

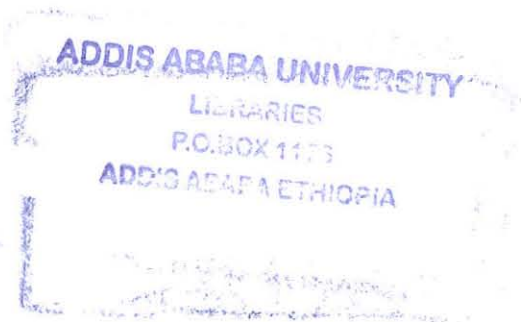
**Addis Ababa University**  
**School of Graduate Studies**  
**Department of Psychology**

**The Effects of Parental Divorce on  
Psychosocial Adjustment of Adolescents**

**(The Case of Two Schools of Hossana Town in Hadiya Zone)**

**By**

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**March, 2007**

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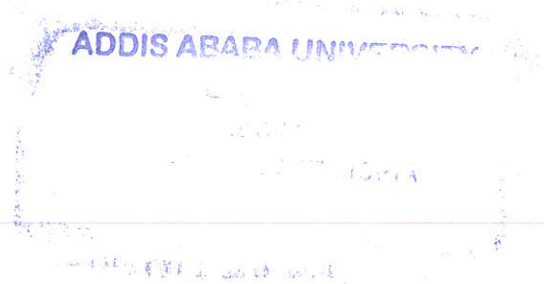
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## *Abstract*

*The purpose of this study was to examine the effects of parents' divorce on adolescents' psychological and social adjustments. To this end, psychological and social measures of adolescents were developed. Single-mother, stepmother, and intact family types were identified from the responses of adolescents using the screening questionnaire distributed in two secondary schools of Hossana town in Hadiya zone. One hundred twenty adolescents, 40 from each family type (20 males and 20 females) participated in the study.*

*The analyses were conducted on the basis of different combinations of family types. First, a 3 by 2 multivariate analysis of variance (MANOVA) was computed to find the effect of the independent variables, family type and sex. It revealed that there was a significant multivariate main effect and interaction effect ( $p < .05$ ) of the group as a whole. In addition, subsequent univariate tests revealed significant group differences on both dependent measures. Follow-up tests indicate significantly higher scores between the divorced and the non-divorced groups. It shows that adolescents, whose parents had experienced a marital dissolution, were significantly worse off than those whose parents had not. Moreover, the effects of parents' divorce tend to differ for those whose custodial parent remarried and for those whose custodial parent remained single. The most important finding, therefore, was that adolescents in the stepmother families reported more psychological problems significantly than adolescents in the single-mother family, which suggests that the parents' remarriage created more problems. Similarly, a significant main effect for sex also obtained from the MANOVA. The social measure of univariate test implies that divorce has a more negative impact on boys than on girls. Later on, the effect of the adolescents' age at the time of divorce and their adjustment status was examined. The findings disclosed that the effects of parents' divorce are higher for those who were younger at the time of divorce.*

*Finally, based on the findings, it is recommended that the society has to be informed on the impact of divorce on children and adolescents.*

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# **I. Introduction**

## **1.1 Background of the problem**

Many scholars defined divorce in different ways. For instance, Ezeokana (1999) defined divorce as the final dissolution of unsuccessful marital life, which is the culmination of poor marital adjustments and happens most of the time when both parents are unable to solve their problems through consensus.

Perhaps the most common and potentially most disruptive crisis that many children and adolescents face is the divorce of their parents. In today's society, divorce is much more a fact of life than it was even ten years ago. Right now, more than 1.5 million children under the age of 18 are affected by family breakups each year all over the world (Mullis & Otwell, 1998). Overall, more than 12 million children in the United States have been affected by the experience of divorce (Ciborowski, 1996). Research findings indicate that children of divorce face academic as well as social problems. These problems may be manifested in absenteeism and more disruptive classroom behavior. Moreover, when tested, children of divorce families had lower IQ score than children from intact families and were also more likely to repeat a grade than children from intact families (Richardson & Rosen, 1999). Researches indicate that impressions to this effect are commonly expressed by teachers, judges,

lawyers, the clergy, and behavioral scientists and have, in large measure, been substantiated.

However, in Ethiopia, sociological and psychological studies relating to marital disruption like divorce and its impact on the Ethiopian society in general and on adolescents in particular are scarce. In this society divorce is not unusual and has affected children for long but it has not been addressed comprehensively as a social as problem.

Furthermore, studies on psychosocial adjustment problems in this country, as a whole are rare. Most of the studies have been focused on the problems that interest the majority of the population while ignoring the deviant members of the society. Alternatively, the paucity of studies on divorce and its consequences might well be accounted for by the fact that the problem has remained in the background, rather suppressed, on account of well-established social norms and the traditional patterns of the Ethiopian family. Thus, in spite of the obvious vulnerability of this segment of the population in disruptive family environments, the Ethiopian literature on life stress in adolescents after parental divorce is surprisingly sparse.

Furthermore, through the presence of the problem is widely understood, even statistical information on the incidence of divorce is very fluid. The practice of keeping such type of data seems to be lacking (Daniel, 1994).

Even the official figures we have on children of divorced parents may also be highly unreliable because the necessity for concealment may drive divorced parents or children to respond dishonestly, which obfuscates the official count. In addition, most of the illiterate and those from the lower socio-economic segment of the population do not approach judicial courts for obtaining divorce. For this reason, the scarcity of reliable statistic makes it impossible to show the extent of the problem. However, while the divorce statistics of Ethiopia during this time are not easily obtained and/or whatever information exists may not be completely reliable, one fact is clear: The presence of the problem is undeniable and divorced parents and their children represent a considerable and important social problem.

In addition, the investigator was not aware of any agency whose major purpose is to provide social work for persons under going divorce and remarriage. Moreover, the unavailability of structure of services also reflects the lack of knowledge developed through research work.

In general, too little is known about adolescents' experience during and following parental divorce and remarriage. The extent to which adolescents of divorced parents are at risk for developing social and psychological problems is not known. on top of this, the effects of divorce and remarriage that are not immediately noticeable in children but are likely to appear at a later time has not yet been investigated.

Of course, no one argues that the divorce of parent is good for children and adolescents. Though it may not be possible to give evidence documented from research outcomes, it is widely understood in Ethiopia that the divorced mothers especially find themselves facing stigma as a female head of the household. In a male dominated society, like Ethiopia, men are commonly depicted with the power and authority to command respect within the family and as the one who can act on behalf of the family in dealing with outside social institutions. The divorced mother may legally be the head of the family, but her family group is considered deviant because she, and not a man, heads it.

Thus, an Ethiopian divorcee, especially a divorced mother with children, finds it extremely difficult to pull on the social attitude towards divorce. Many complications may be introduced into her social relationships after divorce. Gossip in all its poisonous forms is an irritating and often dangerous to children.

For this reason, children in single-mother homes may face direct problems which make them acutely aware of the fact that they are children of a divorce of parents, thereby making them deviant. For example, our common expression in Amharic "Yeset Lij" which means "one who has been raised only by his/her mother" demonstrates how definitely the society isolates and stigmatizes children with the mark of moral inferiority. Friends and neighbors may also tease and sneer at

them because of their mothers' being single. As a whole, the disturbing comments that come from the society are striking; this may lead children and adolescents to undesirable psychosocial risks.

Furthermore, like one-parent households, growing up in a stepfamily may be more complicated than growing up in a biological family. In this country the issues growing out of stepparenting are not as well defined. For, in every day conversation references to stepparents and stepchildren often carry negative connotations. Fictions and stories are full of cruel stepmothers and abusive stepfathers. Especially, the stepmothers, in our culture, have very negative connotations, as in the wicked stepmother fairy tales and other folktales (Sisay, 1997).

In general, the strain and stress of divorce on children is wider in scope and deeper in magnitude. As it is known, adolescence is a time of special stress. This is a period during which a number of physical, psychological, and social influences are brought to bear on the individual at this stage of development (Henderen, 1990). The kinds of developmental tasks they are working on make them vulnerable to some special kinds of problems in the wake of divorce. The greatest damage may also occur when the problem is viewed from the living situation of Ethiopian society. Adolescents of divorced parents, who have less economic resources and less intervention services to cope with the stresses of divorce, may face a number of complicated and adverse adjustment problems. Since major

social policies and welfare services as well as intervention programs need to be based on such research findings, therefore, these among research priorities, have to be examined carefully.

## **1.2 Statement of the problem**

This study is an attempt to examine the possible effects of divorce on adolescents who are its victims. In its course, it investigates the differential effects of family type, gender, and age at the time of parental divorce on psychosocial adjustment of adolescents' by comparing adolescents living in single-mother, stepmother, and intact families. Accordingly, the study was designed to answer the following specific questions.

1. Is there a significant difference in the psychosocial adjustment of intact and divorced families' children?
2. Is there a significant sex difference in psychosocial adjustments?
3. Is there a significant difference in psychosocial adjustment at the time of parental divorce, between the age groups of 0-4 years, 5-9 years, and 10-18 years?

### **1.3. Objective of the study**

The objective of this study was to examine the possible long-term effects of parental divorce on adolescents' psychosocial adjustment. The specific objectives of the study were:

- to investigate whether or not there is significant difference in psychological and social adjustment among adolescent students' from different family types, such as single mothers, stepmothers, and intact families.
- to find out whether there is sex difference in psychological and social adjustment.
- to assess whether there is age difference in psychological and social adjustment at the time of parental divorce, between the age groups of 0-4, 5-9, and 10-18 years or not.

