



**ADISS ABABA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**SCHOOL OF PSYCOLOGY**

**Post-Divorce Maternal Adjustment and the Psychological Well-Being of Adolescents: The  
Case of selected Custodial Mothers and Adolescents in Adama Town**

**BY**

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**Addis Ababa, Ethiopia**

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**A thesis Submitted to the school of psychology, Addis Ababa University, in partial  
fulfillment of the requirements for the degree of Master of Arts in counseling psychology**

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## **Declaration**

I hereby declare that this thesis entitled “post-divorce maternal adjustment and the psychological wellbeing of adolescents” was carried out by me for the M.A degree in counseling psychology. This paper work is not published anywhere in the form of books, journals or articles. The articles which I have made use of are acknowledged.

Name: Helen G/kidan

Signature:

October, 2018

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### ***Abstract***

*This study examined the maternal divorce adjustment and psychological well-being of adolescents. A total of 178 participants (89 mothers aged 30-60 years and 89 adolescents aged 12-18 years) were selected using a purposive sampling technique. The research design was across sectional survey. Two scale were used to generate data, after checking their psychometric property. That is Fisher Divorce Adjustment Scale to measure maternal divorce adjustment and Ryff Psychological Well beings scale was used to measure adolescents psychological well-being. Two self-information sheets were also used to generate basic demographic aspects of participant along these rules. The result showed that 88 participants (98.9%) reported moderate levels of psychological well-being and one participant reported low level of psychological wellbeing, while all mothers 89(100%) were found to be in transition and redirection phase which was a good divorce adjustment. Correlation analysis indicated that maternal divorce adjustment has a negative relationship with adolescent's psychological wellbeing. The findings of this study also provided important data on divorce adjustment and adolescent's psychological wellbeing of divorced families in courts for the purpose of mediation and counseling of divorce cases. It will also inspire researchers to further explore these concepts with respect to theory, practice and research in the field of counseling psychology.*

#### *Key words*

*Post-divorce adjustment, Psychological well-being*

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**ACRONYM**

APWS: Adolescents Psychological Wellbeing Scale

FDAS: Fisher Divorce Adjustment Scale

RPWS : Ryff Psychological Wellbeing Scale

PDMA: Post Divorce Maternal Adjustment

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## **CHAPTER ONE**

### **1. Introduction**

#### **1.1 Background of the study**

The marriage institution in the recent years has been facing increased cases of irreconcilable differences that have led to increased rates of divorce cases . In most cases, all the stakeholders who include the couple undergoing the divorce and the children involved in the divorce process are affected by the changes happening in one way or another (Reiter, Hjorleifsson, Breidablik &Meland, 2013) .

Marriage is an institution that has been facing numerous challenges in the past and many end up getting into divorce which affects the well-being of their children. Amato (2012) found that divorce has a great impact on children who are below the legal age of 18 years that are caught up in the middle of the fights between the divorcing parents; these adolescents who are just beginning a crucial stage of their life which leads into adulthood on completion of adolescence are greatly affected by parental divorce. Adolescence includes those between 12- 18 years who are just starting to learn major life competencies such as managing emotions and all the changes going on in their bodies during this stage, developing a healthy lifestyle, concern about future career prospects, dealing with peer groups, dealing with family dynamics, learning interpersonal communication skills, self-awareness, growth and self-esteem issues among many other life competencies they have to develop as well as issues that are dealt with at this particular stage (Agochiya, 2010). The observation of a rise in divorce cases raises a major concern of its effect on adolescents at this particular developmental stage of life who are already facing very many changes happening in their life. This increases chances of parental divorce affecting well-being (Adofo&Etsey, 2016).

In Ethiopian trend most of the time mothers spent their time by rearing children and controlling the home as a housewife. This status eventually changed because of the divorce and it leads many women to face emotional, social and different maladjustment, financial problem and social stigma. A review of the consequences of divorce indicated that divorce benefits some individuals, causes temporary decline in well-being for others, and forces some on a “downward trajectory” from which they never recover (Amato, 2000). Due to these varied responses to divorce, the research literature defines post-divorce adjustment along both positive and negative lines. It is most common to assess post-divorce adjustment through indicators of psychological maladjustment, such as depression, emotional distress, mental illness, anxiety, and loneliness, a sense of personal failure, rejection, or identity crises (Kitson& Morgan, 1990; Birnbaum, Orr, Mikulincer, & Florian, 1997).

Many studies also shows adolescents and children’s divorce adjustment highly related with their parental adjustment. This study focuses on adolescent psychological well-being and post-divorce adjustment of women who took the custodial right ; it examines post-divorce adjustment of these women in a broader perspective and looks into areas where women face with difficulties and challenges during these post-divorce period.

