



**College of Education and Behavioral Studies
School of Psychology**

**EXPLORING THE CONSEQUENCE OF DIVORCE ON CHILDREN
AND THEIR COPING STRATEGIES, THE CASE OF SELECTED
WOREDA IN YEKA SUB-CITY,
ADDIS ABABA, ETHIOPIA**

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MASTEWAL M. PhD**

**OCTOBER, 2023
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ABSTRACT

Divorce can have a significant consequence on young children, emotionally distressing them and introducing drastic changes to their lives. A qualitative study, using an explorative, descriptive, and contextual paradigm, was conducted to explore and describe the consequences of divorce on children of divorced parents. Participants were children of divorced parents aged 14-18 years, as well as school psychologists, principals, and teachers from elementary and high schools. Purposive sampling was used, and the researcher employed a thematic qualitative analysis approach, specifically narrative method. The results of the study showed that the main repercussions of divorce on children in post-divorce situations are economic, social, and psychological difficulties. The children's coping mechanisms following their parents' divorce were family support, social capital, governmental and non-governmental assistance, and children engaging in self-employment activities. The main negative effects of divorce on children in post-divorce situations were financial hardship, social consequences, psychological issues, and educational difficulties. Both male and female children experienced physical stress after their parents' divorce, but for different reasons: female children due to the weight of household responsibilities, and male children due to the outside work load. The researcher encourages parents to consider the impact of divorce on their children before making a decision to divorce. Governmental and non-governmental organizations should facilitate the placement of psychologists in primary and secondary schools to support and address the psychological impacts of divorce on children. Further research on this topic is encouraged.

Key words: Divorce, children, consequences, coping mechanisms

CHAPTER ONE

1. INTRODUCTION

Divorce is a widespread phenomenon in modern society, and it remains a significant life stressor for those involved, with potentially significant negative consequences for the mental and physical health of all family members. As such, the consequence of divorce on child wellbeing has been a subject of research for decades, and has long been considered a cause of a variety of serious and long-lasting behavioral and emotional issues in children and adolescents. In the past, parents were more likely to stay in a marriage, even if it was not happy, for the sake of their children. However, today, many couples divorce for relatively minor reasons, leaving their children to be raised by a single parent. Research has shown that children of single parents are more likely to experience negative outcomes than children raised by two parents, regardless of how well the single parent is managing (Gardner, 2008).

1.1 Background of the Study

Divorce has a significant impact on both the spouses and their children. In the United States, approximately one million children experience parental divorce each year (Writer, 2010). Research has shown that children of divorce are more likely to experience a variety of problems, including academic failure, poor peer relationships, and difficulty forming committed relationships. These issues can persist through adolescence and into adulthood. For example, data from the U.S. National Center for Health Statistics shows that children from single-parent and remarried families are more than twice more likely to experience emotional and behavioral problems than children from two-parent families (U.S. Census Bureau, 2002).

More than half of African urban parents are single, according to a 2011 study by Monama. Divorce rates in South Africa increased steadily from 1997 to 1999, but have since begun to decline. In 2005, there were 32,484 divorces reported, which means that one out of every two marriages in the country ends in divorce. This is concerning because it can lead to the disintegration of the family unit and negative outcomes for children.

Nearly half of all first marriages in Ethiopia end in divorce. A significant number of marriages dissolve within the first year, and the divorce rate continues to rise over time. Ethiopian parents typically provide love and support to their children, but when a divorce occurs, they may be so focused on their own issues that they neglect their children's needs. This can leave children feeling isolated and struggling with a range of issues that can damage

their self-esteem and personality. The rising divorce rate in Ethiopia means that many children are experiencing the trauma of divorce. (Tilson& Larsen, 2000).

Divorce is common in Ethiopia, with 45% of first marriages ending in divorce within 30 years (Tilsen and Larson, 2000). Similarly, the 1994 population and housing census in Addis Ababa found that 97,147 of 506,852 married couples were divorced (2017). Regardless of the causes and effects of divorce, it is becoming a major societal problem in Ethiopia, especially in Addis Ababa. Therefore, this study will empirically evaluate the consequences of divorce in Ethiopia.

1.2 Statement of the Problem

Children are highly vulnerable to the emotional distress caused by divorce. As their parents split up, divorce introduces drastic changes to their lives, often leaving them feeling caught in the middle of family conflict. Children may even blame themselves for their parents' marital problems. This paper examines the effects of divorce on children of ages 14 to 18 and offers coping mechanisms. Divorce often has negative consequences for children, as it breaks up families and forces them to live with one parent after the marriage is legally ended (Clarke et al., 2007). As a result, children may have to adjust their expectations to cope with the difficult situation at home. Children who experience their parents' divorce may feel uncertain about the future, leading to increased stress and negatively impacting their growth and development. Additionally, their inability to regularly communicate with one parent may cause feelings of loneliness and sadness. Due to their youth and impressionability, children may lack coping mechanisms to deal with their parents' divorce. Children may also experience a loss of social status as a result of the divorce (Clarke et al., 2007).

The child's age affects their reaction to divorce. Adolescent children may react differently to their parents' breakup than preteen children under nine, who may perceive it as a forced and harsh situation. Since one parent typically receives custody, their interactions with the other parent and other relatives in the extended family are diminished. Due to the substantial changes in their home environment, they come out as erratic, unpredictable, and remote.

Children may feel neglected and resentful, leading to withdrawal. Because of this, they could have the irrational desire to bring their parents back together in order to maintain their happy family life. In extreme situations, these kids could develop mood swings and moderate depressions. Additionally, the disunity being experienced may make them more insecure (Foxman, 2004).

Children develop deep bonds with both of their parents while they are young, making it challenging for them to accept a divorce. In order to assist them get through the emotional suffering they are experiencing, both parents must tell them that they can still count on them for everything. However, when they learn that their parents are getting divorced; teenagers are more prone to experience bitterness, rage, and despair. Teenage boys whose parents have separated or divorced sometimes withdraw and become more interested in their hobbies. Teenage boys can lose interest in their parents and adopt rebellious attitudes to mask their inner fears. Because he is likely to believe that his buddies are available for him anytime he needs them, an adolescent guy may favor spending time with his friends above his family. This demonstrates how teenage boys' anger feelings are reinforced by divorce, which may lead to them engaging in various vices. This is because, in his opinion, his parents did not put him first when deciding to get divorced. Teenage females' reactions to their parents' divorce may differ from boys' because kids are unable to discuss their experiences and anxieties with their parents, they may start to feel insecure. Teenage girls may struggle to cope with decreased parental attention, which can negatively impact their confidence and self-esteem. This may lead them to lose interest in social activities they once enjoyed, making it difficult to form healthy relationships (Clarke et al, 2007).

Divorce can have negative social, economic, and psychological consequences for the divorcing couple and their children. Marriage and divorce are both personal and societal issues. The success or failure of our marriages affects not only ourselves and our families, but also our neighborhoods, communities, and the nation as a whole. Divorce has become a serious issue, disrupting the traditional family structure and having a significant negative impact on individual emotional and mental health, especially for women (Bogale, 2008).

Serkalem's research also found that divorced women in Ethiopia are unable to secure the moral and financial support they need due to their social relationships. Life changes after divorce can lead to major adjustments for custodial parents, including changes in living arrangements, economic hardship, loneliness from social network changes, and role strain from the increased workload of caring for children and working outside the home (Serkalem, 2006).

In conclusion, the aforementioned facts showed that, most of reviewed literature has not been based on empirical evidence of the consequence of divorce on children. Despite the many discussions about the consequences of divorce on children and their coping strategies, there is

not enough empirical evidence based on Ethiopian data to support these claims. The studies conducted in existing Sub-City of Addis Ababa city administration also seemed to ignore the aspect of consequence of divorce on children. This study, therefore, is a modest attempt to bridge this knowledge gap.

1.3 Research Questions

1. What are the consequences of divorce on children living in selected Woredas of Yeka Sub-City?
2. What are the coping strategies of children of divorced parents living in selected Woredas of Yeka Sub-City?
3. What motivates children of divorced parents to use negative or positive coping strategies?

1.4 Significance of the Study

In a diverse and globalized world, knowledge of coping strategies for children affected by divorce is important for social psychologists, counselors, and developmental psychologists. Many studies have been conducted on the consequences of divorce on children in other countries with well-documented and organized statistical data, for some extent this is the case in Ethiopia. Exploring and understanding the consequences of divorce in selected Woredas of Yeka Sub-City is essential for providing guidance on improving the status of children's coping strategies. The findings of this study will help to reveal the nature of coping strategies and clearly depict the consequences of divorce on children. The outcomes of this study will also be useful for concerned groups and stakeholders in designing strategies to improve the well-being of children during the post-divorce period. The research will also be significant for parents, as it will enable them to understand the underlying behavior of their children due to divorce. The study will enlighten parents on the pivotal role that parents living together play in the socialization of their children at different levels. Additionally, examining and understanding the consequences of divorce on children and their coping strategies is vitally important to provide empirically verified information that will be helpful for future parents, schools, developmental psychologists, family and children counselors, and researchers. Finally, the study will serve as a reference for other researchers.

1.5 Scope of the Study

The current research explored the effects of divorce on children and ways to cope with it in two selected Woredas (Woredas Five and Ten) in Yeka Sub-City. The researcher observed the problem that the divorced parent's children faced when the parents come to collect alimony from Women and Children Affairs office, during practicum field work at Woreda 05. Additionally the two Woredas were selected due to financial constraints and proximity to the researcher's living place.

1.6 Organization of the Study

This research is divided into five parts. The first part introduces the topic and provides background information. The second part reviews the existing literature on the topic. The third part describes the research methods used. The fourth part presents and analyzes the findings. The fifth and final part presents the conclusions and recommendations of the study.

1.7 Definition of Terms

The definition of the term *Coping* refers to “a complex set of behaviors and cognitions that individuals use to deal with stress and adversity” In this paper, the term (Aspinwall, L. G., & Taylor, S. E. 1997). In this paper, the term *Coping* used to mean “a complex set of behaviors and cognitions that individuals use to deal with stress and adversity.”

The definition of the term *Coping Strategies* are “behavioral and cognitive tactics used to manage crises, conditions, and demands that are appraised as distressing” (D. Carr, T. Pudrovská 2007). In this paper, the term *Coping Strategies* is used to mean “behavioral and cognitive tactics used to manage crises, conditions, and demands that are appraised as distressing.”

The dictionary definition of the term *Divorcees* “the action or an instance of legally dissolving a marriage” (www.merriam-webster.com). In this paper, the term *Divorce* is used to mean the legal process of ending a marriage. It dissolves the legal bonds between the married couple and cancels or redefines their legal rights and responsibilities.

The definition of the term *motivations* “a process through which an individual's needs and desires is set in motion” (Rakes, & Dunn, 2010). In this paper, the term *Motivations* used to mean “a process through which an individual's needs and desires is set in motion.”

The definition of the term *Psycho-Social Problems* “Approaches look at the individuals in the context of the combined influence that psychological factors and the surrounding social environment have on their physical and mental wellbeing and their ability to function” (Rubington, & Weinberg). In this paper, the term *Psycho-Social Problems* used to mean “Approaches look at the individuals in the context of the combined influence that psychological factors and the surrounding social environment have on their physical and mental wellbeing and their ability to function.”

The dictionary definition of the term *Negative coping strategies* is “a stress-management strategy in which a person directly confronts a stressor in an attempt to decrease or eliminate it” (Cooper, 2010, p. 113). In this paper, the term *Negative coping strategies* is used to mean unhealthy coping mechanisms that provide temporary relief from stress, but have negative physical, mental, and emotional consequences that can worsen stress in the long run.

The dictionary definition of the term *Positive coping strategies* is “a stress-management strategy in which a person focuses on regulating his or her negative emotional reactions to a stressor” (Lazarus and Folkman, 1984, p. 141). In this paper, the term *Positive coping strategies* is used to mean “Adaptive, or healthy, mechanisms that are beneficial and often help a person develop resilience, which is the ability to adapt to difficult, stress-inducing events” (Bonanno, 2004, p. 21).

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This paper will review the extant literature on the consequences of divorce on children and their coping strategies. This review will provide a theoretical and conceptual framework for understanding the topic.

2.1 Introduction

Theories help us to understand the world around us. Each theory has its own strengths and may be relevant to the real world. This study will use two theories: stress theory and conflict theory. Stress theory explains how divorce affects children's psychological well-being, while conflict theory explains how divorce affects children's social well-being.

Some research has shown that conflict, not divorce itself, is the main factor that affects children's adjustment. For example, Bishop and Ingersoll (1989) found that marital conflict had a greater impact on adolescents' self-concept than family structure. Mechanic and Hansell (1989) also found that family conflict was more directly related to long-term changes in children's well-being (such as sadness, anxiety, physical symptoms, and self-esteem) than divorce, current parent separation, or parental death. In addition, they found that adolescents in two-parent families with high conflict levels were less happy than those whose families were divorcing and had minimal conflict.

A survey of secondary school students in the Netherlands found that children living in single-mother families with no parental conflict and high contact with the departed father have lower well-being than children living in two-parent families without parental conflict. This suggests that the degree of parental conflict after divorce is more important for children's well-being than the degree of contact with the departed father.

