essence of leading a virtuous life. Like hedonic, eudaimonia originates from Ancient Greek, combining "eu" for goodness or well-being with "daimon" for spirit, thus suggesting a life of flourishing with a noble spirit (Burns, 2016).

Aristotle defines eudaimonia as the essence of an individual's character, encompassing rational living, moderation, and the pursuit of excellence to achieve a fulfilling human existence (Ryan, Huta, &Deci, 2008). He argues that genuine happiness stems from the expression of virtues and engaging in meaningful pursuits (Ryan and Deci, 2001).

From a eudaimonic standpoint, wellbeing is seen as the inclination to lead a virtuous life and actualize one's inherent potential, aligning with one's true self or "daimon." Thus, wellbeing is not merely a static state but an ongoing process of realizing and fulfilling one's authentic nature (Deci& Ryan, 2008). While the hedonic perspective focuses on happiness (SWB) and defines wellbeing in terms of pleasure, satisfaction, and pain avoidance, the eudaimonic approach emphasizes functioning effectively across various life domains as the hallmark of wellbeing.

2.3. Psychological Wellbeing

The concept of psychological well-being is rooted in the eudaimonic well-being tradition, which suggests that one's well-being is closely tied to living in alignment with their true nature or spirit (Burns, 2016). A plethora of theoretical literature has delved into conceptualizing psychological well-being, encompassing various perspectives.

These theories include Rogers' notion of the fully functioning person, Maslow's idea of self-actualization, Jung's concept of individuation, and Allport's understanding of maturity. Additionally, lifespan developmental perspectives, such as Erikson's psychosocial stages, Buhler's life tendencies, Neugarten's personality changes, and Jahoda's criteria for mental health, have significantly contributed to defining psychological well-being (Singer & Ryff, 1996).

Huppert defines psychological well-being as the inclination to lead a fulfilling life, comprising both feeling good and functioning effectively. Feeling good encompasses emotions like happiness, satisfaction, interest, engagement, confidence, and affection, while functioning effectively involves developing one's potential, having autonomy, a sense of purpose, and positive relationships (Huppert, 2009). Seligman and colleagues describe psychological well-being as the absence of debilitating elements such as depression, anxiety, anger, and fear, coupled with the presence of positive emotions, meaning, healthy relationships, mastery, engagement, and self-actualization (Patnaik, 2021).

Dzuka & Dalbert (2000) define psychological well-being as overall satisfaction, happiness, or one's subjective sense of being in good mental health and reflecting the quality of life and mood. Burns (2016) also conceptualizes psychological well-being as levels of positive functioning within and between individuals, involving relatedness with others, mastery, and personal growth. Deci and Ryan (2008) define it as living life satisfyingly, while Dahlback (2008) sees it as being in good mental health, actively coping with the environment, and maintaining unity of personality.

According to Adler and colleagues, psychological wellbeing encompasses more than just the absence of major psychological disorders like depression or schizophrenia. While these disorders can certainly impact wellbeing, being free from them doesn't necessarily mean someone is flourishing mentally (Adler et al., n.d.). Ryff is a prominent figure in this field, having conducted extensive research on psychological wellbeing and developed a six-dimensional scale to assess

it, defining it as the realization of one's potential (Ryff, 1989). Ryff argued that wellbeing is not merely a personal or societal pursuit but rather the natural outcome of a fulfilling life. She also posited that it's preferable to experience unhappiness while pursuing meaningful goals than to lack direction altogether.

2.4. Components of Psychological Wellbeing

Ryff's seminal work in 1989 marked a pivotal shift from a subjective to an objective understanding of psychological well-being. Rooted in the theoretical frameworks of Maslow, Allport, Rogers, Jung, Erikson, Neugarten, and Jahoda, Ryff's research paved the way for a multidimensional model of well-being. Through interviews across different age groups, Ryff identified six consistent dimensions crucial for a fulfilling life: autonomy, personal growth, self-acceptance, purpose in life, environmental mastery, and positive relationships. These dimensions form the basis of the Psychological Well-Being (PWB) scales, offering a comprehensive approach to both conceptualizing and measuring well-being (Burns, 2016).

2.4.1. Autonomy

In the context of adolescent psychological wellbeing, autonomy serves as a critical dimension, reflecting the capacity for self-determination, independence, and internal regulation of behavior. As elucidated in Ryff's (1989) framework, autonomy includes the essence of an individual's ability to navigate their path, make decisions, and assert their identity irrespective of external pressures. This dimension is particularly pertinent to adolescents living with single parents, as they may face unique challenges in asserting their autonomy within the family.

Ryff (1989) posits that individuals who exhibit autonomous functioning, akin to self-actualize, are resilient against external social influences. This resilience enables them to maintain a sense of agency and control over their lives, despite potential adversities or disruptions in their familial environment. Moreover, autonomy entails an intrinsic locus of evaluation, wherein individuals rely on personal standards and values to guide their actions, rather than seeking constant validation from external sources.

Research suggests that adolescents who develop a strong sense of autonomy tend to experience higher levels of psychological wellbeing. They are better equipped to navigate the complexities of adolescence, establish healthy boundaries, and cultivate a sense of purpose and direction in

their lives. However, for adolescents living with single parents, the dynamics of autonomy may be influenced by factors such as parental supervision, support networks, and familial responsibilities.

2.4.2. Environmental Mastery

In the realm of adolescent psychological well-being, environmental mastery emerges as a crucial facet, denoting an individual's proficiency in actively shaping or selecting environments that resonate with their psychological state. This concept, highlighted by life development theorists, underscores the significance of one's capacity to navigate and exert influence within complex surroundings. Scholars argue that environmental mastery embodies not only the ability to adapt to one's environment but also the prowess to instigate creative changes, both physically and mentally, thereby propelling personal advancement within society (Ryff, 1989).

Expanding on this notion, environmental mastery encompasses the proactive management of one's surroundings to enhance overall psychological functioning. It involves a dynamic interplay between the individual and their environment, where individuals actively seek out or construct environments conducive to their well-being. Such proactive engagement may include seeking out supportive social networks, pursuing educational or vocational opportunities, or modifying physical surroundings to better suit one's needs and preferences (Keyes, 2007).

Furthermore, environmental mastery is integral to a holistic approach toward fostering positive psychological functioning among adolescents living with single parents. Adolescence is a developmental period marked by heightened sensitivity to environmental influences, making the ability to navigate and shape one's surroundings particularly salient during this stage of life (Lerner et al., 2006). For adolescents living with single parents, who may face unique challenges and stressors related to family structure, environmental mastery can serve as a protective factor against adverse psychological outcomes.

Research suggests that adolescents who demonstrate high levels of environmental mastery are better equipped to cope with stress, exhibit greater resilience in the face of adversity, and experience enhanced psychological well-being overall (Infurna&Luthar, 2016). By actively engaging in the management of their environments, these adolescents can cultivate a sense of

agency and control over their lives, which in turn contributes to their psychological resilience and overall flourishing.

2.4.3. Personal Growth

Personal growth refers to a sense of continuous development and openness to new life experiences necessary to maximize, expand, and grow one's potential. Personal growth stands as a pivotal dimension influencing overall psychological wellbeing. Defined as a continuous process of development and receptiveness to novel life encounters, personal growth embodies the journey toward maximizing one's potential. Ryff (1989) delineated this concept as integral to optimal psychological functioning, emphasizing not only the attainment of certain characteristics but also the ongoing expansion of one's capabilities. From a clinical standpoint, the pursuit of self-actualization and the realization of individual potentialities emerge as fundamental aspects of personal growth.

In line with Ryff's framework, openness to experience emerges as a cornerstone trait among fully functioning individuals. Rather than remaining static, these individuals exhibit a persistent inclination towards development, growth, and expansion. This inclination towards openness fosters a proactive engagement with life's challenges and opportunities, facilitating the continual evolution of the self. Through embracing new experiences and challenges, adolescents nurture their capacity for adaptation and resilience, thereby fostering a robust foundation for psychological wellbeing.

Expanding on Ryff's insights, contemporary research underscores the dynamic nature of personal growth within the context of adolescent development. Building upon Ryff's initial conceptualization, scholars have explored the multifaceted facets of personal growth, recognizing its interconnectedness with various psychological constructs such as self-esteem, resilience, and identity formation. Moreover, empirical investigations have elucidated the role of environmental factors, including familial dynamics and socio-cultural influences, in shaping adolescents' trajectories of personal growth.

In the specific context of adolescents living with single parents, the exploration of personal growth takes on added significance. Given the unique challenges and opportunities inherent in such familial configurations, understanding how adolescents navigate their journey toward self-

realization becomes paramount. Research suggests that while single-parent households may present distinct stressors, they also offer opportunities for resilience and personal development. Adolescents within these contexts may cultivate adaptive coping strategies, forge strong intra-familial bonds, and develop a heightened sense of autonomy and self-efficacy.

2.4.4. Self-acceptance

The aspect of self-acceptance within the psychological wellbeing of adolescents living with single parents holds paramount significance. Self-acceptance encompasses the cultivation of a positive self-view, encompassing an individual's acknowledgment and embrace of their strengths and weaknesses alike. This facet stands as a foundational pillar within the realm of mental health, contributing profoundly to self-actualization, optimal functioning, and overall maturity.

The life span theories underscore the critical importance of embracing one's self and recognizing the entirety of one's life journey. Such recognition fosters a robust sense of self-acceptance, which in turn plays a pivotal role in nurturing positive psychological health among adolescents (Ryff, 1989). In the context of adolescents living with single parents, the dynamics of self-acceptance may exhibit unique nuances influenced by familial structure and support systems. These adolescents may face distinct challenges in navigating their identity and self-concept amidst the absence of a second parental figure. Consequently, exploring the manifestation of self-acceptance within this demographic could provide valuable insights into their psychological wellbeing and resilience.

Furthermore, understanding the interplay between self-acceptance and other dimensions of psychological health, such as self-esteem and coping mechanisms, is crucial in comprehensively addressing the needs of adolescents in single-parent households. By delving into the intricacies of self-acceptance within this specific context, interventions and support programs can be tailored effectively to promote positive mental health outcomes among these adolescents.

Drawing from Ryff's (1989) framework on psychological well-being, which emphasizes the multidimensional nature of self-acceptance, this research seeks to investigate the intricate relationship between self-acceptance and the psychological wellbeing of adolescent students living with single parents in Addis Ababa. Through quantitative methodologies, this study aims to explore the factors influencing self-acceptance among these adolescents, the impact of self-

acceptance on various facets of their psychological health, and potential avenues for intervention and support.

2.4.5. Positive Relations with Others

Ryff's seminal work (1989) delineates this concept, defining positive relations as encompassing warm, satisfying, and trusting interpersonal connections. Central to mental health, the capacity to love others constitutes a cornerstone of psychological maturity. Self-actualized individuals exhibit profound empathy and affection towards fellow human beings, fostering deeper friendships and a greater sense of identification with others.

Ryff's framework underscores the significance of nurturing warm relationships as a criterion for psychological maturity. This perspective aligns with broader conceptions of psychological wellbeing, emphasizing the inherent value of positive interpersonal connections in facilitating holistic development and emotional resilience among adolescents. Moreover, these insights underscore the pivotal role of supportive social networks in promoting adolescents' overall wellbeing and adaptive functioning.

Drawing from Ryff's insights and corroborating literature, it becomes evident that positive relations with others serve as a foundational pillar of adolescent psychological wellbeing. By fostering empathy, affection, and trust, these relationships contribute to adolescents' emotional development, social competence, and overall life satisfaction. Therefore, understanding and nurturing positive relationships among adolescents, particularly those living in single-parent households, are paramount for promoting their psychological flourishing and resilience in diverse socio-cultural contexts.

2.4.6. Purpose in Life

According to Ryff (1989), purpose in life is defined as having a purpose, goal, and meaning in life. Drawing from Ryff's seminal work in 1989, purpose in life can be construed as the amalgamation of having a defined purpose, goal, and imbued meaning within one's existence. Within the developmental trajectory of adolescence, the cultivation of purpose signifies a hallmark of maturity, encapsulating essential elements such as clear objectives, a sense of direction, and intentional living.