## **1.2.Statement of the Problem**

Divorce has been on the rise in the world especially on the urban centers in the recent years. The children and adolescents entangled in parental divorce mostly have no say in the process yet the divorce equally affects them as much as it affects the parents involved. In some instances, the divorce affects an individual’s commitment to long term relationships for a life time where this commitment declines (Ackerman, 2006). There are varying reasons why some marriages have become ineffective in the current society leading to a breakdown of the marriage institution.

Adolescents who experience parental divorce are greatly affected by the changes happening in their families. In most cases, these children have been living together with both parents so parental divorce brings with it challenges and changes that they have to cope with such as living only with the custodial parent in addition to all the bodily changes they are dealing with as they get into puberty. The presence of a mother and a father are all crucial in bringing up a holistic adolescent. The absence of one of the parents poses a major threat to the well-being of the adolescent in regards to their social, emotional, intellectual and emotional well-being according to Wolfinger (2011).

In a study assessing parental divorce impact on children in Dessie by Sisay (1997), it was shown that adolescents from divorced family had more psychological and social adjustment problems than children from stable families. The impact of divorce is further complicated as indicated in the study by step-parenting in which adolescents from stepmother families had psychological adjustment problem greater more often than those from single-mother families. Reviewed researches that are available in relation to this specific study indicated that divorce has negative impact on the lives of divorcees and their children primarily. However, no research was done on psychological well-being of adolescent/ children whose mothers got the custody right. The current study fills the gaps by addressing how adolescents' psychological wellbeing would be related to mothers post-divorce adjustment.

### **1.3. Research Questions**

1. What is the level of post-divorce maternal adjustment?
2. What is the level of psychological wellbeing of children from these families?
3. Is there a relation between custodial mother adjustment to divorce and their children's psychological well-being?

4. How do the following demographic factors affect maternal post-divorce adjustment as well as adolescent's psychological wellbeing?

- Maternal age
- Levels of mothers education
- Length of stay in the dissolved marriage
- Length of time after divorce
- Mothers' type of employment
- Child's sex
- Child's age

#### **1.4 Objectives of the study**

##### **1.4.1 General Objective**

The general objective of the study was to study maternal post-divorce adjustment and adolescents' psychological well-being.

##### **1.4.2 Specific Objective**

The above general objective would be attained through the following specific objectives.

- To investigate the level of maternal divorce adjustment.
- To investigate the level of adolescents psychological wellbeing.
- To examine the relationship between maternal post-divorce adjustment and psychological well-being of adolescents.
- To assess how demographic factors affect mothers divorce adjustment and psychological well being of adolescents.

### **1.5 Significance of the study**

The researcher hopes that the result of the study would be helpful in the following ways.

- It helps to explore women's post-divorce adjustment life with respect to the changing family structure.
- Provide relevant information about the experience of adolescent living only with one parent in their psychological well-being.
- To provide appropriate information on adolescents psychological well-being with respect to the custodial parent (mothers) post-divorce adjustment.

To contribute some points to use as a source of document for further studies.

### **1.6 Delimitation of the study**

The study was delimited on divorced women who were granted their custody right and their adolescent children. The current study basically focused on adolescents, since it needs a lot of time and energy to assess on all of the children from divorced home, it gave more attention on these age group based on their vulnerability for different exposure of teen age life.

### **1.7 Limitation of the study**

The overall study has the following limitations. First, generalizability of results may be limited, even if available sample in the study area is taken, the nationally representativeness of this study to divorced women and their children is due to very limited available sample both in number and constituents.

Second, both of the instruments used in this study were developed in the western world and adapted with some modification for this particular study. Thus, using this instrument which was

developed in the western and advanced world has its own inherent limitations when used in our context. So, what is a major lesson or insight obtained from these limitations is that future studies in our context will provide contextual instruments in collaboration with the concerned bodies.

Third, the study had to be conducted within limited time frame. In addition, it was not a longitudinal follow-up study. As a result the cross-sectional nature of the study suggests that interpretation of the results of the data is limited to association and not causation

Finally, during process of translating questionnaires may not be accurate inevitably; the direct translation of certain words, phrases or concepts often did not exist, so the translator rephrase the question to obtain the information required. The meaning of the original term is modified during translation because only part of the original meaning is present in the local language term. Parts of the original connotations are lost. This makes the item too narrow in meaning. Alternatively, the original meaning is expanded in the local language term. The local term has more (and different) connotations than the original. This makes the translated item too broad in meaning.

## **1.8 Operational Definitions**

**Psychological wellbeing:** the current mental state of adolescents related with their parental divorce and their adjustment to divorce. Psychological Well-being refers to the state of being happy, healthy, or prosperous (Ryff 1989) including autonomy ,environmental mastery, positive relation ,personal growth, purpose in life and self-acceptance.

