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SOCIO-EMOTIONAL WELLBEING OF CHILDREN OF DIVORCED

AND NON-DIVORCED PARENTS AT ROFAM ACADEMY

ELEMENTARY SCHOOL

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ADDIS ABABA, ETHIOPIA

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AND NON-DIVORCED  
PARENTS AT ROFAM ACADEMY ELEMENTARY SCHOOL

BY: TARIKUA TADDESSE

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**APPROVED BY BOARD OF EXAMINE**

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## **DECLARATION**

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of Dr. Fantahun Admass. All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for earning any degree.

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OCTOBER, 2023

## ENDORSEMENT

This is thesis has been submitted to Addis Ababa University, School of Graduate Studies for examination with my approval as a university advisor.

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Advisor

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October 2023

## ABSTRACT

*Children are the most at risk individuals getting the badly effects of crisis and conflicts happening around the world. The survival and development of a child's optimal potential disrupted if the family environment disturbed. Children in the time of bad condition would deprive the necessary love and guidance or the necessary financial means to continue his or her growth and development.*

*Ethiopia, like most African societies, considers as one of the largest population of children in the world that owes deep-rooted gender roles as the father is the breadwinner and the mother is the caregiver. Losing a father or a mother was difficult for children*

*The main objective of this study is to assess the socio emotional well-being of children in divorced and non- divorced parents. Cross-sectional research design was used both qualitative and quantitative research approaches were implemented. In this research, there were 60 study participants the data were collected using questionnaire and interview guide. It has used descriptive statistics with means, standard deviations, frequencies and percentages*

*Children feel sadness they have Exposure for different problems, like divorce and the effects may not manifest until many years afterwards. In addition, they may suffer from severe behavioral and emotional problems, such as being aggressive, having less knowledge, get hyperactivity, conduct problem and pro social problem*

*Therefore, it is recommended that the society, social workers and concerned government institution are advised to play their important role in preventing the prevalence of divorce and ensuring its proper adjustment through changing the social environment in relation to marriage stability.*

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# CHAPTRE ONE

## INTRODUCTION

### 1.1 BACKGROUND OF THE STUDY

The family is the smallest part of society; it is an institution based on the principle of equality to satisfy social needs wherever everyday needs are met (Aral & Gürsoy, 2000). Family begins with marriage; it connects and strengthens relationships and social bonds.

Family members are defined as groups of people living in the same house and aligned to the society in which they belong; and also the basic unit of the society where sexual, psychological, social, emotional, cultural, and economic needs are met (Bulut, 2018; Özgüven, 2001).

Fathers and mothers are significant figures in the early childhood period, called the magic years of the individual's life, a period in which one's life is shaped (Oktay, 2007). Parents' interest, care, and love for children play a complementary and balancing role in the children's development (Aydin, 2009). In order for children to be cognitively, physically, socially and emotionally developed and to be healthy and beneficial individuals to their community, they need to have a loving family environment where effective communication is at the forefront (Kalkinc, 2013)

The family provides the best environment in which a child can grow. It is nurturing, loving, and caring and facilitates better development outcomes for the child. The family also coaches a sense of religious and cultural identity and ensures that children hold family values.

As much as parents care for their children, another important task is to inform them about the rules, values, roles, and culture that cover them that will help the child adapt to society and help them live in society. Children learn the correct behavioral patterns by modeling their parents, as their first teachers (Senturk, 2010)

According to Newman and Newman (2015), people get married hoping to have a lifetime satisfying union with their partner. These people marry for love, friendship, family, financial stability, and intimacy, among other reasons. The idea of staying married and having children while growing old together is the image most people who get married have. Because family is an institution that satisfies social needs based on equality and meets every day needs (Aral & Gürsoy, 2000).

Strong parent-child relationship nurture a child's physical, emotional, and social development when children live with both of their parents. This kind of bond is a unique experience for children and parents. This relationship builds the foundation for the child's personality, life choices, and overall behavior. In addition, it can also affect the strength of their physical, mental, social, and emotional health.

A secure relationship between children and parents can enhance mental, linguistic, social, and emotional development. It also laid a strong foundation for a child's day-to-day life, equipping him with better social and academic skills. Children from non-divorced parents also gain strong problem-solving skills in their routine activities.

As much as parents (father and mother) take care of their children, in addition to this, parents must inform their children about the rules, values, roles, and culture that cover them that will help the child to adapt to the society and help them to live in the society. In this context, the family is responsible for raising the child and making it an individual of the society in which she or he lives. The parent relationship's quality and continuity are essential in the child's development. Children learn the correct behavioral patterns by modeling their mothers and fathers as their first teachers (Şenol, 2004). Parents' interest, care, and love for children play a complementary and balancing role in the children's development (Aydın, 2009).

Fathers and mothers with children should be responsible for their development and well-being. The father and mother should also provide for the children's social, moral, and spiritual development. Promote social and relationship development by providing platforms for the growing child to interact with other children.

The strong bonds between couples (father and mother) sometimes change into a bad situation in different problems. As a result, a dissolution or divorce will happen between them. Many marital problems are not grounds for divorce as long as the couple is willing to work through them together (Kalkınç, 2013).

The Blackwell Encyclopedia of Sociology (2007) defines divorce as a termination of the marriage. Most scholars define *divorce* as the dissolution of marriage (Beaman, 2005; Ahrons, 2006; Kraynak, 2006; Harkonen, 2013).

Gersem (2006) concluded that divorce experience in the world today is a result of one of the following: Immaturity, infidelity, abandonment, lack of communication, physical abuse, drug

and alcohol abuse, ego problems, sexual abuse, joblessness, lust, cultural and religious differences, crime, incompatibility, family background, failed expectations and the like.

Cathy (2013) categorized three major causes of divorce based on their experience:

1. Laziness is a misguided belief that marriage will make couples happy.
2. Lack of communication skills that could have been expressed through their feelings and openly listening to their spouse
3. High expectations are often accompanied by lack of interest when evaluating the likelihood of divorce in a marriage

Even in a family environment where one or both parents are missing, it is inevitable for the child to be negatively affected by this situation and behavioral problems to observe in the child (Attepe, 2010). The discomfort in the family can deeply upset children.

Divorce, "dissolution of marriage," is the legal procedure to end a marriage or marital union. It entails rearranging or terminating the legal duties and obligations of matrimony, which, by the rules of the relevant state or country, dissolves the bonds of marriage between a married (Encyclopedia Britannica, 2018).

Nowadays, single-parent families have increased worldwide in the last few decades, primarily due to high divorce rates. These divorce rates increase significantly. Growing numbers of children endure parental divorce and the severe disturbance of everyday family life that results; this could result in more stressful situations, including strained parent-child ties, a lack of emotional support, or financial difficulties, as well as numerous other stressful life events such as moving, changing school, losing contact with grandparents and paternal remarriage (Amato, 2000).

The response of children to divorce and the divorce effects are challenging due to children's age, gender characteristics, and family structure (Aydın, 2010). The child's age during the divorce period and how the child undergoes the divorce process is essential. Divorces, which coincide with early childhood, profoundly affect the child's development process. However, if children are between the ages of three and five, in adolescence, aggression appears in boys, and girls experience failure in school.

In addition, the impacts of parental divorce on the life course of offspring may continue into adulthood. The short-term emotional and social issues observed in children may not be as severe as the long-term effects of parental divorce on adult achievement and quality of life.

(Amato & Keith 1991). While there is much research on how divorce affects kids and young adults, little is known about how parental divorce affects adults as they age.

Large numbers of children are at increased risk of negative consequences associated with parental divorce. Studies have indicated that the offspring of divorced parents have elevated emotional and behavioral challenges, reduced academic performance, and social interaction compared to the offspring of single parents (Lansford, 2009). All these serious issues, in one way or another, influence the child's socio-emotional development.

The Socio-Emotional development area in children includes the process of learning that deals with how to form different strengths and relationships with people around them. The sub domains under this development are self-regulation, self-concept, and cooperation. In addition, it includes the children's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others.

Three central factors influence socio-emotional development: biological factors, including genetics and temperament, environmental factors, socio-economic status, support, and relationships (Bohlin&Agekull, 2009).

As mentioned, the topic of this study focused on the comparison of the socio-emotional well-being of children with divorced and non-divorced parents. Despite the importance of the problem, there needs to be more available studies on the subject area to create awareness in the minds of individuals and to address problems to the concerned bodies and organizations to improve the problems. Because of this, the researcher is motivated to assess the Socio-emotional development and well-being of children with divorced and non-divorced parents.

Finally, this study was conducted to fill the gap by assessing children's Socio-emotional well-being after the divorce process, to investigate the nature of the problem, and the extent of the impact on the socio-emotional well-being of children at ROFAM Academy Elementary School in Addis Ababa.

## **1.2. STATEMENT OF THE PROBLEM**

Transitioning from a non-divorced family to a divorced family is difficult for children. One of the significant sources of stress in life is divorce, which also affects people's mental, physical, emotional, and social health. Children in divorced families do not usually experience a quality of life; they must be healthy and happy to be fully functioning adults.