Ryff's conceptualization underscores the multifaceted nature of purpose, wherein individuals possessing a well-defined sense of purpose tend to exhibit higher levels of psychological wellbeing. This encompasses not only the establishment of concrete goals but also the alignment of intentions and actions toward realizing these objectives. For adolescents grappling with the dynamics of single-parent households, the presence of purpose in life assumes heightened significance as they navigate familial transitions and societal expectations Ryff (1989).

Furthermore, research suggests that a robust sense of purpose serves as a protective factor against adverse psychological outcomes, offering a source of resilience amidst challenging circumstances. Adolescents who perceive their lives as imbued with meaning and direction are more likely to exhibit adaptive coping strategies and a greater sense of self-efficacy in confronting life's stressors Ryff (1989).

In the context of the present study examining adolescent students within the framework of three selected private schools in Addis Ababa, the exploration of purpose in life among individuals living with single parents offers valuable insights into the interplay between familial structure and psychological wellbeing. By delving into the nuances of how adolescents within this demographic conceptualize and pursue their life's purpose, the research endeavors to elucidate the mechanisms through which familial context influences the development of resilience and psychological flourishing.

2.5. Adolescence and Psychological Wellbeing

The period of adolescence signifies a critical juncture in human development, encompassing a myriad of transformations across biological, social, psychological, and economic dimensions, bridging the gap between childhood and adulthood (Santrock&Yussen, 1984). According to Santrock (2004), adolescence unfolds as a continuum of change, marked by ongoing physical, social, and psychological shifts, facilitating the acquisition of crucial competencies and problem-solving skills. This phase confronts adolescents with substantial hurdles as they grapple with alterations in self-perception, familial dynamics, and peer interactions.

Adolescence is characterized by three critical stages: early (10 to 13 years), middle (14 to 17 years), and late (18 to 22 years), each playing a significant role in shaping individual development (Allen & Waterman, 2019). During this period, parental guidance and support are

pivotal, as parental influence profoundly impacts adolescents' trajectories (Agnafors et al., 2019). Parents, entrusted with nurturing their children's physical, psychological, cognitive, and socio-emotional development, serve as primary agents in transmitting societal norms and values (Ali & Soomar, 2019).

Within the tapestry of adolescent development, individuals embark on a quest to acquire fundamental life skills encompassing emotional regulation, physical well-being, career orientation, interpersonal dynamics, and self-worth cultivation (Agochiya, 2010). Balancing the pursuit of independence with the quest for validation from peers and guidance from caregivers, adolescents tread a delicate tightrope between self-sufficiency and familial reliance (Jeynes, 2007).

From a developmental lens, adolescence unfolds biologically through the onset of puberty and the cessation of physical growth, cognitively through the advancement of abstract and multi-dimensional thinking, and socially as a preparatory phase for adult roles (Pravitha & Sembiyan, n.d.). The rapid pace of physical, cognitive, and psychosocial metamorphoses, coupled with the transition to adulthood and the contemplation of future career paths, may render adolescents susceptible to an array of psychological adversities, including depression, stress, and anxiety (Ebabush & Rao, 2018).

2.6. Demographic Variables and Psychological Wellbeing

Exploring the intricate interplay between demographic variables and the psychological well-being of adolescent students living with single parents is a vital avenue of research, especially considering the nuanced dynamics that shape their experiences. While it's acknowledged that adolescents in single-parent households may encounter psychological challenges, the magnitude of these difficulties is subject to multifaceted influences.

Gender emerges as a focal point in dissecting adolescent psychological well-being, albeit with conflicting findings across studies. Some research posits that boys grapple more with adjustment issues in single-parent setups (Guidubaldi & Perry, 1985), while others propose the opposite scenario (Slater, Stewart & Linn, 1983), with some studies indicating no discernible gender disparity (Mechanic & Hansell, 1989). For instance, Gul (2017) reported higher psychological well-being scores among females compared to males, whereas Guidubaldi and Perry (1985)

unearthed heightened psychological effects among boys in single-parent environments. Similarly, Stephen and Udisi (2016) observed that boys encountered greater psychological, social, educational, and behavioral hurdles in such familial settings.

Conversely, Slater et al. (1983) documented lower self-esteem and more psychological issues among adolescent girls from disrupted homes compared to boys facing similar circumstances. Wallerstein and Kelly (1975) underscored that post-divorce, a larger proportion of girls grappled with severe psychological distress. However, Mechanic & Hansell (1989) found no gender disparities in divorce-related effects.

Age emerges as another pivotal determinant in the psychological well-being of adolescents within single-parent families. Usakli (2013) noted that while young children might not always be significantly affected by divorce, adolescents frequently report heightened psychological problems. Conversely, Stephen and Udisi (2016) found that younger children in such families reported lower well-being levels compared to slightly older counterparts.

Furthermore, family income status emerges as a critical mediator in the nexus between family structure and adolescent well-being, given its intrinsic link to economic status. Adolescents from low-income single-parent households are more prone to exhibiting problem behaviors and depressive symptoms (Moore, Vandivere, & Redd, 2006). Bernardi (2012) demonstrated that economically stable families are better positioned to nurture their children's well-being. Nonetheless, Bernardi and Radl (cited in Bernardi et al., 2013) revealed that adolescents from higher-income families may also grapple with challenges.

Moreover, family size potentially impacts the psychological well-being of single-parent adolescents, with smaller households potentially offering enhanced support and resources compared to larger ones, as posited by Arthur (2005). However, this relationship warrants further exploration through additional research endeavors.

2.7. Adolescents with Single-Parent Family

Erikson stages of psychosocial development illustrates that adolescence is the period between 12 to 18 years old (Knight, 2016). It is at this stage that individuals experience role identity versus role confusion, whereby a considerable exploration of values, beliefs, and goals are sought by the individuals. If the person misses to have an effective role identity, he/she experiences identity confusion which might lead to psychopathology in the individual's life. It is a transitional stage in life. Considerably, several studies have argued that the etiology of antisocial behavior emerges from the developmental perspective specifically the transition from childhood to adulthood which involves biological, cognitive, and social-emotional changes (Crocetti et al., 2016; Monahan, Steinberg, Cauffman, & Mulvey, 2013).. Physical development during adolescence is marked by onset of puberty. At this stage, different developmental characteristics are evidence in both males and female. In males, appearance of pubic hair, minor voice change, onset growth in height and weight, experiencing first ejaculation among other changes. For Girls, it includes breast enlargement, 13 pubic hair, growth in height and hips becoming wider than shoulder, and the experience of first menstruation among others physical changes (Santrock, 2012). It is therefore important to note that during this transition, the experiences an individual has had from childhood and his/her future expectations are paramount in determining the identity. Therefore, parent's involvement in nurturing and guiding the child to a better transition is required. Santrock (2014) argued that the most vulnerable group for risky behaviors are the adolescents simply because of the developmental shift from childhood to adulthood, which involves biological, cognitive, and socio-emotional changes.

Single parenting involves the scenario where one of the biological parents, who contributed to the child's conception, assumes sole responsibility for raising them. This typically occurs when a single parent, due to either separation or divorce from the other parent, takes on the role of caregiver without assistance (Uchenna, 2012; Lydia & David, 2010). Chapman (2014) characterizes single parenting as a family structure wherein one biological parent, whether a mother or father, becomes the primary caregiver for their children without the presence of a partner in the household. Unlike single-person households, single-parent families consist of at least one parent and one or more children, forming an independent unit separate from extended family members like grandparents, aunts, and uncles (Gul et al., 2017).

Single-parent households operate differently from those with two parents residing together, notably in how decisions regarding the household and parenting are made. While in two-parent households, decisions are typically shared between both parents, in single-parent settings, the responsibility often falls solely on the parent, sometimes involving the children in decision-making processes (Morelli et al., 2022). Unrealistic expectations may arise within single-parent families, with members sometimes longing for the dynamic of a two-parent household, leading to a sense of something amiss if that ideal is not met (Griffin, 2021).

Various circumstances can lead to single-parent families, including divorce, separation, the death of a spouse, childbirth within or outside of marriage, or single-parent adoption (Chapman, 2014). Over recent decades, the rise in single parenthood has been attributed to factors such as increased births among unmarried women and higher spouse mortality rates (US Census Bureau Population Survey 1990–2000). Divorce rates have also contributed significantly to the prevalence of single parenting, notably in the United States and certain European countries. For instance, in Belgium, the Netherlands, Greece, and Italy, divorce rates have surged over the years (Amato, 2010). In Ethiopia, divorce rates have also increased substantially, affecting a significant proportion of first marriages (Tilson & Larsen, 2000).

In many legal systems worldwide, custody arrangements in single-parent households can vary, with either the mother or father assuming custodial responsibilities. However, due to societal norms and perceptions of maternal roles, mothers often receive preferential custody rights (Lydia & David, 2010; Chapman, 2014). This trend is noticeable in Ethiopia, where female-headed households are more prevalent than male-headed ones, as indicated in the DHS (2011) report.

The traditional family structure in Africa has also undergone significant changes due to industrialization and globalization, leading to a rise in single-parent families (Lydia & David, 2010). In sub-Saharan Africa, factors such as non-marital motherhood, marital disruptions, and widowhood resulting from conflicts and the HIV/AIDS pandemic have contributed to the increase in single-parent households (Ntoimo & Odimegwu, 2014).

The family serves as a cornerstone in shaping children's development and overall well-being in myriad ways. As the first socializing influence a child encounters, its impact extends across physical, social, mental, and moral dimensions. Even before formal education begins, the family lays the groundwork, shaping the child's personality and readiness for school (Maduewesi and

Emenogu, 1997). Parents bear the critical responsibility of ensuring their children's holistic growth, encompassing social, psychological, moral, and academic facets. However, challenges such as divorce, bereavement, or single parenthood disrupt these roles, placing immense strain on lone parents and directly affecting children's upbringing and well-being (Uchenna, 2013; Ali & Soomar, 2019).

Parenting, particularly when undertaken by a single parent, presents formidable challenges, from managing household responsibilities single-handedly to providing emotional support constantly (Ezeobi, 2011, cited in Stephen & Udisi, 2016). The burden of raising children alone intensifies, irrespective of whether the single parent is a mother or father, underscoring the monumental task at hand (Jyothi, 2015). Research has extensively explored the impact of single parenting on children's well-being. Studies consistently indicate that children from single-parent households experience lower psychological well-being compared to those from two-parent families (Gul et al., 2017). The absence of a dual-parent structure leaves children feeling isolated and receiving less attention, leading to various behavioral and emotional challenges (Chapman, 2015).

Adolescents raised by single parents are more prone to internalizing and externalizing behaviors, including academic struggles, low self-esteem, and engagement in risky behaviors (Weinraub, Horvath, & Gringlas, 2002). They face increased risks of encountering social problems and are deemed vulnerable to developmental difficulties (Gelles and Levine, 1999). Moreover, children from single-parent families exhibit higher rates of depression, anxiety, and aggression, along with poorer academic performance and an increased likelihood of engaging in delinquent behaviors (Breivik & Olweus, 2006; Bogenschneider, Kaplan, & Morgan, 1993). The absence of a stable family environment often translates into adverse outcomes, perpetuating cycles of disadvantage and hardship (Lydia & David, 2010).

Research also highlights disparities between children raised by single fathers and single mothers, with the former generally exhibiting better outcomes (White, 2004; Farrell, 2001). Factors such as family size, economic status, and parental involvement further shape children's experiences within single-parent households (Eitle, 2006). While some studies suggest no significant difference in psychological well-being between children from intact and single-parent families (Yerdaw & Rao, 2018; Tubei, 2012), the nuanced impact of family structure remains a subject of ongoing exploration. In essence, the family, particularly in its traditional form, plays a crucial

role in nurturing children and fostering their well-being. The challenges faced by single-parent households underscore the need for targeted support mechanisms to ensure equitable opportunities and outcomes for all children.