Research by Amato, Loomis, and Booth (2010) found that the severity of conflict between parents before divorce affects how children adjust to divorce in young adulthood. Children from low-conflict homes fared better as young adults if their parents remained married than if they got divorced. In marriages that did not end in divorce, the level of parental conflict was inversely correlated with children's well-being. The literature suggests that divorce has

negative consequences for school-aged children, especially in terms of self-concept, psychological, and social problems.

Stress theory also theorized that, stress is “a perceptual phenomenon arising from a comparison between the demand on the person and his ability to cope. An imbalance gives rise to the experience of stress and to the stress response” (Cox & MacKay, 1981, p. 1) Psychological stressors are the most common stressors in modern life. Stress from worrying about unlikely events like losing our jobs or our loved ones getting wounded happens considerably more frequently than when we are actually in danger. Children who see their parents' divorce are more likely to exhibit depressive, withdrawn, acting out, and other abnormal behaviors. Psychosocial stressors are a significant, pervasive risk factor for children's mental health disorders, as is widely documented. Children in a divorced family, regardless of age, consider these shifts as significant losses and are extremely resentful of the stresses and challenges that occur in long-standing family celebrations, customs, daily routines, and special moments. Children who have grown up still perceive their parents' divorce in quite different ways than the parents do.

2.2 General Concepts of Divorce

A recent study by McLanahan and Garfinkel (2001) found that most low-income unmarried parents with romantic partners want to get married and build stable families. The study surveyed 5,000 low-income married and single parents in 20 locations across the United States. Half of the unmarried mothers reported having a romantic relationship with the father of their child, and 83% of those mothers said they wanted to get married. The majority of the romantically linked couples said there was at least a 50% chance they would get married in the future. The researchers found that about a third of the couples had a high likelihood of getting married based on their employment history and other factors. Another third had issues, such as a lack of employment that could be resolved. The remaining third were poor candidates for marriage due to a history of violence, incarceration, or other problems (McLanahan, Garfinkel, and Mincy, 2001).

Researchers are developing and testing new ways to help couples prepare for and thrive in marriage and parenthood. For example, Drs. Phil and Carolyn Cowan of the University of California, Berkeley, have developed and tested family instruction models for over 20 years. Dr. Pamela Jordan of the University of Minnesota has developed the Becoming Parents Program, a couple-focused educational research program that is currently being tested in a

large randomized trial. The more open-ended therapeutic sessions, which typically entail group talks facilitated by trained professionals, help couples identify and resolve their marital issues. The structured group discussion models that were most thoroughly reviewed focused on couples right after the birth of their child, an event that causes a significant and long-lasting reduction in marital satisfaction. Couples attend group sessions with a licensed therapist for a total of six months, beginning three months before the baby is delivered and concluding three months later. Initially, compared to a similar group of families that did not take part in the program, marital satisfaction surged and divorce rates fell. However, the impacts of divorce began to diminish by the five-year follow-up period, despite the fact that marital satisfaction was still high for those couples who remained together (Schultz and Cowan, 2001). Recent research by John Gottman, Cowan & Cowan, and others seems to yield more encouraging outcomes.

Children benefited from both John Gottman's model of marital education and skill development and the Cowans' style of teaching through regulated group discussions. The Cowans discovered that their couples' education and group discussion program had a beneficial impact on the academic performance of children whose parents participated. According to Gottman, there has been an improvement in the parents' ability to cooperate with their young child, and paternal engagement has steadily increased.

2.2.1 Perspectives and Status of Divorce in Developed Countries

Almost half of marriages in the past three decades have ended in divorce (Powers, 1997; Wallerstein and Lewis, 2004). Half of the one million children whose parents comprise the annual divorce rate are six years old or younger at the time of divorce (Wallerstein and Lewis, 2004). Children whose parents divorce frequently face different challenges than those whose parents cohabit. There is proof that children whose parents divorce suffer from mental distress. Young children in particular struggle with anxiety and despair. Both student conduct and academic success are negatively impacted in schools. Long-term effects of these disadvantages might include declining high school graduation rates and years of real education completed. Furthermore, kids raised in single-parent families have a higher likelihood of becoming delinquent than their peers whose parents stay together (Seltzer, 1994).

With millions of children affected annually, divorce has become a very typical occurrence in the United States. One in five school-age children live in families with only one parent, with the average age being around seven (Pardeck, 1996). For a youngster, divorce is emotionally

equivalent to losing a parent to death. Knowing that alone makes it clear that divorce is a difficult and stressful experience for youngsters (Pardeck, 1996).

Hanson (1999) argues that pre-divorce conflict can explain the negative effects of divorce on children. He cites two premises to support this argument: (1) parental conflict lowers child well-being, and (2) couples who later divorce tend to have more conflict than couples who stay together. Hanson also notes that societies where marriage is optional and relationships are built on emotional interchange tend to have higher divorce rates.

In a phenomenological study of divorce, Hanson (1999) found that the divorce transition itself can also harm children's well-being. This is because divorce is often associated with income loss, residential instability, changes in friendship networks, reduced contact with the nonresident parent and other relatives, and changes in relationships with resident parents. All of these changes can represent losses of economic and social capital for children. (p.1285)

According to some earlier studies, children are more negatively impacted by divorce during their early years than they are when it occurs during their elementary, middle, and high school years. Children from one-parent homes were found to perform worse on cognitive, social, and behavioral tests throughout their first three years of life than were children from intact families. Research has shown that preschool children are more distressed than older children after a divorce. (Nair & Murray, 2005).

2.2.2 Perspective and Status of Divorce in Developing Countries

Divorce is now a common solution for unhappy marriages, but even amicable divorces can disrupt society's fundamental unit, the family. Many people in unhappy marriages leave rather than work on their problems, seeking their own happiness instead of their children's. Every year, approximately one million divorces occur, resulting in two spouses who must adjust to their new lives. The emotional process of divorce takes several years to complete (Wallerstein & Blakeslee, 1989), and the overall adjustment can vary greatly depending on the circumstances and the level of conflict between the divorcing spouses. Some people adjust quickly, while others never fully recover. One researcher calls the first two years after divorce the "crisis period," during which dramatic changes become commonplace. During this time, roles, residence, economic status, sexual habits, clothing, personal behavior, and/or careers may all change (Hertherington & Kelly, 2002).

While many people believe that divorce ends the relationship between a husband and wife, it actually transforms it into a different kind of relationship. Divorce may be a single event, but it results in the loss of a spouse, family, and familiar routines for both the initiator and non-

initiator. Both parties must struggle to build new lives and relationships. The changes in family composition, roles, relationships, and economic circumstances have a significant impact on how the family functions (Greef and Van Der Merw, 2004).

2.2.3 Perspective and Status of Divorce in Africa

Researchers have studied the effects of divorce on children extensively in Western countries. They have examined a variety of outcomes, including academic success, health, behavioral problems, and emotional well-being. The research shows that divorce often has a negative impact on children, and the effects can last into adulthood. Adults who have divorced parents are more likely to have lower levels of education, higher rates of depression, lower incomes, worse physical health, and a higher chance of getting divorced themselves. It is not clear whether the results of these studies on the effects of divorce on children can be applied to children living in Sub-Saharan Africa. However, it is likely that divorce has a similar impact on children regardless of where they live (Wolfinger et al. 2003).

Divorce has short-term, medium-term, and long-term effects on children. In the first two years after a divorce, most children experience some adjustment problems. Boys often have behavioral problems, while girls often have emotional problems.

There are two ways to use statistics to express the effects of divorce on children between the third and tenth years after the divorce:

1. Differences in average well-being or maladjustment: Children of divorce have a higher average level of maladjustment than children from intact families on a number of adjustment measures, including conduct problems, emotional problems, academic performance, self-esteem, and relationships with parents.
2. Proportion of children with adjustment difficulties: A small proportion of children from divorced families have difficulty forming and maintaining stable marital relationships, have psychological adjustment difficulties, and achieve a lower socioeconomic status in adulthood compared to adults who grew up in intact families.

It is important to note that the correlation between divorce and negative outcomes for children does not mean that divorce always has a negative impact on children. Divorce can have a negative impact on some children, but it is important to remember that the effects of

divorce vary depending on a number of factors. There are many children who thrive after their parents' divorce (Kotwal and Prabhakar, 2009).

2.2.4 Perspective and Status of Divorce in Ethiopia

A study by Bogale (2008) revealed that women experience an income decline of about 30% while male experienced about a 10% drop in income. Divorced women face more hardship three years after their unions fall apart than their married counterparts. Custodial mothers experienced higher levels of anxiety, depression, rage, and self-doubt in the first year following divorce than did married mothers. Additionally, they were more inconsistent in their use of discipline, spoke less with their kids, disciplined their kids more, and showed comparably less care for them.

2.3 Consequences of Divorce

Several studies have investigated the relationship between the family environment and children's coping mechanisms. In contrast, few studies have examined the relationship between parenting and children's coping skills. The limited research suggests that consistent discipline from both parents and maternal support are all linked to improved coping skills (Brook et al., 2002; Smith et al., 2006).

A study by Kotwal and Prabhakar (2009) found that divorced mothers experienced more stressful life events than married women, such as demotions, layoffs, accidents, serious illnesses, and problems with their parents. Divorced mothers are often caught in a vicious cycle of financial difficulties and other challenges. The study also found that divorced women tend to feel lost and directionless, especially those who previously defined themselves in terms of their spouse.

2.3.1 Consequences of Divorce on Children

Imagine a couple from any American town entering a local psychologist's office with divorce-related materials. The divorcing wife references a recently published book that claims conventional knowledge has exaggerated the long-term negative effects of divorce. The husband, who wished to patch things up for the benefit of their two school-age children, however, stands by a different book that depicts a more somber picture of the effects of divorce on young children, who, despite appearing normal, suffer disadvantages when compared to kids whose parents are still together. What will happen to these couple's children

if they divorce? How will the impending divorce of the parents affect the academic prospects of their children? How can schools give their instructors tools to support children of divorced parents in their academic pursuits? Divorce and scenarios like the one above have an impact on millions of children every year. Evidence from experiments shows that kids with divorced parents are much more likely to struggle in school (Seltzer, 1994).

Serkalem (2006) also studied the socioeconomic impact of divorce on women and their children, and found that divorced women in Ethiopia often work in the informal economy, selling homemade goods, gathering firewood, and retailing. This can be a difficult and stressful life, and many single mothers in Ethiopia experience anxiety.

2.3.2 Demographic Consequences

In the 1980s (Wallerstein and Kelly, 1980; Hetherington, 1982), psychologists began to publish research showing that divorce was harmful to children, even in middle-class families. Sociologists and demographers also began to study the relationship between poverty and single parenthood, and their work suggested that family structure plays an important role in child well-being (Furstenberg and Cherlin, 1994). Of course, the discussion of single parenthood also includes issues of race and gender. In 1965, 24% of all births to African-American women were outside of marriage. Today, that rate has risen to approximately 70%, while the rate of unmarried births to white women is only about 24%. While single parenthood can be challenging for parents and children of all races and ethnicities, it is particularly prevalent and problematic in the African-American community (McLanahan and Sandefur, 1994).

But the narrative has complexities. Yes, children benefit more from having two parents, but only if both parents are the child's biological or "intact" (as opposed to being remarried) parents. In fact, there is considerable data that suggests second marriages may be detrimental to teenagers. Additionally, a healthy marriage is the only one that may benefit children. A "healthy marriage" is defined as having a high level of positive relationship, fulfillment, and stability and a low level of conflict, however this description is itself up for controversy. Because of the direct harm that results when children witness parental conflict as well as the indirect consequences that conflict has on parenting abilities, unhealthy marriages marked by significant parental conflict clearly represent a risk to the wellbeing of children. Marital conflict is linked to children acting out more aggressively and disruptively, which seems to

cause peer rejection, academic failure, and other antisocial tendencies (Cummings and Davies, 1994; Webster-Stratton, 2003).

2.3.2.1 Cultural Trends

Most of the time, people see divorce as something that not only causes distress for the offspring but also influences other unfavorable life consequences. This kind of thinking was refuted by Hetherington and Kelly's (2002) finding that 75% of divorced children do not have any significant psychological, social, or academic issues. However, it also indicates that 25% of divorced children do experience these issues as adults (Hetherington and Kelly, 2002).

Children who become involved in their parents' divorce are more likely to experience stress than children who do not. Children with separated parents demonstrate lower outcomes in various dimensions compared to those from intact families (Lucas, Nicholson, & Erbas, 2013). While parental separation may provide relief from being exposed to highly frequent and intense disagreement between parents, it also often tends to produce a variety of additional disruptions for the children. Divorce causes a number of challenges for children (Baxter, Weston & Lixia, 2011).

2.3.2.2 Cultural Belief

Research has shown that young children are often less imaginative in the first few months after a divorce. They may become culturally passive and more dependent, demanding, unaffectionate, and disobedient than their peers whose parents are still together. They may also be more afraid of abandonment, loss of love, and physical harm. Some research suggests that a quarter of children blame themselves for their parents' divorce. Preschoolers in particular often exhibit increased stress and anger for up to a full year after their parents' divorce. Many young children experience a severe worsening of their psychological condition and may show signs of regression in toilet training. They may also crave attention from strangers. Older preschoolers may become whiny, irritable, and aggressive, and may have problems playing with other children (Zinsmeister, 1997). Children's reactions to divorce vary depending on their age. Very young children seem to suffer less than older children. Children between the ages of 6 and 8 often think they are to blame for their parents' divorce. Most children, especially boys, experience academic problems when their parents are going through a divorce (Pardeck, 1996).

