

The Lived Experience of Children between the Ages of 11 to 14 Years from Divorced Parents
and Their Academic Performance, the Case of Ethiopian Hidasse Primary School and Lazarist
Catholic elementary and high School in Gullele sub city, Addis Ababa.

A thesis submitted to the graduate school of social work, in partial fulfilment of the requirements
for the degree of master of art

(Social Work)

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December, 2019

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This is to certify that this thesis submitted by Lidiya Endalkachew entitled: The Lived Experience of Children between the Ages of 11 to 14 Years from Divorced Parents and Their Academic Performance, the Case of Ethiopian Hidasse Primary School and Lazarist Catholic elementary and high School in Gullele sub city, Addis Ababa. In partial fulfilment of the requirements for the degree of master of arts (social work) fulfills with the regulation of the university and meets the accepted standards with respect to originality and quality.

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Declaration

I declare that The Lived Experience of Children between the Ages of 11 to 14 Years from Divorced Parents and Their Academic Performance, the Case of Ethiopian Hidasse Primary School and Lazarist Catholic elementary and high School in Gullele sub city, Addis Ababa. Is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of reference and that the work has not been submitted before at any other institutions.

Lidiya Endalkachew Mekonen

Signature: _____

Date: _____

Place: Addis Ababa University, Ethiopia

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Abstract

This study focuses on the The Lived Experience of Children between the Ages of 11 to 14 Years from Divorced Parents and Their Academic Performance, the Case of Ethiopian Hidasse Primary School and Lazarist Catholic elementary and high School in Gullele sub city, Addis Ababa 2019.

One of the major experiences children have from the divorce of their parents other than psychological and economic effect is the negative effect it has on academic performance of children. Along the past decades, some studies have shown that children of divorce present lower academic motivation and performance if compared to children of intact families (Jeynes, 2005).

This phenomenological study uses purposeful sampling method by using qualitative research method to describe the lived experience of children form divorced families and their academic performance in two selected schools Hidasse Primary School and Lazarist Catholic elementary and high School in Gullele sub city, Addis Ababa Ethiopia. Students from the divorced parents with age range of 11 years to 14 years, and whose parents were divorced within 1 to 2 years in the selected schools were included. Primary and secondary data was used in collecting information through an in depth interview, review of documents, and observation was carried out. Children of divorced parents have experienced a decrease in their academic performance because of their parents' divorce. They were also negatively affected socially and psychologically. The involvement and care of parents for the children have decreased both from the leaving parent due to the divorce and also the custodian parent as well. Students from divorced parents were negatively affected socially and psychologically, resulting in low educational performance after their family got divorced.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of study

Marriage is a vital social event as individuals get involved in each other's lives and start their marital union based upon mutual and continued choice and affection. Marriage life gives couples emotional support and care in their lives by protecting their mental health and enables them to fulfill multiple social roles. Therefore, marriage guarantees emotional health for couples and it allows them to demonstrate higher level of psychological as well as physical well-being. Divorce is the end result of the exhaustion of all hopes and emotion of the couple to live together for life. It indicates a reverse of all statements, love and attachments the spouse had at the beginning. It comes as a result of the desire each has to avoid the other, due to the others failure to fulfill the duties expected of him or her (Wubedel 2014)

According to Yongmin and Yuanzhang (2002) the negative impact of divorce is much higher on children than any other groups. It leads children to stressful experience in their social and educational activities and greatly damages their holistic life, stages of their future.

Seltzer (1994) also confirms that children raised by divorced parents are significantly more likely to have problems in school. Each year millions of children are affected by divorce. In the U.S., 50 percent of marriages end in divorce. Children who experience their parents going through a divorce are often left susceptible to depression, acting out, and suffering in academic problems.

Depending on the culture and tradition of society, family problems have been solved with different means. Unfortunately, some families could not escape the fate of dissolution. (Odenweller, 2014)

According to the study carried out by Bereket and Kidist (2016), and Seid and Wondie (2014), Families in Ethiopia undergo to divorce due to many factors such as, financial problem, place of residence, religion of a woman, educational level of a woman, and the number of children. Divorce is much more complex than it appears on the surface. Ending a marriage relation is not a one-time event, it is a process.

It has an effect on all the involved family members particularly on children. Children whose parents divorced are at a great risk for psychological and social adjustment than from intact families. Meaning we can clearly see the adverse effect of divorce on children on higher scale than on the adults. Children need nurture, care and peace for their well development and the disruption in their early age by a divorce. These all factors will have an impact in their life which in turn will lead to a social problem and has also psychological, economical and socio impacts on children's life. They will have a hard time to adjust to a new roles and relationships in conjunction with changes in the family (Aster, 2015)

Jeynes (2005) also suggests that psychological and economic effect has a negative effect on the academic performance of children. Children from divorced family score low results in their academic career and also they have lower motivation. In other words, children of divorced parents would be less capable of finishing school projects, face more challenges, concentrating in complex tasks, lower academic results in languages and mathematics and lower level of responsibility.

Decreased parental involvement in children's academic life is also suggested by some authors as the main factor behind decline in school results. In most cases, marital dissolution leaves the discussion of school topics, monitoring study at home and reviewing school tasks under the responsibility of the parent who has been granted custody (Jeynes, 2005).

Bertram (2006) confirms that marital dissolution forces families to adopt a new structure and often requires parents to increase their working hours for additional income, thus making it harder for divorced parents to get involved in their children's school activities. Poor academic performance in children in divorced families were associated to poor parental involvement. Divorce and separation correlate positively with diminished school achievement and performance.

Daniel Potter (2010) explains that elementary school children who experience parental divorce have worst academic result and activities than intact family children. Children exposed to unilateral divorce usually show poor academic performance during their adulthood. Children have lower educational aspirations and test scores during the process of their parents' marital disruption. Children of divorced parents are also more likely to be held back a grade and have lower grade point averages. (Evans, et al., 2001).

Potter (2010) also reported that kindergarteners with divorced parents have an average math and reading score about three points lower than kindergarteners with non-divorced parents.

Norwegian researcher on the other hand found that children who experienced divorce early in life are likely to have lower educational outcomes. Behavioral changes in children are also noticeable after a parental divorce. Children with divorced parents typically suffer disadvantages such as being emotionally distressed, anxious, and depressed. They also suffer in academic achievement

at school which can have long term effects such as, increasing high school dropout rates and an interrupt in Social behavior. (Seltzer 1994)

Aemero and Hari (2013) showed that children of divorced and remarried families are at higher difficulties in their school performance.

Yeka sub city. Shambel and Dagne, (2017) also identified poor academic performance is scored among those children who were from divorced family. This study was conducted in Sabean sub-City in Dire Dawa. They concluded that the study showed divorces have strong impact on future life of children. However, the effect of divorce on children academic performance in Addis Ababa regarding students in primary school is not investigated and its risk level is not yet identified. Hence, this investigation is essential as sufficient investigation is not carried out in Addis Ababa.

1.2. Statement of the problem

Children from divorced families experienced a lot of problems: they face psychological, emotional, economic and educational problems.

According Serkalem (2006) divorce has a negative impact on the divorcees and their children socially, economically, and psychologically. Regarding this issue there is no organization aimed at provision of services for individuals and couples in the process of pre marriage, divorce and remarriage except few attempts by religious institutions. Parental divorce is the problem of all children facing it everywhere in the world.

In Ethiopia also, thousands of children are suffering from the problem as divorce is the continual existing problem.

As many researchers show the divorce rate has been increasing in recent years than the earlier times and the number is not decreasing, this has a negative impact on all involved including the According to Fogan and Churchil (2012) the effect of divorce is irreversible to all who are involved in the society. But it could be critical to children and also proved that divorce is not an event happening at a single point in time; it represents an extended transition in line of parents and children.

Particular emphasis is given to the effect it has on children's educational performance. Children from a divorced family usually score lower results on the subjects they took at school and also have the least engagement in academic activities. Furthermore, the consequence will further extends to secondary schools and collages with a high rate of dropout. In addition to this divorce leads children to be an emotionally destructed; lower educational aspirations, lower grade point average, and emotional stress (Gill 2019)

There are many problems associated with divorce or broken homes which at the long run reflect on the performance of children in schools. Some of these problems are the increase in domestic work and redistribution of household activities, which leaves the children with little or no time for their studies. In security, step parent do not show much love and affection to their step children. Thus, these children are always miserable. (Gill,2019)

Also, it has been observed that children from broken homes suffer some other problems such as non-provision of some basic material needs like food, clothing and learning material etc.

As stated above with the prevalence of divorce in society and the vast number of children affected by the process of divorce, it is necessary for parents, teachers, and directors to address the issues of divorce and its effect on their education performance.

Knowing both potential effects and effective ways to respond to the effects, that support children of divorce in their learning experiences is beneficial.

Generally, the problem the children face is not investigated in the study area and there is an information gap and sufficient information is not available for an action to be taken to alleviate the problem. And more effort is needed to investigate in order to know how far the problem exists and is occurring, which would enable the responsible bodies to take action and intervene the problem for the well-being of the children and for the productive citizen to be created at large for our country in the future.

So, the key focus of this study is, therefore, to explore the consequences of divorce on academic performance of students from divorced parents to be able to alleviate the decrease in academic performance.

1.3. Research Questions

1. What are the lived experiences of children between the age of 11 to 14 years from divorced parents and their academic performance?
2. What are the coping mechanisms of the children from divorced families in relation to their academic performance?
3. What are the roles of parents in supporting the children?
4. What are the roles of teachers in supporting the children?

1.4. Significance of the study

The study gives special emphasis to the lived experience of children between the age of eleven and fourteen years from divorced parents and their academic performance. Even though there are many researches done in this area a special attention needs to be given to the experience of the children in order to give a solution to the problem from the core.

The problem of children in divorced family arises from how divorce negatively affects early childhood both academically and socially in the school. It is obvious that there is a gap in knowledge about how teachers and administrators can best treat children in their school who experience parental divorce. This will identify implementation areas that can be addressed both in policy and practice to best support these children academically and socially in the classroom.

Since parents and educators want the best for the children. Researching how to help them through this difficult time will provide the support and guidance that these children need. The study will give insight to parents on how their children really feel and experience the divorce from those who have experienced it, in this case the children and the problem it will create on their education.

And finally this study will be used as a base line data for other researchers to do and intervene in the same situation. Furthermore it will also give focus area for social work intervention.

1.5. Objectives of the Study

1.5.1 General Objective of the Study

- To understand the lived experiences of children between the age of 11 to 14 years from divorced parents and their academic performance

1.5.2. Specific Objectives

- To assess school performance of children from divorced parents.
- To assess the coping mechanisms of children in divorced families
- To assess the role of parents in supporting children from divorced parents.
- To assess the role of school teachers in supporting children from divorced parents.