Makara (2009) indicated that the causes and reasons. Divorce is enormous; each specific to that particular couple is of marital relationship, individual experiences, and personal problems. Generally, the same study stated that most divorcing experience in the world today is similar, even though different writers viewed them from different angles. Those revolve around common reasons relating to the couples' social, economic, psychological, emotional, political, and cultural conditions. People mention women's changing roles, infidelity, financial problems, and immaturity as the leading causes of divorce; in contrast, high-income, well-educated women are more prone to divorce (Balestrino et al., 2008). If women become professionals in modern times, it can be problematic when they neglect their families. Most of the time, divorce hurts divorcee families and society. According to Fagan and Churchill (2012), divorce severely harms all involved but is critical to the children. The problems often affect the children even before the parents' divorce, starting from the conflict between parents and the painful divorce process (Wallerstein, 2012). When children have less attention, they receive less emotional support, financial assistance, and practical help for academic support and encouragement. They may lose stimulation of socialization, resulting in a decrease in pride, affection, and social maturity of the children. Zinn and Etzin (1999) stated that following parental divorce, children encounter psychological problems like depression, trauma, anxiety, and unhappiness. According to Markham (2013), divorce has short- and long-term effects. If the parental divorced children are too young to understand the situation fully, they might feel guilty or responsible for the divorce. In short, they become increasingly aggressive, violent, uncooperative, and emotionally needy. Markham (2013) agreed that the effects of divorce on children seem to be short-term. Once they fade, it takes time to adjust their living situation. According to Markham (2013), parental divorced children suffer from multi-dimensional effects; those children are more likely to be less educated, experience poverty or socio-economic disadvantage, and develop anti-social behaviour.

Moreover, it may include other behavioural problems like drug and alcohol addictions, getting married, or cohabiting earlier, resulting in exposure to separation or divorce. They may not quickly recover from the effects of divorce, even if it may happen in their future lives. Wallerstein (2012) agreed that some children are not as resilient as others are; those may affected negatively by the divorce in their future life. Thus, the effects carry into

adulthood; they have much lower trust in their girlfriends and tend to love their partners less altruistically. Amato (2005) states that, education is negatively associated with divorce those parental divorced children scored lower in their academic performance than, children in intact families explained more in Wallerstein's (2012) study in the USA that divorce affects the grade level in which, children attain: the number of girls who drop out of high school increased by 33 percent because of parents' divorce. Children living with two biological parents complete total education years and earn more than, children from other family structures (Wallerstein, 2012). Divorce also reduces the likelihood of a college education because of lower financial support from divorced parents. No statistical report can show the trend of the actual divorce rate at the regional or national level.

However, Tilson and Larsen (2000) also agreed with this idea that "forty-five percent of first marriages in Ethiopia end divorce within 30 years because of various reasons such as economic problems, parental issues, and religious aspects. Two-thirds of women divorce within the first five years of marriage". The same study stated that divorce has been a familiar and broadly accepted practice in Ethiopia. Indrias (2006) reports that the number of street children totals 600,000 in the country and more than 100,000 in the capital (Addis Ababa). According to Woldekidan (2003), in Ethiopia, around 4,042,357 children estimated to live under complex conditions because families cannot support children due to family dissolution (Woldekidan, 2003). Therefore, this study compared children's socio-emotional well-being with divorced and non-divorced parents, emphasizing divorce and its consequences on children's socio-emotional well-being. Despite the seriousness of the problem, there is no sufficient available study on the subject area to create awareness in the minds of individuals and to address problems to the concerned bodies and organizations to improve the problems. Because of this, the researcher is motivated to assess the impact of divorce on children's well-being and the divorcee's family in general.

### **1.3. RESEARCH QUESTIONS**

The study addresses the following research Questions

1. What is the status of socio-emotional wellbeing of ROFAM Academy elementary school children?

2. Is there any statistically significant difference between children of divorced and non-divorced parents in socio emotional wellbeing?

3. What are the coping mechanisms to overcome socio emotional wellbeing of children from divorced parents?

## **1.4. OBJECTIVES OF THE STUDY**

The general and specific objectives of the study presented as follows:

### **1.4.1. GENERAL OBJECTIVES**

The general objective of this study is to investigate Socio-Emotional wellbeing of children with divorced and non-divorced parents in ROFAM academy elementary school.

### **1.4.2. SPECIFIC OBJECTIVES**

- To identify the status of socio-emotional wellbeing of ROFAM Academy elementary school children.
- To identify the difference between children of divorced and non-divorced parents in socio emotional wellbeing
- To investigate coping mechanism to overcome socio-emotional wellbeing problems facing children of divorced parents.

## **1.5. SIGNIFICANCE OF THE STUDY**

The study will clarify parents' crucial roles in their children's socialization at different levels of their development. Then, they are more aware of the effects and avoid such divorce instances wherever possible. In addition, the research will be significant to the parents since they will be able to know the effect of divorce on the underlying behavior of their children.

In addition, the study will expose the effects of divorce on children and their socio-emotional well-being related to their academic performance, social relationships, health factors, and behavioral adjustment. Moreover, the study suggests that their teachers give particular attention to those of children affected by parental divorce. The aim will be to know how to counsel them on eradicating the feelings of failure, change, and conflict.

In addition, this research gives insight into understanding children's lives and having ample information about children with divorced parents by examining their attitude towards non-divorced parents. Preparation to integrate children with divorced parents will minimize the challenges they face substantially.

Besides, the study will be necessary to future researchers and academicians in suggestions of areas requiring further research, and it will be a source of reference for future scholars and researchers.

## **1.6. The Scope of the Study**

The study will focus on the comparison of socio-emotional wellbeing of children with divorced and non-divorced parents' in ROFAM academy elementary school.

The focus of this study will be comparing children socio-emotional wellbeing through comparison in the focus of children with divorced parents and children with non-divorced parents. In addition, the data was limited on ROFAM academy elementary school in Addis Ababa to make the study more manageable. As a result, the delimitation based on data coverage area, and in order to gain a complete picture of the study, this study will conduct in-depth interviews with thirty divorced parents and thirty non-divorced parents.

## 1.7. LIMITATION OF THE STUDY

The scope of this study is limited to present major socio emotional well-being of children in divorced and non- divorced parents in ROFAM Academy Elementary School in Addis Ababa.

We cannot generalize the study's findings to other organizations because of their unique organizational structures and operational differences.

## 1.8. OPERATIONAL DEFINITION OF KEY TERMS

- **Divorce:** the legal dissolution of marriage by a court or other competent body
- **Non-divorce:** the legally or formally recognized union of two people as partners in a personal relationship
- **Parent:** a father or mother of a child, a person who brings up and cares for another foster parents,
- **Children wellbeing:** is the quality of children's lives in terms of social wellbeing, emotional wellbeing and the ability to cope after the divorce.
- **Social well-being:** an end state in which basic human needs are met and people are able to co-exist peacefully in communities with opportunities for advancement
- **Emotional well-being:** an overall positive state of one's emotions, life satisfactions, sense of meaning and purpose, and ability to pursue self-defined goals
- **Influence:** the power to have an important effect on someone or something
- **Emotional Symptoms:** daily presence of at least one of four symptom feeling low, irritable or bad tempered, nervous and having difficulties falling asleep
- **Conduct Problem:** a group of behavioral and emotional problems characterized by a disregard for others
- **Hyperactivity:** constantly active sometimes disruptive behaviour, occurring primarily in children
- **Peer problem:** pressure to person into doing something person are uncomfortable with
- **Prosocial:** intended to help or benefit another person or group. The capacity to notice the distress of others

## **1.9. ORGANIZATION OF THE STUDY**

This chapter introduced the research background and explained the problem statement that formulated research objectives and questions. The following chapter two covers the theoretical and empirical literature of the study and explains the significant research gaps while describing the conceptual and theoretical framework of the study. Chapter three explained the research design and methodology of the study to highlight the research strategy, population, area of research sampling design and procedures, and data collection and analysis.

## **CHAPTRE TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. INTRODUCTION**

This chapter discusses the relevant facts about the influence of divorce on Socio-emotional development and well-being at ROFAM Academy Primary School. In this respect, literature associated with the definition of basic terminologies appears frequently, and conceptual and theoretical understandings of divorce and the impact of divorce on the socio-emotional development of children are well presented

#### **2.2. CONCEPTUAL AND THEORETICAL REVIEW OF RELATED LITERATURE**

Under this section detailed theoretical and conceptual review of related literature are presented.

##### **2.2.1. DEFINITION OF MARRIAGE**

According to Haviland (1996), marriage is a transaction and subsequent contract whereby the community acknowledges a woman and a man as having an ongoing claim to the privilege of sexual relations and whereby the woman is qualified to have children. According to Haviland (2000), a marriage is a partnership in which one or more men, either male or female, and one or more women. Either female or male, are acknowledged by society as having an ongoing claim to the privilege of having sex. According to RAI (1951), marriage is a relationship in which a man and a woman are joined in a way that acknowledges the children born to the woman as the legal children of both parties. Edmund Leach said marriage could, but does not always, accomplish the following: establish the legal father of a woman's children and the legal mother of a man's and establish a socially significant affinity relationship between spouses and their relatives.