### **1.4 Significance of the study**

As explained earlier, the effect of parents' divorce on adolescents are not well understood in Ethiopia. Problems related to divorce seem to be left to individuals. For this reason, the study attempts to examine these problems and to fill the gap of knowledge regarding children and the adolescents of divorced parents. Therefore, this study is expected to

supply additional empirical evidence in relation to the impact of divorce on adolescents' psychosocial adjustment.

In addition to pointing out areas of problems encountered by adolescents, this study is also expected to indicate some factors that may specify the adverse outcomes of divorce. In this way, therefore, this research may be important to those who are involved in therapy, who make national policy, who are involved in family counseling, and to school counselors in developing systems in the delivery of intervention programs or services.

Finally, it is hoped that the findings of this study and their recommendations may provide some important direction for conducting further researches in the areas of adolescents of divorced parents.

### **1.5 Delimitation of the study**

Researchers have suggested that the effects of divorce on children and adolescents are mediated by a host of complex factors such as detailed consideration of family type, circumstances surrounding and following divorce, family process variables, various individual characteristics, and so on. However, in the present study due to the paucity of family related data, comparison was made based on adolescents' living in single-mother family, stepmother family and intact family. Among individual

characteristics, the effect of sex and age at the time of parental divorce were examined. The scope of the study was also limited to the investigation of the psychosocial adjustment of 120 adolescents in two schools of Hossana town in Hadiya zone.

## **1.6 Operational Definition of Terms**

Following are the definitions of selected terms used in the study.

**Divorced parents:** Parents who were legally or traditionally married at one time but currently their marriage is legally or traditionally terminated currently.

**Family type:** Classification indicated by the three major categories of households, namely, single-mother family, stepmother family, and intact family.

**Intact family:** A family comprised of adolescents and parents living in the same household, with an intact marriage.

**Intact marriage:** Adolescents born to married parents who remained married.

**Single-mother family:** A family headed only by a woman because of the termination after divorce from a marriage, therefore, adolescents are living only with their mother.

**Stepmother family:** A family in which the woman is the stepparent and/or in which the father has custody of children after divorce from the previous marriage.

**Psychosocial adjustment:** It involves aspects of psychological and social adjustments.

- **Psychological adjustment:** Self-reported feelings, perceptions, or experience of adolescents that reflect feelings of sadness or hopelessness, stress and strain, anxiety and depression, and satisfaction are with personal life.
- **Social adjustment:** Self-reported perceptions of adolescents as indicated by measurements of selected aspects of their social relationships at schools and in the community in relation to their social competence, shyness, loneliness, and social anxiety and distress as well.

## **II. Review of Related Literature**

The purpose of this part is to present a comprehensive review of studies concerning the effects of divorce on children and adolescents psychosocial adjustment. Hence, an attempt is made to explain the phenomenon of divorce, the changes and challenges that divorced families face, and the post-divorce adjustment.

### **2.1. Changes and challenges of divorce**

Divorce involves considerable changes and stressors for children, such as a decreased standard of living, change in family type, decreased contact with one parent, and interparental conflict. Divorce is one of the most prevalent life stressor experienced by children today (Hetherington, Bridges & Insabella, 1998; Lengua et al., 2000).

Several researches show that divorce can be traumatic for children. Children of divorced parents tend to suffer academically and socially. A study of first, third, and fifth graders found that children of divorce were more likely to be placed in special reading classes and had lower peer popularity. Children from intact families experienced greater achievement in math and reading scores and lower levels of absenteeism (Wallerstein, 1991). As Amato (2001) reported that compared to children of continuously married parents, children with divorced parents, as a

group, performed more poorly on a variety of measures. For all of the outcome variables, children with divorced parents performed statistically significantly lower. Children with divorced parents had more conduct problems, poorer psychological adjustment, lower self-esteem scores and weaker social relationships.

Research also suggests that most children will be worse off educationally, financially, and psychologically than if their parents' marriage had remained intact (Waiter & Gallagher, 2000).

As a whole, divorce and separation result in crises for family members. For adults, the separation or divorce signifies the loss of an intimate relationship that also brought security and support (Hefferman, Shuttlesworth, & Ambrosino, 1988). In this relation, Atwood (1992) also emphasized divorce as the loss of hopes that the marriage would provide as well as other losses:

...of one's children, possibly of life style, often of the security of familiarity, and perhaps most important, of one's identity. Changing status from being married to being single presents varied difficulties in emotional adjustment (209-210).

In general, there is no single summary of the positive and negative features of divorced life compared with married life. For this reason,

many descriptive and colorful words have been used to describe the experience of going through a divorce.

However, the decision to divorce is usually made on the basis of the possibility of improving the life situation of parents, in many instances with little or no consideration for the concerns of child (Hetherington, Law & O'Connor, 1993). Nevertheless, it is often impossible to separate the effects of divorce, as such, from the effects on children. While children desperately need the care and concern of two parents, each of whom they love without any feeling of disloyalty to the other, they find their loyalties divided (Marlow, 1992).

Bowman and Spanier (1978) clearly stated the experience of children during parental divorce as follows:

The child of divorced parents is in a position somewhat akin to that of the middle horse in a three-horse team, pulled now in one direction, now in another as it attempts to accommodate itself to the movements of the other two horses (424).

In this event, therefore, children lose what is perhaps most important to them- the bond of unity that held their family and their world together (Marlow, 1992). Thus, children not only lose a father or a mother, they also lose the opportunity to be child to this particular parent (Pollak, 1964).

However, a home in opinion and fact seems to be complete only when there is a father as well as a mother to take care of it, the children, and one another. When a gap in membership interferes with the role performance that the family members can expect from one another, needs will remain unsatisfied and frustration will result (Atwood, 1992).

Moreover, pervasive alterations in expectations, life experience, and the sense of self in parents and children are associated with the uncertainty, found not only in divorce but also in other transitions, such as with the addition of a family member through remarriage (Hetherington, Law & O'Connor, 1993).

As a whole, parents' distress following divorce is so acute that they neglect to give their children sufficient attention and to realize their children's painful experiences (Zigler & Steveson, 1987).

The significance of these psychological, emotional, and physical changes in parent is that, in the early years following divorce, children are encountering an altered parent at a time when they need stability in a rapidly changing life situation (Hetherington, Law & O'Connor, 1993). A physically ill, emotionally disturbed, or preoccupied parent and a distressed, demanding, angry child may have difficulty giving each other support or solace (Hetherington, 1989).

Researchers have also indicated that family structure and parental status are linked to children's psychosocial adjustment. As noted by Santrock (2000), adolescents from intact family make good adjustment both psychologically and socially, compared to adolescents from non-intact family. Similarly, from their extensive research finding Emery and his colleagues concluded that children and adolescents from non-intact families are poor in their psychological and social adjustment (Emery, Hetherington & Dilala, 1994).

Some researchers propose that divorce is more harmful when it occurs during early childhood than during adolescent (Kurdeck, Blisk & Seisky, 1981; Allison & Furstenberg, 1989; Zaslow, 1989). Clinical research also suggests that in some ways adolescents experience divorce differently from children (Wallerstein & Kelly, 1974, 1980). Adolescents may be better able to deal with the trauma of divorce than younger children may because they are better able to insulate themselves from divorce through peer relationships (Hetherington, 1989; Wallerstein & Kelly, 1980). Because of development that are taking place cognitively, adolescents may be more proficient at understanding the reasons' for their parents' divorce and may be better able to separate themselves from blame than are younger children (Hines, 1997).

Therefore, children and adolescents encounter many adverse changes in their life situations following divorce and remarriage. Then, what

stresses, adjustments, and life experiences are more likely to be encountered following family transitions? The next sections will present some of the psychological, social, as well as physical hardships caused by divorced family.

## **2.2. Post-divorce adjustment**

It is becoming increasingly apparent that divorce should be regarded not as an isolated event but as part of an extended series of transitions involving multiple changes in the experiences of parents and children (Hetherington, Law & O'Connor, 1993). Thus, the point at which we tap into the course of these transitions will, to a large extent, determine our evaluation of the impact of divorce on family members (Hetherington Stanley-Hagan & Andreson, 1989). It should be noted that, even though both divorce and remarriage involve the restructuring of the household and change in family roles and relationships, they differ in several important ways (Hetherington & Parke, 1993).

Thus, it becomes essential to discuss separately the life adjustment of children and adolescents in families in which the custodial parent is single and in which the custodial parent has remarried.

### **2.2.1. Adjustment in a single – parent household**

Eventhough, the after divorce may appropriately be called a binuclear family, the households in which children live are single parent homes (Kammeyer, 1987). At least until such time as parent remarries, children of divorce typically live in a home that has only one adult figure; and the parent in such home is without the immediate presence of another adult. This set of conditions provides what one researcher has called” a different kind of parenting” (Weiss, 1979: p.66).

Then, how do the life style and functioning of parents and children in single parent households differ from those in intact and step family households? What stresses and adjustments are more likely to be encountered in single –parent households?

Both parents and children in some single parent homes suffer from the effects of stress that stem not only from the change in family structure, but from other sources as well. Among these income losses, workloads are worth mentioning.

First, custodial mothers, but not custodial fathers, suffer marked declines in income following divorce (Hetherington, 1989). These families, with a single income most often led by a woman, are more likely to be

poor and, if not within the poverty definition of poor, experiencing financial distress (Hefferman, Shuttlesworth, & Ambrosino, 1988).

According to Hetherington (1989), for women who have physical custody of their children, reduction in economic resources is often accompanied by dependence upon welfare, neighborhood, schools, and childcare, and a necessary geographic mobility that often leads to loss of social network and support for the child from familiar friends, neighbors and teachers.