2.3.3 Economic Consequence

Divorce can have a negative impact on both physical and mental health, especially in the immediate aftermath of separation. This is due to a number of factors, including changes in residential arrangements, economic status, social networks, and role demands. Additionally, the loss of a familiar way of life, the loss of a longstanding partner, and the fear of being unable to meet the challenges of single parenthood can all contribute to episodes of depression. Despite the negative attitudes towards divorce that are prevalent in most societies, some people argue that marital dissolution can have positive effects on overall well-being. Even in the midst of the most unhappy and turbulent situations, there are often moments that can help people to see the positive sides of a marital breakup(Boon, 2005).

2.3.3.1 Parental Alliance

The Bush Administration has proposed policies to encourage and support healthy marriages in order to address the poverty-related problems of single-parent households and improve the well-being of low-income children. This is because a large proportion of children in the United States are born outside of marriage or grows up in single-parent households due to divorce. For example, fewer than 10% of married households with children are poor, compared to 35-40% of single-mother families. Research has shown that children who grow up in two-parent households tend to do better on average than children who grow up in single-parent households, even after controlling for other factors such as family background (McLanahan and Sandefur, 1994).

2.3.3.2 Parental Remittance

Not surprisingly, low-income couples have fewer resources to cope with life's vagaries. They are more likely to lose their jobs, have an unanticipated health or family crisis, be forced out of their homes, become victims of violent crimes, etc. They consequently have more trouble than people from the middle class starting and maintaining marriages. Low-income couples, with the exception of African-Americans, are not less likely to get married, but when they do, they are more likely to divorce. However, data from the Fragile Families study, which included 5,000 low-income couples who had recently welcomed children, and ethnographic interviews with low-income women in Philadelphia conducted by Kathy Edin of Northwestern University provide convincing evidence that low-income people share the same normative commitment to marriage that middle-class family's exhibit. According to Kathy

Edin's testimony before the Senate Finance Committee, the impoverished already have a strong belief in marriage. The impoverished want to get married, but they demand a good marriage. The only way to prevent an almost certain divorce is to do this (Edin and McLanahan, 2010).

Why do low-income couples have more difficulty maintaining strong marriages than better-off couples, even though they share the same commitment to marriage? One reason is that low-income couples experience more stressful life events and have fewer resources to cope with them. This can strain the relationship and make it difficult to find time for bonding and relationship development. Additionally, the problems that low-income couples face, such as substance abuse, job loss, eviction, infidelity, chronic illness, and criminal activity, are often more severe than the problems faced by better-off couples (Edin, 2004; Karney, Story, and Bradbury, 2003; Heyman, 2000).

2.3.4 Social Consequence

Although it is appropriate to be concerned about the number of non-marital births in the United States, it is frequently overlooked that birth rates among single women only tell part of the story. In fact, birth rates among unmarried adolescents and African Americans have decreased; for instance, since 1960, unmarried African American women's rates have decreased by 25%. (Offner, 2001).

The rising number of unmarried births in the United States is due to a number of factors, including the increasing number of women who are delaying marriage, the fertility rate of unmarried women, and the overall marriage rate. The non-marital birth rate is calculated by multiplying the noncapital fertility rate (births per 1,000 unmarried women) by the marriage rate and dividing by the fertility rate among married women (births per 1,000 married women).

In the 1970s and 1980s, families responded to stagnant and declining wages, incomes, and earnings by having fewer children and requiring both parents to work (Levy, 1988). This has contributed to the increase in the percentage of non-marital births in the total number of births.

According to Exchange Theory, people weigh the costs and benefits of social interactions and make decisions based on their past experiences and tolerance for pain and pleasure (Alix, 1995). When a child is experiencing the pain of divorce, they may have less tolerance for

academic frustration. On the other hand, if they see school as a safe haven from the challenges of a broken family, they may love school and all the benefits it has to offer. Exchange Theory teaches us that the school environment is important for children who are going through a parental divorce. The school and classroom setting should be safe and welcoming so that the child feels comfortable discussing and counseling about their new family status. Teachers and administrators should also be friendly so that the child feels comfortable opening up and expressing their thoughts and feelings, both positive and negative.

.2.3.4.1 Co-parental Interaction

The lives of children of separation and divorce are changed psychologically and socially. Along with changes in the family, they must adapt to new responsibilities and relationships. Even though separation and divorce can occasionally ease tension at home, for many children the split causes additional stress, strain, and conflicting loyalties (Pardeck, 1996). Parental conflict may function as a stressor for children, affecting how well they adjust psychologically, according to Hanson (1999). Through the process of social modeling, in which children pick up the same behavioral coping mechanisms that their parents do during conflict episodes, parental conflict may also have an impact on a child's behavior (p. 1283).

2.3.5 Behavioral Consequence

Children of separated or divorced parents showed more behavioral issues, and the parental marital stress that comes with divorce puts the child's social skills at danger (Baxter, Weston & Lixia, 2011). Children's behavior modifications following a parental divorce are also apparent. According to Seltzer (1994), young children with divorced parents generally experience disadvantages such as mental anguish, anxiety, and depression. Additionally, they do less academically at school, which can have long-term implications like raising the high school dropout rate. Additionally, significantly impacted is social behavior. Children who have experienced divorce are five times more likely to be expelled or suspended, and they are twice as likely to repeat a grade (Zinsmeister, 1997).

2.3.5.1 Childrearing Adaptation

Interventions are required due to the children's heightened behavioral changes following a divorce. Intervention techniques to aid children in adjusting to divorce will be covered in this section. By the time they turn 18, roughly 50 to 60 percent of all children in the United States have experienced the effects of divorce, according to Miller, Ryan, and Morrison (1999). Almost every teacher needs to be aware of how divorce may affect students' conduct in the classroom. Contrary to certain other stresses, issues associated to divorce might continue to cause stress to children for up to 8 years after the separation. As a result, teachers are probably dealing with a range of divorce-related difficulties with their pupils at any one time. Understanding the effects of divorce, creating a safe setting where children may express their thoughts and difficulties, teaching children how to cope and self-regulate, and providing parents with resources are all necessary for effective teaching of these children (Miller, Ryan, & Morrison, 1999, p. 285).

Helping divorced children comprehend what's going on and letting them express their emotions are some tips for teachers and principals. Teachers must keep a watchful eye on students and inform both parents on grades, assignments, projects, conferences, events, etc. Social workers and school counselors may also be used to assist in working with these children. These parents can also be recommended for and offered parent workshops. Teachers, principals, parents, and children will all be more able to handle the stress of a parental divorce by working together. Teachers need to be aware of the significant effects divorce and separation have on students' learning (Frieman, 1997).

It is also vital to give children a way to express themselves in order to help them get through these challenging situations. Children who are reading for therapeutic purposes can relate to the characters and better handle their emotions. Children can find outlets for coping and healing in life crisis books, picture books with emotional terminology, and journal writing and art. Children must learn how to communicate. Teachers can learn more about the thoughts and concerns of the students by starting interactions with them. During this time, teachers must support these kids' feelings of safety, security, and protection while also enabling their academic and emotional growth. Last but not least, educators must support these kids emotionally, give them individualized attention, and develop problem-solving skills (Lowe, 2009).

2.3.5.2 Childrearing Attribution

Children who are insecurely attached to their parents after a divorce are more likely to experience behavior and academic problems later in life. Research has shown that young children who are labeled as insecure are more likely to have negative long-term outcomes. For example, children who were insecurely attached as infants were more likely to be overly dependent and criticized by teachers by the time, they were four or five years old. In contrast, children who were securely attached were less emotionally vulnerable. By the age of 10, insecurely attached children were less socially skilled and more reliant on adults than children with secure attachment histories. Most explanations for the effects of divorce on children focus on the absence of a parent, the adjustment to a new living situation, and the conflict and stress between the two parents (Nair and Murray, 2005).

2.3.6 Psychological Consequence

Children can suffer the stress of divorce at any age, and the majority of them show short-term behavioral issues, emotional discomfort, and developmental difficulties. Teachers need to be sensitive to their needs because students frequently look to them for support and consolation (Pardeck, 1996). Young children who experience attachment insecurity following a parental divorce may subsequently experience behavioral and academic issues. According to research, young infants who have been labeled as insecure may be more likely to experience unfavorable long-term effects. Children who were labeled as insecure as newborns were overly dependent and regularly drew criticism from teachers by the time they were four or five years old. In contrast, children who had a solid attachment were discovered to be less emotionally reliant. When compared to children with stable attachment histories, these insecure kids were less socially adept and more reliant on adults at the age of 10. Most analyses of how divorce affects children focus on the absence of a parent, adjusting to a new home, and conflict and stress between the two parents (Nair and Murray, 2005).

2.3.6.1 Interpersonal

Stressful life events can have a significant impact on children's mental health. Coping processes, such as how children deal with these events, can mediate and moderate the relationship between stressors and mental health problems. Coping strategies that focus on the stressor or the child's emotional reaction are generally associated with fewer mental health problems than strategies that focus on avoiding the stressor or the child's emotional

reaction. Coping efficacy, the child's belief that they can cope with the demands and emotions of stressful situations, has also been shown to be negatively related to mental health problems and to mediate the relationship between active coping and mental health problems (Compas et al., 2001).

The many changes in household and family relationships that come with divorce can be stressful for children and threaten their emotional security. Common changes include moving to a new home, adjusting to a mother's new employment status, changes in childcare arrangements, and disruptions to the daily routine. After a divorce, a mother's parenting methods, especially those involving punishment and control, may become more inconsistent, putting her children's emotional safety and attachment at risk. Children who experience multiple transitions and changes in their family structure as their parents remarry and divorce may have a harder time adjusting emotionally and socially. In a study by Pike (2000), there were few significant differences between children from single-parent households and their matched two-parent counterparts on a variety of measures. However, when looking at the average scores, Pike found that the single-parent children were still scoring in the average to above-average range on the dependent measures, even when there were significant differences between the single-parent and two-parent children. This suggests that the single-parent children were not performing as well as their two-parent peers, even though they were still performing above average.

2.3.6.2 Intrapersonal

Even though peers become more influential during childhood, the family is still the most important setting where children learn how to cope with stress. A study examined how two aspects of the family context, the quality of the mother-child bond and effective punishment, are related to three types of coping strategies: active coping, avoidant coping, and effective coping. Active coping refers to trying to solve a problem or change the situation, while avoidant coping refers to trying to avoid the problem or ignore it. Effective coping is when a child is able to use a coping strategy that helps them to deal with the problem in a healthy way. According to Sandler et al. (2000) and Smith et al. (2006), active and avoidant coping strategies are different ways of engaging or disengaging with a stressful situation.

Teachers can support children who are going through a divorce by providing them with guidance, resources, emotional support, and encouragement for their hobbies. Teachers should give children the opportunity to express their emotions and feel heard, and they should prepare them for any potential changes. To give children some control, teachers can give them leadership responsibilities in the classroom. Teachers should interpret academic and behavioral regressions with caution. Through communication and listening skills, teachers can help children identify and express what is troubling them. Teachers can also form a group to discuss and develop solutions for divorce-related issues in the classroom. Professionals can also create a list of reading resources for children, teachers, and parents, ask the librarian for age-appropriate literature, and find related websites to share with parents. Finally, teachers can request that the school psychologist or counselor lead workshops or provide resources on how to deal with divorce-related issues. Another helpful strategy would be to create a handout for parents with advice on how to help their children cope with the challenges of divorce (Miller et al., 1999).

In addition to providing their children with therapeutic reading and teacher support, parents can also help their children cope with divorce by staying involved and in touch with the teacher, focusing on the children's needs, avoiding conflict, and setting a good example. Parents should also improve their parenting skills and consider seeking professional help if needed (Ahrns, 2007). Divorce is more common among people with low incomes and low levels of education (Powers, 1997). There are programs available to help families with communication skills, career training, and school readiness. This is another way for parents to help their children adjust to divorce.

2.3.7 Legal Consequence

In Western countries, divorce rates rose in the 1970s and have since stabilized at a high average. In countries like the United States and the United Kingdom, half of all marriages end in divorce. India still has lower divorce rates than Western countries, but the number of divorces in India has been increasing rapidly in recent years. According to recent statistics from reputable media sources, at least 40% of marriages in Mumbai and Thane end in divorce (Viju, 2008).

The Family Courts Act aimed to establish courts with gender-sensitive judges, social workers, and other trained professionals who could hear and decide on family disputes without having to follow formal legal procedures. This led to counseling becoming an important part of the conciliation process. Divorce is a stressful experience for everyone involved, but children are particularly affected because they tend to internalize their problems (Amato & Keith, 1991).