##### **2.2.2. DEFINITION OF NON-DIVORCE**

The intact family consists of a man and a woman bound together by marriage and whatever children they may have. The legal joining of a couple as spouse known as marriage. Marriage is an officially recognized and socially accepted partnership, typically including a man and a woman, governed by laws, regulations, conventions, beliefs, and attitudes that specify

parental rights and responsibilities. The universality of marriage throughout a wide range of nations and cultures described by the numerous fundamental social and personal functions it provides a structure for, including the division of labor between economic output and consumption and sexual fulfillment and regulation (Stanberry, 2019).

According to a legally defined dictionary, marriage is the state of being legally, consensually, and contractually wed to a person of the opposite sex in a recognized, sanctioned relationship that can only be terminated by law

Married people have dual responsibilities, one to another and themselves, which helps them, live more responsible, productive, and fulfilling lives. Being married is a transforming event that alters how two individuals view one another, their future selves, and their social duties. (Lewis & Haviland, 2000).

### **2.2.3. DEFINITION OF DIVORCE**

Marriage remains a deep-rooted culture among societies (Claiborne, 2012). It implies that the cultures and values keep marriage for a long time. However, norms and culture are not static but vary with the change in global conditions. Makara (2009) agreed that global changes affect the world where we live; these are technological, communicative, and political. Through these changes, the values of marriage decline with increasing divorce practices.

The Blackwell Encyclopedia of Sociology (2007) defines divorce as a termination of the marriage. Most scholars define it as the dissolution of marriage (Beaman, 2005; Ahrons, 2006; Kraynak, 2006; Harkonen, 2013). Buzzle (2013) indicated that societies always have various views on marriage and divorce that are influenced by the culture that one belongs to, among others.

A family may have trouble during a divorce. In addition to discovering new methods to interact with one another, parents are also picking up new parenting techniques. The impact of a divorce on children can differ depending on the parents involved. While some kids respond to divorce in a healthy and understanding way, others could find adjusting difficult. (Cohen et al. 2016)

A family may have dilemma during a divorce. In addition to discovering new methods to interact with one another, parents are also picking up new parenting techniques. The impact of a divorce on children can differ depending on the parents involved. While some kids respond to divorce healthily and understandably, others could find adjusting difficult. In

addition to this, research has suggested that divorce can affect children socially, as well. Children whose families are divorcing may find it more difficult to relate to other people and typically have fewer social interactions. Children can experience insecurity and question if their family is the only one to have divorced.

With support, children as an adjustment rather than a crisis can view the divorce transition because they are resilient. The impact of divorce on children varies since the children in a divorce have diverse temperaments and ages. Family members know this and prepare for divorce by considering how it will affect kids of all backgrounds. (Juliana, Sobolewski & Paul, 2007).

#### **2.2.4. SOCIO-EMOTIONAL WELL-BEING**

The broad concept of social and emotional wellness includes a person's emotions, actions, connections, objectives, and personal assets. Depending on individual differences, culture, and temperament, well-being may manifest in numerous ways.

Social and emotional development "is about gaining the strength and capacity to lead a full and productive life, and having the resilience to deal with change and unpredictability" (Australian Institute of Health and Welfare, 2009). These definitions suggest a concern with the young person in the present and the young person as a future adult. They suggest a concern with the whole child or young person who is resilient in the face of adversity and is positively thriving rather than simply avoiding illness or adverse outcomes. In this report, we emphasize the whole child/young person, her positive health and well-being, and the role of socio-emotional well-being in contributing to their overall well-being (Jenks, 2005).

Applied research on socio-emotional has not yet been concerned with the whole child or young person. If we consider a genealogy of ideas it, could be argued that, research in socio emotional wellbeing has often involved observation of a set of individual behaviors that is seen as socially problematic such as, disruptive behavior at school, drug use, or other risky behavior which, has in turn been associated with observation of another set of problems, for example, hyperactivity, low self-esteem, anxiety or depression. In this research, a range of largely negative indicators of socio emotional well-being has been proposed measuring, for example, actual behavior or mental health states (James et al., 2005).

### 2.3. Effects of divorce on children's socio-emotional well-being

Parents must take care of their children. Father and Mother are essential at the early period; in order for children to be cognitively, physically, socially, and emotionally healthy and to be beneficial individuals for their community, they need a loving family environment where effective communication is at the forefront (Kalkinc, 2013)

The value and continuity of the parent's relationships are essential in the child's development. Children more affected by broken families at that time, which is very difficult for children in multidimensional areas. Children who often observe the picture of unhappiness in divorced families are negatively affected by the following situation (Carter, 2016).

Children of divorced parents had constant high anger levels, low self-esteem, high anxiety levels, and loss of confidence compared to children from non-divorced parents. Children who grow up in unhappy environments also encounter many social, emotional, and mental problems (Turan et al., 2007). Children in divorced families most commonly had seen long-term effects such as an increased chance of engaging in sexual intercourse and participation in alcohol use than those with intact families. Compared to children from two-parent households, children from divorced homes may be more likely to face externalizing issues such as conduct disorders, delinquency, and impulsive behavior.

#### **2.3.1. LOSS OF INTEREST IN SOCIAL ACTIVITY**

Divorce may also have social effects on children, according to research. Children whose families are divorcing may find it more difficult to relate to other people and typically have fewer social interactions. Children can experience insecurity and question if their family is the only one to have divorced.

#### **2.3.2. DIFFICULTY ADAPTING TO CHANGE**

Children who experience divorce may need to learn how to adjust to change more regularly. (Patrick & Mark, 1994) New family dynamics, new house or living situation, schools, friends, and more may all have an effect (Malone et al., 2004).

#### **2.3.3. EMOTIONALLY SENSITIVE**

A family going through a divorce may experience various emotions, and the children involved are no exception. This shift may cause feelings of grief, rage, perplexity, anxiety, and many other emotions. (Donna & Mary, 1999). Children raised by divorce may have emotional sensitivity and be overwhelmed. Youngsters require a way to express their

feelings, like a conversation partner, a listening ear, and others. Divorce may have an impact on children's ability to absorb emotions.

#### **2.3.4. ANGER/IRRITABILITY**

While anger can strike anyone at any age, school-age children and teenagers are more likely to experience it. Feelings of loss of control or desertion may give rise to these feelings. Some youngsters even turn their anger inward, holding themselves responsible for their parents' separation. Sometimes, when children are overburdened and unsure of how to handle the effects of divorce, they can get upset or angry. (Bilge, Helen, and Rose, 1997). Their anger may be focused on a variety of alleged reasons. Divorce-affected children may act out in ways that make them angry toward their parents, friends, and others. Although many youngsters lose their anger after a few weeks, it is vital to recognize that this could be a long-lasting consequence of the divorce on the kids if it continues (Frank & Kathleen, 2001).

#### **2.3.5. FEELINGS OF GUILT**

Children often ask themselves why their family is going through a divorce. They will search for explanations, wondering if they have done something wrong or if their parents are no longer in love. (Jeffrey, Rena and Scott, 2004). Divorce frequently leaves children guilty but can also have many other harmful effects. Guilt raises blood pressure and can cause additional health issues like stress, despair, and anxiety. These guilt feelings can be lessened by giving a child the background information and guidance they need to comprehend their part in a divorce. (Bohlin & Hagekull, 2009).

#### **2.3.6. DESTRUCTIVE BEHAVIOR**

Studies reveal that kids who have gone through a divorce during the last two decades are more prone to engaging in criminal activities and rebelling through harmful behaviors that negatively affect their health. Additionally, many children report having started smoking or using prescription drugs (Forehand, 1987).

#### **2.3.7. INCREASE IN HEALTH PROBLEMS**

Divorce is a complex process, and it can affect kids. Physical concerns may arise because of addressing these issues. Divorced children are more susceptible to illness, which can be caused by various things, including trouble falling asleep. (Haimi et al., 2016). Additionally, symptoms of depression may manifest, escalating the sense of diminished well-being and worsening physical indicators.

### **2.3.8. LOSS OF FAITH IN MARRIAGE AND FAMILY UNIT**

Research has also revealed that children who have witnessed divorce are more likely to divorce while in their relationships, even though they hope to have stable partnerships when they grow up. According to some research, children from non-divorced homes may not have this inclination to divorce, which could be two or three times higher (Shannon & Aletha, 2006). According to studies, children of divorced parents are likely to be in similar situations to adults (Paul, 2005). The basic idea is that a divorce between parents may alter a child's perspective on relationships. They can be eager to start committed, long-term partnerships. Children who experience divorce also learn that there are other family models besides their own. Additionally, the study implies that kids might prefer cohabitation, living together without getting married, to marriage. Regardless of familial history, it is essential to remember that this is quite acceptable in our modern culture (David et al., 2014).

### **2.4. EFFECT OF DIVORCE ON CHILDREN OF DIFFERENT AGE**

In this section the effect of divorce on children presented into two categories concerning their age group: children of less than nine and ages between 9 and 13.

#### **2.4.1. CHILDREN UNDER NINE**

Children will blame themselves for the divorce and think their parents will eventually get back together. The children having hope for their parents getting back together is not good because, it is doubtful that they will get back together (Reschke, 2019).