**Post-divorce Adjustment:** the capability and adjustment of custodial mothers from the earlier marital life including social trust , social self-worth, feeling of self-worth ,disentanglement, feeling of grief and feeling of anger

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

This chapter presents a brief and detail explanation about what post-divorce adjustment and psychological wellbeing means, the theoretical frameworks which took as a ground in the study, factors affecting psychological wellbeing of adolescents, local studies and finally summary and implications on the above related literature .

#### 2.1 Theoretical Framework

Although there are numerous theories which contribute to the understanding of possible effects Single Mothers and Children of marital breakdown on parents and their children, one of the most frequently utilized is the structural functional approach. In general, this approach predicts undesirable consequences of separation and divorce. And the three central concepts dominate the theoretical considerations for how divorce impacts children wellbeing: parental absence, economic disadvantage, and parental adjustment/quality of parenting (Amato & Keith, 1991; Hilton & Desrochers, 2002).

##### 2.1.1 Structural Functional Approach

Structural functionalists look upon the family as one of the central institutions within the larger society. Aside from emphasizing the functions of the family within the society ( such as regulation of sexual activity, reproduction, socialization of the young, protection, etc.), focus has also been placed upon the functions of the family members within the family unit itself, such as the division of labor in terms on the instrumental and affection leadership. Structural change within the family is thus perceived as problematic not only for members of the family but also for the equilibrium of the society at large. Advocates of this approach (For example, Glasser&

Navarre, 1965) argue that family disruption will be devastating for the members (especially the children) in at least four fundamental areas.

(1) Task Structure: According to the authors, “providing for the physical, emotional, and social needs of all the family members is a full-time job for two adults”. Since females in general are less prepared for well-paying, prestigious jobs and since they are also the ones who most frequently retain the custody of the children, the lowered socioeconomic standard of the one-parent (especially female-headed) families will bear serious consequences for the adjustment of the children.

(2) Communication Structure: Again, in this approach, parents are seen as the transmitters of the norms and values of the society to the children while simultaneously representing them in the adult world. The absence of a parent will likely create a void in the dual transmitting function of the remaining, over-burdened parent since his (or most likely her) participation will be limited in the adult world and thus lead to a structural distortion in the children's development.

(3) Power Structure: In the one-parent family, children will perceive power as personal rather than consensual. The non-democratic way in which decisions are made and implemented are assumed to create a rigid conceptualization of power in the children's minds with no leeway for mediation and thus adversely affect the healthy development of children. For the remaining parent, making decisions on all aspects of daily living is also perceived as an insurmountable task.

(4) Affectional Structure: Finally, one-parent families are perceived as conducive to intensive relationships between children and the remaining parent who is more than likely to be over-burdened by constant emotional demands of children without having a safe outlet for his or her

own needs. Also, it is suggested that in this emotionally charged atmosphere, the probability of a certain member becoming a scapegoat is heightened. Numerous critiques of the structural functional models exist and thus will only be briefly introduced here (For example, see Baker, 1984; Clayton, 1975; Eshleman & Clarke, 1978; Goode, 1982; Lamanna & Riedmann, 1985; Sprey, 1969). These criticisms center around the "taken for granted" functionality of one specific form of family (intact) and perceiving alternate forms as "deviations" or "oddities". Social systems, unlike physiological systems do not have a "norm" from which deviations can be easily measured and are not based upon cooperation, equilibrium seeking and consensus throughout their existence.

Functionalists perceive all other forms a shameful to themselves as well as the society at large. The important point to be made is that the structural functional models, which have affected our perception of marital breakdown for decades, predict negative effects of divorce and separation on children of both sexes as well as the adult.

### **2.1.2 Parental absence perspective**

In the meta-analysis of Amato and Keith (1991), the parental absence perspective was examined for empirical support. Three hypotheses in respect to the theory were considered. First, if parental absence causes maladjustment, then children who have lost a parent to death should have similar adjustment difficulties to children from divorced homes. Secondly, the parental absence theory suggests that if a single parent were to remarry, a child's adjustment should improve. The last hypothesis examined by Amato and Keith was that the quality and quantity of contact with the noncustodial parent should be positively associated with a child's well-being.

Amato and Keith (1991) found moderate support for these hypotheses in their meta-analysis. In regard to the first hypothesis, though there was evidence that children experience death of a parent or divorce had similar difficulties, many studies examined found that children from divorced homes had worse adjustment than those who had experienced the death of a parent. There is little evidence for the second and third hypotheses associated with the parental absence perspective (Amato & Keith). In fact, the addition of a stepparent rarely improves a child's adjustment, and may in fact cause added difficulties for children. Similarly, there are mixed results as to whether increased contact with noncustodial parents has a positive or negative impact on children (Amato & Keith). Therefore, there is weak evidence in the literature for the parental absence perspective. As discussed earlier, for the purposes of this study, there is a focus on children who are experiencing parental absence solely due to divorce.