2.8. Conceptual Frameworks

This research investigated the psychological wellbeing of adolescent students who reside with single parents, with a specific focus on three selected private schools in Addis Ababa. The study seeks to illuminate the interplay between psychological wellbeing and the socio-economic and demographic characteristics. Its diverse socio-cultural landscape and rapid urbanization underscore the importance of contextual factors in shaping adolescent experiences within single-parent households. Moreover, the choice to focus on private schools offers insights into a segment of the population that may experience varying degrees of socioeconomic privilege and access to resources, potentially influencing their psychological resilience and coping strategies. By adopting a multi-dimensional perspective, the research aims to capture the holistic nature of adolescent wellbeing within the context of single-parent households in Addis Ababa. Hence, the main variables in the study are adolescents Characteristics (Gender, Age, and Grade level), Family type(single family(father only and mother only) and family structure (Family size and Perceived economic status) as independent variables and susceptibility to psychological wellbeing as dependent.

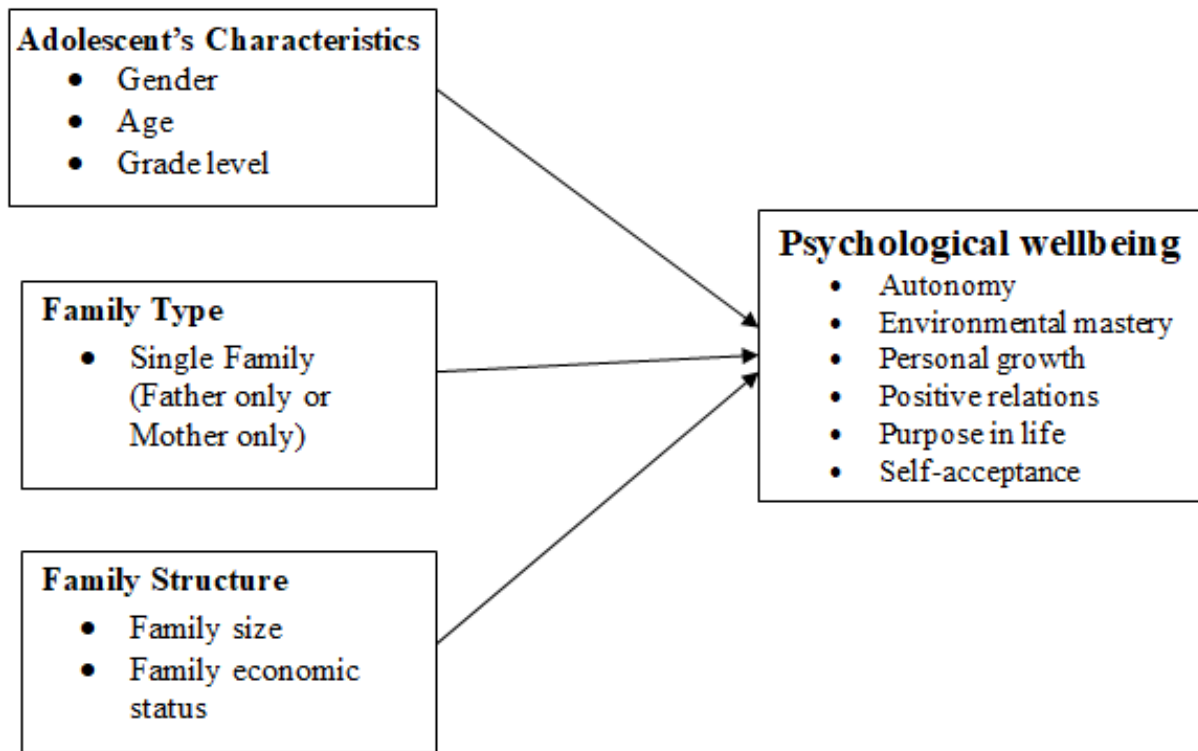


Figure 2.1: Conceptual Framework

Source: Researcher's construct, 2024

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Introduction

This study employed quantitative methods to delve into the psychological wellbeing of adolescents hailing from single-parent households within the context of three private schools situated in Addis Ababa. By utilizing structured surveys as the primary data collection tool, this research aims to conduct a comprehensive examination, employing robust statistical analyses to discern the factors that significantly influence the psychological states of these adolescents.

The research adopts a cross-sectional framework, providing a snapshot of the psychological states of the adolescents under study. This approach sets the foundation for potential longitudinal investigations in the future, offering valuable insights into the trajectory of psychological wellbeing within this demographic. To ensure the representativeness of the sample, the study employs a stratified random sampling technique, enhancing the validity and generalizability of the findings.

The survey instrument utilized in this research assesses various dimensions of psychological wellbeing, encompassing emotional, social, and cognitive aspects. Through this multifaceted assessment, the study endeavors to generate reliable and nuanced data that contribute to the existing scholarly discourse on adolescent psychology and single-parent households.

3.2. Research Design

The research design adopted for this study is a quantitative approach utilizing a cross-sectional survey methodology. This method was selected to achieve a thorough comprehension of the psychological wellbeing of adolescent students living with single parents within the context of three selected private schools in Addis Ababa. According to Smith and Jones (2020), this design is particularly effective for capturing a snapshot of the current state of a specific variable, which in this case is the psychological wellbeing of adolescents in single-parent households.

Furthermore, the decision to employ a cross-sectional survey methodology was influenced by the desire to ensure consistency and comparability in data collection among the participants, as noted by Brown et al. (2019). By treating the participants as a homogenous group, it becomes easier to

draw meaningful comparisons and identify patterns or trends related to psychological wellbeing across different demographic groups within the sample.

Moreover, conducting the survey concurrently across multiple demographic groups within the same period offers several advantages. As highlighted by Clark (2017), this approach facilitates a comprehensive understanding of the targeted phenomenon by capturing a diverse range of perspectives and experiences. It allows for the exploration of variations in psychological wellbeing based on factors such as age, gender, socioeconomic status, and family structure, thus providing a more nuanced understanding of the subject matter.

In essence, the chosen research design aligns with the objectives of the study, allowing for a systematic investigation into the psychological wellbeing of adolescent students living with single parents in Addis Ababa's private school settings.

3.3. Study Setting

The study was conducted in Addis Ababa, the capital city of Ethiopia, specifically within the Lemi Kura sub-city, Woreda 13. The researcher used purposive sampling, which is suitable in the setting where researchers aim to study. We concentrated on three renowned private educational establishments—Diamond School, Safari School, and Deliverance Private School. The research aimed to capture a comprehensive understanding of the psychological experiences of adolescents in single-parent households. This area was selected because the researcher was working at school, and the key reason to do this research was that problems were observed at the researcher's workplace. In addition, this may enable the researcher to obtain cooperation from the participant during data collection. As well, the researcher assumed that there would be an adequate number of adolescents living with single parents. In addition, these schools were purposely chosen due to their reputable standing and their provision of education to adolescents spanning Grades 7 through 12. By selecting schools that cater specifically to this demographic, the research endeavors to provide insights that can inform targeted interventions and support mechanisms aimed at enhancing the psychological wellbeing of these adolescents.

Addis Ababa, as the capital city of Ethiopia, provides a unique backdrop for such research, given its blend of urban development and cultural heritage. Within the Lemi Kura sub-city, Woreda 13, the study area encompasses a range of socio-economic backgrounds, allowing for a nuanced

exploration of the psychological wellbeing of adolescents in single-parent households across different socio-economic strata. This research seeks to contribute to a broader understanding of the factors influencing psychological wellbeing among adolescents living with single parents in urban contexts like Addis Ababa.

3.4. Study participants

The participants were private school students living with a single parent. The adolescents who participate in this study will be students who enroll from grades seven (7) to twelve (12) in three private schools in Lemi Kura, Woreda 13, in Addis Ababa. Based on the data obtained from the three schools, the total student population across the selected schools is a substantial 3,577: Safari 1348, Diamond 996, and Deliverance 1233, with a notable subset of 608 students hailing from single-parent households. Within this cohort, there are 112 female and 123 male students, representing a diverse demographic spectrum. This study's focus on adolescents from single-parent households acknowledges the importance of understanding their unique challenges and experiences, particularly within the educational context.

3.5. Sample Size and Sampling Techniques

The researcher purposely selected three private schools in Lemi Kura Sub-city Woreda 13. In these selected schools. The researcher conducted a survey in the three private schools in Lemi Kura, sub-city Woreda 13, to verify the status or number of students living with singles in the schools. During the survey, the researcher looked into the students' record files from the three schools record offices, school guidance and counselors in grades 7 to 12 to determine the total number of students living with single parents. The total number of students in the schools from grades seven to twelve is 3577. There are 608 students living with single parents .

To determine the sample size for this study, the researcher used a sample size determination formula set by Kothari (2004) .

Sample Size Determination

For finite population;

$$\text{Sample size (n)} = \frac{Z^2 * p * q * N}{e^2 (N-1) + (Z^2 * p * q)}$$

Where:

N= Population size

n= Sample size

Z = Standard normal variable (at 95 percent confidence level, which is 1.96)

p = Estimated characteristics of the target population

q= 1- p

e= Level of statistical significance sets at 5% margin of errors.

$$\text{Sample size (n)} = \frac{Z^2 * p * q * N}{e^2 (N-1) + Z^2 * p * q} = \frac{1.962 * 0.5 * 0.5 * 608}{0.05^2 (608-1) + 1.962 * 0.5 * 0.5} = \frac{583.923}{2.4779} = 235$$

The researcher then used stratified random sampling by dividing adolescents living with single parents into homogeneous groups. The researcher prepared three strata based on grade level: strata 1 (7&8), strata 2 (9&10), strata 3 (11&12). Therefore, the total sample size for this research was 235. Then, a proportionate stratified random sample was used to select the samples from each stratum using the formula: (sample size/population size) × stratum size (Hayes, 2023).

$$(SRS)n_h = \left(\frac{N_h}{N}\right) * n$$

n_h = sample size for h^{th} stratum.

N_h = population size for h^{th} stratum.

N= size of the entire population.

n= size of the entire sample.

From each of the strata, there were 188, 207, and 213 adolescents living with single parents respectively.

The sample size for each stratum was calculated as for grades 7&8= $(235/608) \times 188 = 72$, for grades 9&10= $(235/608) \times 207 = 80$, and grades 11&12= $(235/608) \times 213 = 83$.

Table 3.1: Sample Size Distribution

Grade level	7-8	9-10	11-12	Total
Target population	188	207	213	608
Sample size	72	80	83	235

3.6. Data Collection Instrument

The instrument which used to measure the psychological wellbeing of adolescents was Ryff's psychological wellbeing scale that constitutes six distinct sub-scales namely: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance scales.

Ryff psychological well-being scale is developed by psychologist Carol D. Ryff (1989). The scale is currently considered the best objective, standardized measure of psychological wellbeing (Edwards, Ngcobo, Edwards, & Palavar, 2005). The psychological well-being scale has been widely used in previous research and the six dimensions have also been supported in several studies (Ryff and Keyes, 1995). The original version of Ryff psychological wellbeing scale consisted 20 items of per scale which makes a total of 120 items. An abridged version of the scale containing 84 items (14 items per scale), 54 items (9 items per scale), 42 items (7 items per scale) and 18 items (3 items per scale) translated into at least 18 different languages and have been used in research in different countries (Henn, Hill, & Jorgensen, 2016). In this study the intermediate version of 42 items was used. The 42-item scale is more statistically sound than the 18-item version (Ryff et al., 2007).

Ryff's psychological wellbeing scale contained a series of questions reflecting the six dimensions of psychological well-being. The dimensions are autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. The scales all had good reliabilities: Autonomy (.71), Self-acceptance, (.79), Positive relations with others (.78), Environmental mastery (.68), Purpose in Life (.82), Personal growth (.71) and total psychological wellbeing scale (.82) Ryff (1989).