#### **2.4.2. CHILDREN BETWEEN NINE AND THIRTEEN**

Children become more dependent and have feelings of infidelity from their parents for getting divorced. Additionally, divorce will affect a child the most when they are in a serious relationship; they will start to think that it will fail or they will eventually separate.

### **2.5. THE IMPORTANCE OF SOCIO-EMOTIONAL WELL-BEING**

Preschool and kindergarten are crucial for socio emotional development (Reschke, 2019; Stanberry, 2019). Social and emotional intelligence are combined to form socio-emotional development (Carter, 2016). It alludes to a child's ability to have empathy, trust, and self-assurance (Carter, 2016; Stanberry, 2019).

Socio-emotional development influenced by three central factors: biological, including genetic and temperament; Environment, including socioeconomic status and support; and

relationships. Socio-emotional development sets a foundation for children to engage in other developmental tasks.

## **2.6. PURPOSES OF CHILDREN'S SOCIO-EMOTIONAL WELL-BEING ASSESSMENT**

Measuring children's socio-emotional development should be part of a broader comprehensive assessment and early intervention. Measuring children's social-emotional development can provide important information about how children are progressing in areas such as forming close and secure relationships, regulating and expressing their emotions, and showing empathy towards others.

Hence, assessments of children's socio-emotional well-being have the following purposes:

- ensuring timely and appropriate socio-emotional developmental screening of children
- identifying significant concerns about children's development and determining eligibility for early intervention services
- informing intervention planning and decision-making on the socio-emotional well-being of children

## **2.7. ENCOURAGING SOCIO-EMOTIONAL WELL-BEING**

Positive socio-emotional development comes from a child's curiosity, temperament, parental involvement, and good instructions. In order to guarantee that children develop socio emotionally appropriately, caregivers are advised to cultivate various abilities.(Bohlin and Hagekull, 2009; Carter, 2016; Reschke, 2019; Stanberry, 2019).

The following are essential steps to encourage (cope out) the development of children's emotional well-being.

1. Confidence: Children can learn to participate in child-directed activities and trust their emotions.
2. Curiosity: Children should encouraged to take an interest in the world and things outside of themselves
3. Self-control: Children with an incentive to do things like listen to stories and provide feedback
4. Relatedness: Parents should model empathy by showing concern for others displaying and accepting emotions.

5. Communication: Children need to communicate by talking about their feelings and listening to what others say.

6. Cooperation: Interdependence and cooperation are necessary for socio-emotional development.

## **2.8. COMMON INDICATORS OF SOCIAL-EMOTIONAL WELL-BEING**

The social and emotional well-being of young children is an important goal for many central, situation and private initiatives; on the other hand, the early childhood field has lacked agreement on indicators of healthy social emotional development in early childhood

Indicators may include any of a range of measurements that allow communities to identify areas of need, implement, and monitor effective interventions at the family, community and system levels in a coherent and efficient manner. Indicators of social-emotional development can help communities improve the wellbeing of some of their most venerable children.

Social emotional indicators measure non-academic trait and skills such as, “grit” or “self-management.” Social emotional indicators are not the same measures of school climate, which may look at how students, educators, and sometimes parents experience their school environment. Signs of healthy social-emotional developments are children ability to make and develop friendships, manage, understand and express emotions, explore and interact with the environment, show empathy (caring) towards others, have self-confidence and do well in school.

## **2.9. FOUR SUB-DOMINANTS OF SOCIO-EMOTIONAL WELLBEING**

1. **Social competence**; the ability to interact from others, it is very important skill because for success in school and farther than
2. **Emotional competence**; it helps children to accomplish goals, meet challenges and participate effectively in social groups and environments
3. **Behavior problems**; uncommon for the child’s age at the time, like inattention, hyperactivity, drug use, criminal activity
4. **Self-regulation**; the ability to understand and manage children own behavior and reactions

## **CHAPTER THREE**

### **METHODOLOGY OF THE STUDY**

#### **3.1. INTRODUCTION**

This chapter constitutes of the followings: research approach, research method, source of data as primary and secondary, sampling techniques, sample size determination, data collection tools, and data analysis techniques.

#### **3.2. RESEARCH DESIGN**

This study uses descriptive type of research design that is usually considered appropriate to answer "WH" questions, "what, whom, whose, where, and when" questions, and to describe the nature or current situations of an event or a problem in detail based on opinions, attitudes or practice that are observed or measured at a given time and places (Kothari, 2004).

#### **3.3. RESEARCH APPROACH**

According to Creswell (2014), by using a mixed approach, the study provides a better understanding of the problem than those using either qualitative or quantitative methods. Besides, combining these methods gives strength that offsets the weaknesses of the two methods.

This mixed-method research approach follows an embedded research strategy for the data. This strategy was selected because it is devoted to answering different questions that require different types of data: quantitative and qualitative.

#### **3.4. SAMPLING DESIGN**

##### **3.4.1. POPULATION**

The population of this study is 30 divorced and 30 non-divorced children parents in ROFAM Academy elementary school in Addis Ababa.

##### **3.4.2. SAMPLING FRAME**

The sampling frame for this study is a list of 30 Divorced and 30 non-divorced parents of ROFAM Academy elementary school in Addis Ababa.

##### **3.4.3. SAMPLE SIZE**

The following formula used to determine the number of samples (Yamane, 1967).

$$n = \frac{N}{1+N(e^2)} \text{Where,}$$

N = is total number of population

n = number of sample

e = margin of error

**Sampling Error:** 5 % of error (95% confidence interval) was selected and used in this study

$$\begin{aligned} N &= 60 \\ e &= 0.05 \\ &= \frac{60}{1 + 60(0.05^2)} \\ &= 52.17 \\ &\approx 52 \end{aligned}$$

Finally, 60 samples proportionally distributed to the two centers in accordance to their relative numbers of children from divorced and non- divorced family.

#### **3.4.4. SAMPLING TECHNIQUES**

In this research, both sampling techniques unutilized probability and non-probability. From probability sampling techniques, the Lottery method, one of the simple random sampling techniques, were utilized to select questionnaire respondents and give for divorced and non-divorced parents' equal chances. A purposive non-probability sampling technique was used to select participants of key informant interviews to get in-depth information on the issues.

#### **3.5. DATA SOURCE AND DATA COLLECTION INSTRUMENTS**

This section describes the data source and data collection instruments utilized during the study.

##### **3.5.1. DATA SOURCES**

The study uses both primary and secondary sources of data. It has helped the researcher to get information and help to broaden the understanding of the effects of divorce and non-divorced on the socio-emotional well-being of children.

### **3.5.1.1 PRIMARY SOURCES**

Primary data are data that are collected clearly for this research. The data can be collected through observations, interviews, focus group discussions, and questionnaires (Saunders et al., 2007). In this study, questionnaires and key informant interviews served as tools used to collect primary data.

### **3.5.1.2. SECONDARY SOURCES**

There are three subcategories of secondary data: documentary secondary data, survey-based data, and multiple-source secondary data (Saunders et al., 2007). The data from different secondary sources was utilized to deepen understanding and ascertain the primary data.

### **3.5.2. DATA COLLECTION INSTRUMENT**

This research, questionnaire, and critical informant interview are primary data collection instruments.

#### **QUESTIONNAIRE**

In this study, researcher-administered semi-structured questionnaires are used to access information from 60 sample respondents because researcher-administered questionnaires are better for a higher response rate and allow reacting to different answers. Semi-structured questionnaires comprise a mixture of closed and open questions. They are commonly used in research areas where there is a need to accommodate an extensive range of responses from respondents (Suri & Verma, 2010). Semi-structured questionnaires enable a mix of qualitative and quantitative information to be gathered.

#### **KEY INFORMANT INTERVIEW**

Critical informant interview is “a specialized form of communication between people for a specific purpose associated with some agreed subject matter. In this research, interviews are used to get research-relevant information from the interviewee. It is centered on the evidence to be generated for achieving the research objectives of describing, predicting, or explaining the phenomenon (Anderson, 1990, Cohen and Manion, 2007 cited in Rana and Muhammad, 2013). The semi-structured interview has been used as one of the methods for generating data for this research.

### **3.6. DATA ANALYSIS PROCEDURE**

Data gathered by questionnaire are structured, defined, and coded into a computer program, Statistical Package for Social Sciences (SPSS version 22). Then, the data undergoes descriptive data analysis to compute frequency and percentage. Computational outputs are presented with tables and graphs such as bar graphs and pie charts. The quantitative data analysis proceeds to respond to the significant research questions and make data interpretation easy. This qualitative data analysis inherently helps to make meaningful triangulation of data gathered by administering the questionnaire.

### **3.7. ETHICAL CONSIDERATION**

Managers of ROFAM Academy Elementary School in Addis Ababa division granted permission. The full informed consent of participants was taken. The ethical issues include voluntary participation and informed consent. It is applied to enhance the voluntary participation of respondents and promote the validity of the data obtained. The respondents also flourish with ample information regarding the procedures of the study and any potential risks.