2.3.7.1 Legal Verdicts

Johnston et al. (1985) studied 39 families who were fighting over custody or visitation rights. Their study showed that parental conflict can have a devastating impact on children, even if the children are not directly exposed to verbal or physical abuse. Parents often involve their children in disputes by using them as witnesses, spies, or messengers, or by asking them to take sides. This can be very damaging to children's emotional well-being. Only 5% of parents in the study said that they routinely shielded their children from conflict and the aftermath of conflict, such as depression. Children of different ages reacted to parental conflict in different ways. Younger children were more likely to show signs of distress, such as crying or trying to stop the fight, than older children. One-quarter of the children displayed aggressive behavior, while two-thirds tried to avoid the conflict. Even though children from both arguing and non-arguing families try to manage, ignore, and avoid conflict, children from arguing families are more likely to be upset and yell. According to Johnston et al., the severity of parental conflict, the amount of parental disagreement, and the length of the conflict over the child can all be used to predict how emotionally and behaviorally troubled a child will be.

2.3.7.2 Legal Custody

The parent who wins custody may be forced to spend more time working due to the heavy financial burdens he or she is faced with after the divorce. In addition, a family might be compelled to move from where they are living now to another location, which could cut off kids from the familiar social setting. Children find it challenging to adjust to these changes because they can be required to live in a less desirable residential area. Children may find it challenging to leave behind their former life if parents are required to enroll them in new schools. In order for children to have a good outlook on the future, it is crucial for parents to prepare them for any changes that may come about as a result of divorce. Children could attribute the divorce to one of the parents if they were aware of previous arguments between

them before the separation. Due to the emptiness kids experience after divorce, they ultimately come to lose regard for the parent who is seen as being in charge. In some situations, boys whose parents are divorcing are prone to turn rebellious and disrespectful, while girls may withdraw and become less socially active. Some kids may start developing undesirable behaviors that are detrimental to their long-term growth and development as a result of inadequate parental supervision. Some of them could overuse alcohol and other substances to hide their emotional issues. In addition, some children may be tempted to join criminal gangs to engage in crime because they are likely to feel that their parents have rejected them (Clarke and etal, 2007).

2.4 Coping Strategy of Children

Because children's behavior often changes after a divorce, interventions are needed to help them cope. Teachers need to be aware of the potential impact of divorce on their students' behavior in the classroom (Miller et al., 1999). Unlike some other stressors, divorce can continue to cause stress for children for up to 8 years after the separation. To effectively teach children who have been through a divorce, teachers need to understand the impact of divorce, create a supportive environment, provide safe channels for children to communicate their feelings and problems, teach coping and self-regulation skills, and have resources to help parents.

Younger children experiencing divorce tend to act out more and draw attention to them in the classroom disrupting the environment. They could also exhibit passivity and withdrawal. Helping the kids comprehend what's going on and letting them express their emotions are some tips for teachers and principals. Teachers must keep close tabs on students and tell both parents on grades, assignments, projects, conferences, events, etc. Social workers and school counselors may also be used to assist in working with these kids. These parents can also be recommended for and offered parent workshops. Teachers, principals, parents, and children will all be more able to handle the stress of a parental divorce by working together. Teachers need to be aware of the significant effects divorce and separation have on kids' learning (Frieman, 1997).

It is important to give children ways to express themselves during difficult times. Children can relate to the characters in therapeutic books and learn how to better manage their emotions. Life crisis books, picture books with emotional vocabulary, journal writing, and art can all help children cope and heal. Children also need to develop their communication skills.

Teachers can start conversations with children to find out what is on their minds. Teachers should also support these children's sense of safety, security, and protection during this time, while also helping them to grow academically and emotionally. Parents need to provide emotional support and one-on-one attention to their children, as well as teach them problem-solving skills. Children's books are increasingly addressing sensitive topics such as bullying, divorce, and death. In the past three decades, there has been an increase in the number of books published on these personal and challenging issues for children, due to changes in society (Lowe, 2009).

Adults can help children identify and express their feelings by communicating with them and listening to them (Miller et al., 1999). Other recommendations include:

Parents can aid their children in coping with divorce in addition to providing them with therapeutic reading and teacher support. In addition to remaining involved and in touch with the teacher throughout and after a divorce, parents must concentrate on the needs of the kids. Parents should avoid hostilities and disagreements and set a good example for their children. Parenting abilities must be improved, and treatments should be taken into consideration (Ahrons, 2007).

2.5 Empirical Studies

Divorce by Margaret Pursell is a book for children aged 5-8 that explains divorce in a clear and simple way. It uses short explanations and pictures of children in loving relationships with one or both parents to reassure children that they will still be loved and cared for even though their parents are getting divorced (Pardeck, 1996).

Jekielek (1996), explains a study published in the US National Longitudinal Surveys of Youth found that children who lived in high-conflict households performed worse in school than children who also experienced high conflict but whose parents had divorced at least two years earlier. However, both parental conflict and divorce were linked to a decline in children's well-being.

Conflict theory suggests that parental conflict has a significant impact on how children adjust to divorce. Most theorists agree that parental conflict has at least some negative effects on children's post-divorce adjustment. For example, conflict has been shown to affect children's behavior, social skills, and ability to cope with change (Johnston et al. 1985).

These two theories are combined into a developmental framework by the cascading route model proposed by Cummings, Davies, and Campbell in 2000. According to this viewpoint, stressful life events like divorce can exacerbate developmental task failures, increase vulnerability to mental health issues, and decrease developmental abilities. Children's successful adaptation is thought to be largely influenced by parenting, and the abilities and resources that children build via successfully completing early developmental tasks serve as valuable resources for coping with more difficult tasks down the road. Regarding the current study, this paradigm indicates that parenting is a crucial tool for promoting the use of adaptive coping mechanisms in the post-divorce period, which may eventually result in more favorable results.

Divorce is a stressful experience for children of all ages, and most children will experience short-term developmental disruptions, emotional distress, and behavior problems as a result. Palosaari and Aro (1994) found that a child's immediate response to their parents' divorce is influenced by their age at the time of separation. Since children often turn to their teachers for help and support, it is important for teachers to be sensitive to their needs (Pardeck, 1996).

Once mothers have re-stabilized their lives and circumstances, children may feel more emotionally secure. However, the disruption of parenting styles and practices may have long-term consequences for socialization (Seltzer, 1994). While divorce can be harmful for some children, it has no impact on others.

Children's books are increasingly addressing sensitive topics such as bullying, divorce, and death. This is due to societal changes that have occurred over the past three decades, which have led to more books being published on these personal and challenging issues for children. (Lowe, 2009).

According to Kalyani's (2009) estimates of the number of divorce cases filed with the Family Court increased by nearly 80% between 1999 and 2009. Family Court counselors have a wide range of powers, including visiting homes, assessing the standard of living of the spouses and their relationship with their children, and obtaining information from employers. Only after the preliminary meeting with the marriage counselor does the case proceed according to the rules of the Code of Civil Procedure. Despite the Central Government's encouragement and assistance to the State Governments in establishing Family Courts in every district, there are

currently only 212 Family Courts operating nationwide, with 22 of those in Maharashtra (Ministry of Law and Justice, 2012).

In my view divorce should not be seen only from the angle of the marital partners. Its impact on the lives of children should also be looked at since it disintegrates the family unity. It is a social evil in itself and major contributing factors for most of societies ill such as prostitution, streetism, juvenile delinquency, homosexuality, drug addiction, alcoholism and other crimes (Abebe, 2008).

Zenaye, (2008) addressed the principle of the best interest of the child. She argued that custody decision should precede the decision of the divorce itself and emphasized that children have to have a say in matters affecting their lives and the battle over legal custodies is instrumental that is to save the child support money.

2.6 Summary of Review of Related Literature

Divorce is a stressful experience for everyone involved, and it can have a negative impact on the physical and mental health of all family members. This review aims to provide specific information about how divorce affects family life. Children from divorced families are more likely to engage in criminal behavior, drop out of school, develop addictions, and exhibit delinquent behavior in their communities. Divorced families are also more likely to be involved in crime, theft, and immoral behavior. Custodial parents who get divorced face many challenges, such as moving to a new home, financial hardship, and loneliness from losing social ties, and role stress from trying to balance work and childcare. Most people experience a decline in their physical and mental health after a separation, depending on their financial situation, social networks, and role expectations. Even though divorce is often frowned upon, some people argue that it has benefits for their overall well-being. The least common causes of divorce include a woman's education level, disagreements about parenting, long absences from home, and refusal to help with household tasks. The most common causes of divorce are communication problems, poor conflict resolution skills, growing apart and losing commitment, financial difficulties, alcohol addiction, lack of life experience, and physical abuse. Before a couple decides to get a divorce, there are many things they can do to try to save their marriage.

Keywords: Life, Parents, Children, Marriage, Divorce

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1. Research Design

A research design is a plan for how to answer a research question. It includes guidelines for strengthening the study's integrity. In this study, a qualitative research paradigm was used to explore and describe the consequence of divorce on children of divorced parents. Qualitative research is exploratory, descriptive, and contextual, which means that it is used to learn about people's experiences and perspectives in a particular context. According to Brink (2009), a research design is a sequence of logical steps that the researcher takes to answer the research question. It provides a blueprint for the study and specifies how the researcher will collect and analyze data.

In this study, the research design involved conducting semi-structured interviews with children of divorced parents. The interviews were designed to explore the children's experiences of divorce and its impact on their lives. The data from the interviews were then analyzed using thematic analysis to identify common patterns and themes.

The researcher used a phenomenological approach, which is a type of qualitative research. Phenomenology is a research method that focuses on understanding people's experiences as they have lived them. It is based on the idea that each person's experience of the world is unique and shaped by their individual characteristics and circumstances.

In this study, the researcher used phenomenology, according to Streubert & Carpenter (2006), to understand the experiences of children who have experienced divorce. The researcher conducted interviews with the children to learn about their thoughts, feelings, and behaviors related to divorce. The researcher then analyzed the interview data to identify common themes and patterns.

3.2 Study Area

Due to the proximity of Yeka Sub City to the researchers living and working location, it served as the site of the current study. The location of Yeka Sub City is northeast of Addis Ababa. This sub city is bordered by the districts of Gullele, Arada, Kirkos, and Bole. With 4,285 persons per square kilometer, the sub-city has a total size of 85.98 square kilometers. Furthermore, there are 195,814 men and 224,506 women living there, for a total population of 420,320. 14 weredas are present. Simultaneously, the sub-cities 5, 3, 1, and 9 are home to

the embassies of the United Kingdom, Russia, Kenya, Germany, Italy, France, Israel, and Belgium. Furthermore, there are four recreation centers and 24 hotels in the sub-city: Yesera in Weredas 12, Millennium in Werda 10, Yeka in Wereda 5, and France in Wereda 3. Moreover, Ethiopian Athletics Federation, Ethiopian Leading Organization, Addis Ababa University, Civil Service College, Road and Transportation Office, and Addis Ababa Transportation Office. There are eight mosques, sixteen Protestant churches, and fifteen Orthodox churches.

Source: Yeka Communication office, February 03, 2019

3.3 Participants

This study investigated the consequences of divorce on children of divorced parents. The participants were children between 14 and 18 years old from a variety of custody arrangements, including father custody, mother custody, and relative custody. The study also included interviews with key informants, such as school psychologists, principals, divorced parents, teachers, and children of divorced parents from middle and high schools in Woredas 3 and 10 of Yeka Sub-City.

This group of age can articulate their thoughts more clearly and express by reading and understanding the questions. The number of children was 8(eight), the divorced parents or custody was 10(ten), the teachers or principals was 8(eight)and the psychologists was 8(eight) from the selected woredas.

3.4 Sampling Technique and Sample Size

To achieve the research objective, the researcher used purposive sampling to select people who were likely to have the needed information. This resulted in a sample of 8 informants from school psychologists, principals, divorced parents, 8 children of divorced parents, and teachers from elementary and high schools. Purposive sampling allowed the researcher to obtain detailed and relevant answers for the study.

This qualitative study used a purposive sample of 34 informants, including school psychologists, principals, divorced parents, children of divorced parents, and teachers from elementary and high schools in Woredas 3 and 5 of Yeka Sub-City, Addis Ababa, Ethiopia. Guided by the view of Patton as cited in Schneller (2001), the small sample size was consistent with other qualitative studies on the effects of divorce on children, and it allowed

the researcher to obtain in-depth and detailed information about the experiences of children of divorced parents.

3.5 Inclusion and Exclusion Criteria

1. The participants for the current study has **included** children who are 14 years old or above and also living with single parents or custodies for at least three years since 2021 and then, divorced parents living alone at minimum of three years and the teachers and psychologists who have experiences of working with children of divorce in the middle and high schools of selected Woredas.
2. The current study has **excluded** children who are less than 14 and above 18 years old and if the length of the divorce is less than three years for the children of divorced parents and for the parents or custodies. The study has also excluded psychologists and teachers who are working with the children of divorced parents for less than three years.

3.6 Types and Sources of Data

The researcher used two types of data in this study: primary and secondary. Primary data is original information collected directly from the research participants, while secondary data is information collected from existing sources, such as published articles, books, and websites (Ajayi, 2017). The data employed in this study was primary data from which the researcher collects original data directly from respondents through semi-structured interview, at hand, and the researcher has also employed secondary data sources to investigate theoretical issues based on different published journals, newspapers, books, websites, annual reports and other related research projects.

3.7 Tools and Methods of Data collection

To achieve the study's objectives, the researcher used in-depth interviews, key informant interviews, and focus group discussions. These methods allowed the researcher to collect different perspectives on the same topic, which helped to ensure the validity of the study.