Ryff's psychological wellbeing scale is a 6 point liker -type scale in which the score 1 indicates strong disagreement and 6 indicates strong agreement. The scoring of responses made by the participant on each item depends whether the question is formulated positively or negatively. If the question of the item is worded positively, responses will be scored from 1 to 6, where a score of 1 indicates strong disagreement and a score of 6 indicates strong agreement. However, if it is a negative statement, scoring will be carried out in reverse order which will be from 6 to 1 where 1 indicates strong agreement and 6 indicate strong disagreement. A high score in a particular category or dimension indicates that a respondent has mastered that area in his/her life.

Conversely, a low score in any dimension of the scale shows that the respondent is struggling to feel comfort with that particular dimension (Srimathi & Kumar, 2010).

Among the total 42 items: item 3, 4, 6, 9,10,12,13,15,17,19, 21, 23, 24, 27, 29, 31,32,38,40, 41 are stated negatively. However, the rest of the items are presented as positive statements.

The first step in scoring responses on these scales is to reverse-score each of the negatively worded items, before totaling all the values.

The formula for reverse-scoring an item is:

$$(\text{Number of scale points} + 1) - (\text{Respondent's answer})$$

For example, if a person gave a value of three in response to one of the negatively worded items, and the scale had six points this response would be changed to a value of 4: $(6 + 1) - 3 = 4$.

Once you have all your values, you can then sum the total for each scale and present this value against a possible total for each subscale. Ryff and colleagues have not published global cut-offs indicating what classifies as a 'low' or 'high' score on these scales. Instead, researchers might wish to classify the lower and upper quartiles (25%) of responses as low and high, assuming a normal sample distribution. You might also identify cut points for the lower-, middle-, and upper-scoring groups by equally dividing respondents into these groups based on their total scores (Ryff, C. D, 2014).

Given the linguistic context of the study participants, who predominantly exhibited proficiency in English, the data collection process was conducted exclusively in the English language. This choice was informed by the educational background of the adolescents, who have been immersed in an English-language environment since their early education, particularly in private school settings within Addis Ababa. Their familiarity with the English language not only facilitated ease of communication but also ensured accurate interpretation of the research inquiries and instructions.

3.6.1. Validity and Reliability

A preliminary pilot survey was conducted to address potential issues concerning the integrity, language usage, and overall clarity of the survey instrument. This initial step is indispensable for identifying any ambiguous items that necessitate refinement and for testing the effectiveness of data collection instructions. Furthermore, the pilot survey serves as a means to evaluate the feasibility of the study.

The pilot survey involved 30 participants from Diamond school 15 male and 15 female adolescents living with single parents to assess the overall quality and reliability of the instruments. Throughout the pilot phase, the researcher closely observed participants as they responded to survey questions, meticulously noting any instances of vagueness or incorrect wording. Feedback gathered during this process serves as valuable input for making necessary revisions aimed at enhancing the instrument's quality.

Additionally, a reliability test was conducted for both the total scale and its dimensions using Cronbach's alpha test, ensuring the robustness and consistency of the measurement tool. Reliability coefficients falling within the range of 0.70 to 0.90 indicate strong internal consistency (Tavakol&Dennick, 2011). In this study, Cronbach's Alpha coefficient is 0.828, indicating satisfactory internal consistency, affirming the reliability of the instruments.

Table 3.2: Cronbach's Alpha reliability test

Item dimension	No. of Items	Cronbach's Alpha value
Autonomy (AU)	7	.860
Environmental mastery (EM)	7	.877
Personal growth (PG)	7	.859
Positive relations (PR)	7	.813
Purpose in life (PL)	7	.766
Self-acceptance (SA)	7	.792
Overall Psychological Wellbeing (PWB)	42	.853

3.6.2. Data administration

The data collection was carried out under the management of the researcher with two data collectors. Although the data collectors were university graduates and had a good knowledge of the research process, the researcher gave them essential training about the overall procedures of data collection. This training encompassed comprehensive guidance on the intricacies of the research protocol, emphasizing the significance of adhering to standardized methodologies and ethical considerations throughout the data collection phase. The collaboration between the primary researcher and the data collectors was instrumental in executing a systematic and rigorous data collection process. Through meticulous planning and coordination, the team endeavored to uphold the integrity and validity of the research findings. By harnessing the linguistic proficiency of the participants and providing requisite training to the data collectors, the research team endeavored to facilitate a seamless and reliable data collection experience, thereby enhancing the credibility and robustness of the study outcomes.

3.6.3. Methods of Data Analysis

The data collected from the respondents for the research on the psychological well-being of adolescent students living with single parents in three selected private schools in Addis Ababa was analyzed utilizing the Statistical Package for the Social Sciences (SPSS) version 25. Various descriptive statistical methods were employed to delve into the socio-demographic profile of the study participants and evaluate their psychological well-being status. These methods included frequency counts, percentages, mean scores, and standard deviations. This analytical approach not only characterized the participants but also provided insights into their psychological well-being.

Furthermore, the analysis extended to investigating differences in psychological well-being among adolescents living with single parents. Independent sample t-tests were applied for this purpose. Additionally, the analysis examined variations in psychological well-being among single-parent adolescents based on factors such as gender, age, grade level, family size, family type and family economic status. This comprehensive approach allowed for a nuanced understanding of how these variables intersect with psychological well-being in this demographic.

A one-way ANOVA was employed to compare the psychological wellbeing of single-parent adolescents with different family economic sizes. This statistical method enabled researchers to discern any significant differences in psychological well-being concerning family economic status circumstances. By employing a combination of statistical techniques, the analysis aimed to provide a thorough examination of the psychological well-being of adolescent students living with single parents.

3.7. Ethical Considerations

This study prioritized ethical considerations at every stage of the research process. Initially, the researcher approached the study sites at three private schools armed with a letter of support from Addis Ababa University's School of Psychology. Subsequently, the principals of these schools to proceed with the study formally granted permission. Throughout the data collection process, participants were provided with clear explanations regarding the study's objectives, and confidentiality protocols, and were allowed to express their voluntary participation.

CHAPTER FOUR: RESULT AND DISCUSSION

4.1. Introduction

This section presents the result and discussion. The study's findings are aligned with the research inquiries and structured into distinct sections. Firstly, an introduction is provided, detailing the response rate and providing background information on the respondents. Subsequently, the results and interpretations are presented, focusing on the psychological well-being of participants and the factors for the psychological well-being of adolescent students in the study area. This section explores the presence of significant differences in psychological well-being observed between adolescents raised by single mothers versus single fathers, as well as variances across gender, age, grade level, family size, and economic status within their families.

4.2. Response Rate

This study focused on gathering data from 235 participants who were students attending private schools in Addis Ababa's Lemi kura sub-city. These participants were specifically selected from households where they reside with a single parent. The study zone was confined to Woreda 13 within the Lemi kura sub-city. 235 questionnaires were distributed to targeted participants 112 female and 123 male students, representing a diverse demographic spectrum . All 235 respondent completed the questionnaires achieving a remarkable 100% response rate.

4.3. Socio-Demographic Profile of the Respondents

To gain a comprehensive understanding of the research topic, the study considered participant demographic characteristics such assex, age, grade level, family type, family size, and family economic status. By examining these demographic factors, the study sought to uncover potential correlations that could shed light on the research in a more nuanced manner.The inclusion of demographic variables allows for a deeper exploration of how different aspects of participants' backgrounds and characteristics may influence the outcomes of the study.

Table 4.1: Socio-demographic characteristics of study participants (N=235)

Variables	Category	N	%
Gender	Male	123	52.3
	Female	112	47.7
	Total	235	100.0
Age	10-13	52	22.1
	14-17	101	43.0
	18-22	82	34.9
	Total	235	100.0
Grade level	7 and 8	62	26.4
	9 and 10	70	29.8
	11 and 12	103	43.8
	Total	235	100.0
Family type	Father only	89	37.9
	Mother only	146	62.1
	Total	235	100.0
Family size	2-3	39	16.6
	4-5	93	39.6
	6 and above	103	43.8
	Total	235	100.0
Perceived Family economic status	Low	15	6.4
	Medium	85	36.2
	High	135	57.4
	Total	235	100.0

Source: Field Survey (2024)

Table 4.1 presents the socio-demographic characteristics of the study participants, comprising 235 individuals. In terms of gender distribution, the majority were male, accounting for 52.3% of the sample, while females constituted 47.7%. Regarding age groups, the participants were divided into three categories: Early adolescents (10-13 years old), middle adolescents (14-17 years old), and late adolescents (18-22 years old). The largest proportion fell into the 14-17 age

bracket, comprising 43.0% of the sample, followed by 18-22 year-olds at 34.9%, and 10-13 year-olds at 22.1%. Analysis of grade levels showed that the highest percentage of participants were in grades 11 and 12, making up 43.8%, while 7th and 8th graders accounted for 26.4%, and 9th and 10th graders represented 29.8%. Regarding participants' family type, the majority reported having a mother-only parent, constituting 62.1%, whereas 37.9% reported a father-only parenting type. Family size distribution indicated that families with 6 members or more were the most prevalent, comprising 43.8% of the sample, followed by families with 4-5 members at 39.6%, and families with 2-3 members at 16.6%. Finally, the economic status of the participants' families varied, with 6.4% categorized as low, 36.2% as medium, and 57.4% as high. This comprehensive breakdown of socio-demographic characteristics provides valuable insights into the composition of the study's participants, which can inform the interpretation and generalizability of the research findings.

4.4. Results

4.4.1. Level of Psychological Wellbeing

Figure 4.1.1 presents participants' level of psychological well-being using six components of sub-scales and the total psychological well-being scale, assessed at low, moderate, and high levels.

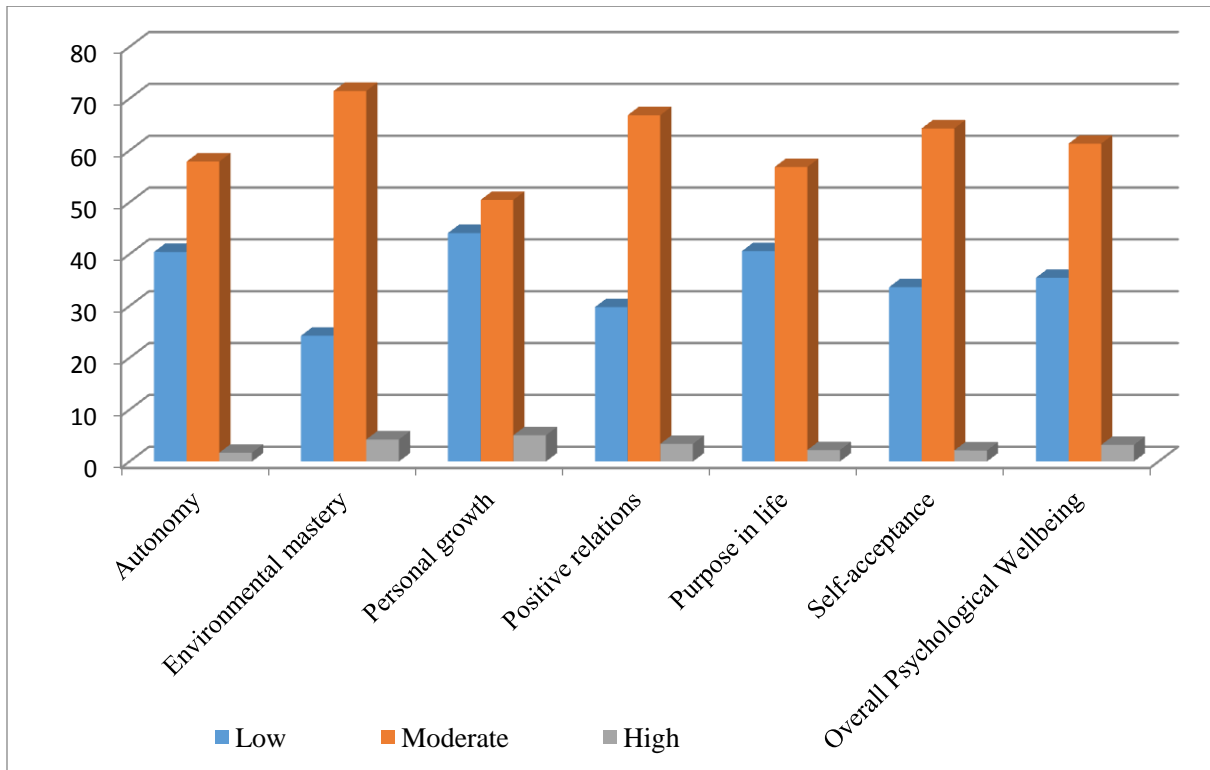


Figure 4.1: Percentage distribution of level of psychological wellbeing

Autonomy, reflecting one's sense of independence and self-governance, shows a notable trend with the majority of respondents (57.9%) reporting a moderate level of autonomy, while a considerable portion (40.4%) reporting a low level. Only a small fraction (1.7%) reported a high level of autonomy. This suggests that a significant portion of the sample might indicate their autonomy as constrained, which could have implications for their psychological well-being.