### **2.1.3 Economic disadvantage perspective**

A second perspective on the adjustment of children to divorce is the economic disadvantage perspective. This concept holds that parental divorce often leads to a decline in the standard of living for mothers, who are the usual custodial parent (Amato & Keith, 1991). Children with less economic resources may be more likely to have poor nutrition, health, educational opportunities, and community support. The economic disadvantage perspective would suggest that children from divorce would experience few differences from intact families when family income is controlled for. Guidubaldi et al. (1983) found that when income was controlled for in a study comparing children from divorced and intact homes on 34 outcomes, only 13 were significantly different. However, when income was not controlled, there were significant differences between groups on 27 of the outcome variables. Amato and Keith (1991) found that many studies have found similar support for the economic disadvantage perspective. Although there is evidence that

economic difficulties may have a negative impact on children of divorce, it does not seem to be a complete explanation of divorce adjustment. Even when level of income is controlled, differences remain between children from divorced and intact homes (Hetherington et al., 1998).

#### **2.1.4 Parental adjustment perspective**

The third theoretical framework is the parental adjustment perspective. This model suggests that the psychological adjustment of the custodial parent following divorce is the most important predictor of children's outcomes. This perspective has more consistent support than the other three models (Hilton & Desrochers, 2002). In examining the evidence for this theory, Amato (1993) found that the literature in the field has indicated that the adjustment of children following divorce was positively associated with the adjustment of the custodial parent and the quality of parenting after divorce.

When parental adjustment variables have been controlled for, fewer differences are seen between divorced and intact families. Hetherington et al. first suggested including parental adjustment and quality of parenting as part of the child divorce adjustment models (1988). They suggested that many theoretical perspectives only partially described childhood adjustment to divorce because any negative effects that children experience due to the loss of a parent, economic difficulties, or conflict within the family can be mediated through the support and supervision of parents. They proposed that positive relationships with parents and siblings are likely buffers that ameliorate the effects of divorce.

As discussed later, there is much evidence that parental adjustment impacts a parent's ability to be an effective parent. Therefore, parent-child relationships are often negatively impacted by divorce. Hetherington et al. (1988) also suggested that any one theoretical model is not complete

in explaining the divorce adjustment of children. Rather, a transactional model of risks associated with divorce adjustment is most appropriate. The current study conforms to the assumptions of the parental adjustment model, while recognizing the importance of other moderating variables in the post-divorce psychological wellbeing of adolescents.

## **2.2 Post-Divorce Adjustment**

The divorce literature indicates that individuals vary greatly in their reactions to divorce (Hetherington, 2003; Bursik, 1991; Amato, 2000; Wilcox, 1986). A review of the consequences of divorce indicated that divorce benefits some individuals, causes temporary decline in well-being for others, and forces some on a “downward trajectory” from which they never recover (Amato, 2000). Due to these varied responses to divorce, the research literature defines post-divorce adjustment along both positive and negative lines. It is most common to assess post-divorce adjustment through indicators of psychological maladjustment, such as depression, emotional distress, mental illness, anxiety, and loneliness, a sense of personal failure, rejection, or identity crises (Kitson & Morgan, 1990; Birnbaum, Orr, Mikulincer, & Florian, 1997).

For the current study, post-divorce adjustment was defined as, the process of adapting to the life-changes that result from divorce. The goal of the current study was to explore the level post-divorce adjustment of women by relating with different conditions during the post-divorce period.

## **2.3 Adjustment of custodial parent**

The psychological adjustment of the custodial parent after divorce is emerging as a central factor in determining children’s post-divorce adjustment. Maternal depression anxiety at the beginning of divorce proceedings predicts children’s emotional and social adjustment 2 years

later (Kline et al., 1989). Maternal self-reports of alcohol abuse have been associated with children's inattention in the classroom and inappropriate involvement with peers (Guidubaldi & Perry, 1985). One study found a significant relationship between several different measures of adjustment of custodial mothers and the adjustment of children between 7 and 11 years of age, although boys and girls were affected in different ways. Mothers' social adjustment and self-esteem are more predictive of boys' adjustment; mothers' psychological symptoms were more predictive of girls' adjustment. Neither inter-parental hostility nor time with father was a predictor of children's post-divorce adjustment (Kalter et al., 1989). These studies suggest the importance of including not just one but several objective measures of parental adjustment in all studies exploring factors hypothesized to determine children's post-divorce adjustment.

It should be noted that the psychological functioning of parents after separation and divorce improves significantly over time in both men and women (Kelly, 1990). The best predictor of psychological adjustment several years after divorce appear to be the baseline adjustment scores at separation or final divorce (Coysh, Johnston, Tschann, Wallerstein, & Kline, 1989; Kelly, 1990).