Second, single parents face difficulties in providing with physical, social, and emotional needs for their own and their children that results in task overload. This may lead to a condition that children who are quite young may be called to take responsibilities both for themselves and for the household. Thus, children in one-parent homes may be described as “growing up a little faster” (Weiss, 1979). In this situation, children may be given responsibilities that could be considered beyond their capacity in a two-parent home and be thought of as working in partnership with the parent (Gordon, 1981). In this way, therefore, single-parent children who are the same gender as the parent who has left the home may assume many of the roles of absent parent (Hefferman, Shuttlesworth, & Ambrosino, 1988). It is often reported that sons are expected to “fill their father’s shoes” when they live with mothers (Kammeyer, 1987). Daughters who also stay with a divorced father will be catapulted into

housewifely roles that normally their mother would have undertaken (Pollak, 1964). However, whether these demands lead to positive or negative child outcome seems to be a function of the age appropriateness of the demands and capacities and resources of the child (Hetherington, 1989). But age inappropriate parental expectation or demands that interfere with normative activities are related to resentment and sometimes to anxiety and depression or rebellious, antisocial child behavior (Weiss, 1979; Hetherington, Law & O'Connor, 1993).

As a whole, the first 2 years following divorce are associated with a period of diminished parenting in divorced custodial mothers characterized by preoccupation, irritability, and non-supportive, erratically punitive discipline (Hetherington, Law & O'Connor, 1993). Custodial parents in comparison to non-divorced parents are less likely to know where their children are, what they are doing, or who they are with (Hetherington, Stanley-Hagan, Anderson, 1989). Children in the early years following divorce are therefore, likely to exhibit increased non-compliant, angry, demanding, and dependent behavior with their custodial mothers (Hetherington, Cox, & Cox, 1979). Divorced mothers and their sons are particularly likely to engage in escalating, mutually coercive interchanges; in contrast, mothers and daughters usually construct a close harmony and compassionate relationships (Hetherington, 1989). In general, following divorce, children tend to show

increases in externalizing and internalizing behavior and decreases in social and academics competence (Hetherington, Cox and Cox, 1979; Allison & Furstenberg, 1989). Furthermore, although preadolescent girls usually rapidly adjust to their new life situation in a mother custody home, boys continue to exhibit noncompliant, impulsive, aggressive, antisocial behavior as long as 4-8 years after divorce (Wallerstein & Kelly, 1983; Hetherington, Law & O'Connor; 1993).

Above all, single parents who are women (and most single parents are) have significantly less money than two-parent families. Not surprisingly, poverty causes high levels of physical, emotional, and psychological stress, and lack of money limits adolescents is clear that the divorcing family does contribute additional stress to developing adolescents. Because most adolescents are extremely status conscious, and status is often obtained with the things money can buy, adolescents may well resent being unable to keep up with their peers in this regard.

In addition, divorce alters the quantity & quality of the time single parents spend with their children. The custodial parent tends to have less time to spend with the children as a result of working more hours to make up for lost income. As a result, the quality of the interaction between parents and children often declines, because the single parents are under stress and in conflict, and parental authority tends to be undermined. Therefore, when the parent is under stress, depressed, or

unhappy, what stay with the child living in such a situation is depression or anger, and a negative definition of the self. Moreover, studies also document that children in single-parent households may be growing up faster than children in two-parent families.

In general, divorce and then living in single-parent family increases the likelihood those adolescents will live in a disadvantaged community. Not only does their physical way of life changes but their psychological lives are touched also. Particularly, the transition period following divorce is stressful: economically, socially, and emotionally.

### **2.2.2. Adjustment in a remarried family**

Another consequence of divorce is the sense of incompleteness which pervades the membership of the divorced family in the motivation to fill the gap located by substitute figures (Pollak, 1964). According to Pollak, this way expresses itself first of all in a wish for remarriage on the part of the single parent.

Traditionally, remarriages and stepfamilies formed primarily as a result of the death of a spouse; today the formation results primarily from divorce (Cherlin, 1983). These “remarried,” families constitute significant non traditional marital and family arrangement that presents unique circumstances and relationships (Eshlman, 1988).

Though stepfamilies are families emerging out of hope, being a remarried parent or a stepparent family and growing up in a stepfamily can also be more complicated than growing up in a biological family (Visher & Visher, 1993).

Primarily, as Visher & Visher (1993) put it, stepfamilies are more complex in their structure with greater number of built in subsystems and greater ambiguity than is found in nuclear families. The complex structure of families of remarriage after divorce has also been noted by some sociologists. Cherlin (1983), for example, contends that there are insufficient institutional support and guidelines to assure optimal success of these remarriages. He observes that family members of such remarriage face unique problems that do not exist in first marriage families. He believes that the origin of these problems lie in the complex structure of remarried families and the normative inadequacies to define these families roles and relationships.

Indeed, most customs and conventions of families' life are not applicable to remarried families after divorce. These include the discipline of children, the degree stepparents' authority, and the relationships of individuals with their spouse's and ex-spouse. In addition the relationship among siblings and stepsiblings resulting from various combinations that could come about when individuals remarry and

divorce is also a phenomenon of some customs (Eshelman, 1987; Cherlin, 1983). According to Cherlin (1983), therefore, remarriage is an “incomplete institution”. In his view the institutionalization is incomplete because there are positions without clear roles and relationships between family members or related individuals without clear norms and expectations.

Thus, children and adults in step families experience a great deal of frustration and stress. Particularly for children, the stress of living in stepfamilies can become acute. Depending up on whether one or both of their parents remarry, and the extent of their relationship with either parent, children may find themselves with new stepparents, siblings and other kin with whom they have to form and maintain relationships (Zigler & Steveson , 1988). However, when they are to adjust to new family structure and develop meaningful relationships with new family members, they sometimes take risk involving anger and resentment from the original family members over what a parent may consider to be issues of loyalty (Hefferman, Shuttlesworth & Ambrosino, 1988; Visher & Visher, 1993).

Therefore, in these circumstances, children must learn to get along not only with the parents but also with others, in spite of the prolonged distress of previous divorces. However, with the lack of commonly accepted role for stepparent and stepsiblings with the child, and the

teenager's intense need to be independent of adult control and authority, forming satisfactory relationship is often difficult and the uneasy interface between stepfamilies and the culture does not help with this process (Cherlin, 1983).

Thus, as it has been stated, the period of adjustment to remarriage seems to be longer than that for divorce, especially for older children (Clingembeel & Segal, 1986; Hetherington, Stanley-Hagan & Anderson, 1989). As Visher and Visher (1993) put it, for children, adjusting to remarried family is a process that takes time, one that may be likened to the acculturation process of immigrating families as they move to a new country.

⁵ In general, in remarried families, both stepmothers and stepfathers tend to take a much less active role in parenting than do custodial parents, and even after two years, disengagement is the most common parenting style for stepparents (Visher & Visher, 1993). Stepfathers who initially establish relations with their step children by being warm and involved but do not assert parental authority may eventually be accepted by boys, but acceptance of the stepfather by stepdaughters is more difficult to obtain and appears to be unrelated to this behavior toward her (Hetherington, 1989). Stepmothers are generally more emotionally involved and take a more active role in discipline than stepfathers do,

but they do not only easily gain acceptance from the acceptance from the step children (Hetherington, Bridges & Insabella, 1998).

Moreover, because divorces tend to occur more repeatedly in remarriage, in some families the child is confronting a second divorce before adaptation to the remarriage have occurred (Cherlin, 1983). As a whole, following remarriage of the custodial parent, there often is a reemergence of emotional and behavioral problems in girls, and an intensification of problems in boys (Hetherington, 1989). Whereas boys adjustment, some studies report that girls have more problems adjusting to remarriage (Hetherington, Stanley-Hagan & Anderson, 1989). It has been also argued that children's experiences in earlier family situations will modify responses to new situations (Hetherington, 1989). According to Hetherington, therefore, behavior problems exhibited by children in remarried families are attributable not to difficulties in adopting to remarriage, but to stresses associated with divorce and life in a single parent household.

In the foregoing paragraphs, the writer of this paper tried to pull together some characteristics of stepfamilies that have been validated by clinical and empirical observations. These problems and other, more general problems of remarriage have been also considered by a number of writers and while positive features of remarriage can also be found, it is difficult to escape the problematic nature of remarriage. At the societal level, it

has been said that a number of problems stems from the fact that remarriage is an incomplete institution.

Although everyone in stepfamilies must make many adjustments to new situations, children and adolescents have additional complexities because they retain dual citizenship in two households and cultures, with different languages and many different customs and ways of doing things. In addition, children are often unwilling to accept the new family, with its substitute parent, as a simple replacement for the first. Under these circumstances, it may be difficult to create a happy family after remarriage.

As a whole, looking at these studies, it becomes clear that, unlike many first marriage families, couples in stepfamilies may form good couple bonding but good step parent – step child relationships do not necessarily follow. Indeed, couples may often divorce even when the two adults are happy together, because they have not been able to form satisfactory step-parent stepchild relationships. Hence, another distressing fact children and adolescents must face is that the divorce rate following a remarriage is higher than that in first marriages.

### **III. Method**

#### **3.1 Study area**

The study areas are Wachamo and Yekatit 25/67 secondary schools of Hossana town in Hadiya Zone.

These sites have been chosen due to their familiarity for the investigator in obtaining the necessary cooperation from the participants and school authorities during data collection. The investigator also assumed the prevalence of different family types in the town among the student population than in the zone. Furthermore, the two schools were selected for their high population of students than the rest of the schools in the zone.