Environmental mastery, which pertains to the ability to manage and adapt to one's environment effectively, demonstrates a similar pattern. A substantial majority (71.5%) had a moderate level of environmental mastery, while 24.3% had it as low. Only a minor percentage (4.3%) had a high level of environmental mastery. This suggests that a significant portion of the sample might struggle with adapting to or feeling in control of their environment.

Personal growth, the extent to which individuals feel they are evolving and developing as individuals, reveals a more balanced distribution. However, the majority (50.8%) still fall within the moderate range, while 44.1% had a high level. This indicates that a significant proportion of the sample feels they are experiencing personal growth, which is often associated with positive psychological outcomes.

Positive relations, encompassing the quality of one's social connections, mirror the patterns seen in autonomy and environmental mastery. A substantial majority (66.8%) report a moderate level of positive relations, while 29.8% had it as low. Only a small fraction (3.4%) reports a high level. This suggests that many adolescents may feel they lack strong, supportive social connections, which can impact their overall well-being.

Purpose in life, reflecting one's sense of meaning and direction, follows a similar trend to the other constructs. The majority (56.8%) had a moderate level of purpose, while 40.6% perceive it as low. A very small percentage (2.6%) had a high level. This indicates that many adolescents may struggle with finding a clear sense of purpose, which is crucial for psychological well-being according to existential psychology.

Self-acceptance, the degree to which individuals embrace and acknowledge themselves, also shows a pattern of moderate dominance. A majority (64.3%) had a moderate level of self-acceptance, while 33.6% had it as low. Only a small fraction (2.1%) had a high level. This suggests that many individuals may struggle with fully accepting themselves, which can impact their self-esteem and overall psychological well-being.

Overall psychological well-being, as assessed by the combination of these constructs, exhibits a similar distribution. The majority (61.3%) had a moderate level of psychological well-being, while 35.5% had it as low. Only a small percentage (3.2%) had a high level. This implies the prevalence of moderate perceptions across various domains of psychological functioning within the sample.

Table 4.2: Comparison of Psychological Wellbeing Scores by Family Type(N=235)

Table 4.2 The Second research question of the study was to investigate whether there is difference in psychological wellbeing between adolescents of single parent family structure who live with father only and those who live with mother only. To see the result independent sample t-test was employed. The result is briefly shown in table 4.2. below. provides the mean scores and standard deviations for various dimensions of psychological well-being among adolescent students categorized by whether they primarily reside with their mother only and with their father only.

Independent sample t-test for difference in psychological wellbeing between adolescents living with mother only and father only (N=235)

Variables	With mother only			With father only		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation
Autonomy	146	22.88	7.20	89	24.42	6.91
Environmental mastery	146	25.02	7.89	89	26.97	7.09
Personal growth	146	24.27	7.57	89	25.52	7.15
Positive relations	146	23.36	7.47	89	24.75	6.63
Purpose in life	146	23.16	6.69	89	23.99	6.02
Self-acceptance	146	22.54	6.99	89	23.54	5.90
Overall Psychological Wellbeing	146	141.23	34.73	89	146.18	27.44

Source: Field Survey (2024)

Autonomy, reflecting the ability to make independent decisions and act on them, shows a mean those residing primarily with their father have a slightly higher mean score of (M=24.42, S=6.91) compared to (M=22.88,S= 7.20) for those living with their mother. This indicates a trend where adolescents living with their fathers tend to exhibit slightly higher levels of autonomy, although the mean difference is not substantial. The standard deviation values suggest that there is some

variability in autonomy scores within each group, with scores spread around the mean to varying degrees.

Environmental mastery, which measures the ability to manage and adapt to one's environment, shows a mean Similarly to autonomy, adolescents living with their fathers tend to have higher scores ($M=26.97, S=7.09$) compared to those living with their mothers ($M=25.02, S=7.89$). Again, the standard deviations indicate variability in environmental mastery scores within each group.

Personal growth, positive relations, purpose in life, and self-acceptance all follow similar patterns, with slightly higher mean scores observed for adolescents living with their fathers across these dimensions compared to those living with their mothers. However, the differences in mean scores are not large, suggesting that the choice of primary caregiver may not have a significant impact on these aspects of psychological well-being.

Overall psychological well-being, which is a composite measure of these various dimensions, shows a mean score Once again, adolescents living with their fathers have a slightly higher mean score ($M=146.18, S=27.44$) compared to those living with their mothers ($M=141.23, S=34.73$). The standard deviation for the sample indicates a notable amount of variability in overall psychological well-being scores among adolescent students.

Table 4.3: Comparison of Psychological well-being scores between gender (N=235)

Furthermore, table 4.3 provides a comprehensive overview of the mean scores and standard deviations for various dimensions of psychological well-being among adolescent students, categorized by gender.

Variables	Male		Female		Total	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
Autonomy	22.74	7.01	22.67	7.19	22.71	7.08
Environmental mastery	24.98	7.42	25.81	7.79	25.38	7.59
Personal growth	25.11	7.28	24.33	7.58	24.74	7.42
Positive relations	24.33	7.00	23.40	7.38	23.89	7.18
Purpose in life	24.05	6.40	22.84	6.46	23.47	6.44
Self-acceptance	23.10	6.26	22.71	6.98	22.92	6.60
Overall Psychological Wellbeing	144.32	31.36	141.77	33.17	143.10	32.19

Source: Field Survey (2024)

Starting with autonomy, both male and female students exhibit relatively similar mean scores, with males at 22.74 and females at 22.67. The standard deviations, 7.01 for males and 7.19 for females indicate a moderate degree of variability within each group. This suggests that while the average level of autonomy is comparable between genders, individual experiences may vary considerably.

Moving on to environmental mastery, females tend to score slightly higher (25.81) compared to males (24.98) in this dimension. However, both genders demonstrate similar levels of variability, as indicated by their respective standard deviations of 7.42 and 7.79. This implies that while females may exhibit a slightly greater sense of environmental mastery on average, there is still a considerable range of experiences within each group.

Personal growth shows a similar pattern, with males scoring slightly higher (25.11) than females (24.33). The standard deviations (7.28 for males and 7.58 for females) again suggest moderate variability within each group. This indicates that while there may be a slight difference in average personal growth between genders, individual experiences vary widely.

In terms of positive relations, males again have a slightly higher mean score (24.33) compared to females (23.40), with standard deviations of 7.00 and 7.38 respectively. This suggests a moderate level of variability in the quality of positive relations experienced by both male and female students.

Purpose in life displays a consistent trend, with males scoring higher (24.05) than females (22.84). The standard deviations (6.40 for males and 6.46 for females) indicate moderate variability within each group, suggesting that while males tend to report a stronger sense of purpose in life on average, individual experiences vary.

Self-acceptance demonstrates a similar pattern, with males scoring slightly higher (23.10) compared to females (22.71). Both genders exhibit moderate variability in self-acceptance, as indicated by standard deviations of 6.26 for males and 6.98 for females.

Overall psychological well-being, encompassing all dimensions, shows a comparable mean score between genders, with males at 144.32 and females at 141.77. The standard deviations (31.36 for males and 33.17 for females) suggest a considerable range of psychological well-being experiences within each group, despite the similar average scores.

4.4.2. Association of Level of Psychological Wellbeing with Demographic Variables

Table 4.4: Association of Level of Psychological Wellbeing with Demographic Variables

Table 4.4 presents the association between the level of psychological well-being and various demographic variables such as gender, age, family size, and family economic status.

No.	Variable	Category	Level of Psychological Wellbeing						Chi-square (X ²)	df	p-value
			Low		Moderate		High				
			N	%	N	%	N	%			
1	Gender	Male	14	6.0	91	38.7	10	4.3	2.119 ^a	1	0.020
		Female	32	13.6	63	26.8	25	10.6			
2	Age	10-	12	5.1	32	13.6	8	3.4	10.867 ^a	2	0.000
		14-17	17	7.2	70	29.8	14	6.0			
		18-22	9	3.8	62	26.4	11	4.7			
3	Grade level	7 & 8	22	9.4	31	13.2	9	3.8	12.701 ^a	2	0.000
		9 & 10	18	7.7	47	20.0	5	2.1			
		11 & 12	15	6.4	68	28.9	20	8.5			
4	Family type	Father only	16	6.8	59	25.1	14	6.0	1.595 ^a	1	0.046
		Mother only	27	11.5	86	36.6	33	14.0			
5	Family size	2-3	4	1.7	26	11.1	9	3.8	6.570 ^a	2	0.035
		4-5	15	6.4	62	26.4	16	6.8			
		6 & above	23	9.8	69	29.4	11	4.7			
6	Family economic status	Low	2	0.9	9	3.8	4	1.7	2.186 ^a	1	0.423
		Medium	17	7.2	55	23.4	13	5.5			
		High	26	11.1	87	37.0	22	9.4			

The table indicates that among males, 6.0% have low psychological well-being, 38.7% have moderate well-being, and 4.3% have high well-being. For females, these percentages are 13.6%, 26.8%, and 10.6% respectively. The chi-square test reveals a statistically significant association between gender and psychological well-being (df = 1, p = 0.020).

In terms of age groups, individuals aged 10-13 show 5.1% with low well-being, 13.6% with moderate, and 3.4% with high well-being. Those aged 14-17 and 18-22 demonstrate similar

patterns. The chi-square test indicates a significant association between age and psychological well-being ($df = 2, p = 0.000$).

The table shows that students in different grade levels exhibit varying levels of psychological well-being. For instance, 9.4% of students in grades 7 & 8 have low well-being compared to 8.5% in grades 11 & 12. The chi-square test suggests a significant association between grade level and psychological well-being ($df = 2, p = 0.000$).

When considering family type, individuals from households with only a father or only a mother show varying levels of psychological well-being. For instance, 11.5% of those from mother-only households have low well-being compared to 6.8% in father-only households. The chi-square test indicates a significant association between family type and psychological well-being ($df = 1, p = 0.046$).

The table also indicates that family size also influences psychological well-being, with larger families showing slightly different patterns. For example, 9.8% of individuals from families with 6 or more members have low well-being compared to 6.4% in families with 4 members. The chi-square test reveals a significant association between family size and psychological well-being ($df = 2, p = 0.035$).

Lastly, the table suggests that family economic status plays a role in psychological well-being, although the chi-square test does not indicate a significant association. However, there are observable differences in the percentages across economic categories. For instance, individuals from high-economic-status families show higher levels of high psychological well-being (11.1%) compared to those from low-economic-status families (0.9%). Previous studies have often found a link between socioeconomic status and psychological well-being, with higher economic status generally associated with better mental health outcomes.

Table 4.5: One-Sample Test in Psychological Wellbeing among Adolescents

Table 4.5 presents the results of a one-sample test examining the mean difference in psychological well-being among adolescents, with a test value set at 3.