The role of parent adjustment in determining children's adjustment after divorce is a central one only barely studied thus far. Whereas maternal adjustment has been recently explored, only one study (Thomas & Forehand, in press) has looked at the impact of paternal adjustment on children, and none have tested the relative contribution of maternal versus paternal adjustment on children. In married families, the father's depressed mood was linked to conduct and anxiety problems in 11-15 year-olds. In separated families, the father's depressive mood was not a predictor of adjustment of children in maternal custody. The quality of the father-child relationship was a significant predictor of adjustment, with a poorer relationship associated with

more conduct problems and a better relationship associated with fewer anxiety and withdrawal problems. No studies to date have explored the effect and interaction between both parents' adjustment, conflict, time with both parents, and residence.

#### **2.4 Adolescents and divorce adjustment**

Adolescent's ages of 12 to 17 years especially those studying in schools react and adapt to the stress of divorce within their families positively or negatively. Loss of parents through divorce can be seen as devastating and negative experiences (Sandler et al. 1989) from another perspective divorce may or may not result in negative outcomes although one can argue that it is not an enjoyable experience for the adolescents. There are three features that are important to the development of this age are: (1) The level of abstract cognitive sensory, (2) The change from relying on others to not rely on other people emotionally and socially, and (3) orientation of the moral consciousness (Timmerman 1975).

Adolescents can achieve a realistic understanding of the divorce process, and realize that divorce is a legal process involving the authority and order of the court. (Hodges 1991). There is significant research in terms of increased self-reliance and that adolescents can indeed better understand their parents' marital problems (Johnson 1988). At the same time they will also take vigorous steps to engage in extracurricular activities at school and socialize with peers. However the moral development of adolescents can be affected if they face internal conflicts as a result of divorce. Common internal conflict include being angry with one parent versus two loving parents, secondly obedience to one parent versus rejecting them altogether and thirdly rejecting the new parent versus obedience (Kalter 1990). Hess and Camara (1979) stated three reasons for the difficulties of adjustment facing divorce namely: (1) the pressure of dissociation interferes with the adolescents mental health and emotional strength; (2) The fear of losing a

strong bond with a caring guardian is a key aspect of the trauma of divorce; (3) Divorce gives the wrong impression in the eyes of teenagers about the reality of real people.

Wallerstein and Kelly (1976) explain that adjustment after the divorce phase as being 'acute'. However another study found that attitude after a divorce reveals encouraging results in terms of maturity, confidence and empathy. Research showed mixed results for age, gender and behavior. Difficulties with divorce are often associated with weakness to adapt. According to the Gestalt Homeostasis Theory by Woldt (1984) the adolescents will either interact positively and build relationships following divorce and achieve homeostasis or the adolescents will react negatively in a resistance cycle or the latter will react to both contact making and dissociation. Family factors that may have buffer effects include the cooperation of parents, good care arrangements and positive children's relationships with parents. Studies have shown that that fear of abandonment, peer ridicule and avoidance and paternal blame, personality and ego strength may influence the rate of adjustment (Sandler et al. 1989).

## **2.5 The Adolescent-Parent Relationship and Psychological Well-Being**

Adolescence is a critical period of development. Adolescents are continuously changing mentally, physically, and psychologically (Santrock, 2004). They are learning more about the 'real world' and trying to strive for both independence from parents and inclusion in social groups (Santrock & Yussen, 1984). Adolescents want to be perceived as adults with capable decision-making skills, but also want to remain members of a large peer group. Additionally, these young people desire support and structure from their parents, though they project an indifferent demeanor and challenge the supportive measures of their parents. Whether parents are involved in and support their adolescents' school life can directly affect their personal and social

development as well as their academic success (Gecas & Schwalbe, 1986; Harris & Goodall, 2008; Jeynes, 2007).

Previous research has shown parent involvement in school directly impacts student success (Harris & Goodall, 2008; Jeynes, 2007; Sirvani, 2007; Whitmore & Norton-Meier, 2008).

However, types of involvement and efforts to educate parents about the most effective types of involvement during the middle school years have received scant attention in the literature. This article focuses on adolescents and their psychological well-being. Specifically, two research questions were used as guides for the study. First, do adolescents who have a higher level of perceived parental involvement have a higher level of psychological well-being?