1.6. Scope of the Study

This research focuses on the lived experiences of children between the age of 11 to 14 years from divorced parents and their academic performance. The research was conducted in two selected schools (Ethiopia Hidasse Primary School and Lazarist Catholic elementary and high Schools), in Gullele sub city, Addis Ababa. Focused group discussion among teachers, indebt interview with the teachers and observation was carried out to assess the lived experience of children from divorced parents.

1.7. Limitation of the Study

Since this study focused on children aged between 11 and 14 which is challenging to ask the questions directly and get the exact answer which might be difficult in understanding their real internal feelings.

CHAPTER TWO

2. LITERATURE REVIEW

2.1. General overview of divorce

Divorce indicates that a reverse of all statements, love and attachments that the spouse had at the beginning. It comes as a result of the desire each has to avoid the other. This is due to the others failure to fulfill the duties expected of him or her. The negative impact of divorce is much higher on children than any other groups. Divorce leads children to stressful experience in their social and educational activities and greatly damages their holistic life stages of their future. Divorce is much more complex than it appears on the surface. Ending a marriage relation is not a onetime event it is a process. Which will have an effect on all the involved family members particularly its impact on children is critical. (Yongmin Sun and Yuanzhang, 2002).

Inspite of the culture and tradition of society, family problems have been solved with different means. Unfortunately, some of families could not escape the fate of dissolution. According to the study carried out by Bereket and Kidist (2016), a different families undergo divorce due to financial problem, place of residence, religion of a woman, education level of a woman, number of living children in Ethiopia.

Marriage in Ethiopia as the finding of Tilson and Larsen, (2000) is nearly common where about 95 % of women marry by age 30 where as 45 % of all first marriage ends in divorce within 30 years; 28% of first marriage ends in divorce within the first 5 years, 34 % within 10 years and 40 % within 20 years. Divorce and separation often lead children to experience intense emotions. Misinterpretations about the divorce and loyalty conflicts are also experienced by many, although few discuss their thoughts and feelings with their parents. Children who experience divorce may

have more difficulties than children from two-parent families. Indeed, in the short term, divorce has been associated with decline in academic achievement, self-concept, and overall adjustment problems. Although most children from divorced parents do not suffer any long-term consequences, some children may experience difficulties in adolescence, such as mental health problems, substance abuse, delinquency, and teenage pregnancy. Problems may even persist into adulthood, as they tend to have more economic, emotional, health, and relationship problems.

The age at which children experience the divorce should be a primary concern to address their needs adequately Tilson and Larsen, (2000). Children who experienced their parents' divorce or separation are less likely to complete high school. Eighty-five percent of adolescents in intact biological families graduate from high school, compared to 67.2 percent in single-parent families- (Yongmin Sun and Yuanzhang, 2002).

The study done on the Effect of Parental Divorce and Its Timing on Child Educational Attainment stated that, children whose parents divorced when they were very young complete significantly fewer grades of education: an individual whose parents divorced before s/he reached age five attains 25% fewer grades of schooling relative to individuals with married parents. While lower educational attainments are also found for children whose parents divorced when they were more than five years old, the differences relative to intact children are smaller in magnitude and statistically insignificant. (Shirley H. Liu, *August 28, 2007*)

2.2. The lived experience of children from divorced parents and their academic performance

2.2.1. The lived experience of children from a divorced parents

As Diana (2012) states that early childhood students may suffer dramatically when there is a divorce in their family. Divorce has so many negative impacts in children's life. Students from divorce family may not be effective in their academic activities. They usually scored low grades, delay in returning home takes, inefficient in their assignments and in most cases they are misbehaved and have poor attendance.

Kinard and Reinherz (1984) observed that elementary school children in three different family situations (never-disrupted; disrupted prior to starting school; and recently disrupted) and found that children in recently disrupted families suffered pronounced and multidimensional effects: problems in attentiveness at school, lowered academic achievement, withdrawal, dependency, and hostility while their findings are not definitive.

Kinard and Reinherz (1984) also speculate that either the effects of parental divorce on children diminish over time; or that the impact of marital disruption is less severe for preschool-age children than for school-age children.

2.2.2. The lived experience of children from divorced parents and their academic performance

One of the major effects of divorce on children other than psychological and economic effect is the negative effect on academic performance of children. Along the past decades, some studies have shown that children of divorce present lower academic motivation and performance if compared to children of intact families (Jeynes, 2005). In other words, children of divorced parents

would be less capable of finishing school projects, face more challenges concentrating in complex tasks, present worse academic results in languages and mathematics and lower level of responsibility.

Decreased parental involvement in children's academic life is also suggested by some authors as the main factor behind decline in school results. In most cases, marital dissolution leaves the discussion of school topics, monitoring study at home and reviewing school tasks under the responsibility of the parent who has been granted custody (Jeynes, 2005). Evidences have also demonstrated that children raised by divorced parents are significantly more likely to have problems in school on their behavior affected (Seltzer, 1994).

Each year millions of children are affected by divorce. Empirical evidence demonstrates that children raised by divorced parents are significantly more likely to have problems in school (Seltzer, 1994). In the U.S., 50 percent of marriages end in divorce. Children who experience their parents going through a divorce are often left susceptible to depression, acting out, and suffering problems academically (Odenweller, 2014)

According to Odenweller (2014) Students whose parents go through a divorce are likely to experience some type of disturbance in their academic careers. Of the 20 students that were interviewed, four of them commented on how their academics were affected with regards to their parents' divorce.

The other two students however did notice at the time that their grades and academics were affected. When asked if the divorce of their parents affected their academics, one student, Meredith, a senior, commented on how her parents had been divorced for many years, but did notice that her grades were affected when her father and step mother fought. . All ten of the students with divorced parents had reported, some type of academic trouble at one point in their

lives. and six out of the ten students with married parents reported some type of academic trouble also. None of the students reported ever failing a class or having to stay back a year, as well as none of them reporting that they did terrible in school (Brittany Odenweller, 2014)

Amato (1987) also confirms that marital disruption may affect children's school performance. First, family disruption alters daily routines and work schedules and imposes additional demands on adults and children living in single-parent families. Most adolescents must assume extra domestic and child care responsibilities, and financial conditions require some to work part-time.

Kinard and Reinherz (1984) explains that burdens result in greater absenteeism, tardiness, and truancy among children's life and in single-parent house holds . Second, children in recently disrupted families are prone to experience emotional and behavioral problems such as aggression, distractibility, dependency, anxiety, and withdrawal. Third, emotional problems may interfere with study patterns, while demanding schedules reduce the time available for single parents to help with homework.

Similarly Furstenberg and Nord (1985) point out that parent-child interaction patterns in different family types and found few differences in time spent together in social and recreational activities, but found that resident parents in reconstituted and single-parent families were much less likely than parents in intact families to help with homework. In sum, a variety of personal, family, and school processes operate to the detriment of academic performance among children of divorced family.

From all the negative effects, the effect on their education is going to be given emphasis as this is something that will have negative life outcome in their life. Children experience varied effects from the divorce process, and they carry these effects with them to the classroom.

Children from a divorced family will lose focus and attention, will have lower test scores, lower school participation and engagement, high rate of dropout and furthermore this will have a consequence on attaining secondary schools and colleges. In the study done on Parental Divorce and Children's Schooling in Rural Malawi showed that, children who experienced parental divorce have lower grade attainment—a finding with important implications for the future of children affected by divorce. In all likelihood, children from divorced marriages will begin adulthood with lower levels of human capital, diminishing their chances of having a successful future. Chae, (2016).

Divorce is not an event happening at a single point in time; it represents an extended transition in lives of parents and children. Specifically children whose parents divorced are being at a great risk for psychological and social adjustment than from intact families (Aster, 2015).

As stated above divorce affects all the people involved in the process, particularly the children from the divorced family face psychological, social, and economic and also their educational performance. These effects will not only happen on the time of the divorce occurrence but will persist through their life time. Children need nurture, care and peace for their well development and the disruption in their early age by a divorce will have an impact in their life which in turn will lead to a social problem and has also psychological, economic and social impacts on children's life. The lives of children of separation and divorce are changed psychologically and socially. Children try to adjust to new roles and relationships in conjunction with changes in the family. Divorce creates emotional turmoil for the entire family, but for kids, the situation can be quite scary, confusing, and frustrating:

Young children often struggle to understand why they must go between two homes. They may worry that if their parents can stop loving one another that someday, their parents may stop loving them. Furthermore, the children may worry that the divorce is their fault. They may fear that they misbehaved or they may assume they did something wrong.

Teenagers may become quite angry about a divorce and the changes it creates. They may blame one or both parents for the upheaval in the family. Divorce can also have both physical and mental effects on children. The health consequences of divorce are also well documented, showing the detrimental effects of divorce on both somatic and mental health with the divorced or separated experiencing higher levels of depression, stress, and fear, as well as lower levels of self-esteem (Bracke, 2010).

The physical and mental toll of a divorce is astounding. “Compared to the married or cohabiting, the divorced or separated visit professional health care providers like general practitioners specialists and psychiatrists more often, and are also hospitalized more often (Bracke, 2010)

Molepo (2012) explains that when divorced adults are hospitalized and seeking medical care it will have an effect on their children as well.

Molepo (2012) also explains that teachers perceive younger children from divorced parents were more likely to have emotional and behavioral challenges than those from intact families.

As Baxter (2011) states that it is not surprising that the elevated risk of adjustment problems apparent for children whose parents have separated are frequently linked to their experiences of significant pre-separation conflict.

Dolen (2013) also finds that, experiencing parental divorce during childhood is associated with increased likelihood of being subject to child abuse and/or witnessing violence". When parents go through a divorce, the children can become witness to what it brings about in their parents, and sometimes even unknowingly get in the middle

Children who get caught up in their parents' divorce are likely to suffer greater stresses than those who do not become involved. Children from separated families show poorer outcomes in multiple domains than those from the intact family. children from separated family show higher levels of misbehavior and aggression, higher risk of committing suicide, less competence, more under-controlled behavior, poorer academic performance and reduced likelihood of participating in tertiary education. Dolen (2013),

Baxter (2011) further explains this issue, immediate upheavals may include substantial increases in financial difficulties and associated deprivations, changes in housing and school, enhanced parental distress and/or diminished quality of parenting, and substantially reduced time or even total loss of contact with one parent. Such disruptions can be very distressing for the children.

2.3. The role of parents and teachers in supporting the children

Schools and teachers need to be aware of the situation of the students by knowing what to expect, educators will be better equipped to effectively teach the children of divorce who are in their care. Other teacher interventions for the classroom include providing children with recreational support, advice, resources, emotional support, and positive feedback. Teachers need to reinforce to the child that their relationship as teacher and student is secure and intact unlike his or her parents. Allow the child to express their feelings and feel understood. Prepare them for any changes that may

occur. Also, allow the child to have some leadership roles in the classroom to let them exercise some control. Be careful of interpreting regressions in academics and behaviors. (Miller,1999).