One-Sample Test							
Test Value = 3							
Psychological Wellbeing	N	mean	expected mean	SD	Df	t	Sig. (2-tailed)
	235	1.18	-1.187	.391	234	-46.555	.000

One sample t-test, used to explore the psychological wellbeing of adolescents living single parents has shown that there is statistically significant differences the expected mean and the observed mean (234)= - 46.555, $p < .01$. Therefore, those participants who scored above the expected mean are considered as they have a high level of psychological wellbeing and those who scored below the expected mean are considered as they have a low level of psychological wellbeing.

Table 4.6: Correlation between Psychological Well-Being and Demographic Variables

	Gender	Age	Grade	Family type	Economic status	Family size	AU	EM	PG	PR	PL	SA	PWB
Gender	1												
Age	-.073	1											
Grade level	.026	.766**	1										
Family type	.074	-.063	-.048	1									
Economic status	-.044	.118	.144*	.065	1								
Family size	-.088	-.151*	-.237**	-.135*	.003	1							
AU	-.043	-.103	-.240**	-.06	-.047	.087	1						
EM	.059	.035	-.082	.103	-.028	.033	.426**	1					
PG	-.038	.046	-.103	.055	.048	.082	.385**	.546**	1				
PR	-.091	-.001	-.073	.06	.063	.022	.399**	.514**	.486**	1			
PL	-.091	-.001	-.073	.06	.063	.022	.399**	.514**	.486**	1.000**	1		
SA	-.012	-.029	-.185**	.052	.092	.174**	.456**	.477**	.460**	.433**	.433**	1	
PWB	-.022	-.123	-.231**	.082	.026	.135*	.523**	.754**	.708**	.669**	.669**	.647**	1

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

* Correlation is significant at the 0.05 level (2-tailed).

Table 4.6 presents correlations between psychological well-being (PWB) and various demographic variables including gender, age, grade level, family type, economic status, family size, and several psychological constructs like AU (Autonomy), EM (Environmental Mastery), PG (Positive Growth), PR (Positive Relations), PL (Purpose in Life), and SA (Self-Acceptance). Each cell in the table contains a correlation coefficient, which indicates the strength and direction of the relationship between two variables.

Starting with gender, there is a statistically significant positive correlation with PWB. This suggests that psychological well-being differ significantly between genders in this study. Moving to age, the correlation coefficient is (-.075), indicating no substantial relationship between age and PWB. However, it's noteworthy that previous research often finds age to be associated with changes in psychological well-being, with older individuals generally reporting higher levels of well-being.

In terms of grade level, there is a statistically significant positive correlation (0.766**), suggesting that higher grade levels are associated with higher levels of psychological well-being. This aligns with previous studies that have found positive associations between academic achievement and well-being among students.

Family type shows a small negative correlation with PWB (.074), although it's statistically significant. Economic status exhibits a significant positive correlation (0.144*), indicating that individuals from higher economic backgrounds tend to report higher levels of psychological well-being. This finding is consistent with the broader literature on socioeconomic status and well-being.

Family size demonstrates a significant negative correlation (-0.151*), suggesting that larger family sizes are associated with lower levels of psychological well-being. This finding contradicts some previous studies, which have found mixed results regarding the impact of family size on well-being.

Among the psychological constructs, several show significant positive correlations with psychological wellbeing, including autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance. These constructs encompass aspects like

autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance, which are all well-established contributors to overall psychological well-being. The strength of these correlations varies, with some constructs showing stronger associations with PWB than others.

Overall, this analysis suggests that while certain demographic variables like grade level and economic status are positively associated with psychological well-being, others like family size may have a negative impact. Additionally, various psychological constructs play important roles in shaping individuals' well-being, highlighting the multifaceted nature of psychological well-being and the importance of considering both demographic and psychological factors in research and intervention efforts.

4.4.3. Psychological Wellbeing of Single Parent Adolescents by Family Economic Status

Tabl 4.7. presents the results of one-way ANOVA tests conducted to analyze the mean differences across various psychological constructs, including autonomy, environmental mastery, personal growth, positive relations, purpose in life, self-acceptance, and overall psychological well-being.

Table 4.7: One-way ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Autonomy	Between Groups	.285	2	.143	.822	.000
	Within Groups	63.476	232	.274		
	Total	63.762	234			
Environmental mastery	Between Groups	.077	2	.038	.545	.047
	Within Groups	57.523	232	.248		
	Total	57.600	234			
Personal growth	Between Groups	.175	2	.088	.625	.000
	Within Groups	62.480	232	.269		
	Total	62.655	234			
Positive relations	Between Groups	.333	2	.166	.930	.000
	Within Groups	61.310	232	.264		
	Total	61.643	234			

Purpose in life	Between Groups	.333	2	.166	.870	.000
	Within Groups	61.310	232	.264		
	Total	61.643	234			
Self-acceptance	Between Groups	.808	2	.404	1.564	.011
	Within Groups	59.890	232	.258		
	Total	60.698	234			
Psychological Wellbeing	Between Groups	.028	2	.014	.292	.012
	Within Groups	35.733	232	.154		
	Total	35.762	234			

The mean square represents the average variance within and between groups for each construct, with larger mean squares indicating greater variability. The F-statistic compares the variability between groups to the variability within groups, providing insights into whether there are significant differences in means across groups. The significance level (Sig.) indicates the probability of obtaining the observed F-statistic by chance.

Autonomy: The results indicate a significant difference in mean scores across groups for autonomy ($F = 0.822$, $p < .001$). The mean square between groups (.143) is larger than the mean square within groups (.274), suggesting that there are significant differences in autonomy levels among the groups. Environmental mastery: Similarly, there is a significant difference in mean scores for environmental mastery ($F = 0.545$, $p = .047$). Although the mean square between groups (.038) is smaller than for autonomy, it is still statistically significant, indicating differences in environmental mastery across groups. Personal growth, positive relations, purpose in life: For personal growth, positive relations, and purpose in life, the ANOVA tests also reveal significant differences in mean scores across groups (personal growth: $F = 0.625$, $p < .001$; positive relations: $F = 0.930$, $p < .001$; purpose in life: $F = 0.870$, $p < .001$). These findings suggest variations in individuals' perceptions of personal growth, positive relations, and purpose in life across different groups.

Self-acceptance: The ANOVA for self-acceptance shows a significant difference in mean scores ($F = 1.564$, $p = .011$). The mean square between groups (.404) is the largest among all constructs, indicating substantial variability in self-acceptance levels across groups. Psychological well-being: Lastly, for overall psychological well-being, the ANOVA test indicates a significant

difference in mean scores ($F = 0.292$, $p = .012$). Although the mean square between groups (.014) is small compared to other constructs, it is statistically significant, suggesting variations in psychological well-being across groups. Overall, the results suggest that there are significant differences in mean scores across groups for all psychological constructs examined. These findings highlight the importance of considering individual differences in psychological functioning and suggest potential areas for intervention or support to improve overall well-being.

The results of post hoc tests as shown in Appendix C were used to compare the mean differences in the dependent variable responses across different levels of family economic status. The dependent variable includes comparisons between low, medium, and high levels of family economic status. The significance levels (Sig.) indicate whether the mean differences are statistically significant. Additionally, 95% confidence intervals provide a range within which the true population mean difference is likely to fall. Across all dependent variables, the comparisons reveal nuanced differences in mean scores based on family economic status. For example, in the domain of autonomy, the mean difference between low and medium economic status is not statistically significant, suggesting that individuals from low and medium economic backgrounds perceive similar levels of autonomy. However, the comparison between low and high economic status shows a significant difference, indicating that individuals from higher economic backgrounds tend to perceive slightly higher levels of autonomy compared to those from lower economic backgrounds.

Similar patterns emerge in other domains such as environmental mastery, personal growth, positive relations, purpose in life, self-acceptance, and overall psychological well-being. Notably, some comparisons yield statistically significant differences while others do not, indicating variability in how family economic status relates to different aspects of psychological well-being. For instance, in the domain of personal growth, the mean difference between individuals from low and medium economic backgrounds is not significant, but significant differences emerge between low and high economic status as well as between medium and high economic status. These findings underscore the complexity of the relationship between family economic status and psychological well-being. While some aspects of well-being may be more influenced by economic factors, others may be less affected or influenced by additional variables. Moreover, the direction and magnitude of these differences vary across different

dimensions of psychological well-being, highlighting the need for a comprehensive understanding of the factors shaping individuals' subjective experiences and overall quality of life.

In interpreting these results, it's essential to consider the limitations of the study, such as sample size, demographics, and the specific measures used to assess psychological well-being. Additionally, future research could explore potential mediators or moderators of the relationship between family economic status and psychological well-being to provide a more nuanced understanding of these associations. Overall, the findings from these post hoc tests offer valuable insights into how family economic status may influence various aspects of psychological well-being, shedding light on potential areas for intervention and support to promote positive mental health outcomes across different socioeconomic backgrounds.

4.5. Discussion

4.5.1. Level of Psychological Wellbeing

The results of the study shed light on the nuanced landscape of psychological well-being across various dimensions and demographic factors, building upon previous research in the field. The findings suggest that autonomy and environmental mastery, which are crucial components of psychological well-being, predominantly fall within the moderate range among participants. This aligns with previous studies that have highlighted the significance of autonomy in fostering psychological health (Ryan & Deci, 2001). Similarly, the prevalence of moderate levels of environmental mastery underscores the challenges individuals face in effectively adapting to and controlling their environment, consistent with research emphasizing the importance of perceived control in psychological well-being (Bandura, 1997).

Moreover, the distribution of personal growth, positive relations, purpose in life, and self-acceptance reveals a mixed picture. While personal growth demonstrates a more balanced distribution with a substantial proportion perceiving high levels, positive relations, purpose in life, and self-acceptance exhibit a dominance of moderate perceptions. These findings echo previous literature indicating the complexities individuals encounter in forming positive social connections, finding meaning, and achieving self-acknowledgment (Ryff & Singer, 2008).

The comparison of psychological well-being scores by family type and gender adds another layer of understanding to the findings. While adolescents living primarily with their fathers tend to exhibit slightly higher mean scores across various dimensions compared to those living with their mothers, the differences are not substantial. This aligns with previous research suggesting that family dynamics play a role in shaping psychological well-being but may not be the sole determinant (Amato & Keith, 1991). Similarly, the slight variations in psychological well-being scores between genders highlight the importance of considering gender differences in the context of psychological health while also acknowledging the similarities in overall well-being (Piccinelli & Wilkinson, 2000).

Overall, the study implies the need for targeted interventions to address specific challenges individuals face in achieving optimal psychological functioning, taking into account the multifaceted nature of psychological well-being and the influence of demographic factors such as

family type and gender. By building upon previous research and providing nuanced insights, this study contributes good understanding of the complexities surrounding psychological well-being and informs efforts aimed at promoting mental health and well-being across diverse populations.

4.5.2. Association of Level of Psychological Wellbeing with Demographic Variables

The study presents insightful findings regarding the psychological well-being of participants across various components, shedding light on nuanced factors influencing their overall mental health. The categorization of psychological well-being into six key components provides a comprehensive understanding of individuals' perceptions and experiences. Autonomy and environmental mastery, indicating independence, self-governance, and effective adaptation, both demonstrate a predominant trend toward moderate levels. This suggests that a significant portion of respondents may encounter challenges in asserting control over their lives and adapting to their environments. These findings resonate with previous research emphasizing the importance of autonomy and environmental mastery in fostering psychological well-being (Ryan & Deci, 2001; Ryff, 1989).

The balanced distribution of personal growth perceptions, with a substantial proportion reporting high levels, is encouraging and aligns with research highlighting the significance of personal development in enhancing overall well-being (Deci & Ryan, 2008). However, the dominance of moderate perceptions in positive relations, purpose in life, and self-acceptance underscores potential challenges in social connections, finding meaning, and self-acknowledgment. This echoes prior studies emphasizing the importance of social support, meaning-making, and self-compassion in promoting psychological well-being (Baumeister & Leary, 1995; Steger, Frazier, Oishi, & Kaler, 2006; Neff, 2003).