#### **3.2 Population and sampling**

Grade 10 students of Wachamo and Yekatit 25/67 secondary schools from Hadiya zone were the target population of the study.

The identification of the target population and the selection of the sample cases for the present study was indeed a difficult task. Because, matters related to parental divorce are very personal, delicate and embarrassing for adolescents in this society. Hence, the identification of the cases was handled with much care and tact.

In order to screen the participants with the required family types, a questionnaire was distributed to the respective students of the grade. The parental status and personal details of the participants was screened through the questionnaire and information was obtained. If the response for the question "Are you living with both of your real (biological) parents?" is "No" they were asked with whom they were living. These two questions were used for the categorization of the adolescents into different family types such as single mother, stepmother and intact. For convenience, students of deceased parents living with relative were excluded.

As a whole, the analysis of the questionnaire revealed that among the identified 220 divorced family, 116 were single-parent family (82 mother headed and 34 father headed) and 104 were stepparent family (73 stepmother and 31 stepfather family). However, adolescents who were living under father-headed family and a stepfather family were dropped from the subsequent analysis, because they were few in number compared to single-mother family and step-mother family. This therefore left us with 82 single-mother family and 73-stepmother family for the final selection of the sample.

Once the tasks of screening procedure had been accomplished, the final selection of participants in single-mother, stepmother, and intact families was done by using simple random sampling techniques. As a whole, a

total of 120 students 40 participants from each group were selected 20 male and 20 female. Participants' age ranged from 15 to 18 years, with a mean age of 16.34. Table1 shows participants' age and sex.

**Table 1: Demographic Characteristics of Participants**

Participants	Sex	No	Age at present		Age at the time of parental divorce	
			Mean	SD	Mean	SD
Single-mother family	M	20	16.55	1.24	9.3	2.9
	F	20	16.2	0.93	6.5	3.54
Stepmother family	M	20	16.55	0.97	7.1	3.4
	F	20	16.35	1.06	6.95	3.18
Intact family	M	20	16.4	1.16	-	-
	F	20	16.0	1.0	-	-
Total		120	16.34	1.06	7.46	3.25

### 3.3 Tools of data collection

The instrument has two parts. In the first part data for parental marital status and personal details of the participants were obtained. The second part is the scales with which the variables of interests were developed in two broad psychosocial adjustment areas such as psychological and social adjustment measures.

#### 3.3.1 Psychological adjustment measures

The first indicator of adjustment status of adolescents used in this study was psychological adjustment, which covers components of psychological distress measures namely; self-esteem, depression and anxiety. Self

esteem was measured using Rosenberg's Self-esteem Scale (Dobson, Goudy, and Keith, 1979), which consists of 10 items and inquires respondents to indicate their perceptions in positive or negative ways.

Depression was measured using the Beck Depression Inventory (BDI) (Tabachnick, Crocker, and Alloy, 1983), which has 13 items and focus on the feeling of dissatisfaction with one self and ones ability to achieve desired outcomes. The final measures of psychological distress, and anxiety were measured using the Revised Children's form of the Manifest Anxiety scale (Castaneda, McCandless, and Padermo, 1956) that consists of 19 items, which focus on behavioral expressions of internal anxiety or emotionality such as nervousness, tension, and worry.

Therefore, the measure of psychological distress scale, which is labeled as psychological adjustment, is a summed scale of these three measures that provides a pool of 42 items on a 5-point Likert Scale (5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1= strongly disagree). From the 42 items, half of them were stated positively and the other half were negatively stated. The reason was to reduce the effect of response bias. In addition to minimizing, the statements were set randomly in the questionnaire.

### **3.3.2 Social adjustment measures**

The other indicator of adolescents' adjustment status used in this study was social adjustment. Aggregating various subscales that assess adolescents' self-perceptions regarding their social experiences were to measure social adjustment of participants.

Accordingly, the components covered by the items were those, which deal with the participants' perception of their social peer relations, with regard to sociability, perceptions of their social competence, intimacy of friendship, shyness and feeling of dissatisfaction with peer relationships and loneliness.

Twenty items of shyness and sociability scale from the Revised Check and Buss Shyness Scale (RCBS) developed by Check and Buss (1981) were used to assess the construct of shyness broadly and adolescents' perceptions of their social competence, and eleven items of loneliness and social dissatisfaction scale by Asher, Hymel, and Renshaw (1984) were used to assess loneliness in terms of a subjectively felt discrepancy between the kinds of relationships that individuals perceive on having and what they would like to have.

As a whole, these two scales provide a pool of 31 items that bear fair resemblance to the construct of social adjustment. These items were

statements to which participants responded to each item on a 5 point Likert scale, indicating the degree of response to each statement in a true description of themselves which range from 5 (strongly agree) to 1 (strongly disagree). Attempt was also made to modify the items in accordance with the context of the area so that they deal with adjustment of adolescents.

Finally, the questionnaire was edited; translation from English to Amharic was made.

### **3.4 Questionnaire try-out**

Pilot test was made on 30 participants among the excluded single-mother, stepmother, and intact family types of students who were not part of the sample to determine the reliability of the scales.

These were 10 from single mother, 10 from stepmother and 10 from intact family. Participants were randomly selected using simple random sampling method. The number of male and female participants was proportional. No time limit was made for the completion of the questionnaire. Finally, the responses of the participants were scored to test the reliability of both scales using Cronbach alpha. The two measures proved to be reliable with Alpha = .86 and = .79 for psychological and social adjustment, respectively.

Next, item analysis of the pilot group responses were made by comparing the average score of the highest and the lowest scoring participants. In scoring Likert scale arbitrary weighting system was used. Then for each of the two scales the upper 25 and the lower 25 groups on each item were compared using the independent t-test. According to Coolican (1995), after examining the indices of item consistency, items that had not significant t-value were discarded. For this reason, eight items from the psychological measure and six items from the social measure were discarded, leaving 34 items from the psychological and 25 items from the social measures. As a result, the post test reliability of psychological adjustment was  $\alpha = 0.91$  and that of social adjustment was  $\alpha = 0.89$ .

Finally, participants responses for psychological adjustment measures were summed to yield a total score that could range from 34 (higher psychological adjustment problems) to 170 (lower psychological adjustment problem). Social adjustment measure was also summed to yield a total score that could range from 25 (higher social adjustment problem) to 125 (lower social adjustment problem).

### **3.5 Procedure of data collection**

In order to obtain full cooperation prior to the on set of data collection, location of the study was visited. The directors of the schools were

contacted to get permission to collect the information from the students and potential participants were identified. The participants were informed about the purpose of the study and rapport was built up with them to get their cooperation. After giving clear instructions on the procedure and way of filling the questionnaire to the participants, the investigator and his assistants distributed it to the students.

During the administration of the questionnaire, the participants were shown a model example that would help them to complete it easily. There was no time limit for the completion of the questionnaire.

### **3.6 Method of data analysis**

In the present investigation analysis of variance is used by taking family type (single mother, stepmother, and intact), sex and age (the present age and age at the time of divorce of the adolescents) as independent variables and psychological adjustment and social adjustment of adolescents as dependent variables. Other variables were the age of the participants (15 to 18 years), residence (town), grade (grade10), and schools (Wachamo and Yekatit 25/67 Secondary Schools).

The research questions were concerned with the relationship between family type, sex and the two adjustment variables.

Sex and family type main effects and sex by family type interaction were tested. For this, multivariate analysis of variance (MANOVA) was used to

compute the linear combination of the dependent variables that best identify the categories of independent variables. Initially, a three (group) by two (sex) MANOVA was calculated to test the independent variables of the set of dependent variable.

Then, an analysis of variance was conducted for each sphere of adjustment. In this way, the psychological and social adjustments of adolescents were analyzed in a 3x2 analysis of variance (ANOVA) for family type and sex as independent variables. To this effect, mean difference comparison was computed using Tukey HSD, whenever necessary.

In addition, age at the time of parental divorce, which was a valid differential for a child from a divorced family, was studied in terms of its effect on psychological and social adjustments in the sample and in each specific group of divorced families. In order to examine the effect of age at the time of parental divorce on adolescents' adjustment status, the respondents were grouped into three groups: 0-4 years, 5-9 years for convenience, and 10-18 years. Then, the differential was examined by a one-way ANOVA to find any possible variation across the age groupings and also at the specific category of divorced family. To this effect, mean difference comparison was tested for different group sizes using Scheffe procedure, whenever necessary.

## **IV. Findings of the Study**

In this part, the data collected through the questionnaire were analyzed and presented. The findings are presented according to adjustment measures. The objectives of this study were:

- To investigate whether or not there is significant difference in psychological and social adjustment among adolescent students from different family types (single mother, stepmother, and intact ).
- To find out whether or not there is sex difference in psychological and social adjustment.
- To assess whether or not there is age difference in psychological and social adjustment among groups whose ages differed at the time of parental divorce, namely, 0-4 years, 5-9 years, and 10-18 years.

Thus, in order to determine the difference in psychological and social adjustment, multivariate analysis of variance (MANOVA) followed by univariate analyses of variance (ANOVA) were used and the results obtained presented.

### **4.1 Psychosocial adjustment across family type and sex**

Initially the two dependent variables, namely, psychological and social adjustment were taken simultaneously to test its significance as a single

criterion variable. For this, MANOVA used to compute the linear combination of dependent variables that best identify the categories of independent variables. Here, the actual result of multivariate test of significance is given below in Table 2.