According to Ahrons (2007) therapeutic reading and teacher assistance, parents can also help their children cope with divorce. Parents need to focus on the children's needs during a divorce and after as well as staying involved and in contact with the teacher. Parents need to be positive role models and minimize their conflicts and hostility. Parenting skills need to be worked on and interventions should be considered.

Effective teaching of children of divorce requires an understanding of the impact of divorce, a supportive environment, and safe channels for children to communicate feelings and problems, instruction on building coping and self-regulation skills, and resources to help parents. (Miller, 1999)

According to Miller (1999) effective teaching begins with the teacher's understanding of the impact of divorce on the child. A supportive environment, safe channels for children to communicate feelings and problems, instruction on building coping and self-regulations skills, and resources to help parents must be developed.

Educators possess the potential to provide emotional security and support to the child in the areas of recreational, advice-giving, resource, emotional, and positive feedback. Specifically, the teacher can assure the child that their relationship is secure and intact. This reassurance affirms the safety, security, and self-worth of the child. Compassion can be expressed by using tolerant, calming and kind words that communicate acceptance and understanding of the child. (Miller, 1999)

Security is fostered by preparing the child in advance for any changes in the routine. Because the child has had no control over many divorce-related issues in his life, opportunities to exercise personal control can be provided at school. A lack of personal control may threaten a child's "sense of mastery". Teachers can look for ways the child can influence meaningful classroom procedures, activities, and events. Examples include choice in seating arrangements, groups, activities, and homework. Assigning leadership roles to children will increase their sense of personal control (Miller, 1999).

Miller (1999) recommends that educators should be tolerant of variability in academic performance, because children experiencing their parents' divorce may be emotionally preoccupied and unable to concentrate on schoolwork. Expressing faith in the child's character and capacity for growth is paramount. Misbehavior is a natural reaction to divorce. By being less critical and more patient, teachers can assist children in learning new, acceptable behaviors.

2.4. Conceptual frame work

As being identified in the previous reviewed literatures, numerous studies have been made Worldwide related to the impact of divorce. Apart from psychosocial, cognitive and behavioral consequences divorce has an impact on educational performance. Indeed this study attempts to explore the impact of divorce on academic performance, what are the common experiences and coping mechanisms of those children, how the parents , the school staffs and the whole community enrolled to mitigate the effect of divorce on school performance. However, the figure below represents the relation between divorce and educational performance.

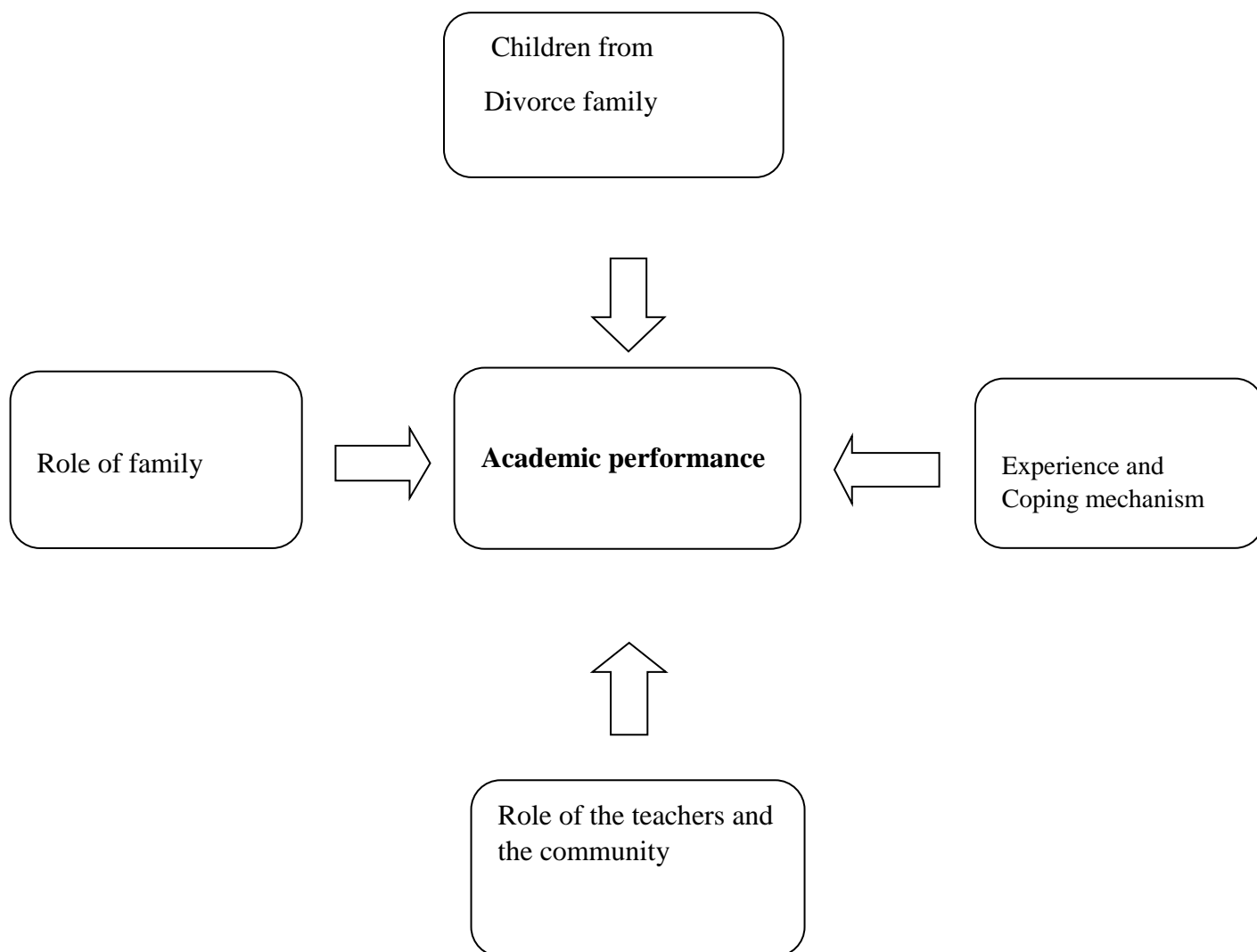


Figure 1. Conceptual frame work for the Lived Experience of Children between the Ages of 11 to 14 Years from Divorced Parents and Their Academic Performance

As shown the above, this study figures out how divorce affects children’s academic performance in related with other factors like children’s coping mechanism, the role of their families and teachers in supporting them.

CHAPTER THREE

3. METHODS AND MATERIALS

In this chapter the research methods that have been used in order to do this research will be discussed. The study design, description of study areas selection of study participants, inclusion criteria, method of data collection, trustworthiness, method of data collection, method of data analysis and ethical consideration are discussed in this chapter.

3.1. Study Design

There are two major approaches to this research qualitative and quantitative. Quantitative research method focuses on describing the characteristics of a population whereas qualitative research method focuses on describing individual experiences and beliefs. (Prashant, 2013, p.118). Arthur (2019) also confirms that qualitative approach seeks to understand phenomena. The goal of qualitative research is to describe and analyze the world as it is experienced, interpreted and understood by people in the course of their everyday lives.

The main objective of this study is to discover the experience of students from divorced parents between the ages of 11 to 14 years and their academic performance. Particularly in Lazarist Catholic Elementary and High School, and Ethiopian Hidasse Primary School. Accordingly a qualitative research design was used in order to undertake this study.

As Mohajan (2018) stated that the purpose of qualitative research is to describe and interpret issues or phenomenon systematically from the point of view of the individual or population being studied. It focuses on the way of people interpret, and make sense of their experiences to understand the social reality of individuals.

Four major types of qualitative research design are the most commonly used. Which are phenomenology, ethnography, grounded theory and case study (Prashant, 2013, p.119). In order to represent and better to understand the phenomenon that is being studied from the above listed types of qualitative research methods, phenomenological research method is selected. This phenomenological research method is selected because the study is focused on studying the experience of the children from a divorced family in relation to their education performance.

As (Creswell, 2013) states, phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of a particular phenomenon. Since the subjective experience of the children is the central study area Phenomenological research is used.

In order to collect data for this study a number of instruments were used such as, interview and observation as a primary source of data and results of the children. Secondary resources such as, websites, books and journal articles have also been used as an input for this study.

3.2. Description of the study area

The study settings are Lazarist Catholic Elementary and High School, and Ethiopian Hidasse Primary School in Gullele sub city, Addis Ababa, Ethiopia. Ethiopian Hidasse Primary School is one of the government schools out of 38 primary schools in Gullele sub city, Addis Ababa, Ethiopia.

The Lazarist Catholic Elementary and High School, the school first opened its doors in 1910 (Eth. Cal. 1917). It was set up by the French Vincentians. It catered to students up to and including 4th Grade. The school was originally only for boys, who wanted to join the priesthood. In reality, not

many entered the priesthood but all the students received an excellent education and went onto become the country's leading judges and medical doctors. In 1949 (Eth. cal. 1956), it was taken over by the Dutch Vincentians and in 1955 (Eth. cal. 1962), Father Peter Overheyden, a Dutch Vincentian priest, became the Director of the school and with him the school began to develop. The school opened its doors to girls and the Ministry of Education extended the school to 8th Grade. Father Petros, as he was known also sought and was successful in receiving money for the construction of new school buildings and it was as a result of his hard work that we have the school today. In 1985 (Eth. cal. 1992), the school was granted permission to open a High School and since then the school has remained unchanged. Today the elementary and high schools both have approximately 200 students each. Academic excellence is the main goal of the school (vincentians ethiopia. wordpress. com).

Ethiopian Hidasse Primary school was established in 2010 (2002 Eth cal) it's a government owned school. It comprises of classes from grade one to eight. It's found in Gulele Sub city, Woreda 07. It comprises of one thousand three hundred fourteen students.

3.3. Selection of the study participants and Sampling technique

As Helen (2009) stated sampling is a method that allows researchers to infer information about a population based on results from a subset of the population, without having to investigate every individual. There are several different sampling techniques available, and they can be subdivided into two groups: probability sampling and non-probability sampling. In non-probability sampling there are convenience sampling, quota sampling, judgmental (probability) and snowball sampling. This phenomenological study uses purposeful sampling method. The purposive sampling technique, also called judgment sampling, is the deliberate choice of a participant due to the

qualities the participant possesses. It is a nonrandom technique that does not need underlying theories or a set number of participants. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience (Ilker, Sulaiman, Rukayya, 2016 p. 2).

Cresswell and Plano Clark (2011) states purposive sampling involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest.