3.7.1 In-depth Interview and Key Informants Interview

To gain a deeper understanding of the effects of divorce on children, the researcher conducted in-depth interviews and key informant interviews with psychologists, principals, divorced parents, children of divorced parents, and teachers from middle and high schools.

In this study, in-depth interviews were used to explore the experiences of children of divorced parents. Semi-structured interviews were used in this study to allow the researcher to follow up on participants' responses and ensure that they understood the topic or question being asked. This method also helped the researcher to prepare for the interviews and appear knowledgeable. Additionally, semi-structured interviews gave participants the flexibility to express their opinions and experiences in detail. The interview was conducted with children of divorced parents and divorced parents. There were three interview questions for children of divorced parents and four interview questions for divorced parents or custodies.

For all interview questions, first the English version of the instrument was prepared and finally, it was translated in to Amharic language for the sake of better understanding of the items by the respondent. The researcher conducted the interviews first the middle school students and professions twice a week for two weeks consequently, and then proceeded to high school students and professions.

3.7.2 Focus Group Discussion (FGD)

Focus groups are a qualitative research strategy for gathering data in which a predetermined group of people debate a certain topic or issue in depth. FGD are often part of a bigger research project that also includes other collection techniques (Dawson, et al. 1993). The FGD was conducted with the teachers/principals and psychologists. The FGD had used three items and four FGDs were conducted inside the libraries of the schools in the selected woredas.

3.8 Method of Data Analysis

In this study, the researcher used thematic qualitative analysis, a narrative method that involves categorizing participants' responses into different themes according to their relatedness and quoting their words.

The researcher conducted a thematic analysis of the qualitative data collected. Thematic analysis is an inductive method of data analysis that involves identifying and categorizing patterns in the data. The researcher began by familiarizing with the data by listening to the interview recordings multiple times and transcribing them verbatim, including non-verbal cues such as pauses, crying, and laughter. The researcher then used pseudonyms to protect the participants' identities. The following steps were used to conduct the thematic analysis: including getting acquainted with the information, internalizing it through transcription and translation, and listening to voice recordings numerous times to ensure accurate translation.

The researcher transcribed each interview verbatim and coded the transcripts. In the final stage, the researcher developed themes and reduced the data by simplifying, defining, and redefining the themes.

3.9 Ethical Consideration

Supportive letter was obtained from the school of psychology to the selected two elementary and two high schools to have appropriate support during data collection. Consent was obtained with the participant (custody parents, teachers, and psychologists). The study participants were informed about the aim of the study.

The researcher has considered surrounding communities and Organization's culture and norms in the process of conducting this study. In this process the researcher did not put any statements that can expose selected firms to unexpected crisis and the response of the respondents remained confidential.

Confidentiality is a major concern in all data collection methods. To ensure the confidentiality of the data collected, the researcher used several strategies. First, the researcher replaced the participants' names with pseudonyms. Second, the researcher avoided collecting any identifying information about the participants' lives when they provided their demographic profile. Third, the researcher informed the participants that their names would be replaced with pseudonyms, that their identities would not be mentioned, and that the information obtained would only be used for the purpose of the study.

Another concern is informing participants about the nature and content of the interview techniques. The researcher addressed this concern by providing participants with detailed information about the study when they were first contacted. The researcher also asked for permission to use an audiotape recorder, but no participants refused. The setting and timing of the interviews were arranged according to the participants' preferences.

CHAPTER FOUR

4. FINDINGS and DISCUSSION

Table 4.1 Background of Participants

Participants	Code	Background Information				
		Age	Sex	woreda	Educational Level	Occupation
Divorced Women	DW1	30	F	10	12 complete	Self-employed
	DW2	31	F	10	12 complete	Self-employed
	DW3	30	F	10	12 complete	Self-employed
	DW4	33	F	10	8 th complete	Self-employed
	DW5	34	F	10	8 th complete	Cleaner
	DW6	32	F	05	12 complete	Self-employed
	DW7	35	F	05	None	Gulit
	DW8	30	F	05	12 complete	Self-employed
	DW9	32	F	05	12 complete	Self-employed
	DW10	31	F	05	12 complete	Self-employed
Children of Divorced Parents	C1	14	F	10	7 th	-
	C2	14	F	10	7 th	-
	C3	15	M	10	10 th	-
	C4	16	F	10	7 th	-
	C5	17	F	05	9 th	-
	C6	14	M	05	7 th	-
	C7	17	M	05	7 th	-
	C8	18	M	05	8 th	-
Teachers or Principals	T1	27	F	10	Diploma	Teacher
	T2	32	M	10	Degree	Teacher
	T3	36	F	10	Degree	Teacher
	T4	37	M	10	Diploma	Teacher
	T5	29	F	05	Degree	Teacher
	T6	30	F	05	Degree	Teacher
School Psychologists	P1	39	M	05	Degree	Principal
	P2	38	M	05	Degree	Principal
	PS1	25	M	10	Degree	Psychologist
	PS2	28	M	10	Degree	Psychologist
	PS3	30	F	10	Degree	Psychologist
	PS4	35	M	10	Degree	Psychologist
	PS5	37	F	05	Degree	Psychologist
	PS6	30	M	05	Degree	Psychologist
PS7	29	F	05	Degree	Psychologist	
PS8	31	F	05	Degree	Psychologist	

4.1 Demographic Characteristics of Respondents

The Age Range

The interview was conducted with a total of 10 (ten) divorced women who live in Woreda five and ten of Yeka Sub-City, Addis Ababa. According to the information gathered from the

interview, these respondents were divorced women. The data obtained from the respondents showed that majority of them were found within the age of 30–35 years old. The age group of the 8(eight) children for the current study were 14-18 years old. The teachers or principals were 8(eight) whose age ranged from 27 to 40 and the psychologists were 8(eight) whose age ranged from 25 to 37.

Educational status and type of occupation

Out of 10(ten) divorced women in-depth interviews, 7 (seven) of them completed secondary education and involved in private business. And all of the teachers or principals and the psychologists have completed their first degree and work at the schools in the selected woredas.

4.2 The Consequences of Divorce on Children

The themes organized regarding consequences of divorce on children were psychological, economic, social, academic, behavioral and physical stress. The findings and discussion of the study are presented as follows based on the themes described above.

4.2.1 Psychological Consequences

After their parents separated, children of both sexes (male and female) are more likely to have psychological effects. This could mean that they often feel inferior and become upset in life following their parents' divorce. One of the male juvenile responders, who was 15 years old at the time of the interview, said his circumstances were highly irritating when asked. *“I am morally defeated”* he declared.

“Though others don't see me as inferior, I'd be okay with that being true”. This suggests that the young person may have had psychological problems because of how their peers or society saw them in a negative way. Children of divorced parents therefore do not experience happiness even in favorable life circumstances. One of the informants.

A second male respondent, aged 17 expressed his viewpoint in the same way, saying,

"No matter my situation, I usually feel unhappy and unlucky."

This might also suggest that children from divorced families always experience distressing conditions. Even when things are going well, people frequently consider the intricate psychological repercussions that can arise when many elements come together.

Similar to this, girls with divorced parents thought that following their parents' divorce, their level of self-respect decreased relative to that of their peers. This proved that when parents' divorce, kids start to feel bad about themselves. By contrasting their lives before and after divorce, they demonstrate this. For instance, a 16-year-old respondent described her feelings as follows:

"I am not comparing myself to others. People seem to anticipate me despite the fact that my life is lacking in comparison to others'. I suffer a decline in morale as a result".

Slater et al. (1983) found that girls from divorced families had lower self-esteem and more behavioral problems than girls from intact families. This suggests that children from divorced parents are more likely to develop low self-esteem than children from intact families.

4.2.2 Economical consequence

It is obvious that children whose parents divorced are susceptible to financial issues in the years following the divorce. They are consequently compelled to engage in a variety of activities in order to cope with their challenging post-divorce condition.

However, their salary might only be able to support their current way of living. Regarding this, one respondent stated as follows:

"I am not satisfied with my current employment. However, I consume it on a daily basis. My father disregarded me, and the only thing my present wage could support was my daily needs. I therefore stopped attending school. I was forced to stop going to school".

Children from divorced families are more likely to drop out of school because they may not have the support they need from either parent.

Additionally, after their parents' divorce, female children were more likely to experience financial difficulties. Since they are still dependent on their custody parents after a divorce, they are compelled to perform household duties without likely receiving compensation. In response to this, one important informant stated in an interview that she had no other sources of income and that her remuneration was not based on her job.

"I merely work from home while cooking for my family. However, except from feeding myself, I am unable to grant my friends' wishes".

This shows that after their parents divorced, female children have more economic hardships than their male counterparts.

As a result of their time commitment to home duties, girls with divorced parents are more likely to experience financial difficulties than other girls. In connection with this, Smyth and Weston (2000) discovered that women continued to be vulnerable to financial difficulty after divorce.

4.2.3 Social consequence

Children of divorce are more likely to experience socio-emotional issues. Their only option or chance after their parents' divorce was to live with one side of the family or with a relative. Particularly, children of divorce who reside with their relatives have several social difficulties since with time; their relatives' guardians grow resentful of them and refuse to assist them. These children struggle to get appropriate clothing and other necessities as a result. Finally, they are rejected by their peers and the larger community. One of the respondents, an eighth-grade student, provided the following explanation of the situation:

"I have never had the opportunity to lead a better life. I feel inferior to my classmates at school. I recall being once sent out of the classroom by my teacher, and the other students were making fun of me because of the foul smell coming from my plastic shoes. Even though I'm not content with my life, I'll let God have his way".

Additionally, the community typically views female divorced children who choose to live with their mother as disrespectful. This is most likely a result of the respect that society accords to patriarchal positions. This perspective has a negative consequence on society since it treats women as less valuable, especially when mothers take on the role of family head. The source stated the following in regards to this matter:

"A girl has honored with her father. Because I am viewed by society as a "daughter of women," I have a bad attitude towards it".

In the story above, girls whose parents separated were shunned by society and were considered less valuable by their peers. Additionally, in her opinion, females whose parents divorced have trouble getting married. In comparison to their counterparts, they might have a lower likelihood of receiving an arranged marriage. According to the responses, even if these youngsters enter into an arranged marriage, society would neglect their dignity or they will lose faith in their own self-worth.

In relation to this, the participant expressed the following opinion: "I am incredibly hesitant to make decisions regarding my marital status. Even though I have a chance to be married, I am hesitant to decide because of my family's history of marriage; I always think about the benefits my parents' marriage brought them.

According to the aforementioned circumstances, girls with divorced parents worried about choosing their marriage partner. According to this point of view; Wallerstein & Blakeslee (1989); claim that females whose parents divorced were predicted to experience difficulty or even overwhelming anxiety when it came time to make marriage-related decisions.

Additionally, according to Ayele (2008), children who have economic, social, or psychological issues may be impacted by divorce. Generally speaking, children of divorced parents have obstacles in the areas of the economy, society, and psychology.

4.2.4 Academic consequence

After their parents' divorce, children of divorced parents often struggle academically. They begin life either alone or with their guardians after their parents' divorce.

Their academic life may be negatively impacted by this. They begin to face a new life in order to finance both themselves and their education for this reason. Regarding this, one of the respondents provided the following explanation of the academic challenge he is currently experiencing post-divorce:

I'm fifteen (15) years old right now. I and two of my sisters share a home. We are all housed with our grandmother. She lost her patience as she grew older and remarked, "You have a father and a mother; leave my house." I now work as a day worker. My educational status has been impacted by this issue. I will also take the national exam for grade 8 this year. In addition, I performed worse than normal in the class.

As a result, even when living with their guardians, children from divorced families face several difficulties. Another participant, a 56-year-old man, shared his similar experience:

"Their mother remarried and moved away, and their father abandoned them and remarried as well. I am getting older and feel tired. How can I help them with their education?"

In addition, children whose parents separated or divorced struggle to make ends meet on a daily basis. Even if they wanted to continue their education, they might have trouble coming up with enough money to support their efforts. Concerning this, the respondents expressed

that children from divorced family come across a lot of problems while trying to deal with their education.

They also needed help in order to finish their study without being expelled or falling behind their fellow students. Children of divorced parents, whether they are male or female, work hard to continue their education from the day of the divorce, but they still encounter obstacles from their guardians. So, in order to find comfortable environments for their education, they switch between custodial parents.

In conclusion, both male and female children of divorced parents experienced academic difficulties in the years after their divorce. Accordingly, Brain M.D. Onofrio (2011) said that divorce is linked to a higher chance of academic issues over the course of a person's life.

Jeynes (2005) have also shown that divorce can have a negative impact on children's academic performance, due to the stress and disruption it can cause. In the United States, half of all marriages end in divorce, and children who experience their parents' divorce are more likely to experience depression, act out, and struggle academically.

Another study by Sophia (2006) found that children who experience parental divorce in rural Malawi tend to achieve lower grades in school. This finding has important implications for the future of children affected by divorce, as education is a key factor in determining future success.

Children of divorced parents are more likely to start adulthood with less education and skills, which can limit their opportunities for success. This is consistent with the findings of the study you mentioned, which showed that divorce has a negative impact on academic performance. It is important for families to continue to support their children's education even after divorce.