Second, which parenting style is related to higher levels of psychological well-being? The purpose of the article is to discuss possible applications of the answers to these questions to increase parental involvement in middle schools by developing home and school relationships. Answers to these questions are also used to frame productive middle school parent programming and education efforts

## **2.6 Factors affecting post-divorce adjustment on children and adolescents**

Although the research suggests that children of divorce may experience a variety of problems ranging from psychological disturbances to diminished social relationships, the type, severity and persistence of these problems may be mediated (or moderated) by a number of factors. Some of the factors researchers have identified include: age at the time of divorce, socio-economic status of the custodial household, and childrearing skills, situational characteristics, parental absence, length of time since marital dissolution, conflict, support systems, custody arrangements. These factors are discussed below.

### **2.6.1 Gender**

The findings on gender differences in children's responses to divorce have been contradictory. Some research points to more adjustment problems for boys in divorcing families than for girls (Guidubaldi & Perry, 1985; Hetherington et al., 1979, 1985; Kaye, 1989; Kurdek, 1987); other research finds more negative effects for girls (Farber et al., 1983; Frost & Pakiz, 1990; Slater, Stewart & Linn, 1983; Wallerstein & Kelly, 1975); and some research has found no differences in the effects of divorce on boys and girls (Kinard & Reinherz, 1984; Mechanic & Hansell, 1989; Rosen, 1979; Zill et al., 1993).

Immediately following divorce, Kaye (1989) found that both boys and girls showed poorer performance on achievement tests compared to children from intact families. However, by the fifth year following divorce, boys' grades and achievement tests were adversely affected, while girls' were not. Similarly, Hetherington et al. (1979) found that, immediately following the divorce, boys and girls experienced some disruption in play situations; however, the effects appeared to be more sustained in boys.

Wallerstein (1985a), in a ten-year follow-up of children who were pre-schoolers at the time of divorce found that although there were no initial sex differences in the effects of divorce. Eighteen months following the divorce, many of the girls appeared recovered, but boys were significantly more troubled at school, in the playground and at home. Five years after the divorce, these sex differences had again disappeared. Guidubaldi and Perry (1985) found that boys in divorced households exhibited more adverse effects than girls, in terms of inappropriate behavior, work effort, and happiness. Girls with divorced parents, on the other hand, scored higher in locus of control than their counterparts.

Other studies have found more detrimental effects for girls than boys. Slater et al. (1983) found that adolescent girls from disrupted homes had lower self-esteem and more behavior problems than adolescent boys in similar home life situations. Furthermore, while female adolescents from disrupted homes reported higher levels of family conflict than females from intact families, the opposite was true for males.

Wallerstein and Kelly (1975) found that, one year following divorce, 63 percent of the girls were in worse psychological condition compared to 27 percent of the boys. Frost and Pakiz (1990) found that girls from recently disrupted households reported truancy in higher proportions than their male counterparts and then children from intact families. They were also significantly more dissatisfied with their social network than girls from intact families.

Finally, some studies have found no differences on various effects of divorce between girls and boys (Kinard & Reinherz, 1984; Mechanic & Hansell, 1989; Rosen, 1979). Frost and Pakiz (1990) found no gender differences for self-reported antisocial behavior among adolescents from divorced families, although they found gender differences in other areas (such as truancy and social networks).

A possible reason for the contradictory findings related to gender could be that boys and girls may be affected by divorce in different ways. For instance, Kalter (1987) suggests that disruptions in the father-son relationship are linked to a multitude of development interferences in boys. For girls, on the other hand, the emotional loss of father is seen as rejection. Similarly, Healy et al. (1990) argue that boys and girls show sex-role-typical patterns of distress when they see their fathers more often and more regularly - high self-esteem and more behavior problems for boys, and low self-esteem and fewer behavior problems for girls. Amato (in press) suggests that the negative effects on social adjustment may be stronger for boys than girls, but in other

areas there are no major differences. Other research suggests that girls may be more affected psychologically (e.g., depression) (Peterson & Zill, 1986). Also, it is possible that behavior problems commonly seen in boys are the more readily observed behaviors than the types of problems that girls have (self-esteem).

Another possible reason for the differing results among studies could be that boys and girls are affected by different aspects of the divorce process. For instance, although Hetherington et al. (1985) found that divorce had more adverse, long-term effects on boys than girls, they found that girls had more adverse effects as a result of remarriage of the custodial mother.

Finally, the heightened divorce adjustment problems for boys found in some research may be less related to gender per se than to characteristics of the post-divorce household arrangements. For instance, Peterson and Zill (1986) found that children living with parents of the opposite sex were especially prone to problem behaviors'. However, other studies (e.g., Buchanan, Maccoby & Dornbusch, 1992; Rosen, 1979) have found no significant differences between sex of custodial parent and child's adjustment. It has also been argued that the differential impact of divorce on children may be linked to parenting styles - particularly with regard to the issue of discipline.