Creswell (2007) also confirms that a phenomenological framework requires a relatively homogeneous group of participants. Purposeful sampling strategy involves the researcher selecting the participant's purposefully since they can understand the phenomenon. For this particular study purposive sampling was used because of the need that all participants have the required experience which is the experience of parental divorce.

The participants of the study were children who have experienced their parents' divorce, teachers of the children and directors of the students where the children are from. Accordingly, ten students from divorced parents from the two schools were selected purposely. In addition to direct participants, two school directors from two schools were also included as key informants and four other teachers also participated in focused group discussion. Therefore, a total of sixteen individuals have participated in the study.

3.4. Inclusion criteria

The inclusion criteria for the selection of participants of this study was: Students from divorced parents with age range of 11 years to 14 years. Because children less than 11 years might not reflect their feelings and above 14 years might compensate the situation and result in positively

or negatively on their academic performance. Children whose parents divorced within 1 to 2 years, are not included in order to see the immediate impact of the parental divorce on the children's education within two years of duration.

3.5. Method of Data collection

“Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes” (Syed, 2016, p. 202).

Syed (2016) also confirms that the qualitative methods most commonly used in evaluation can be classified in three broad categories interview, Observation methods and document analysis. All the three methods of qualitative data collection methods have been used in this study.

The method of data collection used in this phenomenological study is interview (in-depth interview with the children and focus group discussion with teachers of the children), observation, and document analysis.

Before the data collection, official letter was taken from the university and the purpose of the research was introduced for school directors of the two schools after that they gave me permission to interview the students.

I went to the schools and had a discussion with the director of the school and the teachers. In order to gather a good data from the children I made sure that the children were comfortable with me and trust me, by having a friendly conversation. The interview began with an introduction of myself and a friendly conversation to make the students relax.

The purpose and format of the interview was explained to the children with a brief background on the research being done. The students were informed that the interview is being recorded and that

whatever their answers to the questions asked will be held in confidence, they were also informed that their name and privacy will be maintained by using a code in place of their names. The informed assent was taken from the selected children and consent has been taken from their legal guardians.

During the interview of the students it did not follow the same schedule and consequence or was conducted exactly the same way of each student. Based on the flow of the answers given by the children some questions were asked earlier than the schedule because of the answer the student has given.

The interview is recorded using a phone. The students were informed that the interview session is being recorded to make it easy for the analysis of the collected data. The students were informed that the interview recordings would not be accessible to anyone and would only be used for the data analysis. When the interview has been completed all the interview answers were transcribed in paper.

3.5.1. Interview

For the purpose of this research interview was selected as the appropriate method. M.Easwaramoorthy and Fataneh (2006) describes interviews are appropriate when there is a need to collect in debt information on people's information on people's opinion, thought, experiences and feelings. Interviews are useful when the topic of inquiry relates to issues that require complex questioning and considerable probing. Face to face interviews are suitable when your target population can communicate through face to face conversations better than they can communicate through writing or phone conversations such as children, elderly or disabled individuals.

Syed (2016) also states interviewing involves asking questions and getting answers from participants in a study, interviewing has a variety of forms including: individual, face-to-face interviews and face-to-face group discussion.

“Interviews can be designed differently depending on the needs being addressed and the information. They can be grouped into three types: Structured, semi structured and unstructured interviews. Structured interviews: interviews employ the use of an interview schedule which contains structured and explicit questions that do not allow room for veering off the topic in question. Interviewers pose the same exactly worded questions in the same order to interviewees. Semi-structured interviews: interviews offer a more flexible approach to the interview process. While they may use an interview schedule for predetermined topics, they allow for unanticipated responses and issues to emerge through the use of open-ended questioning. Unstructured interviews: interviews do not engage a specific framework for questioning. During the unstructured interview the interviewer and interviewee have a conversation about a specific topic in response to the interviewer asking broad, open-ended questions” (Sinead, 2009 p310).

Because of the age of the children and the sensitivity of the issue to the children and for the purpose of this data collection semi structured interview was conducted, which was a key instrument for gaining an in depth understanding of the experience of the students. Furthermore the students may be asked to discuss private details of their life experience and their family life; the students were enabled to express their experiences on their own terms and understanding. The interview was started by an introduction with the participants prior to directly engaging in the interview, the introduction have an opportunity to establish trust with the interview participant, review ethical

considerations and overview about the research. The interview was conducted with the help of teachers that they know who was from divorced family.

3.5.2. Focus Group Discussion

“A focus group discussion (FGD) is a good way to gather together people from similar backgrounds or experiences to discuss a specific topic of interest. The group of participants is guided by a moderator (or group facilitator) who introduces topics for discussion and helps the group to participate in a lively and natural discussion amongst them” (Lokanath 2016, p1). Focus Group Discussions (FGD) was conducted with the teachers of the participant children.

I started the focus group discussion by thanking the participants for coming and I introduced the aim of the research prior to the start of the discussion and conversed about the impact being from divorced family has on academic performance by using the questionnaire for the discussion. I have introduced the questions one by one and facilitated the answering of the questions, I used probing to facilitate the answering of the questions. The discussion was made in Amharic for ease of communication. When the discussion was over I thanked all the participants for taking part in the discussion and contributions.

3.5.3. Observation

“Observation is the systematic description of the events, behaviors, and artifacts of a social setting” (Marshall and Rossman, 1989, p. 79) and Barabara (2012) further elaborates there are two major types of observations. Participant observation, involving being in the setting under study as both observer and participant. Direct observation, involves observing without interacting with the objects or people who are under the study in the setting.

Direct observation was under taken in the selected schools to assess the general over view in the experience of divorce and academic performance among children from divorced family.

An observation guide has been developed in order to collect data in a more organized fashion, I took notes on the behaviors and interactions of the children in their school; as well as, the interview. Through that I observed how the children in the school interact and behave. I also witnessed their psychological stress and social withdrawal on the course of discussion.

3.6. Data processing and Analysis

As Creswell, (2013) states the data is then read and reread and culled for like phrases and themes that are then grouped to form clusters of meaning, Through this process the researcher may construct the universal meaning of the event, situation or experience and arrive at a more profound understanding of the phenomenon.

Once the interview has been completed all the interview answers were transcribed in paper. After all the interviews with the students have been transcribed on paper I read through the interview responses one by one for several times to identify common themes and words and phrases which are found to be repeated among the answers of the students. Then I listed all the themes on an excel sheet and order them. The themes that I found to be similar and related, I have compiled them together. After compiling the themes then I narrated the analysis by explaining and illustrating the themes. Then those who have been in similar responses were categorized and paraphrased in similar way and those who hadn't have been analyzed accordingly.

3.7. Trustworthiness

To insure the quality of the data in qualitative research, it is important as the findings cannot be accurately measured and sum up and are usually articulated in words rather than Statistical figures. Data quality assurance can be achieved through ensuring trustworthiness.

One of the methods of ensuring the assuring the quality of the data. Once the data was transcribed, follow up interview was conducted with selected participants so that they were able to verify the accuracy of the information they had provided. In the process, due attempt was made to avoid biases in terms of understanding the subjective experiences of the participants. As much as possible, I tried to show my genuine interest in the participants' insight and encourage them to provide as much information as possible.

3.8. Ethical Considerations

From the beginning of conducting the research, I was upholding basic research ethics. Ethical challenges that this study has faced is the fact that this is a sensitive and personal issue.

All participants have been briefed prior to their participation about the academic purpose of the research and the area of the research. The informed assent was taken from the selected students and consent has been taken from their legal guardians. The participants were also informed that He/she can abandon giving information and not answer any question if the questions made them feel uncomfortable. It has been made clear to the participants that all the information they have given is kept completely confidential. Names of the participants will be changed to a given code to protect the identities of all of the participants.

The other ethical issue of the research focus is on the use of sources. Accordingly, sources were cited properly and being acknowledged. The research clearance formal letters from the college and acceptance letter from the school directors and was introduced to the participants.

CHAPTER FOUR

4. Findings

This chapter describes findings of the study. In this chapter what are the lived experience of the children from divorced parents and their academic performance, what the coping mechanisms of the children, the role of parents in supporting the children and the role of teachers in supporting the children will be discussed.

4.1. Demographic background of study participants

This study was conducted at Ethiopian Hidasse Primary School and Lazarist Catholic elementary and high School in Gullele sub city, Addis Ababa. In general, 5 children between the age of 11 and 14 years participated in the in-depth interview. Out of those students 4 of them were female and 6 of them were male. In addition to this, 4 teachers and 2 School directors were participated in the focused group discussion and as key informants.

Table 1. Background information of in-depth interview informants

| Represented Name | Gender | Age | School Grade | Duration of parental divorce | Living status (Mother/ Father/ Grand parents) |
|-------------------------|---------------|------------|---------------------|-------------------------------------|--|
| Children-A | Female | 14 | 7 | 2 years | Mother |
| Children- B | Male | 11 | 4 | 10 months | Mother |
| Children- C | Male | 14 | 7 | 2 years | Father |
| Children-D | Male | 14 | 7 | 1 year and a half | Mother |
| Children- E | Male | 14 | 7 | 2 years | Father |

| | | | | | |
|-------------|--------|----|---|---------|---------------|
| Children- F | Female | 13 | 6 | 1 year | grand parent |
| Children- G | Male | 11 | 4 | 1 year | Mother |
| Children- H | Male | 13 | 6 | 2 years | father |
| Children- I | Female | 11 | 4 | 1 year | grand parents |
| Children- J | Female | 14 | 7 | 2years | Mother |

In order to make the data rich, other informants such as school directors and teachers who have a direct relation and who can attest to the experience of the children have participated in the study.

Two school directors were interviewed at the selected schools and other four teachers had participated in the focus group discussion.

Table 2. Background information of other informants

| s. no | Represented name | Sex | Age | Marital status |
|-------|------------------|--------|-----|----------------|
| 1 | Director A | Male | 48 | Married |
| 2 | Director B | Male | 35 | Single |
| 3 | Teacher A | Female | 33 | Married |
| 4 | Teacher B | Male | 34 | Single |
| 5 | Teacher C | Male | 38 | Married |
| 6 | Teacher D | Male | 35 | Single |

4.2. The lived experience of children from divorced parents and their academic performance

4.2.1. The lived experience of children from divorced families

In order to find out the children's lived experience the in-depth interview informants were asked to explain their sad and happy moments in their childhood. Most of the children reported that their sad moment is when their parents got a divorce or the time they were aware of the fact that their parents are going to get a divorce. One of the informant reported that his sad moment is when he got kicked out of school after punching a teacher and getting expelled. Some of the informants reported as one of their sad moment when they are speared with the non-custodian parent and their living condition changes. When they are asked their happy moment: their happy moment was when their parents were together or when they hear that their parents are going to resolve their issues. Some of the informants have indicated that their happy moment is when the other parent that is not the custodian is in contact with them either physically or by phone. Some of the informants reported that their happy moments when all the family was together and intact and celebrating a birthday or a holyday.