**Table 2: MANOVA (Hotelling Trace Criterion) Summary Table for the Effect of Family Type and Sex on Psychological and Social Adjustment**

<b>Effect (Source)</b>	<b>Value</b>	<b>F</b>	<b>Hypothesis df</b>	<b>Error df</b>
Family type (F)	.415	11.609*	4.000	224.000
Sex (s)	.113	6.394*	2.000	113.000
FXS	.114	3.181*	4.000	224.000

\* P<0.05, significant at 0.05 alpha level

As indicated in Table 2, which presents the MANOVA results, there was a significant multivariate main effect of family type group,  $F(4, 224) = 11.609$ , sex,  $F(2, 113) = 6.394$  and of the interaction,  $F(4, 224) = 3.181$ ,  $p < .05$ .

Given the significant multivariate effects for family type and sex, separate 3x2 ANOVA was computed to examine each of the dependent variables and Tukey HSD tests for mean comparison among family type groups were used. In this way, therefore, an attempt was made to examine each dependent variable separately and the main effects of family type and of sex are presented under the appropriate headings in each adjustment sphere.

### **4.1.1 Psychological adjustment across family type and sex**

The research questions handled in this section are examining the effects of family group and also sex differences on adolescents' psychological adjustment scores. Table 3 presents the mean and standard deviations of the psychological adjustment by family group and sex.

**Table 3: Mean and Standard Deviations for Psychological Adjustment Score by Family Type and Sex (N= 120).**

<b>Family group</b>	<b>Sex</b>	<b>N</b>	<b>Mean</b>	<b>Standard deviation</b>
Single-mother family	M	20	120.70	24.25
	F	20	115.60	20.75
	Total	40	118.15	22.43
Step mother family	M	20	103.15	29.24
	F	20	102.85	20.66
	Total	40	103.00	24.99
Intact family	M	20	134.35	15.45
	F	20	134.95	14.69
	Total	40	134.65	14.88
<b>Total</b>	M	60	119.40	26.60
	F	60	117.80	22.86
	Total	120	118.60	24.71

To find out a possible variation on psychological adjustment a 3x2 analysis of variance was conducted for family structure group and sex used as the independent variables. Table 4 presents a summary of an analysis of variance based on the data presented in Table 3.

**Table 4: A Summary Table of Two-way ANOVA for the Effect of Family Type and Sex on Psychological Adjustment**

Source	SS	df	MS	F
Family type (F)	20046.600	2	10023.300	21.828*
Sex (s)	76.800	1	76.800	.167
FXS	187.800	2	93.000	.204
Error	52347.600	114	459.189	
<b>Total</b>	<b>72658.800</b>	<b>119</b>		

\* P < 0.05, significant at 0.05 alpha level

In Table 4, the result of the analysis of variance performed on psychological adjustment reveals that the main effect of family type group was significant,  $F(2, 114) = 21.828$ ,  $p < .05$ , whereas, sex and the interaction effects were found to be not significant to affect students' psychological adjustment.

Following this result, comparison of group means was used on psychological adjustment to classify the family type that caused the overall difference. Tukey HSD was employed, and the result is shown in Table 5.

**Table 5: Mean Comparison of Family Type Groups on Psychological Adjustment (Tukey HSD)**

Dependent variable	Family type (I)	Family type (J)	Mean difference (I-J)	Standard error
Psychological adjustment	Single-mother family	Step mother family	15.15000 *	4.74171
		Intact family	-16.50000 *	4.74171
	Stepmother family	Intact family	-31.65000*	4.74171
		Single-mother family	-15.15000*	4.74171
	Intact family	Single mother family	16.50000 *	4.74171
		Stepmother family	31.65000*	4.74171

As shown in Table 5, the Tukey HSD test reveals that the mean score for intact family adolescents is statistically significant from both single-mother family and stepmother family adolescents' mean scores. Single-mother family group is also statistically significant from stepmother family group. In other words, the intact family group adolescents have higher level of psychological adjustment than the other two groups. The Single-mother group adolescents have higher level of psychological adjustment than the stepmother group as well.

The second factor studied was sex. The results of the analysis of variance (see Table 4) performed in psychological adjustment scores indicate that the effect of sex was not significant. In addition, the interaction effect of family type and sex was not significant.

#### ***4.1.2 Social adjustment across family type and sex***

Parallel to the psychological adjustment the research questions addressed in this section are to examine family type and sex difference on social adjustment. The mean and standard deviations of adolescents' social adjustment scores by family type groups and sex are shown in Table 6 below.

**Table 6: Mean and Standard Deviations for Social Adjustment Score by Family Type and Sex (N=120)**

Family type	Sex	N	Mean	Standard deviation
Single-mother family	M	20	79.25	14.35
	F	20	89.45	11.63
	Total	40	84.35	13.89
Stepmother family	M	20	72.20	18.30
	F	20	82.80	13.74
	Total	40	77.50	16.85
Intact family	M	20	94.85	9.45
	F	20	92.40	8.49
	Total	40	93.62	8.96
<b>Total</b>	M	60	82.10	17.15
	F	60	88.22	12.00
	Total	120	85.16	15.05

In order to examine a possible variation across family type group and sex, a 3x2 ANOVA was run on social adjustment scores with family structure and sex serving as the independent variables. Table 7 below, presents a summary of ANOVA based on the data presented in Table 6 above.

**Table 7: Summary Table of Two-way ANOVA for the Effect of Family Type and Sex on Social Adjustment**

Source	SS	df	MS	F
Family type (F)	5239.517	2	2619.758	15.312*
Sex (s)	1122.408	1	1122.408	6.560*
FXS	1101.617	2	550.808	3.219*
Error	19504.450	114	171.092	
Total	26967.992	119		

\* P<.05, significant at 0.05 alpha level

The result of the analysis of variance performed on social adjustment in Table 7 shows that the main effect of family type, sex and the interaction has significant effect on social adjustment.

To find out the overall significant difference between the three family type groups on social adjustment, Tukey HSD test was used to test the family type that led to the difference observed (Table 8).

**Table 8: Mean Comparison of Family Type Groups on Social Adjustment (Tukey's HSD).**

<b>Dependent variable</b>	<b>Family type (I)</b>	<b>Family type (J)</b>	<b>Mean difference</b>	<b>Standard error</b>
Social adjustment	Single mother family	Stepmother family	6.85000	3.04724
		Intact family	-9.275000*	3.04724
	Stepmother family	Intact family	-16.12500*	3.04724
		Single mother family	-6.85000	3.04724
	Intact family	Single mother family	9.27500*	3.04724
		Stepmother family	16.12500*	3.04724

\* The mean difference is significant at the .05 level

The Tukey HSD test result shows that there are two homogeneous groups. The mean score for intact family adolescents is significantly different from both single-mother and stepmother family adolescents' mean scores, but no other group differences is significant at 0.05 alpha level. This means that adolescents from single-mother and stepmother family can be assumed to belong in the same subset as their social

adjustment means do not differ significantly. In other words, adolescents from intact family group have higher level of social adjustment than the divorced family groups' adolescents.

Similar to family type group, the effect of sex on social adjustment was examined. The result of the ANOVA (Table 7) was significant on social adjustment. According to Table 6, the single-mother and stepmother families' boys as compared to girls had lower mean scores, which suggest that boys exhibited significantly more social adjustment problems.

As a result, the interaction effect of family types and sex was significant in social adjustment.

## **4.2 Age at the time of divorce and adjustment status**

In order to examine the effect of age at the time of parental divorce on both adjustment statuses, the respondents were divided into three groups, namely, 0-4 years, 5-9 years, and 10-18 years.

### ***4.2.1 Age at the time of divorce and psychological adjustment***

The mean and standard deviations of the psychological adjustment by age at the time of divorce are presented in Table 9.

**Table 9: Mean and Standard Deviation for Psychological Adjustment Score by Divorce Age**

<b>Family group</b>	<b>Divorce age range</b>	<b>N</b>	<b>Mean</b>	<b>Standard deviation</b>
Single-mother family	0-4	8	109.25	20.80
	5-9	19	111.10	20.55
	10-18	13	133.92	18.64
	Total	40	118.15	22.436
Stepmother family	0-4	10	97.60	20.00
	5-9	18	101.39	28.10
	10-18	12	109.92	20.65
	Total	40	103.00	24.30

In order to find out a possible variation age at the time of parental divorce, a two-way ANOVA was used on psychological adjustment scores with family group and divorce age range as the independent variables. Table 10 presents a summary of an analysis of variance based on the data presented in Table 9.

**Table 10: Summary Table of One-way ANOVA for the Effect of Age at the Time of Parental Divorce Groups on Psychological Adjustment**

<b>Source</b>	<b>SS</b>	<b>df</b>	<b>MS</b>	<b>F</b>
Between groups	5241.736	2	2620.868	4.658*
Within group	43321.814	77	562.621	
Total	48563.550	79		

\*  $P < .05$ , significant at 0.05 alpha level

In Table 9, the result obtained after a one way analysis of variance showed that there is a significant difference in psychological adjustment

among adolescents whose ages differed at the time of their parents' divorce,  $F(2,77) = 4.658$ ,  $P < .05$ .

To determine the group that is responsible for the difference observed comparison of group means was made by employing Scheffe procedure. Table 10 presents the result of this test.

**Table 11: Mean Comparison of Age at the Time of Parental Divorce Groups on Adolescents' Psychological Adjustment (Scheffe's procedure)**

<b>Dependent variable</b>	<b>Divorce age group (I)</b>	<b>Divorce age group (J)</b>	<b>Mean Difference (I-J)</b>	<b>Standard error</b>
Psychological adjustment	0-4 yrs	5-9 yrs	-3.60060	6.81635
		10-18 yrs	-19.62222*	7.32223
	5-9 yrs	0-4 yrs	3.60060	6.81635
		10-18 yrs	-16.02162*	6.14091
	10-18 yrs	0-4 yrs	19.62222*	7.73322
		5-9 yrs	16.02162*	6.14091

\*  $P < .05$ , significant at 0.05 alpha level

As presented in Table 10, the Scheffe test indicates that the age grouping of 10-18 years is significantly different from the rest of the groups, but that no other group difference is significant. This implies that group 0-4 years and 5-9 years belong together, indicating that they do have more psychological adjustment problems than group 10-18 years has.