4.2.5 Behavioral Consequences

Children of divorced parents frequently have behavioral difficulties like anxiety, depression, and unhappiness. Children who experience a parent's divorce may lack optimism for a brighter future because they start living in a desperate way in a strange setting. Particularly female children who begin to live with their mother after a divorce experience emotional resentment due to their mother's early departure. For instance, one of the participants

described the following circumstance:

Usually, I'm not content, and my morale is deteriorating. I don't want to discuss this with everyone, so. I have a lot of issues to discuss. Along with my own issues, I also try to run away from my mother's challenging circumstances. In addition to my issue, I worry for her. So I don't want to worsen my burden that makes her angry rather I keep it myself.

Similar to this, female children of divorced parents frequently feel unhappy with their lives, regardless of whether their circumstances have improved. Even though they may have full access to everything through their custodians, some children may not be content with their post-divorce situation. Girls whose parents have divorced are more likely to be mistreated due to the internal problems they face. This suggests that they are more likely to experience internal anxiety and depression. Accordingly, Zimiles, H., & Lee, V.E. (1991) found that females from split families are less likely to be noticed by their parents or school experts due to internalizing behavioral issues (such as anxiety, sadness).

However, it was evident that male offspring of divorced parents had issues with their outward behavior. These youngsters decide to live with their relative parents in their post-divorce situation because their parents divorced. Male children whose parents separated or divorced occasionally experienced an uncontrollable and unintentional behavioral issue.

Male children with divorced parents may also emulate the lives of street children in the post-divorce period. They may be able to see the lack of a positive behavioral role model among their family friends at this stage of their lives. As a result, they start to do what they see their family and friends doing.

As stated above, boys whose parents divorced experience outward behavioral changes as a result of their post-divorce lives. According to Zimiles, H., & Lee, V.E. (1991) research, males from split families may externalize their upset most often through aggressive conduct, delinquency, or substance misuse.

4.2.6 Physical stress

Girls whose parents separated or divorced experienced significant physical stress owing to domestic responsibilities and lack of a stable home. They move about, changing where they

live. Regarding this idea, the respondent, who is 18 years old and dropped out of school after grade 4, had the following opinion:

"When my parents got divorced, I moved to the country where my granddad lives in search of a better life." However, I felt perplexed by a variety of activities in that area, such as housework and outdoor work. I used to wash clothing, prepare injera and cook wat.

This showed that even after the housework was finished, the respondent (she) did not get any relaxation because she was always ready to start another task. Nobody was able to comprehend her burden. Additionally, female children whose parents divorced made the decision to work at someone else's home in order to support them in the aftermath of the divorce.

Despite their hard work and dedication, they may not achieve the results they expect. In the same interview, another respondent, a 14-year-old girl living in someone else's house, described her view of the challenges of household chores in the following way:

I had to move in with someone else to survive. I'm only 14, but I'm burdened with more chores than I can handle. I have to carry 20-liter water containers and do all the housework, even though I don't get enough to eat.

The perspective described above demonstrates how girls whose parents divorced experienced significant attachments to the family responsibility, which included outside work done without any downtime. Accordingly, Ruschena et.al. (2005) discovered that it can be extremely difficult for female children of divorced parents to experience their parents' divorce, learn to switch between households, and possibly move schools or neighborhoods.

The physical strain of a heavy workload, however, is more likely to affect male children whose parents have divorced than female children of the same age. Male children in the post-divorce phase are compelled to perform challenging chores like hauling sacks (quintals) in order to survive the hardships they encounter. As a result, their status in life was difficult and frustrating. The participant, who was fifteen (15), offered the following thoughts regarding this idea:

I am fifteen (15) years old at this time. But I work more than I am capable of in order to survive. You see, I carry this quintal. Additionally, occasionally I was on the verge

of passing out from lack of breakfast in the morning. I don't make enough money at my job to live on be used only for my daily meal; not kept for other purposes or days.

Additionally, male children of divorced parents anticipated facing a food deficit as well as a lack of opportunities to carry a bag after the divorce. Therefore, participant who is eighteen (18) years old characterizes his impression of the effects of increased employment after his parents' divorce in the following manner.

“After my parents were divorced, I had to perform many tough activities to earn my keep, such as loading and unloading potatoes, hauling sacks, and loading and unloading stones into cars. I occasionally perform such tasks because there are fewer opportunities to do so consistently. Additionally, I hardly ever get the chance to consume food that the women I transport from the market to their homes give me.”

Boys whose parents' divorce face many of the same challenges as girls. Ayele (2008) found that boys from divorced families in rural areas are often burdened with the heaviest tasks. Additionally, boys whose parents' divorce are more likely to end up living on the streets. Some children who live with relatives in remote areas after their parents' divorce experience psychological and physical stress. This can lead to behavioral problems, which may make them feel inferior to their peers.

Children of divorced parents often worry about their future and the possibility of becoming street children. A 16-year-old participant described his fears in a very frustrated way..

“Am I even considered a human being? I live in the cold and the rain. What does it matter? I'll live until God wills it.”

Children from divorced families often worry about their basic needs, such as food and shelter. Street children often come from divorced, separated, or widowed families, and those from divorced families are especially vulnerable. They may be forced to live on the streets after their parents' divorce.

Children from divorced families often worry about their future and the possibility of becoming street children. They may also struggle to meet their basic needs, such as food and shelter. One participant, an 18-year-old boy, described his life as follows:

“I work outside doing physical labor all day and become chilly at night.”

Familiar with the above idea, male children whose parents divorced were expected to the impairment of their health status and lack of care for their life situation. In addition, they are

exposed to lower standards in their life condition. About this concept, ILO (1995) reported that life circumstances indicate work that is expected to harm the health, safety or morals of the street children.

The information obtained through focus group discussions and interviews revealed that there are numerous consequences of divorce on schoolchildren, including low academic performance, psychological issues, behavioral issues, trouble adjusting to new circumstances, and distress in the study area. Divorce should be viewed from perspectives other than that of the divorcing parties. Since it destroys the cohesiveness of the family, its impact on children's life should also be examined. As a result, it is a societal evil in itself and a significant cause of many social maladies, including prostitution, street crime, juvenile delinquency, homosexuality, drug and alcohol abuse, and other crimes. Rahel (1992) asserts that the true cost of divorce is terrible to the parties involved as well as to their children, partners, friends, and the community in which they live in terms of emotional, social, and psychological expenses. Additionally, they said that their parents use a lot of nasty language towards each other during arguments, which makes the children uncomfortable.

Therefore, the participants said that it is very difficult to interact with their parents when they quarrel since the parents may target such words towards the children themselves, making it so that the children would rather not talk to their parents most of the time.

The information obtained from the focus groups and interviews shows that divorce has varying effects on children's education. Among these were antisocial conduct (withdrawal), the choice to begin consuming drugs, early virginity loss, poor academic achievement, and low self-esteem in the field of study. The findings also show that among the school children in the research area, divorce has a significant impact on the desire for self-discipline. According to an interview with a few school principals, the majority of children from divorced families perform poorly academically, while children from intact families perform in the medium performance range. This finding clearly illustrates the detrimental effects of divorce on children's academic performance.

The information obtained from the FGD and interview revealed that it is also widely acknowledged that divorce has a profound and complex impact on children. From a psychological perspective, children go through periods of stress, feeling alone, dislocated, and losing their parental figures. Additionally, children may hear things they shouldn't and

grow to dislike their parents treating them equally. This causes children to carry resentment within, which will negatively affect their later personalities.

4.3 The strategies that children of divorced family use as coping mechanisms

Different approaches must be used when treating children of divorced parents. Many different societal stakeholders can employ these tactics. And the following tactics were most frequently employed in the current study.

4.3.1 Family Treatment

Children whose parents have separated or divorced require specific care that will lessen their depression, ease their anxiety, and help them rebuild their self-concept and self-esteem. However, since their parents' separation, these kids have begun to reflect about their parents' prior marriage. Because of this, they might not be content in any circumstance following their parents' divorce. Of this matter, a participant who was 17 years old expressed the following views of how her mother was treated:

My mum makes every effort to meet my needs. She tries to get me to talk whenever I remain silent. She assures me that once I'm an adult, everything will be fine. She wishes me well for the future. I'd prefer if my parents moved in with me.

Children whose parents have divorced may also need family therapy to improve their educational standing in the post-divorce world.

Parents are motivated to promote their children's future development because they place all of their future hopes in them. The other respondent, a woman aged 36, expressed the following viewpoint:

“What can I offer after this rather than waiting for my date? I had to sacrifice my physical looks to support my kids. I shall have a chance at having my children as long as God helps me. Even if I have a problem, I would never want my kids to experience it. I will attempt to assist them in their schooling as much as I can.”

From the aforementioned perspective point, it is apparent that parental behavior plays a significant part in helping children adjust to their new living circumstances after their parents' divorce. Teyber (2001) thought that regularity and genuine support were important factors in assisting divorced children in developing a sense of predictability and control over their new surroundings. According to this theory, kids require loving yet consistent punishment.

4.3.2 Social Capital

Building social capital is crucial for helping youngsters deal with the difficulties brought on by their parents' divorce. Social networking plays a significant role in overcoming challenges that children may face after a divorce. As a result, it was a type of support that might be classified as family support, friend support, or societal support.

Support from family members is quite important for boosting the morale of kids whose parents divorced after their divorce. As a result, this social capital might be divided into support from family and friends as well as support from the larger community.

Children whose parents divorced were being supported tremendously by their relatives in their post-divorce situation. Because it was given the duty at least until the kids could take care of themselves as custodial, this sort of support was more common than other types. The sixteen (16)-year-old informant who voiced this point of view said the following:

"Since my mother and father got divorced, I live with my grandmother. Since I was seven (7) years old till today, when I am sixteen (16), Mom has helped me as much as she has been able to. By offering to sell onions, green paper, and other items in the market, I could thus support myself. I could also assist my granny".

Similar to this, the extended relatives of kids whose parents got a divorce concentrated more on looking after those kids after the divorce to demonstrate their generosity. A participant who was aged 59 and had an opinion on this matter expressed it as follows. "For me, their father was a lonely son. I had just made the decision to support his children because his marriage was already over. I won't ever cut ties with his children, whether the circumstances were ideal or not. It is true that relatives, particularly grandmothers, care deeply about their divorced children.

Similarly, peers support children of divorce differently, especially when it comes to educational success. For instance, children whose parents divorced may exhibit a lack of clothing, assets, and education in a post-divorce setting. As a result, their pals might lend a hand to them singly or collectively. One of the fifteen-year-old informants explained his perspective in relation to this situation as follows:

"My friends gave me the shoes I wear to school out of sympathy. Some of them helped me buy a pen and practice book as well".

Additionally, societal support played a unique role in the success of the lives of children of divorced parents who separated after the divorce. As a result, those kids might be exposed to starvation and a lack of clothing in a post-divorce circumstance. Therefore, several communities participate to prevent those challenges that children of divorced families can confront following their parents' divorce.

One of the participant, who was eighteen (18) years old, expressed his thoughts on social assistance in the following manner:

"In various ways, various people offer me their help. This "jacket" was a gift from someone, and I occasionally get my lunch from the woman I take the material she bought home with me".

The previously mentioned point of view contends that social support is crucial for easing the difficulties that children experience after a divorce. Regarding this idea, Harcombe (1993) and Demaray&Malecki (2003) argue that social support networks safeguard people by assisting them in coping with unpleasant life situations, especially for children of divorced parents.

4.3.3 Governmental and non-governmental support

Children from divorced families need support from a variety of sources, including governments and non-governmental organizations. They can provide guidance, financial assistance, and educational support. For example, the government department responsible for Children and Women's Affairs offers special treatment to children from divorced families and financial assistance.

4.3.3.1 Advising support

The department of children and social affairs also provides various forms of support for kids whose parents divorced in order to help them succeed in life in the wake of a divorce. Additionally, they could offer advice to help those kids and their caregivers develop their morals. The initial stage of the supportive system for children whose parents divorced is delivering required counsel for their custodians, according to one informant from the schools on children and women affairs who is thirty-eight (38) years old.

"In addition to this, our staff members each pay 1/100 percent of our salary every month, and we also bought them clothing and an exercise book."

"There is also child club in our woreda that motivate children where they can share their experiences and discuss on the challenges they have faced."

This demonstrates how concerned society is with providing for children of divorced parents.

The participants also mentioned that they receive funding from these government agencies periodically. However, not all children from divorced families receive the same level of help from the women and children's affairs office. This office may be the only one that provides mandatory benefits for children from separated families, but some children may not be aware of it or have received help from it. For example, one participant said that he was not aware of this office and had never received help from it. Another government agency that helps children from divorced families is the Social Affairs Office.

4.3.3.2 Educational Support

Addis Ababa city government provides a school feeding program aiming at absenteeism, increasing enrollment among school children and provides school materials. Divorced parents children are beneficiaries from the program. One of participant who was 16 (sixteen) years old, explained as follows:

“Before, my mother could not prepare me lunch for school. So I was sick and used to Miss School. But now I am grateful improved my grade.”

Additionally, numerous NGOs work to improve the lives of kids whose parents have divorced in various ways. Children of divorced parents may succeed in their post-divorce lives through this promotion. This participant, a grade 8th student who is fifteen (15) years old, expressed his perspective in respect to this point of view as follows:

“With the help of a Korean institution, I got the help that I needed. They provided me with school materials, clothing, and food.”