## **CHAPTER FOUR**

### **RESULT AND DISCUSSION**

#### **4.1. INTRODUCTION**

The main objectives of this chapter are to present, analyze, and interpret primary and secondary data gathered from respondents using questionnaires and data collected through document analysis. Data gathered via surveys was assessed using SPSS version 26, a statistical tool for social research. The information was gathered from 60 survey participants. All the questionnaires were filed and collected. The observed survey data were analyzed and presented in a meaningful, understandable form. First, the sample respondent's demographic characteristics were discussed using a frequency distribution table. The respondent's perception regarding the respective constructs was also discussed

#### **4.2. DEMOGRAPHIC PROFILE OF THE RESPONDENTS**

The demographic information of 60 respondents was presented in depth in this context.

As indicated in Table 2, of all respondents to the survey, 60 (100 percent) were female. Regarding age, 33 (55.0 %) respondents ranged between 18-30 years, and 27(4.0 %) respondents ranged between the 31 to 40 years. It indicates that all sampled respondents could bear and rear their children.

The responses of respondents regarding their educational background shows that 3(5.0 %) have reading and writing skill, 22 (36.7 percent) of respondent completed elementary school, 25(41.7 percent) have completed secondary school, 4(6.7 percent) have TVET certificate and the remaining 6(10.0 percent) of sampled respondents were the holder of first degree. It shows that most respondents were good enough in their educational background to give reasonable information.

Related to the occupational status of sampled respondents, 15 (25.0 percent) of respondents run their own business, 17 (28.3 percent) of them work in a governmental organization, 6 (10.0 percent) study participants work in a non-governmental organization, and the remaining 22 (36.7 percent) of the sampled respondent are an employee of the private organization.

Table 1: Background Information of Respondent

| Description              | Parameters              | Frequency | Percentage |
|--------------------------|-------------------------|-----------|------------|
| Sex                      | Female                  | 60        | 100        |
| Age                      | 18 to 30 years          | 33        | 55.0       |
|                          | 31 to 40 years          | 27        | 45.0       |
| Educational background   | Reading and writing     | 3         | 5.0        |
|                          | Primary school          | 22        | 36.7       |
|                          | Secondary school        | 25        | 41.7       |
|                          | Certificate             | 4         | 6.7        |
|                          | First degree            | 6         | 10         |
| Occupation               | Own business            | 15        | 25.0       |
|                          | Government organization | 17        | 28.3       |
|                          | NGO                     | 6         | 10.0       |
|                          | Private organization    | 22        | 36.7       |
| Marital status           | Married                 | 30        | 50         |
|                          | Divorced                | 30        | 50         |
| Years stayed in marriage | 1 to 5 years            | 39        | 65.0       |
|                          | 6 to 10 years           | 15        | 25.0       |
|                          | 11 to 15 years          | 0         | 00         |
|                          | Above 15 years          | 6         | 10.0       |
| Number of children       | 0 to 3 children         | 48        | 80.0       |
|                          | 4 to 6 children         | 12        | 20.0       |

Source: Own survey, 2023.

Regarding marital status, 30 (50 percent) were married. The rest, 30 (50 percent) were divorced. Regarding the number of children, the majority, 48 (80.0 percent) of respondents, have 1 to 3 children, and the remaining 12 (20.0 percent) of survey participants have 4 to 6 children. The result confirmed that the sampled respondents should supply valuable information on the topic because of their children's lower number of children and follow-up socio-emotional conditions.

### **4.3. DESCRIPTIVE ANALYSIS OF SURVEY**

Under this section, the result of the survey on the socio-emotional well-being of children of divorced and non-divorced parents was presented by using mean, standard deviation, frequency, and percentage concerning three levels of agreement: not true, somewhat true, and certainly true.

#### **4.3.1. EMOTIONAL SYMPTOMS DIMENSION**

The socio-emotional well-being of children of divorced and non-divorced parents was discussed in five dimensions: emotional symptoms, conduct problems, hyperactivity, peer problems, and Prosocial. Emotional symptoms of divorced and non-divorced parents of children were analyzed in terms of five aspects based on descriptive statistics presented.

Easy distraction, depression, or fearfulness addressed as the first issues under emotional symptoms. The response of sampled respondents to the question "children were easily distracted, depressed or fearful" was analyzed and found with a mean score of 1.98 and a standard deviation of 0.81. Almost equal number of respondents rated the issue under question 33.3 percent not true, 35.0 percent was somewhat true, and 31.7 percent undoubtedly true. The result implies that being easily distracted, depressed or fearful are not considered emotional symptoms.

Many fears and easily scared are examined as the second issues under emotional symptoms. The response of sampled respondents to the question "Are children fearful and easily scared?" was analyzed and found with a mean score of 1.65 and a standard deviation of 0.63. Respondents rated the question as untrue and somewhat accurate, with percentage proportions of 43.3 percent and 48.4 percent, respectively; the remaining 8.3 percent replied that the aspect was undoubtedly proper. The result showed that children develop a sense of fear and fear to a small extent.

TABLE 2: DESCRIPTIVE STATISTICS OF EMOTIONAL SYMPTOMS

| Aspects of emotional symptoms                               | Statistics | Not- true | Somewhat true | Certainly true | Mean | Std.dev |
|---|------------|-----------|---------------|----------------|------|---------|
| Easy distracted, depressed or tearful                       | Frequency  | 20        | 21            | 19             | 1.98 | 0.81    |
|   | Percentage | 33.3      | 35.0          | 31.7           |      |         |
| Many fears, easily scared                                   | Frequency  | 26        | 29            | 5              | 1.65 | 0.63    |
|   | Percentage | 43.3      | 48.4          | 8.3            |      |         |
| Nervous or clingy in new situation, easily loses confidence | Frequency  | 4         | 20            | 36             | 1.73 | 0.57    |
|   | Percentage | 6.7       | 33.3          | 60.0           |      |         |
| Often unhappy   | Frequency  | 2         | 6             | 52             | 2.42 | 0.32    |
|   | Percentage | 3.2       | 10.0          | 86.8           |      |         |
| Many worried often seems worried                            | Frequency  | 9         | 9             | 42             | 2.37 | 0.47    |
|   | Percentage | 15.0      | 15.0          | 70.0           |      |         |

Source: Own survey, 2023.

Nervous or clingy in new situations and quick loss of confidence was examined as the third issue under emotional symptoms. The response of sampled respondents to the questions “Are children nervous or clingy in new situations easily lose confidence?” was analyzed and found with a mean score of 1.73 and a standard deviation of 0.57. The majority, 36 (60.0 percent) of the sampled respondents, rated the question as undoubtedly true, 20 (33.3 percent) rated it somewhat true, and the remaining 4 (6.7 percent) said it was not true. The result confirmed that parental divorce makes children nervous or clingy in new situations and quickly lose confidence.

Often, unhappiness was examined as the fourth issue under emotional symptoms. The response of sampled respondents to the question “Are children often unhappy?” was analyzed and found to have a mean score of 2.42 and a standard deviation of 0.32. The majority, 52 (86.8 percent) of the sampled respondents, rated the question as certainly true, 6 (10.0 percent) rated it somewhat true, and the remaining 2 (3.2 percent) said it was not true. The result confirmed that parental divorce often makes children unhappy.

Many worried or often seem worried examined as the fifth issue under emotional symptoms. The response of sampled respondents to the question “Are children many worried or often seem worried?” was analyzed and found with a mean score of 2.37 and a standard deviation of 0.47. The majority, 42 (70.0 percent) of sampled respondents, rated the question as certainly true, 9 (15.0 percent) rated it somewhat true, and the remaining 9 (15.0 percent) said it was not true. The result confirmed that parental divorce forced children to develop many worries or often seem worried.

#### **4.3.2. CONDUCT PROBLEM DIMENSION**

Conduct problems of children from divorced and non-divorced parents of children was analyzed in terms of five aspects based on descriptive statistics presented in Table 4.3.

Often, loss of temper was examined as the first issue under conduct problem. The responses of sampled respondents to the question “Do children often lose their temper?” were analyzed and found with a mean score of 2.08 and a standard deviation of 0.67. The majority of 44 (73.3 percent) sampled respondents rated the question as not true, 9 (15.0 percent) rated

certainly true, and the remaining 7(11.6 percent) said somewhat true. The result confirmed that parental divorce forced children to often develop a sense of temperament.

Fights with other children are often examined as the second issue under conduct problem. The responses of sampled respondents to the question “Do children often fight with other children?” were analyzed and found with a mean score of 1.85 and a standard deviation of 0.51. The majority, 43 (71.7 percent) of sampled respondents, rated the question as certainly true, 13 (21.7 percent) rated it somewhat true, and the remaining 4(6.7 percent) said not true. The result showed parental divorce induced misbehavior and often fought with other children.

**TABLE 3: DESCRIPTIVE STATISTICS OF CONDUCT PROBLEM**

| Aspects of Conduct Problem       | Statistics | Not-true | Somewhat true | Certainly true | Mean | Std. dev. |
|----------------------------------|------------|----------|---------------|----------------|------|-----------|
| Often loses temper               | Frequency  | 44       | 7             | 9              | 2.08 | 0.67      |
|                                  | Percentage | 73.3     | 11.6          | 15.0           |      |           |
| Often fights with other children | Frequency  | 4        | 13            | 43             | 1.85 | 0.51      |
|                                  | Percentage | 6.7      | 21.7          | 71.7           |      |           |
| Often lies or cheats             | Frequency  | 0        | 6             | 54             | 1.10 | 0.30      |
|                                  | Percentage | 0        | 10.0          | 90.0           |      |           |
| Well behaved                     | Frequency  | 39       | 14            | 7              | 2.11 | 0.76      |
|                                  | Percentage | 65.0     | 23.3          | 11.7           |      |           |
| Steals from home, school         | Frequency  | 54       | 6             | 0              | 1.10 | 0.30      |
|                                  | Percentage | 90.0     | 10.0          |                |      |           |

Source: Own survey, 2023.