In each specific family type age group of adolescents, the psychological adjustment mean scores show that the age group 10-18 years is

significantly different from both age groups in single-mother family, but does not show significant difference in stepmother family (Table 9).

#### ***4.2.2 Age at the time of parental divorce and social adjustment***

The mean and standard deviations of the social adjustment by age at the time of parental divorce are presented in Table 12.

**Table 12:- Mean and Standard Deviation for Social Adjustment Score by Divorce Age**

<b>Family Group</b>	<b>Divorce age range</b>	<b>N</b>	<b>Mean</b>	<b>Standard deviation</b>
Single-mother family	0-4	8	79.00	12.89
	5-9	19	82.95	14.76
	10-18	13	89.69	12.66
	Total	40	84.35	13.89
Stepmother family	0-4	10	74.60	21.07
	5-9	18	72.55	15.90
	10-18	12	87.33	10.00
	Total	40	77.50	16.85

In order to examine a possible variation age at the time of parental divorce, a two-way ANOVA was used on social adjustment scores with family group and divorce age range as independent variables. See Table 13 which presents a summary of analysis of variance.

**Table 13: Summary Table of One-way ANOVA for the Effect of Age at the Time of Parental Divorce Groups on Social Adjustment**

Source	SS	df	MS	F
Between group	2141.378	2	1070.689	4.739*
within groups	17396.172	77	225.924	
Total	19537.550	79		

\* P<0.05, significant at 0.05 alpha level

As shown in Table 11, the result obtained after a one way analysis of variance indicated, there is a significant difference in social adjustment among adolescents whose ages differed at the time of parents divorce,  $F(2,77) = 4.739, P < .05$ .

Based on this result to show an overall significant difference among the three age groupings, Scheffe procedure was conducted. The result is presented in Table 12.

**Table 14: Mean Comparison of Age at the Time of Parental Divorce on Social Adjustment (Scheffe's procedure)**

Dependent variable	Divorce age group (I)	Divorce age group (J)	Mean difference (I-J)	Standard error
Social adjustment	0-4 yrs	5-9 yrs	-1.33634	4.31942
		10-18 yrs	-12.00444*	4.64632
	5-9 yrs	0-4 yrs	1.33634	4.31942
		10-18 yrs	-10.66811*	3.89141
	10-18 yrs	0-4 yrs	12.00444*	4.64632
		5-9 yrs	10.66811*	3.89141

\* P<.05, significant at 0.05 alpha level

As indicated in Table 12, the Scheffe test indicates that the age group 10-18 years is significantly different from the rest of the groups, but that no other group difference is significant. This indicates that the age groups 0-4 and 5-9 years adolescents do have more social adjustment problems than group 10-18 years has.

In each specific family type age group of adolescents the social adjustment mean scores, indicate that the age group 10-18 years is significantly different from both age groups in stepmother family, but does not show significant difference in single-mother family (Table 14). This shows the inverse relationship of stepmother and single-mother families at the time of parental divorce in psychological and social adjustments score of their significance.

## **V. Discussion**

### **5.1 Differences among family type groups on psychosocial adjustment**

The focus of analyses in this study was the comparison of the mean scores for psychological and social adjustment measures for adolescents from single mother, stepmother, and intact families. As mentioned in the earlier result sections, the results of the analyses indicated that family structure exerts an impact on adolescents' adjustment problems. On both psychological and social adjustment measures, adolescents from intact families scored significantly higher mean scores in adjustment measures. This indicates that adolescents from both single-mother and stepmother families experience more psychological and social adjustment problems than those from intact families.

The result of the present study, therefore, are consistent with the findings of earlier investigations (Hetherington, Cox, & Cox, 1979; Allison and Furstenberg, 1989; Wallerstein, 1991; Emery, Hetherington, & Dilala, 1994; Waite and Gallagher, 2000; Amato, 2001), in that adolescents who experienced parental divorce were significantly worse off than those who did not, with respect to psychological and social adjustment. Thus, findings from the present investigation may underpin results from previous studies conducted with both children and

adolescents. Therefore, previous findings, in conjunction with the results of this study suggest that changes in family structure, such as the dissolution of a two parent family and then living in a single -mother or a stepmother family, may have negative effects that are likely to produce undesirable deviations in adolescents' personalities and social behaviors.

When adolescents from non-intact (single-mother and stepmother) families are compared, there is a significant mean difference between single-mother and stepmother families in their psychological adjustment, but not in their social adjustment. It was found that adolescents who were living in stepmother families scored significantly lower adjustment measure in psychological scale implying that this group of adolescents has more problems in their psychological adjustment. However, some researchers (e.g., Hetherington, Cox, and Cox, 1979; Allison and Furstenberg, 1989; Wallerstein, 1991; Emery, Hetherington & Dilala; Waite and Gallagher, 2000; Amato, 2001), reported that both groups are equally at risk for adjustment problems.

The major reason for the difference observed might be the cultural, economical and educational differences found between Ethiopia and the developed countries. Despite the scarcity of literature concerning stepfamilies in Ethiopia, it is worth examining the difficulty of remarriage in the Ethiopian situation. In this society, the most difficult of all family positions may probably be the role of stepmother (Sisay, 1997). It is often

heard that the type of stress found in stepparent, particularly stepmother family are innumerable. Given high cultural expectations of motherhood, the woman who replaces a “lost” mother enters a situation full of high expectations that even minor faults are observed. Stepchildren may view the stepmother as less interested for emotional responsibilities. Thus, the idea is that in this bad emotional climate of the stepmother, rejection, anger, depression, hopelessness and pessimism on the part of adolescent may be extremely strong.

In general, it seems that adolescents from single-mother families and stepmother families face problems in psychological adjustment and difficulty in social adjustment. However, when the degree of the problem is compared, the present study showed that there was a significant difference in psychological adjustment problem between single-mother and stepmother adolescents.

## **5.2 Sex differences in psychosocial adjustment**

A demographic variable which is given due attention in divorce related research is sex differences in response to divorce. In this study too, the researcher was interested in looking at differences between the two sexes on both psychological and social adjustments.

Accordingly, the result of analysis of variance showed that a significant difference on social adjustment exists but not on psychological adjustment between boys and girls. This finding therefore, is inconsistent with prior literature for some factors which indicated that boys showed more adjustment problems than girls (Wallerstein and Kelly, 1983; Hetherington, Law, and O'Connor, 1993).

Similarly, in this investigation, the single mother and stepmother family groups' boys show more adjustment problem than girls on social adjustment, but not both sexes vary significantly on psychological adjustment. Therefore, from a comparative point of view the culture, family and other factors may have contributed for the difference, which in effect, needs an in-depth study.

### **5.3 Age at the time of parental divorce differences on psychosocial adjustment**

In order to examine the effect of child's age at the time of parental divorce on adolescents' psychological and social adjustment, respondents from non-intact families were classified into three groups. Thus, this differential was studied both at the sample population and at specific categories of the non-intact families.

The analyses revealed significant differences among the age groups on psychological and social adjustment sphere. A further search into specific sources of variation, which was handled by Scheffe procedure, also shows that the effects are larger for adolescents whose age range was 0-4 and 5-9 years at the time of their parents' divorce. These age groups tended to have more psychological and social adjustment difficulties than the age group of 10-18 years at the time of parental divorce. Similar findings were reported that divorce is more harmful when it occurs during early childhood than during the adolescent period for developmental factors such as attachment. Moreover, the present findings show similar results to many studies conducted earlier (Kurdeck, Blisk, and Seisky, 1981; Allison and Furstenberg, 1989; Zaslow, 1989).

## **VI. Summary, Conclusions and Recommendations**

This part deals with the summary, conclusion and recommendations of the study.

### **6.1 Summary**

The major objective of the present study was to examine the effects of divorce on adolescents' psychosocial adjustment.

Accordingly, a representative sample was surveyed using screening questionnaire in two secondary schools of Hossana town in Hadiya zone. On the basis of the students' response, three types of family were identified: single-mother, stepmother and intact families. One hundred and twenty adolescents, 40 from each group participated in the study. In an attempt to investigate the effects of divorce on adolescents' adjustment, scales were adopted from the two broad areas of psychological and social adjustment measures.

Thus, the comparative effect of single-mother, stepmother, and intact family type were studied by focusing on adolescents' adjustment scores.

To find out the adolescents' level of adjustment, a multivariate analysis of variance (MANOVA), analysis of variance (ANOVA), and for the mean comparisons of family type groups and sex Tukey HSD test, for age at the time of parental divorce Scheffe procedure, were used. Results showed a

significant multivariate main effect of family type, sex and the interaction effect of family type by sex.

Follow-up analyses to explore differences among family groups of adolescents were conducted using a series of 3 by 2 ANOVA, and the Tukey HSD test to clarify multivariate effects. Univariate analysis revealed that the significant multivariate effect of family type was replicated for each of the dependent variables. In following-up univariate analysis, a significant sex effect and an interaction effect were observed only on social adjustment, but not on psychological adjustment.

The multiple comparison Tukey HSD test, done after the significant difference further indicated that in both psychological and social adjustment measures, adolescents' from both single-mother and stepmother families experience more distress than that of intact families. Similarly, when adolescents from single-mother and stepmother families were compared, there was a statistically significant mean difference between them in their psychological adjustment. This shows that adolescents from single-mother families had fewer psychological adjustment difficulties than those from stepmother families.