Heath and MacKinnon (1988) found that mothers use different amounts of control for sons than daughters. The use of relaxed control by mothers on boys was a high predictor of the child's competent social behavior. Further, custodial fathers and mothers have been found to differ in their parenting style, with fathers much less likely to become involved in coercive exchanges with boys than mothers (Grych & Fincham, 1992). The very small number of father custody families and the very selective nature of this arrangement compared to mother custody families means that these studies must be interpreted with a great deal of caution. Grych and Fincham

suggest that the question of whether boys or girls are more adversely affected by divorce is quite complex, and the answer is likely to depend on a host of factors such as the sex of the custodial parent, their parenting style, whether they have remarried, the quality of the parent-child relationship, and the amount of contact with the noncustodial parent.

### **2.6.2 Age at Divorce**

Many studies point to the relevance of age at the time of separation for children's divorce adjustment. Although early findings suggested that separation from a parent at an early age had more negative effects for children than for older youth, this factor has proven to be more complex than was initially believed. In a ten-year follow-up of pre-school children from divorced families, Wallerstein found the initial response to divorce to be worse for younger children, but in later years they appeared better adjusted than their older counterparts (Wallerstein, 1984). She concluded that those who are very young at marital breakup may be less burdened in the years to come than those who are older. Similarly, Amato (1987) found that the majority of children who were very young at the time of divorce reported that they were not strongly affected by the break-up.

The current thinking appears to be that children at every age are affected by divorce, but in differing ways. For example, Krantz (1988) suggests that early separations may be associated with deficits in social and emotional functioning, but not in intellectual functioning. From an examination of numerous studies, Demo and Acock (1988) argue that young children encounter problems with personal adjustment and peer relations, while adolescents encounter problems with sexual relations and antisocial behavior. Similarly, Zill et al. (1993) found that youth who experienced a family disruption prior to 6 years of age showed poorer relationships with their fathers than those who experienced disruption later in childhood. Landerkin and Clarke (1990)

describe how children's level of development affects their reactions to divorce, although they acknowledge that there may be overlap. The primary reaction among infants may be regression in developmental attainments (e.g., sleeping, eating, language, independence). For pre-schoolers, difficulties may appear in social relationships and separation anxiety. School age children may react with sadness, somatic complaints (e.g., headaches, stomach-aches) and intense anger towards parents. Adolescents may encounter problems establishing an adult identity, demonstrate anger towards self or others, and experience somatic complaints. Finally, Kalter and Rembar (1981) found marital dissolution which occurred very early in a child's life (2½ years of age or less) was associated with separation-related difficulties; separation during the oedipal phase (2½-6) caused the greatest effects overall on children; and, for those 6 years of age or older, the results were inconsistent.

### **2.6.3 Childrearing**

The issue of childrearing can encompass a number of aspects, including the effects of employment by the custodial parent on the child, childrearing skills, and adjustment to the divorce by the custodial parent.

The issue of whether employment by the custodial parent has negative effects on children has not been examined in depth. Although it has been suggested that there may be negative effects on the child due to the sole-custody parent (usually the mother) working, a study conducted by Kinard and Reinherz (1984) did not substantiate this claim. Rather, they found that any negative consequences for children of divorce stem from having unemployed rather than employed mothers. However, other researchers have argued that a change in the employment-status of the custodial parent may affect the child. For instance, Mednick, Baker, Reznick and Hocevar (1990) found that instability in maternal employment was associated with negative effects on children.

The psychological adjustment of the custodial parent after divorce is emerging as a central factor in determining children's post-divorce adjustment (Cohen, 1995; Kelly, 1993), although the role of maternal adjustment after divorce has been more often examined than the impact of paternal adjustment on children and no studies have looked at the relative contribution of maternal versus paternal adjustment on children. Nor have there been any studies examining the effect and interaction between both parents' adjustment, conflict, time with both parents, and residence. Weiss (1979) notes that single parents tend to face the following problems which make effective parenting difficult: they often lack adequate support systems; they may feel overburdened by the demands and responsibilities of making all of the daily household decisions alone; they frequently face task overload; and, they may experience emotional overload because of the need to cope with both their own emotional reactions and those of the children. Therefore, it may be particularly difficult for them to discipline consistently and be responsive to their children's needs.

The better the custodial parent adapts to the adversity of the divorce, the more effective he/she can be at providing care, guidance, and support for the children and the more positively adjusted they will be (Kalter et al., 1989). For instance, Nelson (1990) found children's self-esteem to be directly related to their mother's life strains. Further, Mednick et al. (1990) found that lower adolescent academic proficiency was related to mother's adjustment following the divorce. They suggest that the mother's adaptation to her own personal situation may have a positive influence on the long-term adaptation of her children.

Kelly and Wallerstein (1977) suggest that parents should identify the aspects of their behavior which produce stress on the child and change them to help reduce the negative effects of divorce. Whatever the initial reaction post-divorce, it is important to note that the psychological

functioning of parents after separation and divorce improves significantly over time in both men and women (Kelly, 1990).