The examination often considers lies or cheating the third issue under the conduct problem. The response of sampled respondents to "Be children often lay or cheat?" was analyzed and found with a mean score of 1.10 and a standard deviation of 0.30. The majority, 54 (90.0 percent) of sampled respondents, rate the question as certainly true, and the remaining 6 (10.0 percent) rate it somewhat true. The result showed that children from divorced parent often lies or cheats.

Children from divorced parents are well behaved and examined as the fourth issue under conduct problem. The responses of sampled respondents to the questions "Are children of divorced parents well behaved?" were analyzed and found with a mean score of 2.11 and a standard deviation of 0.76. More than two-thirds of 39(65.0 percent) of sampled respondents rate the question as not true, 14 (23.3 percent) somewhat true, and the remaining 7 (11.7 percent) rate certainly true. The result confirmed that children from divorced parents are often not well behaved.

Stealing from home or school is the fifth issue under the conduct problem. The responses of sampled respondents to the questions "Are children of divorced parents stealing from school or home?" were analyzed and found with a mean score of 1.10 and a standard deviation of 0.30. The majority, 54(90.0 percent) of sampled respondents, rate the question as not true, and the remaining 6 (10.0 percent) somewhat true. The result indicated that parents' divorce is not associated with the conduct problem of children concerning stealing from school or home.

#### 4.3.4. PEER PROBLEM DIMENSION

Peer problem of children from divorced and non-divorced parents analyzed in terms of five aspects as follows based on descriptive statistics presented in table 5

**TABLE 5: DESCRIPTIVE STATISTICS OF HYPERACTIVITY**

| Aspects of Peer problem       | Statistics | Not- true | Somewhat true | Certainly true | Mean | Std. dev. |
|-------------------------------|------------|-----------|---------------|----------------|------|-----------|
| Liked by other children       | Frequency  | 14        | 25            | 21             | 2.40 | 0.52      |
|                               | Percentage | 23.4      | 41.6          | 35.0           |      |           |
| Gets along better with adults | Frequency  | 10        | 33            | 17             | 2.11 | 0.66      |
|                               | Percentage | 16.7      | 55.0          | 28.3           |      |           |
| Has at least one friend       | Frequency  | 3         | 20            | 37             | 1.71 | 0.94      |
|                               | Percentage | 5.0       | 33.3          | 61.7           |      |           |
| Prefer to play alone          | Frequency  | 43        | 11            | 6              | 1.75 | 0.75      |
|                               | Percentage | 71.6      | 18.4          | 10.0           |      |           |
| Picked on or bullied          | Frequency  | 7         | 21            | 32             | 2.43 | 0.69      |
|                               | Percentage | 11.7      | 35.0          | 53.3           |      |           |

Examining children from divorced families being liked by other children often places this as the first issue under peer pressure. The responses of sampled respondents to the questions "Are children from divorced families liked by other children?" were analyzed and found with a mean score of 2.40 and a standard deviation of 0.52. More than 25 (41.6 percent) of sampled respondents rated the question as somewhat true, 21 (35.0 percent) rated it as certainly true, and the remaining 14(23.4 percent) said it was not true. During the interview with parents, one of the interviewees replied that other children do not like her child because they frequently quarrel with them. The result confirmed that parental divorce causes children to be hated by their friends because of misbehavior. Children from divorced families get along better with adults, examined as the second issue under peer pressure. The responses of sampled respondents to the questions "Are children from divorced families getting along better with adults?" were analyzed and found with a mean score of 2.11 and a standard deviation of 0.66. More than half 33 (55.0 percent) of the sampled respondents rated the question as somewhat true, 17 (28.3 percent) rated it as certainly true, and the remaining 10(16.7 percent) said it was not true. The result argued that children from divorced parents were not faced with problems with adult ones. For children from divorced families, at least one friend was examined as the third issue under peer pressure. The respondent's response to the question "Do children from divorced family has at least one friend?" was analyzed and found with a mean score of 1.71 and a standard deviation of 0.94. More than half 37 (61.7 percent) of sampled respondents rated the question as certainly true, 20 (33.3 percent) rated it somewhat true, and the remaining 3(5.0 percent) said it was not true. The result argued that children from divorced parents may have at least one friend in the school compound.

Children from divorced families prefer to play alone, examined as the fourth issue under peer pressure. The responses of sampled respondents to the questions "Do children from divorced families prefer to play alone?" were analyzed and found with a mean score of 1.75 and a standard deviation of 0.75. About three-fourths 43 (71.6 percent) of sampled respondents rated the question as not true, 11 (18.4 percent) rated it somewhat true, and the remaining 6(10.0 percent) said it was certainly true. The result claimed that children from divorced parents want to play with others, which is aligned with the issue that a child from divorced parents may have at least one friend.

Children from divorced families picked on or bullied by others were examined as the fifth issue under peer pressure. The response of sampled respondents to the question "Are children from divorced families picked on or bullied by others?" was analyzed and found with a mean score of 2.43 and a standard deviation of 0.69. More than half 32 (53.3 percent) of sampled respondents rated the question as certainly true, 21 (35.0 percent) rated it somewhat true, and the remaining 7(11.7 percent) said it was not true. The result claimed that children from divorced parents were picked on or bullied by others.

#### 4.3.5. PROSOCIAL DIMENSION

Prosocial dimension of children from divorced and non-divorced parents analyzed in terms of five aspects as follows based on descriptive statistics presented in table 6

TABLE 6: DESCRIPTIVE STATISTICS OF PROSOCIAL

| Aspects of Prosocial                  | Statistics | Not-true | Somewhat true | Certainly true | Mean | Std. dev. |
|---------------------------------------|------------|----------|---------------|----------------|------|-----------|
| Considerate of other people's feeling | Frequency  | 16       | 34            | 10             | 1.90 | 0.65      |
|                                       | Percentage | 26.7     | 56.7          | 16.6           |      |           |
| Shares readily with other children    | Frequency  | 10       | 50            | 0              | 2.16 | 0.37      |
|                                       | Percentage | 16.7     | 83.3          | 00             |      |           |
| Often volunteers to help others       | Frequency  | 37       | 23            | 0              | 2.61 | 0.49      |
|                                       | Percentage | 61.7     | 38.3          | 00             |      |           |
| Kind to younger children              | Frequency  | 18       | 23            | 19             | 2.12 | 0.41      |
|                                       | Percentage | 30.1     | 38.3          | 31.6           |      |           |
| Try to be nice to other people        | Frequency  | 10       | 11            | 39             | 2.48 | 0.77      |
|                                       | Percentage | 16.7     | 18.3          | 65.0           |      |           |

Source: Own survey, 2023.

Children from divorced families consider other people's feelings examined as the first issues under the prosocial dimension. The response of the sampled respondents to the question "Are children from divorced families considerate other people's feelings?" was analyzed and found with a mean score of 1.90 and a standard deviation of 0.65. More than half 34 (56.7 percent)

of the sampled respondents rate the question as somewhat true, 16 (26.7 percent) rate not true, and the remaining 10(16.6 percent) said certainly true.

The result claimed that children from divorced parents are characterized by self-centered behavior.

Children from divorced families share readily with other children examined as the second issue under the prosocial dimension. The response of the sampled respondents to the question "Are children from divorced families sharing readily with other children?" was analyzed and found with a mean score of 2.16 and a standard deviation of 0.37. More than 50 (83.3 percent) of the sampled respondents rate the question as somewhat true, 10 (16.7 percent) rate it as not true, and no one of the sample respondents responded as certainly true. The result claimed that children from divorced parents could share with other children to some extent.

Discussion with children of divorced parent revealed that they felt jealous with children of non-divorced parent when they saw them with their mother's and father's, and they were not ready share their gifts with their friends because of they are not sufficiently provided by their mothers.

Children from divorced families often volunteer to help others, which is examined as the third issue under the prosocial dimension. The response of the sampled respondents to the question "Are children from divorced families sharing readily with other children?" was analyzed and found with a mean score of 2.61 and a standard deviation of 0.49. More than half 37 (61.7 percent) of the sampled respondents rated the question as not true, 23 (38.3 percent) rate it somewhat true, and none of the sample responded as certainly true.

Interaction with children confirmed that children from divorced parent displayed little interest of being volunteer to help others because they imitate these attitudes from their friends from non-divorced parent. The result claimed that children from divorced parents only sometimes volunteer to help others.

Children from divorced families' kind to younger children are examined as the fourth issue under the prosocial dimension. The response of sampled respondents to the question "Are

children from divorced families sharing readily with other children?" was analyzed and found with a mean score of 2.12 and a standard deviation of 0.49. About one-fourth, 23 (38.3 percent) of sampled respondents rate somewhat true, 19 (31.6 percent) rate as certainly true, and the remaining 18 (30.1 percent) of sampled respondents rate the question as not true. Interview with three of children confirmed that they did not develop sense of younger children because they were last child of previous marriage and not exercised playing and living with their own younger children. The result claimed that children from divorced parents tend to be kind to younger children.