Student B describes his experience "Whenever my mom and dad have a fight my mom usually comes to school during lunch hours and we eat lunch together and she buys me cake and soft drink. And she tells me that my dad and she are going to make things work, that he is going to come and visit me, to not worry about anything and I should focus on my studies."

Student A described her experience "my happy moment is when me, my mom, my brother and my dad all of us together celebrated a holiday" furthermore when asked what she wanted to be she said she wants to be an artist so that she can reconcile those parents who have separated.

Student J describes her experience as “I was happy when me, my dad, my brothers and my mom celebrated my birth day.

Another experience is most of the kids are unhappy and misses the parent that is not currently living with them.

Student C “I have not been happy since my parents got a divorce, I did not want my parents to get a divorce and my dad to leave somewhere else without us, I am sad all the time because I know that they are not going to be together again”

Student F “I was very happy before my parents got a divorce, my mom, me and my dad used to live together and I was very happy but now my mom left me with my grandparents and she went to Arab countries and my dad doesn’t even come to visit me, I miss both of them”

The kids have experienced their parents fight and some of them have witnessed their parents being physically abusive to one another.

Student A – “one day my mom and dad were fighting as they always do and my dad bitted my mom, this time it was worse than the other days he hurt my mom really bad and my mom was very angry she said she had enough and we went to the police station and she told me that my dad and her are getting a divorce.”

Student E – “my mom is in Arab country and on my 14th birth day I was very sad because no one celebrated my birth day but my mom called me with my dad’s phone and they were fighting and my dad gave me the phone to talk to her and she said she called to say happy birth day which made me very happy but she said tell your dad that I am not a women for him”

Student I – “my dad used to drink and come home at night and he would fight with my mom and he used to bit her and one day my mom came to school to take me home and she did not take me home she took me to my grandparents’ house and she told me that from now on we are going to

live here”

As seen from the answers given by the students we can see that the students have experienced a lot of things from the divorce of their parents some of them have experienced the fight of their parents including the physical abuses, they have heard bad things being said about one of the parents from the other. They have experienced abandonment from their parents and also changing their homes which lead to the disruption of the environment they are used to. This kind of experiences makes the students decrease their educational performance as it occupies their mind and makes them lose focus in their studies. This experience also makes them change their schools or become absent from school in most of the school year which also contributes to the decrease in their performance.

4.2.2. The lived experience of children from divorced parents and their academic performance

The in-depth interview informants were asked about how they felt about going to school after the divorce of their parents they have said they have lost the interest to go to school or to learn.

Almost all of them have indicated that they lose focus and attention to follow what the teacher was saying in the classroom because they were thinking about their parents’ divorce. Their thinking about their future without one of their parent and their bad moments while they are in class room. Apart from that they don’t do their homework and also they don’t study at home which will eventually lead to the decrease in their academic performance because of the divorce of their parents as there is no one paying attention to them and helping them out like the earlier times. The informants of the study reported that they got neglected by their parents after the divorce and no body checked whether they studied or did their homework or not. The informants also reported that because of the divorce of their parents they have been facing problem with the fulfilment of

school material and payment of tuition fees which has affected their school performance as they were forced to Miss classes.

Some students said further as follows.

Student A– “Before the divorce both my mother and my father used to tutor me at home but now am living with my mother but I did not see her very often, because she is very busy, working long hours to pay for everything and does not have time to help me. Before divorce, she comes home early she will help me to study and do my homework and if my dad comes home early, he will do the same that was what they used to do, but now my mother is very busy with her boutique and she comes home late and tired so she doesn’t help me with my studies or my homework and my dad is not living with us so no one supports me currently. I wanted to stay home and watch a movie, I did not listen to what the teachers were saying because I am thinking about my parents. For the future, I want to be an artist to make parents at peace and make them stable.”

Student E“ was asked about the status of his grade point, he said that, “ I was in the list of top three scoring students last year, but this year my rank on the first semester is 18th out of my class.”

Student G said that, “my father had another women and child in which my mother and I did not know about while they were married. After finding out about the other women, my mother divorced my father. After the divorce my behavior completely changed, I fight with students in the classroom and disturb. I don’t have the interest to follow what the teacher is saying in the class. When I am in classroom, I imagine my dad playing with his other kid and taking care of him, which makes me very jealous. And also I don’t want to go to school because if the students say something to me I fight with them”

Student I - said that, “my mother left my dad and started to live with her parents as my father was cheating on her with another woman. After I started living with my grandparents’ my mother

became very aggressive towards me and does not care about me. So I do not care about my education or about going to school because of their divorce, all I think is how much I missed my father. I do not want to go to school because I do not want to hear other students talk about their happy families”.

4.2. Coping mechanisms of the children in line with their education

The in-depth interview informants were asked how they felt about going to school before and after the divorce in order to find out about their coping mechanism, as explained by the children they cope by isolating themselves from others. They rather be by themselves than to play or interact with other children, they either stay back in the classroom or they sit alone outside and watch the other kids play. ‘

Student F “when I am in school I don’t want to interact with other students all I want is to be alone”.

The in-depth interview informants also informed me that they fight with other children and also teachers. Student C “I was expelled from my previous school because my teacher pushed me when I was talking in the classroom and I punched my teacher and knocking him out unconscious at the time I was very angry at my parents and every one.”

Most of the informants reported that Fantasizing about their parents making up is one of their coping mechanism. The students instead of concentrating on their school work they fantasize about their parents making up.

Child B when I am in the class all I think about is my parents making up, things going back to normal and all of us living together.”

4.3. The role of parents, teachers and school directors in supporting students from divorced families

The in-depth interview informants were asked who helps them their studies and home work at home before the divorce and after the divorce. Most of them reported that both their mom and dad used to help them out, interchangeably. After the divorce almost all of them reported that their parents don't help them out, the involvement of the parents after the divorce has become insignificant.

Student A said both my mom and dad used to help me before the divorce of my parents but now my mom is very busy with her boutique and my dad doesn't live with us so no one helps me out.

Student I said my mother decided to divorce my dad and me and my mom left the house and started living with my grandparents, now she is very busy and she doesn't pay attention to me and my grandparents are not educated, my dad doesn't come and visit me so no one helps me out.

The in-depth interview informants were asked who helps them out in their studies some of them reported that their teachers helps them out in their studies and the teachers give them special tutorial, support with school materials and also counseling service.

Student H said that "my teachers give me free tutorial class by my teachers understanding"

Student D said that my teachers used to punish me for not doing my homework and getting low grades, one of my teachers asked me about the reason I am not doing my homework and my decrease in my result I told him my problem and after that he started giving me advise and counseling, which made me happy.

CHAPTER FIVE

5. Discussion

In this chapter focuses on the discussion of findings in line with research objectives, research question and related literature reviews.

5.1. The lived experience of children from divorced parents and their academic performance

5.1.1. The lived experiences of children from divorced parents

Parental divorce leads the children to experience various emotions. As one of the experience that has been pointed out from the questions asked to the children is most of them wish for their parents to stay together.

Student B describes his experience “Whenever my mom and dad have a fight my mom usually comes to school during lunch hours and we eat lunch together and she buys me cake and soft drink. And she tells me that my dad and my mum are going to make things work, that he is going to come and visit me, to not worry about anything and I should focus on my studies.”

Student A described her experience “my happy moment is when me, my mom, my brother and my dad all of us together celebrated a holiday” furthermore when asked what she wanted to be she said she wants to be an artist so that she can reconcile those parents who have separated.

Student J describes her experience as “I was happy when me, my dad, my brothers and my mom celebrated my birth day.

Another experience is most of the kids are unhappy and misses the parent that is not currently living with them.

Student C “I have not been happy since my parents got a divorce, I did not want my parents to get a divorce and my dad to leave somewhere else without us, I am sad all the time because I know that they are not going to be together again”

Student F “I was very happy before my parents got a divorce, my mom, me and my dad used to live together and I was very happy but now my mom left me with my grandparents and she went to Arab countries and my dad doesn’t even come to visit me, I miss both of them”

The kids have experienced their parents fight and some of them have witnessed their parents being physically abusive to one another.

Student A – “one day my mom and dad were fighting as they always do and my dad bitted my mom, this time it was worse than the other days he hurt my mom really bad and my mom was very angry she said she had enough and we went to the police station and she told me that my dad and her are getting a divorce.”

Student E – “my mom is in Arab country and on my 14th birth day I was very sad because no one celebrated my birth day but my mom called me with my dad’s phone and they were fighting and my dad gave me the phone to talk to her and she said she called to say happy birth day which made me very happy but she said tell your dad that I am not a women for him”

Student I – “my dad used to drink and come home at night and he would fight with my mom and he used to bit her and one day my mom came to school to take me home and she did not take me home she took me to my grandparents’ house and she told me that from now on we are going to live here”

As seen from the answers given by the students we can see that the students have experienced a lot of things from the divorce of their parents some of them have experienced the fight of their

parents including the physical abuses, they have heard bad things being said about one of the parents from the other.

They have experienced abandonment from their parents and also changing their homes which lead to the disruption of the environment they are used to. This kind of experiences makes the students decrease their educational performance as it occupies their mind and makes them loose focus in their studies.

This experience also makes them change their schools or become absent from school in most of the school year which also contributes to the decrease in their performance.

“In my eight years of teaching early childhood students, I have seen many children suffer dramatically when there is a divorce in their family. I have seen mainly negative effects of the divorce take a toll on these children and it is sad that they have to go through this situation at such a young age. I have seen grades drop, homework not turned in, negative attitudes, "acting out" behaviors, poor attendance, etc. I have also seen divorced parents not returning notices, not showing up for parent conferences, and not returning phone calls, notes or emails to me” (Diana 2012 p 20) .

All the above findings indicates that the children experience a negative happening in their life, that their family never detect which finally resulted in poor educational performance, early psychological and social disturbance manifested by depression , social isolation, frustration for their life and so on. The children are the direct victims to the frequent quarrel of their parents.

5.1.2. The lived experience of children from divorced parents and their academic performance

In respect to the lived experience of children in divorced parents almost all of them have insignificant class room activity and their class score became low when they were comparing their academic performance before and after their parents' divorce. Most of them did not follow their lesson in the classroom because they were thinking about their parents. Their thinking about their future, their bad moments while they are in class room. Apart from that they don't do their homework and also they don't study at home because they did not worry about their education, some of them were also in psychological stress and hopelessness after their parents became divorced, which eventually leads to the decrease in their academic performance.

In general, the points they raised were nearly similar among participants but some students said further as follows.