As part of the analyses, the effect of sex on both adjustment measures was studied. Sex was found to cause a significant effect upon social adjustment in the total sample population. This result shows that boys scored significantly lower mean scores than girls, which imply that boys had more social adjustment problems than girls. Moreover, the family

type by sex interaction was found to be statistically significant on social adjustment. However, the difference with sex or the interaction between family type and sex was not significant at 0.05 alpha level in psychological adjustment.

Finally, the effect of age at the time of parental divorce on both adjustment measures was studied in non-intact family types. The age groups were found to cause a significant effect upon psychological and social adjustments at the sample population level and in each divorced family type. Adolescents whose parents divorced when they were at the age range of 0-4 years or 5-9 years exhibited significantly more psychological and social adjustment difficulties than adolescents whose parents divorced when they were in the age range of 10-18 years. However, no significant difference was found between 0-4 years and 5-9 years.

## **6.2 Conclusions**

Based on the above outcomes of the present study, the following conclusions are made.

1. When adolescents from intact and non-intact (single-mother and stepmother) families were compared, there was a significant difference in both psychological and social adjustment measures. It appears that adolescents from single-mother and stepmother families had more adjustment problems than those from intact families. This suggests

that the absence of biological parents may influence adolescents' psychological and social adjustment. Moreover, the psychological adjustments of adolescents' differ significantly in single-mother and stepmother families.

Adolescents from stepmother family type scored significantly higher on psychological adjustment problems than from single-mother family type, but in their social adjustment both family types were equally affected. This leads to the conclusion that a stepmother family may create more psychological adjustment problems to the adolescent.

2. There is no significant sex difference interms of psychological adjustment problems, but there is a significant difference in social adjustment. Therefore, we can conclude that both boys and girls from different family groups were affected equally in their psychological adjustment, but boys were more significantly affected than girls in terms of social adjustment.
3. Divorce age category indicates significant difference. The age group 10-18 years has higher level of psychological and social adjustment than the age groups of 0-4 and 5-9 years. From this, we can conclude that the effects of parental divorce seem to have a negative impact on adolescents' well-being when the divorce occurs in younger children than in teenagers.

As a whole, the pattern of differences between adolescents living in intact and non-intact families found in this study corresponds with what was

observed in the research literature. However, the mixed patterns of both large and small differences between single-mother and stepmother families found in this study are relatively new perspectives. Nevertheless, the present study has some limitations. It is limited to a sample of two schools. Thus, further study with a large sample will help in better understanding of the problem. Furthermore only the independent variables: family type, sex and age at the time of parental divorce have been included in the present study. Therefore, other important variables such as socioeconomic status, education and the like are left to a further study.

### **5.3 Recommendations**

On the basis of the findings and conclusions drawn, the following recommendations are made:

1. Several studies, including the present one, imply that adolescents from intact family are better in both psychological and social adjustment than those of non-intact families. Among research priorities, factors that intensify or ameliorate the adverse outcome of divorce had been identified. Therefore, concerned bodies of the government, psychologists, educators, counselors, teachers, non-governmental organizations and religious personnel have to be informed to treat and solve the problems of adolescents who grow up in single-mother and stepmother families. Moreover, to alleviate

the problem in a broader manner the society has to be aware of the importance of two-parent families through the concerned bodies. In this regard the mass media have their own role in informing the society concerning the problem of divorce and its impact on adolescents.

2. This study provides information that should make it profitable to investigate gender differences by using detailed consideration of family types. Thus, the finding of a significant difference between boys and girls in divorced families with boys experiencing more social adjustment problems than girls, leads to the suggestion that male children living in this condition need the support of the society they are part of. Social adjustment problem as an evil effect of divorce has to be addressed through communal and panel discussions via the mass media, seminars and symposiums. Therefore, the society will be able to realize the problem and provide the necessary support the children badly need, which ameliorate the adverse effects of divorce.
3. Finally, if researchers are to pursue the potentially important factors that mediate and specify the effects of marital dissolution on children and adolescents, they have to conduct longitudinal studies with sizable samples that contain reliable measures of family processes.

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## Annex A

ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUAE STUDIES  
DEPARTMENT OF PSYCHOLOGY

Dear Students,

The purpose of this questionnaire is to gather relevant information for the study of psychosocial adjustment. The information you provide would be very crucial for the success of this study. Therefore, you are kindly requested to respond honestly and carefully to each statement.

You don't need to write your name so that your identity will remain anonymous.

Thank you for your kind cooperation

### Part 1

**DIRECTION:** Read the following questions and fill the appropriate words or encircle the letters of your choice.

#### 1.1 Background information

1. Age -----
2. Sex -----
3. Grade ----- section -----Role number -----
4. With whom are you living?
  - A. Both parents.
  - B. Only one parent
  - C. A parent together with a stepparent
  - D. Neither parent
5. Have you always been living with both of your real parents?
  - A. Yes
  - B. No
6. If your answer is "No" What happened?
  - A. Disrupted by divorce
  - B. Divorce for any reason
  - C. Explain if its any other -----
7. If your answer of questions 5 is "No", with which parents are living?
  - A. Only with my mother
  - B. Only with my father
  - C. With my mother and stepfather
  - D. With my father and stepmother
  - E. Other ( please explain ) -----
8. How old were you at the time of your parents' divorce? -----Years.

## Part 2

**DIRECTION:** Read each item carefully and show your choice by this mark (X) in one of the five columns.

### 2.1. Psychological adjustment measures

Items No.	Items	Response categorization				
		Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
1 ✓	I feel that I have a number of good qualities.					
2 ✓	I feel that I am a person of worth, at least on an equal basis with others.					
3 ✓	All in all, I am inclined to feel that I am a failure					
4 ✓	I am able to do things as most people do.					
5 ✓	On the whole, I am satisfied with my self.					
6 ✓	I take a positive attitude towards my self.					
7 ✓	At times I think I am no good at all.					
8	I feel as if I have experienced some emotional loss.					
9	I feel effective.					
10	I don't seem to obtain gratification from any thing.					
11	I never seem to have the motivation to do things I'd like to do.					
12	I have the energy to do the things I'd like to do.					
13	I am confident.					
14	I feel incompetent when some thing bad happens to me.					
15	I feel as if I never actually attain my aspiration.					
16	My goal reflects my personal desires rather than the desires of the others.					
17	I feel chronically frustrated in my personal life.					
18	I get what I want.					
19	I feel inadequate.					
20	I see my self as less competent than I would like to be.					
21	Something good happens to me; it is usually I have worked for it.					
22	I am hopeful.					
23	I actively pursue the goal, which I have set for my self.					
24	I have hopeless outlook on the world.					
25	I see fulfillment of my aspiration as quite possible					
26	I often seem to close sight to identity and purpose for existence.					
27	My sleep is restless and disturbed.					
28	I live under a great deal of strain.					
29	I sweat very easily even on cool days.					
30	I have frequent headaches for which there is no reason.					
31	When I try to make something, every thing seems to go wrong.					
32	I feel worrying and nervous.					
33	I am happier than other children.					
34	I always have good manners.					

### Part 3

**DIRECTION:** Read each item carefully and show your choice by this mark (X) in one of the five columns.

#### 3.1 Social adjustment measures

Items No.	Items	Response categorization				
		Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
1	I am socially somewhat awkward.					
2	I feel inhibited in social situations.					
3	I like to be with people.					
4	I welcome the opportunity to mix socially with people.					
5	I find it hard to talk to strangers.					
6	I prefer working with others rather alone. .					
7	While with people conversing, I worry about saying some things dumb.					
8	I would be unhappy if I were prevented from making many social contacts					
9	I feel often uncomfortable at parties and other social functions.					
10	I often think up excuses in order to avoid social engagement					
11	I tend to withdraw from people.					
12	I often find social occasions upsetting.					
13	I try to avoid formal social occasions.					
14	I usually feel clam and uncomfortable at social occasion					
15	Trying to have friends and to be liked seldom succeeds the way I would like it to.					
16	I get much satisfaction from the groups I attend.					
17	My friends give me the moral support I need.					
18	I have a deep sharing relationship with a number of friends					
19	My friends come to me for emotional support.					
20	I am not very open with my fiends.					
21	I am good at working with others.					
22	It is hard for me to make new friends.					
23	I don't get along with other children.					
24	I find a friend when I need one.					
25	I don't have many friends.					