4.3.3.3 Food and clothing support

Non-Governmental Organizations are one of the sponsors who provide financial support to children whose parents have divorced in order to preserve their post-divorce living conditions. Regarding this idea, one of the participants, who was fourteen (14) years old and a seventh-grade student at the time of the study, expressed her opinions as follows:

“After my parents' divorce, the donation I received from the compassion organization through the church helped me a lot to lead my life. They provide me with many things, like teff for food and soap, as well as clothes, shoes, blankets, and all the supplies I will need for my education. They not only inspire me at this point but also for my potential future if I get the chance to enroll in university.”

In contrast to the above idea, NGOs had their criteria to offer their donation. These criteria could differ from one NGO to another. According to these criteria their endowment might not include the whole children of divorced families. Regarding to this issue, respondent of age fifteen (15) years old who was grade 7th student express his views next to this:

"I can't get chance of NGOs donation. Because they have their own criteria to select children whose parents divorced. For instance once a time I missed this because of their criteria focused on children of divorced families those HIV carrier".

To sum up the previously mentioned context it should be noted that non-governmental groups in the research region contribute to the post-divorce successes of children of separated parents. In connection with it, Beales (2002) stated that efforts had been made to help youngsters whose parents had divorced access resources offered by non-governmental organizations.

4.3.4 Children Self- employment Activity

Children whose parents divorced took engaged in various jobs that generated revenue. Both male and female offspring of divorced parents were compelled to engage in various self-employment activities like as street vending, household work, shoe polishing, and mini-markets called "gulit" in order to sustain themselves after the divorce.

Occasionally, more female children than male children participate in marketing. A participant who is sixteen (16) years old expressed the following perspective about the situation:

"Gulit market is my income source through which I make money to survive with my grandmother."

In the discussion above, it was possibly realized that female youngsters whose parents had split were using the gulit market as coping mechanisms to get over any difficulties they would encounter after the divorce. According to Gonzalez & Zcan (2008), the possibility of divorce can motivate women to take precautions against its repercussions, such as by strengthening their standing in the job market.

However, female offspring of divorced parents were working at domestic jobs to help them get over any difficulties that they could face. An informant gave the following statement as her view on this idea.

"I spent time with my relatives and assisted my grandma with the household tasks after my parents' divorced. This indicates that helping them was beneficial to me."

In the same way, children are employed in domestic works to overcome obstacles and support themselves. Additionally, they support their custodians with their pay. One of the responders expounded on this topic by saying,

"After my parents were separated due to the difficulty of my living situation, I worked for someone on salary; I help my mother with this cash. This is simply being done to win money, not to improve one's status in life."

According to the discussion above, female children whose parents split had to work incredibly hard and endure certain unpleasant activities in order to survive. According to this point of view, Ruschena, et al. (2005) determined that learning to switch between houses and possibly shifting schools or neighborhoods are all part of the process for female children of divorced parents.

Conversely, male offspring of divorced parents were adopting shoe shining as a coping mechanism to maintain their post-divorce state in life. Despite having hope for their life condition, they feel inferior to their status in this work item.

An eighteen (18) year old participant who was speaking about this said, "I live on shoe shining hoping bright future for my entire life."

Male children of divorced parents experience a similar dependence on themselves. Additionally, the other employees may inspire them at work. Regarding this idea, the respondent expressed his opinion in the following manner.

"Until this day, my life depends on this shoe shining. Don't worry! They reassure me from those I serve. As they share their own stories, they provide me moral support and encourage me. Many people started buying vehicles after seeing this shoe shine."

Additionally, street vending is one of the coping mechanisms male children of divorced parents have used in the past to handle the challenges that may come their way. While participating in this activity, they considered how to elevate their status in life, which would help them to forget any potential difficulties they would experience after their divorce. Regarding this, a participant who was fifteen (15) years old gave the following explanation of his perspective:

"I made a living by selling various things on the street and near the market. Additionally, I'm attempting to switch from street marketing to advanced trading."

Additionally, because street vending is tax-free, male offspring of divorced parents may be interested in it with confidence rather than worrying about their future difficulties. Additionally, they could shift elsewhere in quest of greater marketing.

Regarding this viewpoint, the seventeen-year-old respondent provided the following explanation of his thought during the same interview.

"I gained from this panhandling. I refer to the fact that there is no taxation because it is an informal trade. Moving from place to place also helped me gain more clients, which allows me to support myself through my work."

Additionally, male youngsters whose parents divorced employed car washing as self-help measure in their post-divorce circumstances. After their parents' divorced, those kids might feel independent, regardless of whether the work resulted in higher profits. One of the fifteen (15) year old informants explained his perspective on this idea as follows:

"By washing the automobile, I am able to be free from dependence. I have to cope with what I have today and God knows what tomorrow brings."

From the discussion above, it is clear that male children whose parents divorced engaged in various jobs, such as shoe shining, street vending, and car washing, in order to support themselves after their parents' divorced. In this regard, it is noted that several jobs, such as shoe shining, street vending/peddling, selling bread and other snacks, washing, and watching cars, are only performed by male youngsters.

Boys whose parents split were also made to carry sacks and other things to help them adjust to their new life circumstances. Although it wasn't suitable for their post-divorce life situation, they employed this job item to cope with any difficulties they might have faced in the wake of their parents' divorce. The participant, who is seventeen (17) years old, then goes on to say this about his conception:

"I live on everyday labor work. However, I simply use it for my everyday needs; it is insufficient for my existence."

Additionally, children of divorced parents may feel inferior when they start carrying a bag after their parents' divorce. Respondent, who is eighteen (18) years old, provides the following explanation of his position with regard to this point of view.

"Because I had no other options, I began this labor task secretly. However, I eventually adapted to it. I prefer to be confident to stealing".

In the discussion above, boys whose parents divorced received assistance in lifting heavy burdens to maintain their post-divorce life status. In light of this backdrop, Ayele (2008) discovered that boys from divorced families who live in the country perform the most demanding duties.

This qualitative study's goal was to find out more about how divorce affects children in Yeka Sub City and their coping mechanisms. The results of this study begin with describing the consequence of divorce on children and the coping mechanisms they used as a result of their parents' divorce.

Economic, social, and psychological difficulties are the main repercussions of divorce on children in post-divorce situations. After their parents' divorce, the children also had repercussions on their academic performance, behavioral issues, and physical stress.

On the other side, the children's coping mechanisms following their parents' divorce were as follows: family support, social capital, governmental & non-governmental assistance, and children engaging in self-employment activities.

In general, the major findings of this study were;

- Economic issues, social consequences, psychological issues, and academic issues are some of the effects of divorce on children in post-divorce situations.
- Divorce had a consequence on the external behavior of male children, such as delinquency and aggression;
- Divorce had a consequence on the internal behavior of female children—depression and low self-esteem;
- The consequence of divorce on physical stress on female children was housework burden; on male children, it was outside work load and life as a street child.

According to the study, children who had recently gone through a divorce used coping mechanisms like:

- ✓ Family therapy,
- ✓ Social capital (support from relatives, friends, and society),
- ✓ Government and non-governmental support are all important for children from divorced families. However, not all children from divorced families receive this support.
- ✓ Self-employment, where some children engage in these activities to meet their needs. Girls may use guilt to get help with domestic work, while boys may shine shoes, vend items on the street, wash cars, or carry sacks for money.

5. CONCLUSIONS and RECOMMENDATIONS

5.1 Conclusions

Based on the above major findings, the following conclusions were drawn.

The main negative consequence of divorce on children in post-divorce situations were determined to be the following: financial hardship, social consequences, psychological issues, and scholastic difficulties. Following a divorce between their parents, both male and female children experienced physical stress. However, it caused physical stress on female children due to the weight of the household, whereas male children underwent physical stress after divorce due to the outside work load.

Additionally, children in divorced households were more likely to exhibit behavioral issues. However, it had more of an impact on female children's internal behavioral issues than it did on male children's external behavioral issues.

Consequently, the following conclusions on the coping mechanisms adopted by children in post-divorce situations:

Family treatment was crucial in aiding kids in post-divorce situations.

Social capital: Children of divorced parents can receive support from numerous social groups (relatives, peers, and society at large) thanks to social capital. This issue regarding the importance of socialization is addressed by social network theory in order to prevent socialization of youngsters from being neglected. Regarding this idea, Hill (1992) said that it is important to keep in mind that while networks might offer support, they can also serve broader social roles, such as socializing children or encouraging carelessness.

Governmental and non-governmental support: Support from both the governmental and non-governmental is essential to ensuring that children's lives are successful after a divorce. However, not all of the children from divorced households in the Yeka sub-city were affected.

Children self-employment: Male and female offspring who are self-employed are motivated to do so because it will improve their post-divorce financial situation. Female children therefore employ "gulit" and household duties (servant). Male children, on the other hand, work as street vendors, car washers, and load/sack carriers as well as shine shoes.

This study confirms previous findings that children from divorced families often engage in petty business activities to survive. This includes selling small items such as gum, biscuits, juice, water, mobile cards, pants, socks, Pokémon, and other small stocks (Ebenezer A, et. al).

5.3. Recommendations

On the basis of the above conclusions, the following recommendations were made.

Recommendation for Divorced Parents

Parents ought to take some accountability to alleviate the effects of divorce on children as follow;

- Depending on the custody arrangement chosen, either the mother or the father may have primary custody of the children.
- In the wage employment progression, parents should have an agreement between the employer and the child based on the job item that the child can perform or not more than their capacity.
- Couples must know about their personal background and social position before entering to marriage.

Recommendations for Governmental and Non-Governmental stake holders (Schools, Ministry of Women, Children, Youth and Social Affairs and Policy Makers)

- Religious leaders, NGOs and social workers should give special focus to strengthen marriage and solving marriage related problems
- Governmental and non-governmental organizations should facilitate the placement of psychology scholars in primary and secondary school to support and solve psychological consequence of divorced parent's children at school.
- Woreda government sector and societal sections had better give shelter like: kebele houses and contribute important donations to alleviate the physical stress on the lives of children who are male and whose parents divorced.
- Governmental schools should start feeding centers at secondary schools to ensure food security of divorced parents' children during school days.
- Government should support the existence of governmental and non-governmental home and family counseling service institutions.
- Any stakeholder should create awareness towards the consequence of divorce on parents as well as on the community.

Generally, the researcher offers future researchers to conduct on this issue for further study.

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Appendix

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

Researcher Etsegenet Israel

Title of the research “Exploring the consequence of divorce on children and their coping strategies: the case of selected Woredas in Yeka sub-city”

The objective of this study is to explore effects of divorce on children and coping strategies that children use after divorce in Woreda three and five of Yeka sub-city. These questions are designed to collect data about the effects of divorce on female and male children after divorce.

Procedure: The procedure of obtaining the information required for this research will be done with qualitative approach. The researcher is going to do an in-depth study of the effects of divorce on male and female children. The interview will be recorded and the responses will be analysed in the terms, themes and sub-themes.

Risks and discomforts: The only discomfort that the researcher can predict the discomfort or stress that may arise from talking about the traumatic experience of children whose families were divorced. Furthermore, the researcher will not continue with the interview if any major worry arises and will ensure that the respondents will not be forced to continue the interview in any distress. If it is necessary for any treatment, the researcher will arrange by coordinating with concerning and available governmental and non-governmental organizations.

Benefit of this study is that the policy makers, government officials, professionals, the community members and others may have new insight of alleviating this global and national problem, divorce through strengthening its effects on children on the study area.

Participants’ rights:

- Participation is totally voluntarily based
- You may withdraw at any stage of the process without negative consequences or with any information being published or disclosed.
- Total confidentiality and anonymity will be highly secured
- Access to the results of the research, if you so desired.

Confidentiality and anonymity: The researcher will allocate false name for you to ensure that after the data has been collected no one will be able to identify who you are. The researcher will also destroy all evidence that link you to the research after the research process completed. About confidentiality, the researcher will respect your confidentiality and only collect information that is relevant to the research study. Furthermore, if at any stage you feel that privacy is being violated the researcher will reorganize the study to ensure that you are in no way compromised. Thus, the interview that you are going to be involved in will be anonymous.

I hereby request you to be open and honest while responding, so that the research could succeed and achieve the intended goal.

THANK YOU IN ADVANCE FOR YOUR CO-OPERATION!!!

PART I - Background information

Name..... Age.....
Sex..... Place of birth/origin.....
Region/Zone..... Sub city/Wereda.....
Current address
Town..... Woreda.....
Educational level..... Occupational status.....
Sector/responsibility..... Date of interview.....
Tel.no.....

Appendix- 1

In-depth interview to be asking children whose parents were divorced

Dear children (children whose families were divorced)

1. How do you explain the effects of your parents' divorce on your life?

2. In your opinion what are the coping strategies of divorced parents' children?

3. How do you explain social treatment to overcome challenges you might face after your parents divorced?

Finally, dear respondent I appreciate your cooperation and willingness in the name of Addis Ababa University College of graduate studies, School of Psychology

Appendix- 2

Key informant interview (KII) to be asking custodial parents of children whose parents divorced in Woreda three and five of Yeka Sub-City,

Dear parents (custodies of parental divorced children).