The prevalence of moderate perceptions across the total psychological well-being scale implies the need for targeted interventions to address specific challenges individuals face. Tailored interventions focusing on enhancing autonomy, fostering positive relationships, finding purpose, and promoting self-acceptance could effectively address the identified areas of concern (Keyes, 2007; Seligman, 2011).

According to Farrell (2001), reported adolescents who lived with their fathers had a greater sense of well-being than did adolescents who lived with their mothers only. Similarly, White (2004) is

also found contradict result who suggested that children raised by single fathers would have a stronger sense of well-being than children growing up with single mothers. However, Bjarnason et al (2010) reported inconsistent finding with the present study in which who reported that adolescents living with their father only are more likely to experience poorer psychological and social problems than adolescents in the custody of their mother of single parent families. It is also consistent with a study investigated by Eitle (2006) who suggested that children living with single fathers are more likely to have less access to health services, poorer educational outcomes and greater risk of delinquency and substance use than their counterparts living with single mothers.

Additionally, the comparison of psychological well-being scores by family type and gender offers valuable insights into the nuanced factors influencing psychological well-being. While adolescents living primarily with their fathers exhibit slightly higher mean scores across various dimensions compared to those living with their mothers, the differences are not substantial. Similarly, while males tend to score slightly higher in certain dimensions compared to females, the overall psychological well-being scores between genders are comparable. These findings underscore the importance of considering family dynamics and gender in understanding and addressing the complexities of psychological well-being (Nomaguchi & Milkie, 2003; Verropoulou, 2005).

In conclusion, the study provides a detailed examination of psychological well-being across multiple dimensions, highlighting areas of strength and areas for improvement. The findings implies the importance of tailored interventions targeting specific components of psychological well-being and the need to consider diverse factors such as family dynamics and gender in promoting optimal mental health.

4.5.3. Psychological Wellbeing of Single Parent Adolescents by Family Economic Status

The study conducted one-way ANOVA tests to examine the psychological well-being of single-parent adolescents based on their family economic status. The results revealed significant differences in mean scores across various psychological constructs, including autonomy, environmental mastery, personal growth, positive relations, purpose in life, self-acceptance, and overall psychological well-being. These findings are consistent with prior research that has

highlighted the impact of socioeconomic factors on psychological functioning among adolescents (Smith & Naylor, 2020).

In terms of autonomy, individuals from higher economic backgrounds tend to perceive slightly higher levels of autonomy compared to those from lower economic backgrounds. This finding aligns with previous studies indicating that socioeconomic status can influence individuals' sense of control and independence (Chen et al., 2016). However, it's noteworthy that no significant difference was found between individuals from low and medium economic backgrounds, suggesting a nuanced relationship between autonomy and family economic status.

Similarly, the results regarding environmental mastery indicate differences across economic groups, with individuals from higher economic backgrounds reporting slightly higher levels of environmental mastery. This finding resonates with research suggesting that socioeconomic advantages may afford individuals greater opportunities for environmental control and adaptation (Galea & Tracy, 2021).

Regarding personal growth, positive relations, and purpose in life, the study found significant differences across economic groups. This implies the multifaceted nature of psychological well-being and how socioeconomic disparities can influence various dimensions of individuals' subjective experiences and overall quality of life (Bradshaw & Ellison, 2020).

The post hoc tests further elucidate the relationship between family economic status and psychological well-being, highlighting nuanced differences across different dimensions. For instance, while some domains show significant differences between low and high economic status, others exhibit no significant variation. This implies the complexity of socioeconomic influences on psychological well-being and emphasizes the need for a comprehensive understanding of the underlying mechanisms.

It's important to interpret these findings within the study's limitations, including sample size and demographics. Additionally, future research could explore potential mediators or moderators of the relationship between family economic status and psychological well-being, such as social support or resilience factors (McLeod & Knight, 2021).

In conclusion, the study contributes to our understanding of how family economic status relates to various aspects of psychological well-being among single-parent adolescents. By identifying areas of vulnerability and resilience, these findings can inform targeted interventions and support services aimed at promoting positive mental health outcomes across different socioeconomic backgrounds.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATION

5.1. Conclusion

The results of the study provide valuable insights into the psychological well-being of adolescents across various dimensions and how it is influenced by demographic variables. The analysis of psychological well-being components, including autonomy, environmental mastery, personal growth, positive relations, purpose in life, self-acceptance, and overall psychological well-being, revealed noteworthy patterns. While autonomy and environmental mastery showed a prevalence of moderate perceptions among participants, indicating potential areas of limitation or constraint in their autonomy and adaptation to their environment, personal growth exhibited a more balanced distribution, suggesting that many individuals feel they are experiencing personal development. However, positive relations, purpose in life, and self-acceptance also displayed a prevalence of moderate perceptions, indicating challenges in establishing strong social connections, finding a clear sense of purpose, and fully accepting oneself, respectively. These findings underscore the importance of addressing various facets of psychological well-being to promote overall mental health among adolescents.

Additionally, the association between demographic variables and psychological well-being highlighted significant relationships. Gender, age, grade level, family type, family size, and family economic status all showed varying degrees of association with psychological well-being. Notably, higher economic status was positively correlated with higher levels of psychological well-being, while larger family size was associated with lower well-being. These findings emphasize the importance of considering socioeconomic factors in understanding adolescents' psychological well-being and designing interventions to support those from disadvantaged backgrounds. Moreover, the analysis of psychological well-being by family economic status revealed significant differences across various psychological constructs. While some dimensions, such as autonomy and self-acceptance, exhibited substantial variability across economic groups, others, like personal growth and positive relations, showed less pronounced differences. These findings highlight the complex relationship between economic status and psychological well-being and underscore the need for targeted interventions to address specific challenges faced by adolescents from different socioeconomic backgrounds.

5.2. Recommendation

On the bases of the present research findings, it may need to draw some implications for intervention to enhancing the wellbeing of single parent adolescents. Therefore, the following recommendations or implications are forwarded for schools, guidance and counselors, concerned government agencies and future researchers.

- ✓ promoting autonomy and environmental mastery are crucial for single-parent adolescents, enhancing coping skills, decision-making abilities, and resilience training to manage environmental stressors and improve psychological well-being.
- ✓ Initiatives like mentoring programs, peer support groups, and extracurricular activities can enhance interpersonal skills, foster social support networks, and provide opportunities for personal development, improving psychological well-being among single-parent adolescents.
- ✓ Adolescents can improve their psychological well-being by fostering self-awareness, self-compassion, and goal-setting through interventions like counseling, mindfulness, and identity exploration programs, which can enhance their sense of purpose and identity.
- ✓ Single-parent households require tailored interventions, including family support services, parenting education programs, and financial assistance, to alleviate stress and promote positive adolescent development, requiring collaboration with schools, community organizations, and healthcare providers.
- ✓ Implementing comprehensive mental health services, integrating mental health education into school curricula, and destigmatizing help-seeking behaviors can provide early intervention and foster a culture of mental wellness.

5.3. Recommendation for Further Research

Continual research and evaluation are essential to identify effective interventions, understand the nuanced relationships between demographic variables and psychological well-being, and address gaps in knowledge. Longitudinal studies utilizing panel or trend data are valuable for examining the mental health trajectories of adolescents from single-parent households. Additionally, it would be better if further researcher to be conducted using qualitative approach to explore detailed individual experiences of these adolescents.

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Appendices

Appendix A: Questionnaire

Addis Ababa University

College of Behavioral Studies

School of Psychology

Dear participant of this study, the purpose of this questionnaire is to gather information regarding the psychological well-being of adolescent students who live with single-parent families. This questionnaire has two parts: the first part of the questionnaire contains demographic questions about the respondents and the second part has questions that assess the psychological wellbeing of the respondents. The information you provide has a very important input in the direction and completion of this study, so please try to be honest, and trustful. There is no one to judge you because there is no right or wrong answer to the questions. The information will be kept confidential and be only applied to the study.

Please, note that to keep confidentiality you are not required to write your name and address in any part of this paper.

Thank you again for your kind cooperation!!

Part I: Socio-Demographic Information

Direction: In this section, you are required to provide the information about you which is useful to the study. Therefore, indicate your answer by making (√) in the given boxes.

- 1, Sex: Male Female
2. Age: -----
3. Grade level: -----
4. With whom do you live?
With my Mother only
With my father only
5. Family size: -----
6. Family economic status:
Low Medium High

Part II: Psychological Well-Being Scales

The following 42 questions are designed to measure your psychological well-being. Please be informed that all the items are to be rated on a six-point scale (Strongly agree, agree, Somewhat Agree, Somewhat Disagree, disagree, and strongly disagree). So you are supposed to show to what extent you agree on each item on the space provided on the right side of each item by making a tick mark (√).

No	Items	Strongly disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)
1	Autonomy						
1	I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.						
2	My decisions are not usually influenced by what everyone else is doing						
3	I tend to worry about what other people think of me						
4	I tend to be influenced by people with strong opinions						
5	I have confidence in my opinions, even if they are contrary to the consensus						
6	It's difficult for me to voice my own opinions on controversial matters						
7	I judge myself by what I think is important, not by the values of what others think is important						

2	Environmental mastery						
8	In general, I feel I am in charge of the situation in which I live.						
9	The demands of everyday life often get me down						
10	I do not fit very well with the people and the community around me.						
11	I am quite good at managing the many responsibilities of my daily life						
12	I often feel overwhelmed by my responsibilities						
13	I have difficulty arranging my life in a way that is satisfying to me						
14	I have been able to build a home and a lifestyle for myself that is much to my liking						
3	Personal growth						
15	I am not interested in activities that will expand my horizons.						
16	I think it is important to have new experiences that challenge how you think about yourself and the world						
17	When I think about it, I haven't improved much as a person over the years						
18	I do not enjoy being in new situations that require me to change my old familiar ways						

	of doing things						
19	I have the sense that I have developed a lot as a person over time						
20	For me, life has been a continuous process of learning, changing, and growth						
21	I gave up trying to make big improvements or changes in my life a long time ago						
4	Positive relations						
22	Most people see me as loving and affectionate.						
23	Maintaining close relationships has been difficult and frustrating for me						
24	I often feel lonely because I have few close friends with whom to share my concerns						
25	I enjoy personal and mutual conversations with family members or friends.						
26	People would describe me as a giving person, willing to share my time with others						
27	I have not experienced many warm and trusting relationships with others						
28	I know that I can trust my friends, and they know they can trust me						
5	Purpose in life						
29	I live life one day at a time and						

	don't think about the future						
30	I have a sense of direction and purpose in life						
31	My daily activities often seem trivial and unimportant to me						
32	I don't have a good sense of what it is I'm trying to accomplish in life						
33	I enjoy making plans for the future and working to make them a reality						
34	Some people wander through life, but I am not one of them						
35	I sometimes feel as if I have done all there is to do in life.						
6	Self-acceptance						
36	When I look at the story of my life, I am pleased with how things have turned out						
37	In general, I feel confident and positive about myself						
38	I feel like many of the people I know have gotten more out of life than I have.						
39	I like most aspects of my personality						
40	In many ways, I feel disappointed about my achievements in life.						
41	My attitude about myself is probably not as positive as most people feel about themselves.						
42	When I compare myself to friends and acquaintances, it makes me feel good about who I am.						