Annex B

አዲስ አበባ ዩኒቨርሲቲ  
የድህረ ምረቃ ትምህርት ቤት  
የሳይኮሎጂ ትምህርት ክፍል

መጠይቅ

ውድ ተማሪዎች፡-

የዚህ መጠይቅ ዋና ዓላማ ለሥነ ባህሪያዊና ማህበራዊ ማቃናት ተገቢ መረጃ ለመስጠት ነው። እናንተ የምትሰጡት ምላሽ ለጥናቱ ስኬት ወሳኝ ነው። ስለዚህ በግልጽነት፣ በጥንቃቄና በታማኝነት መጠይቁን አንድ ባንድ ትሞሉ ዘንድ ትጠየቃለችሁ።

ምስጢራዊነትን ለመጠበቅ ሲባል በመጠይቁ ላይ ስም መጻፍ አያስፈልግም።

ስለትብብራችሁ በቅድሚያ አመሰግናለሁ።

ክፍል 1

የግል ሁኔታ፣

1. ዕድሜ \_\_\_\_\_
2. ጾታ \_\_\_\_\_
3. የት/ደረጃ \_\_\_\_\_ ሴክሽን \_\_\_\_\_ የስም ተራ ቁጥር \_\_\_\_\_
4. ከማን ጋር ነው የምትኖረው/ረው?  
 ሀ/ ከሁለቱ ወላጆቼ ጋር  
 ለ/ ከወላጆቼ ከአንዱ ጋር  
 ሐ/ ከወላጄና ከእንጀራ እናት/አባት ጋር  
 መ/ ከወላጆቼ ውጭ (ይገለጽ) \_\_\_\_\_
5. እስካሁን ድረስ ከወላጅ እናትና አባት ጋር ነው የምትኖረው/ረው?  
 ሀ/ አዎ ለ/ አይደለም
6. ለጥያቄ «5» መልስህ/ሽ አይደለም ከሆነ ለምን?  
 ሀ/ ወላጆቼ በፍቅር ምክንያት ስለተለያዩ  
 ለ/ በሌላ ምክንያት ስለተለያዩ  
 ሐ/ ሌላ ከሆነ ይገለጽ \_\_\_\_\_
7. ለጥያቄ «5» መልስህ/ሽ/ «አይደለም» ከሆነ ከማን ጋር ነው የምትኖረው/ረው?  
 ሀ/ ከእናቴ ጋር ብቻ  
 ለ/ ከአባቴ ጋር ብቻ  
 ሐ/ ከእናቴና ከእንጀራ አባቴ ጋር  
 መ/ ከአባቴና ከእንጀራ እናቴ ጋር  
 ሠ/ ሌላ / ይጠቀስ/ \_\_\_\_\_
8. ለጥያቄ «5» መልስህ/ሽ/ «አይደለም» ከሆነ ከወላጆችህ/ሽ ስትለይ ዕድሜህ/ሽ በግምት ስንት አመት ይሆናል? \_\_\_\_\_

ክፍል 2

ከዚህ በታች ለተዘረዘሩት ዐረፍተ ነገሮች አምስት አማራጭ መልሶች ተሰጥተዋል። ከእነዚህ ውስጥ የአንተን/የአንቺን ሁኔታ በተለይ የሚገልጸውን (X) ምልክት በማድረግ አመልክት/ቺ

2.1 ሥነ ባህሪያዊ ሁኔታዎች

ተ.ቁ	ዐረፍተ ነገር	በጣም እስማማለሁ	እስማማለሁ	አልወሰንኩም	አልስማማም	በጣም አልስማማም
1	በርካታ በገጠ ገጠኞች እንዳሉኝ አምናለሁ።					
2	ዋጋ ያለኝ ከሌሎቹ ሰዎች የማላንስ ሰው እንደሆንኩ ይሰማኛል።					
3	በአጠቃላይ ምንም ነገር የማይሳካለት ሰው እንደሆንኩ ይሰማኛል።					
4	እኔም ሌሎች ሰዎች የሚያደርጉትን መሥራት እችላለሁ።					
5	በአጠቃላይ በራሴ ሁኔታ እረካለሁ።					
6	ስለራሴ በገጠ አመለካከት አለኝ።					
7	አንዳንድ ለምንም ነገር የማልሆን አድርጌ ራሴን እቆጥራለሁ።					
8	ውስጣዊ ችግር ያለብኝ መስሎ ይሰማኛል።					
9	ብቁ እንደሆንኩ ይሰማኛል።					
10	ከምንም ነገር እርካታ የማገኝ አይመስለኝም።					
11	በምፈልገው መንገድ ነገሮችን ለማድረግ የሚያነሳሰኝ ውስጣዊ ፍላጎት ያለኝ አይመስለኝም።					
12	የምፈልገውን ነገር እንዳደርግ የሚያስችል አቅም አለኝ።					
13	በራሴ እተማመናለሁ።					
14	የማልወደው ነገር ሲያጋጥመኝ ለመቋቋም ብቁ እንደሆንኩ ይሰማኛል።					
15	ምኞቴን ለማሳካት ፈጽሞ የማልችል እንደሆንኩ ይሰማኛል።					
16	ዓላማዬ የራሴን ፍላጎት እንጂ የሌሎችን አያንፀባርቅም።					
17	በኑሮዬ ያለልክ ፍርሃት ይሰማኛል።					
18	የፈለግኩትን በቀላሉ አገኛለሁ።					
19	በራሴ አልተማመንም።					
20	መሆን የምፈልገውን ያህል እንዳልሆንኩ ይሰማኛል።					
21	አብዛኛውን ጊዜ ጥሩ ነገር ለማግኘት ጥረት ስለማድረግ የፈለግኩትን አገኛለሁ።					
22	ስለራሴ ተስፋ አለኝ።					
23	ያሰብኩትን ዓላማ እግቡ ለማድረስ በትጋት እሠራለሁ።					
24	ስለዓለም ያለኝ አመለካከት ተስፋ አስቆራጭ ነው።					
25	ምኞቴ እንደሚሳካልኝ ይሰማኛል።					
26	በአብዛኛው የራሴ ማንነትና የመኖር ዓላማዬ የጠፋብኝ መስሎ ይታያኛል።					
27	የእንቅልፍ ጊዜዬ የተረበሸና ዕረፍት ያጣ ነው።					

28	ውጥረት ውስጥ እኖራለሁ።					
29	ቀዝቃዛ የአየር ፀባይ በለበት ጊዜ ቢሆንም ያልበኛል።					
30	ምክንያቱ የማይታወቅ ራስ ምታት ያዘወትርብኛል።					
31	አንድ ነገር ለማድረግ ስሞክር ነገሩ ሁሉ ይበላሽብኛል።					
32	ጭንቀትና አለመረጋጋት በየጊዜ ይሰማኛል።					
33	ከሎሎች ልጆች ይልቅ በሕይወቴ ደስተኛ ነኝ።					
34	ሁልጊዜ ጥሩ ፀባይ አለኝ።					

### ክፍል 3

ከዚህ በታች ለተዘረዘሩት ዐረፍተ ነገሮች አምስት አማራጭ መልሶች ተሰጥተዋል። ከእነዚህ ውስጥ የአንተን/የአንቺን ሁኔታ በተለይ የሚገልጸውን (X) ምልክት በማድረግ አመልክት/ቺ

#### 3.1 የማህበራዊ ኑሮ ሁኔታዎች

ተ.ቁ	ዐረፍተ ነገር	በጣም እስማማለሁ	እስማማለሁ	አልወሰንኩም	አልስማማም	በጣም አልስማማም
1	በማህበራዊ ሕይወቴ ደካማ ነኝ።					
2	በማህበራዊ ክስተቶች /እንደሠርግ፣ ለቅሶ፣ ወዘተ/ ላይ ራሴን መግለጽ አልችልም።					
3	ከሰዎች ጋር መሆን እወዳለሁ።					
4	ከሰዎች ጋር በማህበራዊ ጉዳዮች መቀላቀልን እቀበላለሁ።					
5	ከማላውቃቸው ሰዎች ጋር መግባባት አስቸጋሪ ይሆንብኛል።					
6	ለበቻዬ ከመሥራት ይልቅ ከሌሎች ጋር መሥራትን እመርጣለሁ።					
7	ከሰዎች ጋር በምነጋገርበት ጊዜ የተሳሳተ ነገር ላለመናገር እጠነቀቃለሁ።					
8	ከብዙ ሰዎች ጋር እንዳልገናኝ የሚያደርገኝ ሁኔታ ቢፈጠር ያሳዝነኛል።					
9	ሰዎች በአንድ ላይ በሚዝናኑበት ሁኔታ ላይ መገኘት አይመቸኝም።					
10	ሰዎች በብዛት በሚገኙበት ማህበራዊ ተሳትፎ ላይ ላለመገኘት ምክንያቶችን አቀርባለሁ።					
11	ከሰዎች ቶሎ የመለየት ዝንባሌ አለኝ።					
12	በአብዛኛው ማህበራዊ እንቅስቃሴዎች ያበሳጩኛል።					
13	በማህበራዊ እንቅስቃሴዎች ላለመሳተፍ ጥረት አደረጋለሁ።					
14	በማህበራዊ አጋጣሚዎች ከተገኘሁ በአብዛኛ ደስተኛ አይደለሁም።					
15	ጓደኛ ለማፍራትና ለመውደድ የማደርገው ጥረት በምፈልገው መንገድ የሚሳካው አልፎ አልፎ ነው።					
16	አብሬአቸው ከምውላቸው ጓደኞቼ ደስታ አገኛለሁ።					
17	ጓደኞቼ የምፈልገውን ሞራላዊ ድጋፍ ይሰጡኛል።					
18	ከጓደኞቼ ጋር ጥልቅ የሀሳብ ልውውጥ ግንኙነት አለኝ።					
19	ጓደኞቼ ችግራቸውን ቀርበው ያካፍሉኛል።					
20	አዳዲስ ጓደኞችን በት/ቤት ለማፍራት አልችገርም።					
21	ከሌሎች ልጆች ጋር መሥራት ይቀናኛል።					
22	አዳዲስ ጓደኞችን ማፍራት ያስቸግረኛል።					
23	ከሌሎች ልጆች ጋር አብሬ መሆን አልፈልግም።					
24	ጓደኛ በፈለግኩት ጊዜ ሁሉ አገኛለሁ።					
25	ምንም ጓደኛ የለኝም።					

## Declaration

I, the undersigned declare that this thesis is my original work and that all sources of materials used for the thesis have been duly acknowledged.

Name: Wondimu Deboch

Signature: 

Date: \_\_\_\_\_

This thesis has been submitted for examination with my approval as university advisor.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

March, 2007