Student A- "Before the divorce both my mother and my father used to tutor me at home but now am living with my mother but I did not see her very often, because she is very busy, working long hours to pay for everything and does not have time to help me. Before divorce, she comes home early she will help me to study and do my homework and if my dad comes home early, he will do the same that was what they used to do, but now my mother is very busy with her boutique and she comes home late and tired so she doesn't help me with my studies or my homework and my dad is not living with us so no one supports me currently. I wanted to stay home and watch a movie, I did not listen to what the teachers were saying because I am thinking about my parents. For the future, I want to be an artist to make parents at peace and make stable."

Student I - said that, "my mother left my dad and started to live with her parents as my father was cheating on her with another woman. After I am started living with my grandparents' house my

mother became very aggressive towards me and does not care about me. So I do not care about my education or about going to school, all I think is how much I missed my father. I do not want to go to school because I do not want to hear other students talk about their happy families. But now I get free tutorial class by my teachers understanding. For the future I want to be a police so that I can hit my dad.”

As a key informant of school directors, both directors said that students from divorced families are not attentively following their class, they did not do their homework,

After focused group discussion, one of the teachers on the focus group discussion pointed out that he has observed one of his top students dramatically got lower grade than expected and when he tried to understand what the reason for the lowering of the students' academic performance was that the student's parents recently divorced.

One of the teachers in the focus group discussion said that, “I have witnessed, a top student declining from his usual top performance after the divorce of his parents as their follow up decreased.

From my observation while conducting the interview with the children, the children lose focus in answering the questions and I had to repeat the question that I have asked.

It has been observed that the reason for the interviewed children to have low school achievement was not because of poor health status or other some reason. The main reason was their parents' divorce. They always think about it at home and at school.

Surprisingly, Student E“ was asked about the status of his grade point, he said that, “I was in the list of top three scoring students last year, but this year my rank on the first semester is 18th out of my class.” This indicates that divorce has a negative effect on educational performance.

As I mentioned earlier, in this study, almost all of them have low class score when they were comparing their academic performance before and after their parents' divorce. Most of them did not follow their lesson in the classroom because they were thinking about their parents and they didn't do their homework, don't study at home and they don't have the interest to learn or socialize in school that leads them to decrease in their academic performance.

Jeynes (2005) also states that, one of the major effects of divorce on children other than psychological and economic effect is the negative effect on academic performance of children.

In addition to this Brittany (2014) states on the same issue that, In the U.S., 50 percent of marriages end in divorce. Children who experience their parents going through a divorce are often left susceptible to depression, acting out, and suffering problems academically, which is due to family structure is a key for children and used as a rock for education.

There is also another study done on Parental Divorce and Children's Schooling in Rural Malawi by Sophia (2006) showed that, children who experienced parental divorce have lower grade attainment—a finding with important implications for the future of children affected by divorce. In all likelihood, children from divorced marriages will begin adulthood with lower levels of human capital, diminishing their chances of having a successful future. Which is in line with this study, in which divorce has a negative consequences on academic performance. It is an implication for families to follow their children strictly regarding to education even after divorce.

According to key informants, children themselves from the interview and from my observation, they were negatively affected socially and psychologically resulted in a negative impact on their education after considering other related factors. Some of them said as follows.

Student C said, “After my parents got a divorce they neglected me. Nobody paid any attention to me after that, no body checks whether I study or do my homework.” “I was expelled from my previous school by punching my teacher and knocking him out unconscious. I have been punished from my current school by fighting with some students that is because I am confused in all my life after my parents got divorced.” In his current school he has exposed his private parts to the female students in the class room and has been suspended, due to his psychological disturbance resulted from his parent’s negligence.

Student J – said that “I live with mom and she has an addiction problem she smokes and chews chat. She uses the money that my father gives her for satisfying her addictions. Even she does not pay my school fees or buys necessary material for school for me, which makes me lag behind and creates inconvenience for me at school. Because of this did not go to school most days.”

From the key informants, Key informant B - said that “those students isolate themselves from the social environment.” And also similarly, key informant A said that, “they have no social communication and interaction with their friends, they don’t even pay any attention in the classroom because they are constantly thinking about their parent and they are worried about them”.

Almost all teachers from focused group discussion said that, “students from divorced families are socially isolated by themselves, have symptoms of inferiority complex, they have no self confidence in which they are emotional and very sensitive. Even they relate other problems from the divorce of their parents.” In addition to that teacher C, FGD participant, said that, even though they do not want to talk with their friends about their family, they always compare their family with the other one.”

As I mentioned in the above, children from divorced parents were negatively affected socially and psychologically. In which they did not interact with other students, they were more quiet (silent) and were depressed, had low self-esteem and confidence compared to the other students, which they have manifested through crying while interviewed, low voice tone, shyness while being interviewed, and become emotional and they could not express themselves well during observation that end up with decrease in their academic performance.

In similar way done by Bracke (2010) stated that, The health consequences of divorce are also well documented, showing the detrimental effects of divorce on both somatic and mental health with the divorced or separated experiencing higher levels of depression, stress, and fear, as well as lower levels of self-esteem. This all is might be because of the emotional status of children is controlled determined by their families and might be the psychological makeup of the study participants is in similar age range in spite of other factors.

Dolen (2013) similarly states that, higher levels of misbehavior and aggression, higher risk of committing suicide, less competence, more under-controlled behavior, poorer academic performance and reduced likelihood of participating in tertiary education. Which is almost similar to this finding, in which children were ignored and missed result in depression, poor self-esteem and also acting out. Parents only focused in their fight or their marital problems and they did not care about their children emotional status. They don't follow up with their children whether it is in their study or their psychological changes. Furthermore the divorced parents don't tutor or assist the children while studying in school exams which in turn resulted in low academic performance.

5.2. What are the Coping mechanisms of the children after the divorce of their parents?

Most of students from divorced families compensate this situation by isolating themselves from others. They rather be by themselves than to play or interact with other children, they either stay back in the classroom or they sit alone outside and watch the other kids play. The students isolate themselves and stay to themselves which is one of their coping mechanism Student F “when I am in school I don’t want to interact with other students all I want is to be alone”. The child is commonly seen to be tired, sad and depressed in living environments, at school and at home, where s/he may have difficulty in controlling her/his feelings/emotions (Şenay and Emine 2014 p 45).

Some of them said that, they stayed at home and watched movie. When they were at class they only rehearse their families life instead of attentively follow the lesson. Surprisingly some of them said that, to cop up with my problem they used to lying.

Fantasizing about their parents making up is one of their coping mechanism. The students instead of concentrating on their school work they fantasize about their parents making up. Child B always worried about the situation. After the divorce of his parents when he is at school all he thinks about is his parents making up, things going back to normal and all of them living together.

Şenay and Emine (2014) describes this coping mechanism as the children cannot accept the experiences associated with the divorce. They do not want to accept the separation of their parents. They cannot believe that their father and mother can care for them anymore; instead, they would rather believe that their parents will reunite. At this stage, it is important that parents deal with their discrepancies between each other in a proper way without ignoring the issues agreed upon and be clear about the child care period, as well.

As one of their coping mechanism the students act out and misbehave Student C “I was expelled from my previous school by punching my teacher and knocking him out unconscious.” when the students misbehave and act out which gets them in trouble in school and get them suspended which has a big impact in their education performance. “Divorce causes anger and shame in many children, and the changes to take place makes them really anxious. (Anxiety is reflected through their behaviors, such as bad tempers or challenges they encounter in their lessons), they may fight with their peers or just keep away from them” (Şenay and Emine 2014 p 55).

Sadly, one child cop up his problems by being aggressive, being jealous and fighting with his friends and said his feeling as follows word by word. “My father had another women and child in which my mother and I did not know about while they were married. After finding out about the other women, my mother divorced my father. After the divorce my behavior completely changed, I fight with students in the classroom and disturb. I cannot follow my class with attention and also I cannot do my homework. When I am in classroom, I imagine my dad playing with his other kid and taking care of him, which makes me very jealous. And also I don’t want to go to school because if the students say something to me I fight with them”.

One child said that, “when my friends talk about family issues I always lie or create stories to talk about, because I don’t want to be left out because I have nothing to say and I want to fit in”. From this we can see that the children sometimes lie so that they can cope with the impact of the divorce of their parents.

They are always want to be alone at home and at school. The students are observed by the teachers who have participated in the focus group discussion that this students also have to be absent either because they are not interested to attend the class or because their parents don’t pay the tuition fee because of the divorce or the parent doesn’t pay attention the absence of the child from school

because they are too busy with trying to put food on the table as they have become the only bread winners because of the divorce. Barry (2003) found that children whose parents divorced skipped nearly 60 percent more class periods than children from intact families.

All listed coping mechanisms have a negative effect in their entire daily activity, educational performance and even long standing psychosocial problems. So parents and school guardians are responsible one to shape their behavior and negative activities of the children. They must be followed and helped to have good social interaction, optimal class score and having self-confidence.

5.3. The role of parents and school teachers in supporting the children from divorced parents

From the children who have participated in this paper it is seen from the interviews and the focus group discussion that, the role of divorced parents in supporting their children was seen as insignificant. According to the school directors from both schools, the involvement of parents in carrying for the children was decrease and even those parents who have not separated from the household don't give attention to their children either because they don't have the capacity to follow the children or the other parent was the one who used to do that or they are too busy trying to put food on the table as they have become the ones who have to earn for the household. That neglect will result in the decrease in academic performance of the children.

Furthermore teacher C from the focused group discussion said that, "divorced parents have separate agendas, instead of supporting their children, they blame each other and they don't care about their children".

The teacher B in the focus group discussion said “the parents of the children need to support them whether it is on their education or give psychological help so that they won’t be hurt by the divorce”.

Along with therapeutic reading and teacher assistance, parents can also help their children cope with divorce. Parents need to focus on the children’s needs during a divorce and after as well as staying involved and in contact with the teacher.

Ahrons (2007) states that Parents need to be positive role models and minimize their conflicts and hostility. Parenting skills need to be worked on and interventions should be considered.

When we come to the school directors and teachers the teachers have a big role in supporting these students in different ways. The teachers give the children advises and counseling on the problems they are facing caused by their parents’ divorce.

Teacher A said in the focus group discussion that “we try to give the children emotional support and counseling whenever the situation so requires.”

Teacher C said that “I try to understand the situation they are in, which is difficult for them to handle I sometimes tolerate them when they don’t do their homework or when I notice they are no paying attention in the classroom.”

“Schools and teachers need to be aware of the situation the students are in, by knowing what to expect, educators will be better equipped to effectively teach the children of divorce who are in their care. Other teacher interventions for the classroom include providing children with recreational support, advice, resources, emotional support, and positive feedback. Teachers need to reinforce to the child that their relationship as teacher and student is secure and intact unlike his / her parents. Allow the child to express their feelings and feel understood. Prepare them for

any changes that may occur. Also, allow the child to have some leadership roles in the classroom to let them exercise some control. Be careful of interpreting regressions in academics and behaviors” (Benedek, 1998 p.61).