1. In your opinion, what were the effects of your marital separation on your children?

2. What coping strategies your children are using up after their family divorced?

3. What do you observe from the psychological effects of divorce on your children after the divorce?

4. Have you ever observed any pressure on your children that are motivated because of their family divorce?

Finally, dear respondent I appreciate your cooperation and willingness in the name of Addis Ababa University College of graduate studies, School of Psychology

Appendix- 3

Interview for asking key informants of Woreda three and five of Yeka Sub-City.

Dear key informants (School counsellors, principals and primary school teachers).

1. In your opinion, what are the effects of divorce on children you see in your school?

2. Did you observe any behavioral change on the children after their family divorce?

3. Is there any special treatment at school level for children whose family divorced which belongs to your sector?

4. What are the strategies to be structured as a support of children whose parents divorced?

Finally, dear respondent I appreciate your cooperation and willingness in the name of Addis Ababa University College of graduate studies School of Psychology.

Appendix- 4
Interview for homeroom Teachers of Woreda three and five of Yeka Sub-City.

1.In your opinion, what are the effects of divorce on children you see in your school?

2.Did you observe any behavioral change on the children after their family divorce?

3.Is there any special treatment at school level for children whose family divorced which belongs to your sector?

4.What are your strategies to be structured as a support of children whose parents divorced?

Finally, dear respondent I appreciate your cooperation and willingness in the name of Addis Ababa University College of graduate studies School of Psychology.

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የድህረምረቃትምህርትቤት
የሳይኮሎጂትምህርትክፍል
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የጥናቱ ርዕስ

''

ፍቺበልጆች ላይ የሚያስከትለውን መዘዝ እና የመቋቋሚያ ስልቶቻቸውን ማጣራት በየካክፍለከተማ የተመረጡ ወረዳዎች ጉዳይ"

የዚህ ጥናት አላማ፣ በየካክፍለከተማ ወረዳ አምስት እና አስር ፍቺ፣ በልጆች ላይ የሚያደርሰውን ጉዳት እና ህፃናት ወላጆቻቸው ከተፋቱ በኋላ የሚጠቀሙ ባቸውን የመቋቋሚያ ስልቶችን ማሰባሰብ ነው።

እነዚህ ጥያቄዎች፣ የተነደፉት ከተፋቱ በኋላ በሴት እና ወንድ ልጆች ላይ ፍቺ ስለሚያስከትላቸው ውጤቶች መረጃ ለመሰብሰብ ነው።

የአሰራር ሂደት፡-

ለዚህ ጥናት አስፈላጊውን መረጃ የማግኘት ሂደት በጥራት አቀራረብ ይከናወናል። ተማሪዎች ፍቺ በወንዶችና በሴት ልጆች ላይ ስለሚያስከትላቸው ችግሮች ጥልቅ ጥናት ሊያደርጉ ነው። ቃለ-

መጠይቁ ይመዘገባል እና ምላሾቹ በውሎች፣ ጭብጦች እና ንዑስ ጭብጦች ይተነተናል።

ስጋቶች፡-

ቤተሰቦቻቸው የተፋቱ ባቸው ልጆች ስለ ጋጠሚቸው አስቃይ ሁኔታዎች በመናገር ሊመጣ የሚችለውን ስጋቶች ወይም ጭንቀት መገንዘብ የምትችልበት ብቸኛው መንገድ ነው።

በተጨማሪም ምንም እይነት ትልቅ ጭንቀት ቢፈጠር በቃለ መጠይቁ አይቀጥልም እና ምላሽ ሰጪዎች በማንኛውም ጭንቀት ውስጥ ቃለ መጠይቁን እንዲቀጥሉ እንደማይገደዱ አረጋግጣለሁ።

አስፈላጊ ከሆነ ማንኛውም እንክብካቤ ለሚመለከታቸው እና ከሚገኙ መንግሥታዊ እና መንግስታዊ ካልሆኑ ድርጅቶችን ማስተባበር ይዘጋጃል።

የዚህ ጥናት ጥቅም ፖሊሲ አውጪዎች፣ የመንግስት ባለስልጣናት፣ ባለሙያዎች፣ የማህበረሰቡ አባላት እና ሌሎች ይህንን አለም አቀፍ ዊትና ሀገራዊ ችግሮችን ለመቅረፍ፣ ፍቺ በልጆች ላይ የሚያደርሰውን ጉዳት ከተፋቱ በኋላ የሚጠቀሙ ባቸውን የመቋቋሚያ ስልቶችን ማጠናከር አዲስ ግንዛቤ ሊኖራቸው ይችላል።

የተሳታፊዎች መብቶች፡-

• ተሳትፎ ሙሉ በሙሉ በፈቃደኝነት የተመሰረተ ነው።

• በማንኛውም የሂደቱ ደረጃ ላይ

ያሉ ታዊ ውጤት ወይም ምንም እይነት መረጃ ላይ ታተም ወይም መውጣት ይቻላል።

• ሚስጥራዊነት እና ማንነትን መደበኛ በከፍተኛ ሁኔታ የተጠበቀ ይሆናል።

✽ከፈለግክየጥናቱውጤትመድረስምስሚስጢራዊነትእናማንነትንመደበቅ:-

መረጃውከተሰበሰበበኋላማንምሰውማንእንደሆነሊያውቅእንደማይችልለማረጋገጥተማሪዋየውሽት ስምትመድብልዎታለች::ተማሪዋየጥናቱሂደትካለቀበኋላከምርምሩጋርየሚያገናኙዎትንሁሉንም መረጃዎችታጠፋለች::

ስለሚስጥራዊነት፣ተማሪዋሚስጥራዊነትዎንያከብራሉእናከምርምርጥናቱጋርተዛማጅነትያላቸውንመረጃዎችብቻይሰበስባሉ::በተጨማሪምበማንኛውምደረጃላይግላዊነትእንደተጣሰከተሰማዎት ተማሪዋእርስዎንምመልከትንዳልተጣሰለማረጋገጥጥናቱንእንደገናታደራጃለች::ስለዚህ፣የምትጠይቁት ቃላትምልልስማንነታቸውየማይታወቅይሆናል::

ጥናቱእንዲሳካእናየታሰበውንግብእንዲመታምላሽሰሚሰጡበትጊዜግልፅእናታማኝእንድትሆኑበዚህእጠይቃለሁ::

ለምታደርጉትትብብርበቅድሚያእናመሰግናለን!!!

ክፍል | - ዳራመረጃ

ስም _____ ዕድሜ _____

ጾታ _____ የትውልድስፍራ _____

ክልል/ዞን _____ ክፍለከተማ/ወረዳ _____

ወቅታዊአድራሻ _____ ከተማ _____

የትምህርትደረጃ _____ የሙያደረጃ _____

ዘርፍ/ኃላፊነት _____ ስልክቁጥር _____

በምርምር ቃለመጠይቅ ውስጥ ለመሳተፍ ፈቃድ

ፍቺ በልጆች ላይ የሚያስከትለውን መዘዝ እና የመቋቋሚያ ስልቶቻቸውን በመዳሰስ

በየካክፍ ለከተማ የተመረጠ ወረዳ ላይ ፤

አዲስ አበባ ፣ ኢትዮጵያ

የዚህን ጥናት አላማ በተመለከተ በቂ መረጃ አግኝቻለሁ እናም በዚህ ውስጥ ያለኝን ሚና ተረድቻለሁ። በዚህ ጥናት ውስጥ እንደ ቃለመጠይቅ ጠያቂ የተሳተፍ ኩባንያ አላማ። ጥያቄዎችን ያለመመለስ መብት አለኝ። በቃለመጠይቁ ወቅት በማንኛውም መንገድ ምንም እንኳን የማይሰማኝ ከሆነ ፣ ከቃለመጠይቁ መውጣት እና የተሰበሰበው መረጃ እንዲሰረዝ የመጠየቅ መብት አለኝ። የዚህን ቅጽ ነጥቦች እና መግለጫዎች በጥንቃቄ እንብብተረድቻለሁ። ጥያቄዎቼ ሁሉ መልስ አግኝተው ልኛል፣ እናም በዚህ ጥናት ለመሳተፍ በፈቃደኝነት ተስማምቻለሁ። በቃለመጠይቅ አድራጊው የተፈረመ የዚህን የስምምነት ቅጽ ቋሚ ወስኛለሁ።

የተሳታፊ ፊርማ _____ ቀን _____

የተማሪው ፊርማ _____ ቀን _____

አባሪ - 1

ወላጆቻቸው የተፋቱባቸውን ልጆች ለመጠየቅ ጥልቅ ቃለምልልስ

ውድ ልጆች (ቤተሰቦቻቸው የተፋቱባቸው ልጆች)

1. የወላጆችህ/ሽፍቺ በስነልቦና ሁኔታህ/ሽላይያለውን ተጽእኖ እንዴት ታብራራለህ/ ሽ?
2. ወላጆችህ/ሽ ከተፋቱ በኋላ ያጋጥሙህን/ሽ ንፈታኝ ሁኔታዎች ለማሸነፍ ምን አይነት የመፍትሄ መንገዶች መከተል የሚያስፈልግ ይመስልሃል/ሻል?
3. ወላጆችህ/ሽ ከተፋቱ በኋላ ለያጋጥሙህ/ሽ የሚችሉትን ንፈታኝ ሁኔታዎች ለማሸነፍ የማኅበራዊ እንክብካቤ ጠቀሜታን እንዴት ታስረዳለህ?

በመጨረሻም ውድምላሽ ሰጪ ለምታደርጉት ተብብር እናፈቃደኛነት በአዲስ አበባ ዩኒቨርሲቲ የስነ-ልቦና ትምህርት ቤት ስም አመሰግናለሁ።

አባሪ - 2

በየካክ/ከተማ ወረዳ አምስት እና አስር ወላጆቻቸው የተፋቴባቸው ልጆች አሳዳጊ ወላጆችን ለመጠየቅ ቁልፍ መረጃ ሰጪ

ውድ ወላጆች (የወላጆች የተፋቴታ ልጆች አሳዳጊ).

ክፍል II. በልጆች ላይ የፍቺው ጤቶች

1. በእራስዎ እይታ ፍቺ በልጆች ላይ ያስከተለውን ተጽእኖ እንዴት ይግልፁታል?
2. ወላጆቻቸው ከተፋቴታ በኋላ በልጆቻቸው ሁሉ ላይ ሊደርስ የሚችለውን ፈታኝ ግርግር በምን ዓይነት የመፍትሄ ዘዴዎች እየተወጡ ያሉ ይመስልዎታል?
3. በልጆች ላይ ፍቺ ሊያስከትለው የሚችለውን የስነ-ልቦና ተፅእኖ እንዴት ያዩታል?
4. በልጆች ላይ ፍቺ ሊያስከትለው የሚችለውን ማንኛውንም ጫና አስተውለው ያውቃሉ?

በመጨረሻም ውድ ምላሽ ሰጪ ለምታደርጉት ብብር እና ፈቃደኛነት በአዲስ አበባ ዩኒቨርሲቲ የስነ-ልቦና ትምህርት ቤት ስም አመሰግናለሁ።

አባሪ - 3

በየካክፍለከተማየወረዳአምስትእናአስርዎናመረጃሰጪዎችንለመጠየቅየተደረገቃለምልልስ።

1.

በእራስዎእይታፍቺበእርሶወረዳየሉወላጆቻቸውየተፋቱባቸውልጆችላይያስከተለውንተጽእኖእንዴትይገልፁታል?

2. ከወላጆቻቸውፍቺበኋላበልጆችላይምንአይነትየባህርይለውጥአስተውለዋል?

3. በወረዳደረጃወላጆቻቸውለተፋቱልጆችየቀረበልዩየእንክብካቤድጋፍአለወይ?

4. ወላጆቻቸውየተፋቱልጆችንለመደገፍየሚዘጋጁየአፈጻጸምእቅዶችምንድንናቸው?

በመጨረሻምውድምላሽሰጪለምታደርጉትትብብርእናፈቃደኛነትበአዲስአበባዩኒቨርሲቲየስነልቦናትምህርትቤትስምአመሰግናለሁ።

አባሪ _4

በየካክፍለከተማየወረዳአምስትእናአስርቁልፍመረጃሰጭዎች

(የትምህርትቤትአማካሪዎች፣ ርዕሰመምህራን፣

የክፍልሃላፊዎችእናየመጀመሪያደረጃትምህርትቤትአስተማሪዎች)።

1. በእራስዎእይታፍቺበእርሶ

ትምህርትቤትያሉወላጆቻቸውየተፋቱባቸውልጆችላይያስከተለውንተጽእኖእንዴትይገልፁታል
?

2. ከወላጆቻቸውፍቺበኋላበልጆችላይምንአይነትየባህርይለውጥአስተውለዋል?

3. በትምህርትቤትደረጃወላጆቻቸውለተፋቱልጆችየቀረበልዩየእንክብካቤድጋፍአለወይ?

4. ወላጆቻቸውየተፋቱልጆችንለመደገፍየሚዘጋጁየአፈጻጸምእቅዶችምንድንናቸው?

በመጨረሻምውድምላሽሰጪለምታደርጉትትብብርእናፈቃደኛነትበአዲስአበባዩኒቨርሲቲየስነ-
ልቦናትምህርትቤትስምአመሰግናለሁ።