Children from divorced families try to be nice to other people, which are examined as the fifth issue under the prosocial dimension. The sampled respondents' response to the question "Are children from divorced families trying to be nice to other people?" was analyzed and found with a mean score of 2.48 and a standard deviation of 0.77. More than half 39 (65.0 percent) of sampled respondents rate it as certainly true, 11 (18.3 percent) rate it as somewhat true, and the remaining 10 (16.7 percent) of sampled respondents rate the question as not true. Discussion with some children from divorced parent indicated that they are not willing to be nice to other peoples because they observe that their father's and other relatives were not kind to their single mother. The result claimed that children from divorced parents not try to be nice to others.

#### **4.3.6. Hypothesis Testing**

The t-test for the difference in means is an hypothesis test that tests the null hypothesis that the means for both groups are equal, versus the alternative hypothesis that the means are not equal (2-tail) or that the mean for one of the groups is larger than the mean for the other group (1-tail). In this study the hypothesis testing should be

$H_0$ : there is no significance difference in socio emotional wellbeing between children of divorced and non-divorced parent

$H_1$ : there is significance difference in socio emotional wellbeing between children of divorced and non-divorced parent

Table 7. Paired Sample Statistics

|        |                     | Mean   | N  | Std. Deviation | Std. Error Mean |
|--------|---------------------|--------|----|----------------|-----------------|
| Pair 1 | Divorced parents    | 2.4833 | 60 | .70089         | .09048          |
|        | Non divorced parent | 1.7167 | 60 | .94046         | .12141          |

Table 4.7 showed above displayed statistics of socio-emotional wellbeing of children from divorced and non-divorced parents

Table 8. Paired Samples Correlations

|        |                         | N  | Correlation | Sig. |
|--------|-------------------------|----|-------------|------|
| Pair 1 | Divorced - non divorced | 60 | .763        | .003 |

The above table showed that there is significant and strong correlation between socio-emotional wellbeing of children from divorced and non-divorced parents with significance value of 0.003 ( $p < 0.05$ ) and correlation coefficient of 0.763.

Table 9: Paired Sample Test

|                         | Paired Differences |         |        |         |         | t     | df | Sig. (2-tailed) |
|-------------------------|--------------------|---------|--------|---------|---------|-------|----|-----------------|
|                         | Mean               | SD      | SEM    | 95% CID |         |       |    |                 |
|                         |                    |         |        | Lower   | Upper   |       |    |                 |
| Divorced - non divorced | .76667             | 1.01458 | .13098 | .50457  | 1.02876 | 5.853 | 59 | .000            |

To reject a null hypothesis p-value is less than or equal to the proposed significance level. The p-value represents the measure of the probability that a certain event would have occurred by random chance. Based on result of Table 9 of paired sample test  $p = 0.000$ ,

degree of freedom 59 and  $t = 5.853$ , the null hypothesis “there is no significance difference in socio emotional wellbeing between children of divorced and non-divorced parent” is rejected because  $p(0.000) < 0.05$ . Therefore, the result confirmed that there is significant difference between children from divorced and non-divorced parents in their socio emotional wellbeing.

#### **4.4. Major Findings**

Regarding the background information of respondents, all of them were female: of age between 18 and 30, educational background of secondary school and below, occupational status as either working in a private organization or running their own business; marital status of more than three fourth of them were either divorced more of them stayed in marriage for 1 to 5 years and bearing 0 to 3 children

Regarding emotional symptoms, the majority of respondents confirmed that it is true that children from divorced parents were easily distracted, depressed, or fearful; nervous or clingy in new situations; easily lost confidence; often unhappy; and many worried often seemed worried.

Regarding conduct problems, the majority of respondents replied that it is not true that children from divorced parents often lose their temper and steal from school or home. Regarding peer problem, the majority of respondent confirmed that it is somewhat true that other children liked children from divorced parent and gets along better with adults; it is certainly true that they have at least one friend and are picked on or bullied, and it is not true that they prefer to play.

Regarding prosocial issues, the majority of respondent confirmed that it is somewhat true that children from a divorced parent are considerate of other people's feeling, shares readily with other children, and are kind to younger children; it is not true that they often volunteer to help others; it certainly true that they were trying to be nice to other people.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATION**

#### **5.1. INTRODUCTION**

This chapter discusses about conclusions, and recommendations. The conclusion section presented the deduction of the researcher based on information collected from sampled respondents on questions raised on the topics. The recommendation section provides suggestions for various stakeholders and further ideas for scholars in the field of studies.

#### **5.3. CONCLUSIONS**

Based on the results obtained from the survey, the following conclusions were made:

Divorce can affect the socio-emotional well-being of children in various forms; these include their emotional symptoms being quite different from children of non-divorced parents. Children of divorced parents in that they are easily distracted, depressed, nervous, or clingy in new situations, and they quickly lose their confidence.

Children of divorced parents showed different conduct problems, including losing temper, fighting with their peers, and lying or cheating other individuals than children from non-divorced parents. On the contrary, stealing is not a conduct problem for children from divorced parents.

Hyperactivity is a significant aspect of children's socio-emotional well-being in realms of restlessness, over activity, inability to stay still for an extended time in the same situation, constantly fidgeting or squiring, and not helpful if someone is hurt, upset, or feeling ill. As a result, children of divorced parents are more hyperactive than, those from non-divorced parents

Picked on or bullied by others is one of the main peer problems of children of divorced parents than those of non-divorced ones. Other aspects of peer problems, such as being liked by other children, getting along better with adults, and having at least one friend, are undifferentiated in children from divorced and non-divorced parents. As a result, peer problems do not significantly affect the well-being of children.

A child of a divorced parent not volunteering to help others is one of the prosocial issues that differentiate the socio-emotional well-being of their children from those of Non-divorced

parents. Prosocial issues such as consideration of other people's feelings, sharing readily with other children, and being kind to younger peers were indifferent prosocial aspects for children from both categories of parental relationships.

#### 5.4. RECOMMENDATION

The study aimed to investigate the socio-emotional wellbeing of children of divorced and non-divorced parents. The study hence emphasized five key issues: emotional symptoms, conduct problems, hyperactivity, peer problems, and prosocial. The study excluded other factors that were also noted to have a significant effect on children's socio-emotional wellbeing. Suggestions for further studies are highly recommended to investigate other factors that might be affecting children's socio-emotional wellbeing.

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Dear parents the objective of this study is for partial fulfillment of the requirement for the degree of Master of Art in early childhood care and education, specialization in Early Childhood Care and development. These questions are designed to collect data about comparing children of non-divorced and divorced parents on socio emotional development. The data collected from these questions will be used for the research purpose only. In addition, all the collected data will be kept only in the hands of the researcher. I hereby request you to be open and honest while responding so that the research could succeed and achieve the intended goal.

THANK YOU.

**Part I: Study Participant Personal Information**

Instruction: Please indicate your reply by choosing the right letter.

- 1) Sex: \_\_\_\_\_                      A) Male \_\_\_\_\_                      B) Female \_\_\_\_\_
- 2) Age:                                      A) 18-30 years                      B) 31-40years                      C) 41-50 years  
    D) above 50 years
- 3) Educational Background:
- A) Informal Educ.                      B) Primary
- C. secondary school
- D) Diploma                                      E) Bachelor Degree and above
- 4) Job (occupation) of respondent
- A) Private sector employee                                      B) government sector employee
- C) Own business                                      D) others

5) Number of children

A) 1 to 3                      B) 4 to 6                      C) 7 to 9                      D) above 9

6) Years you remain in marriage

A) 1 to 5 years                      B) 6 to 10 years                      C) 11 to 15 years                      D) above 15

7. Are you divorced? A. Yes                      B. No

**Questionnaire to be filled by Non divorced and Divorced parents**

Instruction: After reading each item please mark your relative agreement accordingly as Not True, Somewhat True, or Certainly True

| No       | Strengths and Difficulties Questionnaire                    | Not true | Somewhat true | Certainly true |
|----------|---|----------|---------------|----------------|
| <b>A</b> | <b>Emotional Symptoms</b>                                   |          |               |                |
| 1        | Easy distracted, depressed or tearful                       |          |               |                |
| 2        | Many fears, easily scared                                   |          |               |                |
| 3        | Nervous or clingy in new situation, easily loses confidence |          |               |                |
| 4        | Often unhappy   |          |               |                |
| 5        | Many worried often seems worried                            |          |               |                |
| <b>B</b> | <b>Conduct Problem</b>                                      |          |               |                |
| 1        | Often loses temper  |          |               |                |
| 2        | Often fights with other children                            |          |               |                |
| 3        | Often lies or cheats  |          |               |                |

|          |  |  |  |  |
|----------|--|--|--|--|
| 4        | Well behaved                                     |  |  |  |
| 5        | Steals from home, school                         |  |  |  |
| <b>C</b> | <b>Hyperactivity</b>                             |  |  |  |
| 1        | Restless, Overactive...                          |  |  |  |
| 2        | Cannot stay still for long                       |  |  |  |
| 3        | Helpful if someone is hurt, upset or feeling ill |  |  |  |
| 4        | Good attention span                              |  |  |  |
| 5        | Constantly fidgeting or squiring                 |  |  |  |
| <b>D</b> | <b>Peer problem</b>                              |  |  |  |
| 1        | Liked by other children                          |  |  |  |
| 2        | Gets along better with adults                    |  |  |  |
| 3        | Has at least one friend                          |  |  |  |
| 4        | Prefer to play alone                             |  |  |  |
| 5        | Picked on or bullied                             |  |  |  |
| <b>E</b> | <b>Prosocial</b>                                 |  |  |  |
| 1        | Considerate of other people's feeling            |  |  |  |
| 2        | Shares readily with other children               |  |  |  |
| 3        | Often volunteers to help others                  |  |  |  |
| 4        | Kind to younger children                         |  |  |  |
| 5        | I try to be nice to other people                 |  |  |  |