The teachers give them special tutorial, support with school materials and also counseling service.

Teacher A said that “I have called in the parents of one of my student to discuss and notify them the situation their child is in and I tried to council them on how to treat the child and what to provide him”.

Apart from that, in some circumstance they spare monthly payment for those who cannot pay. Similarly at Ethiopia Hidasse Primary School students from divorced family were supported in terms of school material and also teachers give counseling to them.

Parents were so negligent about their children’s pain. They only focus on their fighting and blaming one another instead of supporting and guiding their children. Even they did not give attention while their children were studying at home and when they became absent from school. All this leads students to have low class score after divorce, to have low self-esteem and suffer from depression. But in contrary teachers and school directors support them accordingly as I mentioned earlier which will compensate parents ignorance in helping victim children. Along with therapeutic reading and teacher assistance, parents can also help their children cope with divorce. Parents need to focus on the children’s needs during a divorce and after as well as staying involved and in contact with the teacher.

From the above perspective, one can say that, without parents support, school guardians follow up for students from divorced parents is nothing, so, teachers and school directors should communicate parents. This can be facilitated by the help of social workers both to the teachers and to the parents so that they can best help the children.

CHAPTER SIX

6. Conclusion and Implication

6.1. Conclusion

This study showed the lived experience of children from divorced parents and their academic performance. Specifically it focused on the experience of children between the ages of 11 and 14 years in Ethiopia Hidasse Primary School and Lazarist Catholic elementary and high Schools.

The finding revealed that most of the children experienced a decrease in their academic performance after the divorce of their parents. Most of the children don't pay attention or follow what the teacher is saying while they are in the classroom or do their homework. They have experienced the abandonment from their parents, changing the way they live and also their schools a this change in their environment also has an impact on their academic performance caused by the parental divorce.

Divorce in recent years has become a rising phenomenon in Ethiopia which is causing a social problem. One of the major social problem that it is causing is the impact it has on the children of the divorced family. The major negative effect divorce has on children is its effect on their educational performance. One of the major effects of divorce on children other than psychological and economic effect is the negative effect on academic performance of children.

It is obvious that there is a gap in knowledge about how early childhood teachers and administrators can best treat children in their school who experience parental divorce.

Academics are one of the most important aspects of a student's life. With good grades, students are able to get into colleges and universities, and allow themselves to earn degrees in order to obtain jobs that they want.

From the interview, focused group discussion and from my observation, almost all of them have experienced low academic performance because of their parents' divorce. Even though School directors and teachers support their students with special tutorial, supporting with school materials and also by giving counseling service, students' academic performance was decreasing because the main role allies to parents, but parents did not even give attention for them. Which indicates that parents are pillar for school achievement.

Clearly children, the future of our generation are being affected in the time of their critical development, more research needs to be done to help elevate this children's problem.

6.2. Social Work Implication

6.2.1. Implication to Practice

Most parents and teachers lack the awareness about the consequences of divorce on the education of their children. As shown in the study the support of the teachers and parents is crucial to the children and if the teachers and the parents get the necessary skill to help the children from social workers it would help the children in their educational performance. Teachers need to have the skill to support the children further by being tolerant and understanding and letting them talk about their problems and fillings and giving them emotional support, and this can be advocated and informed by a social worker.

Both the schools don't have social workers or counselors to help the children and it would also be ideal for the schools to have social workers that can help the children go through the divorce of the parents with less damage sustained in their education.

6.2.2. Implication to Education

Teaching social work students about their role and responsibilities in helping children in this kind of situation will help to provide better service for the children. Thus teaching the social workers and educating them the existence of the problem and teaching them the skills to handle this situation is a must and in this regard universities that teach social workers need to give teach the social work students.

6.2.3. Implication to research

There are researches done on parental divorce and children which are general focusing on various problems the children face because of their parents' divorce and more research needs to be done focusing on the children's education performance in Ethiopian context so that the problem can be focused on and alleviated.

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ANNEXS

Annex 1. Informed assent and consent

Dear students/ teachers/ school director

First of all I would like to say thank you for your cooperation and taking part in this study. My name is lidiya Endalkachew and I am a post graduate student at Addis Ababa University, School of Social Work. I am conducting a qualitative study on the impact of divorce on acadamilical performance among children's of divorced parents at Gullele sub city, Addis Ababa, Ethiopia.

This study is conducted as partial fulfillment of my master's degree in social work and the purpose of this study is to identify the impact of divorce on acadamilical performance among children's of divorced parents which will serve as a starting step on identifying different aspects of educational achievements. Apart from that it will used as a base line for addressing challenges related to poor education achievement by the concerned body.

Your participation in the study is much important and the interview it will take about one hour and please know that this interview will be audio recorded to assist me to analyze it later. I will also do all my best to make sure that your participation will kept confidential and you may skip any question that you are not interested or quit the interview at any time. You will not be asked to sign your name to the interview questions only pseudo name is used. The data collected from this interview will all be used for the research purpose only. All the collected data will also 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 objective.

Are you willing to participate in this study by giving frank information on the questionnaire? If so, please sign below.

Psedo Name _____

Signature _____

Have many thanks for your heart full co-operation.

ANNEX 2. INTERVIEW QUESTIONS FOR STUDENTS

Part 1. Demographic variables of students

1. Sex?
2. What is your age?
3. What is your religion?
4. In which grade are in?

PART 2. OTHER VARIABLES

- 1) How long has it been since your parents got a divorce?
- 2) With whom are you living currently? With your Father? With your mother or with other?
- 3) How you try to describe your experience of the divorce of your parents? Exactly what happened?
- 4) Can you tell me about your sad and happy moments in your childhood?
- 5) How did you feel about school before the divorce?
- 6) How did you feel about going to school after the divorce?
- 7) Do you attend your class carefully?
- 8) If no, why?
- 9) Do you attentively follow what your teachers say and do you always do you're your home work?
- 10) If no, why?

11) Do you always present at you class?

12) If no why?

13) Do your parents help you when you study?

14) How do explain the relation between you and your friends before divorce?

- Do you play with them?
- Do you eat together with your friends?

15) Then, how do explain the relation between you and your friends after divorce?

- Do you play with them?
- Do you eat together with your friends?

16) How do you compensate the effect of divorce?

- ✚ At your home?
- ✚ At the class room?
- ✚ With your friends or in the society at all?

17. After your parents divorced, how do you see your education status?

18. If it is low

- ✓ How do you explain it?
- ✓ Was that because of other health related or possible impact of divorcing?

ANNEX 3. INTERVIEW QUESTIONS FOR KEY INFORMANTS(TEACHERS AND SCHOOL DIRECTORS)

Part 1. Demographic variables of for key informants

5. Sex?
6. What is your age?
7. What is your religion?
8. In which sub city and wereda are you from?
9. What is your educational level?
10. What is your monthly income?

PART 2. OTHER RELATED VARIABLES

- 1) Could you explain the consequences of divorce on students' academic performance from your experience?
- 2) How do you explain their academic performance before and after their parents being divorced?
- 3) If their academic performance decreases, what do you think the possible reasons?
- 4) Are those students present in every day of the class?
- 5) Do they actively participate in class room?
- 6) If no what was their reason? When you communicate with them?
- 7) Do those students do their class work and home work ?
- 8) If no what was their reason?
- 9) What is their emotional status?

- Do they play with their classmates?
- Are they depressed?

10) How does the school support those students from divorced parents with low academic performance.

11) Do you give any psychological and social support for students from divorced family?

12) For those who have low academic performance, do you communicate with their family about the issue?

13) If yes, could you explain what they said?

14) Could you explain the possible solutions for such problems?

- In students aspect?
- In teachers aspect?
- In parents and in general community?
- In government aspect including the schools?

ANNEX 4. FOCUSED GROUP DISCUSSION CHECK LIST

Part 1. Socio demographic characteristics of participants in group discussion

1. Sex?
2. What is your age?
3. What is your religion?
4. In which sub city and wereda are you from?
5. What is your educational level?
6. What is your monthly income?

Part 2. Common variables for discussion

- 1) Could you explain your experience in teaching students specifically those students from divorced families?
 - ✓ Before divorce
 - ✓ After divorce
- 2) How do you see students from divorced families with other students? Do you observe any kind of difference or unique behavior on students from divorced families?
- 3) From your experience can you tell me what the major consequences of divorce are on academic performances of students?
- 4) What do you think about their academic performance?
 - Are they better? same as or lower than after parents have got divorce? Why?
- 5) If academic performance decreases, what do you think are the possible reasons?
- 6) Do you see a difference in academics and grades performance with these students? Please explain.

- In terms of participation?
 - In terms of grade score?
- 7) Do you see a difference in parent involvement of supporting students between divorce and family not divorced?
- 8) What strategies have you used in the classroom to support these students and parents? Have they been effective?
- 9) What strategies would you like to be practice in a school? Any other suggestions for additional interventions?
- 10) What do you recommend to solve such a problem?
- For the students?
 - For the teachers and school directors
 - For parents and the society at large?

ANNEX 5. OBSERVATION CHECK LIST

Over all observation

1. Observe how the students react at the class room?
 - Class room attention?
 - Participation?
2. Observe emotional status?
 - Are they depressed or not?
 - Are they socially isolated or not?
3. What are their reactions during interview?
 - ✓ Are they crying?
 - ✓ State of reaction in response (tone of their sound)
 - ✓ How is their self steam while telling their history?
4. Observe their attendance from file?

ANNEX 6.