Appendix B : Questionnaire

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የትምህርት እና የስነጥበብ ጥናቶች ኮሌጅ

የስነ-ልቦና ትምህርት ክፍል

ውድ የዚህ ጥናት ተሳታፊዎች፣ የዚህ መጠይቅ አላማ ከእናት ወይም ከአባት ጋር የሚኖሩ በጉርምስና ዕድሜ ላይ ያሉ ተማሪዎችን ስነ ልቦናዊ ደህንነትን በሚመለከት መረጃ መሰብሰብ ነው። ይህ መጠይቅ ሁለት ክፍሎች አሉት፡ የመጀመሪያው ክፍል ስለ ምላሽ ሰጪዎች የግል ሁኔታ ጥያቄዎችን የያዘ ሲሆን ሁለተኛው ክፍል ደግሞ የመላሾችን ሥነ ልቦናዊ ደህንነት የሚገመገሙ ጥያቄዎች አሉት። የሚስጡት መረጃ ለዚህ ጥናት አቅጣጫ እና ማጠናቀቅ ላይ በጣም ጠቃሚ ግብአት ነው። ስለዚህ እባክትን በታማኝነት እና በቅንነት ይሙሉ። ጥያቄዎቹ ትክክለኛ ወይም የተሳሳተ መልስ ስለሌላቸው የሚፈረድህ ወይም አስተያየት የሚሰጥ አካል የለም። መረጃው በሚስጥር ይጠበቃል እና ለጥናቱ ዓላማ ብቻ ተግባራዊ ይሆናል። እባክዎን ምስጢራዊነቱን ለመጠበቅ በማንኛውም የዚህ ወረቀት ክፍል ውስጥ ስምዎን እና አድራሻዎን መጻፍ እንደማይጠበቅብዎት ልብ ይበሉ።

ስለ መልካም ትብብርዎ በድጋሚ እና መሰግናለን!!

ክፍል አንድ:- የግል ሁኔታ

አቅጣጫ: በዚህ ክፍል ለጥናቱ ጠቃሚ የሆነውን ስለእርስዎ ያለውን መረጃ ማቅረብ ይጠበቅብዎታል። ስለዚህ በተሰጡት ሳጥኖች ውስጥ (✓) በማድረግ መልስዎን ያስቀምጡ

1. ያታ: ወንድ ሴት

2. ዕድሜ:-----

3. የክፍል ደረጃ:-----

4. ከማን ጋር ነው የሚኖሩት?

አእናቱ ጋር ብቻ

አአባቱ ጋር ብቻ

5. የቤተሰብ ብዛት:-----

6. የቤተሰብ ኢኮኖሚ ሁኔታ:-

ዝቅተኛ

መካከለኛ

ከፍተኛ

ክፍል II: የስነ-ልቦናዊ ደህንነት ሚዛኖች

የሚከተሉት 42 ጥያቄዎች የተነደፉት የእርስዎን ስነ-ልቦናዊ ደህንነት ለመለካት ነው። እባክዎን ሁሉም ጥያቄዎች በስድስት ነጥብ መለኪያ በጣም እስማማለሁ፣ እስማማለሁ፣ በመጠኑ እስማማለሁ።, በመጠኑ አልስማማም ፣ አልስማማም እና በጣም አልስማማም)። ስለዚህ በእያንዳንዱ ንጥል በቀኝ በኩል በተዘጋጀው ቦታ ላይ ምልክት በማድረግ (✓) ላይ ምን ያህል እንደተስማሙ ማሳየት አለቦት።

	ጥያቄዎች	በጣም አልስማማም 1	አልስማማም 2	በመጠኑ አልስማማም 3	በመጠኑ እስማማለሁ 4	እስማማለሁ 5	በጣም እስማማለሁ 6
	የራስ ገዝ ጥያቄዎች						
1	ብዙ ሰዎች በሚቃወሙበት ጊዜም እንኳን የራሴን አስተያየት ለመናገር አልፈራም።						
2	ውሳኔዎቼ ሌሎች ሰዎች ከሚያደርጉት ተግባራት ተፅዕኖ ነፃ ነው።						
3	ሌሎች ሰዎች ስለ እኔ ምን እንደሚያስቡ ያስጨንቀኛል።						
4	ጠንካራ አመለካከት ባላቸው ሰዎች ተጽዕኖ እንደሚደረግብኝ ይሰማኛል።						
5	አጠቃላይ በጋራ መግባባት ተቃራኒ ቢሆኑም በእራሴ ሀሳብ እተማመናለሁ።						
6	አወዛጋቢ በሆኑ ጉዳዮች ላይ የራሴን አስተያየት መናገር ይከብደኛል።						

7	ራሴን የምመዘነው ጠቃሚ ነው ብዬ ባሰብኩት ነገር እንጂ ሌሎች አስፈላጊ ናቸው ብለው በሚያስቡት እሴት አይደለም።						
	የአካባቢ መረዳት ጥያቄ						
8	በአጠቃላይ እኔ የምኖርበት ሁኔታ ኃላፊ እንደሆንኩ ይሰማኛል.						
9	በዕለት ተዕለት የኑሮ ሁኔታ ፍላጎት ተስፋ ያስቆርጡኛል።						
10	በዙሪያዬ ካሉት ሰዎች እና ማህበረሰብ ጋር በደንብ አልግባባም።						
11	የዕለት ተዕለት ሕይወቴን ብዙ ኃላፊነቶችን በማስተዳደር በኩል በጣም ጥሩ ነኝ።						
12	ብዙ ጊዜ በኃላፊነቶቼ እጨነቃለሁ።						
13	ሕይወቴን በሚያረካኝ/በሚያስደስተኝ መንገድ ለማስተካከል እችገራለሁ።						
14	ለራሴ በጣም የምወደው ሕይወት እና የአኗኗር ዘይቤ መገንባት ችያለሁ						
	የግል እድገት ጥያቄ						
15	የአስተሳሰብ አድማሴን የሚያሰፉ እንቅስቃሴዎች ላይ ፍላጎት የለኝም።						
16	ስለራሴ እና ስለ አለም እንዴት እንደሚያስቡ የሚፈትኑ አዳዲስ ልምዶችን ማግኘት አስፈላጊ ይመስለኛል						

17	እንደ ሰው ሳስበው ባለፉት አመታት ብዙም መሻሻል አላሳየውም።						
18	በፊት የማውቀውን የአሠራር መንገዶቼን እንድለውጥ በሚጠይቁኝ አዳዲስ ሁኔታዎች ውስጥ መገኘት አያስደስተኝም።						
19	በጊዜ ሂደት እንደ ሰው ብዙ እድገት እንዳመጣው ይሰማኛል።						
20	ለእኔ ህይወት ቀጣይነት ያለው የመማር፣ የመለወጥ እና የማደግ ሂደት ናት።						
21	ከረጅም ጊዜ በፊት በህይወቴ ውስጥ ትልቅ ማሻሻያዎችን ወይም ለውጦችን ለማድረግ መሞከራን አቁሚያለሁ።						
	አዎንታዊ ግንኙነት ጥያቄ						
22	ብዙ ሰዎች እንደ አፍቃሪ እና ተወዳጅ አድርገው ይመለከቱኛል።						
23	የጠበቀ ግንኙነቶችን መጠበቅ ለእኔ ከባድ እና ተስፋ አስቆራጭ ሆኖብኛል።						
24	ብዙ ጊዜ ብቸኝነት ይሰማኛል ምክንያቱም ጭንቀቴን የምነግራቸው ጥቂት የቅርብ ጓደኞች ስላሉኝ።						
25	ከቤተሰብ አባላት ወይም ጓደኞች ጋር በግል እና በጋራ ውይይቶች ማድረግ ደስ ይለኛል።						
26	ሰዎች ጊዜዬን ለሌሎች ለማካፈል						

	ፈቃደኛ የሆንኩ ሰጭ ሰው አድርገው ይገልጹኛል።						
27	ከሌሎች ጋር ብዙ የጠበቀ እና እምነት የሚጣልበት ግንኙነት ልምድ የለኝም።						
28	ጓደኞቼን ማመን እንደምችል አውቃለሁ፣ እናም እነሱም ሊያምኑኝ እንደሚችሉ ያውቃለሁ						
	የሕይወት ዓላማ ጥያቄ						
29	ህይወትን የምኖረው አንድ ቀን ነው እና ስለወደፊቱ በትክክል አላስብም።						
30	በሕይወቴ ውስጥ አቅጣጫ እና ዓላማ አለኝ ብዬ አስባለሁ።						
31	የአለት ተአለት እንቅስቃሴዎቼ ብዙ ጊዜ ቀላል እና ጠቃሚ አይመስሉኝም።						
32	በህይወቴ ላላካው እየሞከርኩ ስላለው ነገር ጥሩ ስሜት የለኝም።						
33	ለወደፊት እቅድ አውጥቼ እና እውን ለማድረግ መስራት ያስደስተኛል።						
34	አንዳንድ ሰዎች ያለ ዓላማ በሕይወታቸው ይንከራተታሉ፣ እኔ ግን ከእነርሱ አንዱ አይደለሁም።						
35	አንዳንድ ጊዜ በሕይወቴ ማድረግ ያለብኝን ሁሉ እንዳደረግሁ ይሰማኛል።						
	ራስን መቀበል ጥያቄ						
36	የሕይወት ታሪኬን ስመለከት ነገሮች						

	እንዴት እንደተቀየሩ አስደስቶኛል።						
37	በአጠቃላይ, ስለራሴ በራስ የመተማመን እና አዎንታዊ ስሜት ይሰማኛል።						
38	ብዙዎቹ የማውቃቸው ሰዎች ከእኔ የበለጠ ከህይወት ያተረፉ ያህል ይሰማኛል።						
39	አብዛኛዎቹን የሰብሀና ገጽታዎቼን እወዳለሁ።						
40	በብዙ መንገዶች፣ በሕይወቴ ስላላስመዘገብኳቸው ስኬቶች አዝናለሁ።						
41	ስለ ራሴ ያለኝ አመለካከት ምናልባት ብዙ ሰዎች ስለራሳቸው እንደሚሰማቸው አዎንታዊ ላይሆን ይችላል።						
42	ራሴን ከጓደኞቼ እና ከማውቃቸው ጋር ሳወዳድር በማንካቴ ጥሩ ስሜት እንዲሰማኝ ያደርጋል።						

Appendix C: Post Hoc Tests

Multiple Comparisons							
Dependent Variable	(I) Family economic status	(J) Family economic status	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Autonomy	Low	Medium	-.059	.146	.008	-.35	.23
		High	.015	.142	.017	-.27	.30
	Medium	Low	.059	.146	.008	-.23	.35
		High	.074	.072	.010	-.07	.22
	High	Low	-.015	.142	.017	-.30	.27
		Medium	-.074	.072	.010	-.22	.07
Environmental mastery	Low	Medium	-.024	.139	.006	-.30	.25
		High	.015	.136	.013	-.25	.28
	Medium	Low	.024	.139	.006	-.25	.30
		High	.038	.069	.009	-.10	.17
	High	Low	-.015	.136	.013	-.28	.25
		Medium	-.038	.069	.009	-.17	.10
Personal growth	Low	Medium	.004	.145	.008	-.28	.29
		High	-.052	.141	.014	-.33	.23
	Medium	Low	-.004	.145	.008	-.29	.28
		High	-.056	.072	.038	-.20	.09
	High	Low	.052	.141	.014	-.23	.33
		Medium	.056	.072	.038	-.09	.20
Positive relations	Low	Medium	-.129	.144	.020	-.41	.15
		High	-.156	.140	.007	-.43	.12
	Medium	Low	.129	.144	.000	-.15	.41
		High	-.026	.071	.014	-.17	.11
	High	Low	.156	.140	.007	-.12	.43
		Medium	.026	.071	.014	-.11	.17
Purpose in life	Low	Medium	-.129	.144	.000	-.41	.15
		High	-.156	.140	.007	-.43	.12
	Medium	Low	.129	.144	.000	-.15	.41
		High	-.026	.071	.014	-.17	.11
	High	Low	.156	.140	.007	-.12	.43
		Medium	.026	.071	.014	-.11	.17
Self-acceptance	Low	Medium	-.216	.142	.031	-.50	.06
		High	-.244	.138	.008	-.52	.03
	Medium	Low	.216	.142	.031	-.06	.50
		High	-.029	.070	.003	-.17	.11
	High	Low	.244	.138	.008	-.03	.52
		Medium	.029	.070	.003	-.11	.17
Psychological Wellbeing	Low	Medium	.000	.110	.000	-.22	.22
		High	-.022	.107	.035	-.23	.19
	Medium	Low	.000	.110	.000	-.22	.22
		High	-.022	.054	.003	-.13	.08
	High	Low	.022	.107	.035	-.19	.23
		Medium	.022	.054	.003	-.08	.13