**Source:** Mental health National outcomes and Case mix Collection Overview of Clinician-Related and Consumer Self-Report Measures V1, 50, Mental Health & Suicide Prevention Branch Department of Health and Ageing

**Questionnaire to be completed by Divorced Parent**

**PART- 11 Divorce and its influence on their children**

1. How many children do you have from ex-husband/wife?
2. Do you have children who live with your ex-husband/wife?
3. How the divorce settled and what happened during the process? Explain the situations of your children and yourself.
4. What influences happened in your children socially, emotionally after the divorces?
5. Is there any stress in your children after divorce?
6. Is there any challenges happen in your children from their friends?
7. Before marriage, did you expect to face, economic, social and psychological problem?
8. Do you think relatives or extended family's attitudes, values and believes are determined couples' marital stability and quality.
9. Did you get financial support (alimony) from your ex-husband/wife? If so, is it enough for those child expenses? (Education, health, clothing, food, and others)

THANK YOU



5. የልጆች ብዛት

- ሀ) 0 - 3                      ለ) ከ4 እስከ 6                      ሐ) ከ7 እስከ 9                      መ) ከ 9 እስከ 12

6. የጋብቻ ሁኔታ

- ሀ) የገባ                      ለ) ያላገባ                      ሐ) ፍቺ የፈጸመች

7. በጋብቻ ለምን ያህል ጊዜ ኖራችዋል?

- ሀ) ከ1 እስከ 5 ዓመት                      ለ) ከ6 እስከ 10 ዓመት  
 ሐ) ከ11 እስከ 15 ዓመት                      መ) ከ15 ዓመት በላይ

ሰንጠረዥ1. ከዚህ በታች ያሉ መጠይቆች በጋብቻ ውስጥ ያሉና ፍቺ የፈጸሙ ወላጆች የሚሞላ ነው። በሰንጠረዥ ውስጥ እዉነት አይደለም፤ በመጠኑ እዉነት ነው፤ በፍጹም እዉነት በማለት የሚሞላ ሲሆን እርስዎ የመረጡትን መልስ በሰንጠረዥ ውስጥ በተሰጠው ቦታ የx ምልክት ያድርጉ።

|   | ጠንካራና ደካማ ጎን     | ትክክል አይደለም | በመጠኑ ትክክል | ፍጹም ትክክል |
|---|------------------|------------|-----------|----------|
| ሀ | ስሜት ነክ ምልክቶች     |            |           |          |
|   | በቀላሉ ይረበሻል ይጨነቃል |            |           |          |
|   | ፍርሀት የሚታይበት      |            |           |          |
|   | በራስ የመተማመን ችግር   |            |           |          |
|   | ብዙ ጊዜ ደስተኛ አለመሆን |            |           |          |
|   | ጭንቀታም መሆን        |            |           |          |
| ለ | የባህሪ ችግር         |            |           |          |
|   | ከንዴት ነጻ መሆን      |            |           |          |

|   |                                       |  |  |  |
|---|---------------------------------------|--|--|--|
|   | ክልሎች ጋር መጋጨት                          |  |  |  |
|   | መዋሽት ማታለል                             |  |  |  |
|   | ጥሩ ምግባር ያለው                           |  |  |  |
|   | ክቤት፣ ክት/ት ቤት መስረቅ                     |  |  |  |
| ሐ | ዕረፍት የለሽ መሆን                          |  |  |  |
|   | አንድ ቦታ ላይ ተረጋግቶ የማይቀመጥ                |  |  |  |
|   | አንድ ቦታ ላይ ተረጋግቶ የማይጫወት                |  |  |  |
|   | ሰዎች ጉዳት ሲደርስባቸው ይረዳል ወይም በጉዳታቸው ይረበሻል |  |  |  |
|   | ለነገሮች ትኩረት ይሰጣል                       |  |  |  |
|   | የማያቋርጥ ዕረፍት የለሽ መሆን                   |  |  |  |
| መ | ከጓደኞች ጋር ያለ ተግባቦት ችግር                 |  |  |  |
|   | በጓደኞቹ ተወዳጅ ነው                         |  |  |  |
|   | ከዕኩፍቸው ይልቅ ከአዋቂዎች ጋር ይወላል             |  |  |  |
|   | ለረጅም ጊዜ ከአንድ ጓደኛ ጋር ይሆናል              |  |  |  |
|   | ብቻውን መሆንን ይመርጣል                       |  |  |  |
|   | የጋራ ጓደኞቹን ይረብሻል                       |  |  |  |
| ሰ | ማህበራዊ ግንኙነት                           |  |  |  |
|   | የሌሎቹን ስሜት መጋራት                        |  |  |  |
|   | ከጓደኞቻቸው ጋር መግባባት                      |  |  |  |

|  |                      |  |  |  |
|--|----------------------|--|--|--|
|  | በበጎ ፍቃደኝነት ሌሎችን መርዳት |  |  |  |
|  | ቅን መሆን               |  |  |  |
|  | ጥሩ ሆኖ የመገኘት ፍላጎት     |  |  |  |

**መጠይቅ 2. በጋብቻ ዉስጥ ላሉና ፍቺ ለፈጸሙ ወላጆች የቀረበ ቃለ-መጠይቅ**

ቀጥሎ ለቀረቡት ጥያቄዎች የግል የሆነ አስተያየተዎን/መልስ/ በአማርኛ ወይም በእንግሊዘኛ እንዲጽፉልን እጠይቃለዉ.

1. ቤተሰቦችህ/ሽ/ ፍቺ የፈጸሙ ነበሩ?

ሀ. አዎ

ለ. አይደለም

2. ለቁጥር 1 መልሱ አዎ ከሆነ ይህ በአንተ/ቺ/ ላይ የፈጠረዉ ተጽዕኖ አለ?

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3. የፍቺዉን ሂደት ምን ይመስል ነበር? እንዴት ተቋቋምከዉ/ሽዉ/ በአንተ/ቺ/ በልጆች ላይ ምን ተጽዕኖ አምጥቶብሀል/ሻል/ አምጥቶባቸዋል?

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4. ለትምህርት የደረሱ ልጆችህ/ሽ/ ሁሉ ወደትምህርት ቤት ገብተዋል? መልሱ አልገቡም ከሆነ ለምን?

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5. ከትምህርት ገበታቸዉ ያቋረጡ ልጆችህ/ሽ/ አሉ? መልሱ አዎ ከሆነ ለምን?

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6. አብረዎቸው ስለሌሉ አባታቸው ወይም እናታቸው ያላቸው ስሜት ምን ይመስላል?  
ስለእነሱ ከአንተ/ከአንቺ/ ጋር ለማወራረት ነጻ ናቸው?

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7. ፍቺ ስትፈጽሙ በልጆቻቸው ላይ የነበረው ማህበራዊና ስሜታዊ ተጽዕኖ ምን ይመስላል?

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8. ከፍቺ በኋላ በልጆች ላይ የተፈጠረ የስሜት መረበሽ ምን ይመስላል?

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9. ልጆቻቸው በፍቺው ምክንያት ከጓደኞቻቸው የደረሰባቸው ተጽዕኖ አለ?

ሀ. አዎ  ለ. የለም

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10. በተራ ቁጥር 10 ላይ መልሱ አዎ ከሆነ ምን ዓይነት ተዕይንኖች ደረሰባቸው?

11. በፍቺ ሳቢያ በልጆችህ/ሽ/ ላይ ያጋጠመህ/ሽ/ ወይንም ያየጎው/ሽው/ ማህበራዊና የስሜት መለዋወጥ ነበር? ለምሳሌ መረበሽ መቆጣት መጨነቅ መደበት የዝቅተኝነት ስሜት በራስ አለመተማመን ወዘተ...

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12. በጋብቻ ከተለያየው/ሽው/ሚስትህ/ባልሽ/ ጋር ለልጆች የሚደረግልህ/ሽ/ የተለያየ ድጋፍ አለ? ለልጆቻህ ወጪ በቂ ሆኖ አግኝተህዋል/ሽዋል/? /ለትምህርት ለህክምና ለልብስ ለምግብና ለመሳሰሉት ወጪዎች/

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አመሰግናለሁ