ለመጠይቅ ፈቃደኝነት መጠየቂያ ቅጽ

ክቡራን፣ ተማሪዎች/ መምህራን/ የት/ቤት ሀላፊዎች

በመጀመሪያ በጥናቱ ለመሳተፍ ፍቃደኛ በመሆንዎ/ናችሁ ለመሰጠን እንደደግፍለሁ። እኔ ሊዲያ እንዳልካቸው እባላለሁ። በአዲስ አበባ ዩኒቨርሲቲ በማህበረሰብ አገልግሎት የትምህርት ዘርፍ የሁለተኛ ዲግሪ ተመራቂ ተማሪ ስሆን ይህንን የመመረቂያ የጥናት ፅሁፍ በመስራት ላይ እገኛለሁ። የጥናቱ ፅሁፍ የሚያተኩረው በአዲስ አበባ፣ ጉለሌ ክፍለ ከተማ ውስጥ በሚገኙ ትምህርት ቤቶች ውስጥ በተለያዩ ምክኒያቶች የቤተሰቦች መፋታት በተማሪች ላይ ያለውን የመማር ተፅእኖ ለይቶ ለሚመለከተው አካል ማሰወቅ እና የመፍትሄ አቅጣጫ ማሰቀመጥ ነው። ከዚህ በተጨማሪ በትምህርታችሁ የቀነሱ ተማሪዎች በሚመለከተው አካል በኩል ችግሮቻቸውን ለመፍታት እንደ መነሻ ሀሳብ ያገለግል ዘንድ ጥናቱን በመስራት ላይ እገኛለሁ።

የእርስዎም በዚህ ጥናት መሳተፍ በጣም ጠቃሚ ከመሆኑ አንፃር ከእርስዎ ጋር የምናደርገው ቃለ መጠይቅ ከአንድ ሰዓት አይበልጠጥም። ቃለ መጠይቁን ወይንም ውይይቱን የምናደርገው በድምፅ መቅረጫ በመታገዝ ሲሆን ይህም ፅሁፍ በምፅፍበት ጊዜ እንዲያግዘኝ በመታሰብ ነው። በውይይታችን ወቅት የምናነሳቸው ጉዳዮች በሙሉ በኛ መሀል የሚቀሩ ሲሆን ቃለ መጠይቁ ወይንም ውይይቱ የሚካሄደው በእርሶ ሙሉ ፍላጎት ላይ ብቻ ተመሥርቶ ሲሆን መመለስ የማይፈልጉባቸው ጥያቄዎች ካሉ ማለፍ ይችላሉ። ስምዎችን እንዲገለጹ አይጠየቁም የውክልና ስም ብቻ የሚሰጥ ይሆናል።

የተሰበሰበው መረጃ ጥናቱን በሚያካሂደው ሰው እጅ የሚቀር ሲሆን ለጥናቱ አላማ መሳካት በሀቀኝነት መረጃውን ይስጡን።

ፈቃደኛ ከሆኑ እባክዎን ከላይ የተዘረዘረው አንብበው ስለመረዳትዎ እና ፈቃኝነትዎን ለመግለጽ ስም እና ፊርማዎን ከታች በተጠቀሰው ቦታ ያስፍሩልኝ።

ስም-----

ፊርማ-----

ስለተሳትፎት አመሰግናለሁ

ANNEX 7.

ለተማሪዎች የሚጠየቅ መጠይቅ

ክፍል 1. አጠቃላይ ግለ መረጃ

1. እድሜህ/ሽ ስንት ነው?
2. ስንት ክፍል ውስጥ ነው የምትማረው/ሪው

ክፍል 2. ሌሎች መለኪያዎች

1. ቤተሰቦችህ/ሽ ከተፋቱ ስንት አመትሆ ናቸው
2. ከማን ጋር ነው የምትኖረው/ሪው
3. የቤተሰቦችህ/ሽን መፋታት እንዴት ትገልጹለህ/ሽ
4. በልጅነትጊዜህ/ሽ ያጋጠሙህ/ሽን አስከፊ እና አስደሳች ገጠመኞችህ/ሽን ልትገልጹልኝ/ጩልኝ ትችላለህ/ሽ
5. ቤተሰቦችህ/ሽ ከመፋታቸው በፊት ስለነበረው የትምህርት ሁኔታል ትነግረኝ/ሪኝ ትችላለህ/ሽ
6. ቤተሰቦችህ/ሽ ከመፋታቸው በኋላ ስለነበረው የትምህርት ሁኔታ ልትነግረኝ/ሪኝ ትችላለህ/ሽ
7. ከተፋቱ በኋላ ት/ቤት የመሄዱን ሁኔታ እንዴት ትገልጹለህ/ሽ
8. ክላስ ውስጥ ትምህርትህን በሚገባ ትከታተላለህ/ሽ ወይ

9. ካለተከታተልክ/ሽ ለምን

10. የቤትስራህን/ሽን ትሰራለህ/ሽ ወይ

11. ካልሰራህ/ሽ ለምን

12. ሁሌ ክፍል ውስጥ ትገኛለህ/ሽ ወይ

13. ካልሆነስ ለምን

14. በጥናት በኩል ወላጆችህ/ሽ ያግዙሃል/ሻል ወይ

15. ቤተሰቦችህ/ሽ ከመፋታታቸው በፊት ስለአንተ/ች እናዳደሮችህ/ሽ ግንኙነት እንዴት ትገልጹለህ/ሽ

- ከነሱጋ ተጨዋታለህ/ቻለሽ ወይ
- ምግብ አንድ ላይ ትመገብ ነበርወይ

16. ቤተሰቦችህ/ሽ ከመፋታታቸው በኋላ ስለአንተ/ች እና ዳደሮችህ/ሽ ግንኙነት እንዴት ትገልጹለህ/ሽ

17. የቤተሰቦችህን/ሽን መፋታት በምን መልኩ ላስተካከል እየጣርክ/ሽነው

- ✚ በቤት ውስጥ
- ✚ ክፍል ውስጥ
- ✚ ከዳደሮችህ እና ከማህበረሰቡ አንጻር

18. ቤተሰቦችህ/ሽ ከተፋቱ በኋላ የትምህርትህን/ሽን ሁኔታ እንዴት ታየዋለህ/ሽ

19. ዝቅተኛ ከሆነ እንዴት ትገልጹለህ/ሽ

ANNEX 8.

ቁልፍ መረጃ ሚሰጡ ግለሰቦች (ለት/ቤት ሀላፊዎች) የተዘጋጀ መጠይቅ

ክፍል 1. አጠቃላይ ግለመረጃ

1. ፆታ
2. እድሜ?
3. የጋብቻ ሁኔታ?
4. የትምህርት ደረጃ?
5. ወርሃዊ ገቢዎት ስንት ነው

ክፍል 2. ተዛማጅ መጠይቆች

1. የቤተሰቦች መፋታት በተማሪዎች ውጤት ላይ የሚያመጣውን ተፅእኖ ሊገልፁልኝ ይችላሉ
2. ቤተሰቦቻቸው ከመፋታታቸው በፊት እና በኋላ ያላቸውን የትምህርት ሁኔታ እንዴት ይገልፁታል
3. በትምህርታቸው መቀነሱ ምክኒያታቸው ምን ሊሆን ይችላል
4. እነዚህ ተማሪዎች በክፍል ውስጥ ይገኛሉ ወይ
5. በክፍል ውስጥ በንቃት ይሳተፋሉ ወይ
6. የማይሳተፉ ከሆነ ምክኒያታቸው ምንድን ነው
7. የቤት እና የክፍል ስረቸውን ይሰራሉ ወይ
8. ካልሰሩ ምክኒያታቸው ምንድን ነው
9. በትምህርት ቤት ውስጥ የሚያሳዩት ውስጣዊ ስሜት ምን ይመስላል

- ከክፍል ዳይጃቻቸው ጋር ይጨውታሉ ወይ
- ድብርትስ አላቸው ወይ

10. ከተፋቱ ቤተሰቦች የመጡ እና በትምህርታቸው ዝቅ ያሉ ተማሪዎችን ት/ቤቱ በምን መልኩ እየደገፋቸው ነው

11. ማንኛውንም አይነት የስነልቦና እና ማህበራዊ ድጋፍ እና ክትትል አድረጋችሁላቸው ታውቃላችሁ ወይ

12. በትምህርታቸው ዝቅ ያሉ ተማሪዎችን ከቤተሰቦቻቸው ጋር በማገናኘት ታወደዋላችሁ ወይ

13. ካወደዳችሁ፣ምን አሉ

14. ለነዚህ ችግሮች ሊሆኑ የሚችሉ መፍትሄዎችን ሊገልጹልኝ ይችላሉ ወይ

- ከተማሪዎች አንፃር
- ከመምህራን አንፃር
- ከቤተሰቦች እና አጠቃላይ ማህበረሰቡ አንፃር
- ከመንግስት (ት/ቤቱን ጨምሮ) አንፃር

ANNEX 9.

የቡድን ውይይት መጠይቅ

ክፍል 1. የተሳታፊዎች ግለ መረጃ

1. ፆታ
2. እድሜ?
3. የጋብቻ ሁኔታ?
4. የትምህርት ደረጃ?
5. ወርሃዊ ገቢዎች ስንት ነው

ክፍል 2. ተዛማጅ የመወያያ መጠይቆች

1. ከተፋቱ ቤተሰቦች ስለሚመጡ ተማሪዎች ያለዎትን ልምድ ሊገልጹልን ይችላሉ
 - ከመፋታቸው በፊት
 - ከተፋቱ በኋላ
2. ከተፋቱ ቤተሰቦች የሚመጡ ተማሪዎችን ከሌሎች ተማሪዎች አንጻር እንዴት ያይዋቸዋል. የተለየ ነገርን አይተውባቸዋል ወይ
 - ከተሳትፎ አንጻር
 - ከአማካይ ውጤት አንጻር
3. ካለዎት ልምድ አንጻር መፋታት በተማሪዎች ላይ የሚያስከትለው ችግር ምንድን ነው
4. የትምህርት ሁኔታቸው ምን ይመስላል

- ተሻሽለዋል፣ ቀንሰዋል ወይም ተመሳሳይ ደረጃ ላይ ናቸው

5. ከቀነሱስ ምክኒያታቸው ምን ሊሆን ይችላል
6. ከተፋቱ እና ካልተፋቱ ቤተሰቦች ለልጆቻቸው የሚያደርጉትን ደጋፍ እንዴት ያዩታል
7. እርስዎ ለእነዚህ ተማሪዎች በክፍል ውስጥ ለመርዳት ምን አይነት ዘዴ ይጠቀማሉ
8. ከተጠቀሙስ ውጤታማ ነዎት ወይ
9. ችግሮቹን ለመፍታት ምን አይነት ማሳሰቢያ ወይም የመፍትሄ ሀሳብ ይመክራሉ
 - ለተማሪዎች
 - ለመመህራን እና ለት/ቤት ሃላፊዎች
 - ለቤተሰብ እና ለጠቅላላ ማህበረሰብ

ANNEX 10.

የምልከታ መከታተያ ቅፅ

1. የተማሪዎች በክፍል ውስጥ የሚያሳዩት ተሳትፎ ምን ይመስላል

- በክፍል ውስጥ ያላቸው የመከታተል ሁኔታ
- ተሳትፎዎቻቸው ምን ይመስላል

2. የተማሪዎች አጠቃላይ ስሜታቸው ምን ይመስላል

- ✓ ድብርት አላቸው ወይስ
- ✓ ከማህበረሰቡ ያገለጹ ናቸው ወይስ

3. በቃለ መጠይቁ ወቅት የሚያሳዩት ሁኔታ ምን ይመስላል

- ያለቅሱ ነበር
- የደምፃቸው ሁኔታ
- ታሪካቸውን ለመናገር ይረዳቸው በራስ መተማመን

4. የስም መከታተያቸው ምን ይመስላል (ፋይላቸውን መመልከት)