#### **2.6.4 Time since divorce**

A number of researchers have argued that, although there are often negative effects on children immediately following the divorce, children adjust to divorce over time. For instance, Amato (1987) found that the length of time since marital disruption was related to children's well-being. That is, when interviewed years after the divorce, most children said that they had accepted the situation and had adjusted reasonably well to the divorce. Further, Walsh and Stolberg (1989) found that the amount of time that had passed since the separation was significantly correlated with child adjustment (i.e., beliefs about divorce, parent-reported behavioral adjustment, child-reported emotional labeling). They found that inter-spousal hostility was associated with increased child-reported anger for recent separations, but with lower anger for distant separations. In addition, they found that for recent separations, high levels of "bad" events were associated with fewer misconceptions about divorce; no relation at mid-length; but, more misconceptions for distant separations. The adjustment of 517 adolescents (aged 10 years, 6 months to 18 years) in three residential arrangements was compared 4.5 years after separation by Buchanan, Maccoby, and Dornbusch (in press).

Looking at both family process and status variables, these researchers assessed adolescent adjustment in terms of depression, deviance, school effort, and school grades. Statistically, more boys were in dual-residence and father-residence arrangements, whereas more girls were in mother-residence arrangements. Overall, dual-residence adolescents were better adjusted than were mother-residence adolescents. Father-residence adolescents had poorer adjustment (more deviant behaviors) than did mother- or dual-residence adolescents, but father residence families had higher interviewer ratings of parent hostility than did the other two forms. The poorer

adjustment of father-resident adolescents was associated with poorer monitoring in father-residence families, and for boys, more parent hostility and the parent's high working hours. Dual residence parents were as effective or more so in asserting authority and in monitoring their adolescents' activities than were sole-residence parents. This and other recent studies suggest that looking for simple group differences between sole- and joint-custody children is not productive. It is critical to assess the type of residential arrangement and extent of access to each parent in the context of important demographic, individual psychological and family process variables at different points in time.

## **2.7 Phases on divorce adjustment**

Noted divorce mediator and professor of conflict resolution, John Haynes, Ph.D. in his book, *Divorce Mediation – a Practical Guide for Therapists and Counselors*, Springer Publishing (1981) views the transition period in a somewhat similar fashion, moving through four phases:

The Deliberation Phase; The Litigation Phase; The Transition Phase and the Redirection Phase - the latter two phases are worth noting for their specific procedural clues to when the post separation transition has culminated.

### 1. Transition (Occurs in the 6 month -2 year period after separation)

This period includes a time of "nuttness", rarely developmentally stable, follows the physical separation, developing an emotional divorce. A primary transition is from attachment to detachment.

You know detachment is taking place when:

### 1. Individuals can admit publicly that they are divorced.

2. There is a clear physical separation from the ex-partner.
3. There is absolutely no sex with the ex-partner.
4. The couple can discard joint belongings.
5. The parties can develop new romantic interests.
6. The couple can form a new social network.
7. The couples are changing their roles with the ex-partner.
8. The couple can complete unfinished business of issues in the marriage that angered, hurt, or disappointed them, but which they were never able to express to the other person.

## 2. Redirection phase

This period is marked by different choices being made independently.

Signs of Redirection include:

1. People begin by gaining mastery over things they historically disliked doing and always left to the marriage partner.
2. The client no longer fantasizes about sex with the ex-partner on a regular basis.
3. The client can accept the former partner's remarriage with a workable sense of being able to live with it.
4. The client can define him/herself as not only financially okay but also financially secure.
5. The client is no longer bitter toward all of the opposite sex.

6. The client reestablishes a normal sexual pattern.

7. The client no longer overreacts to "trigger" items of the immediate post-divorce period.

## **2.8 Local studies**

In our country regardless of the problem of family disintegration and divorce there are single women with their children, Fasil (1998), found that divorce had no negative effect on the relationship except for a few (1.38%) of the women who reported poor relationship and 3.27% of the women in the study reported having trouble some children.

The issue of child custody often determines the relationship of children with their parents, divorce. In Ethiopia the practice had been according to Article 681(2) Civil Code is that "Unless there be a serious reason for deciding otherwise, the children shall be entrusted to their mother up to the age of five years". In the RFC there is no parent preference to any age group except the custody arrangement has conditions which should be considered in Article 113 RFC including income, age, health and condition of living of spouses as well as age interest of the children.

From the study by Fasil (1998), 80 % of family Arbitrators awarded custody to the mother due to the believe mothers provider of a better care. Family Arbitrators inFasil's, (1998) study indicated that parents have different grounds for asking custody of their children. These reasons include love for their children, for material benefit, to save children from step father/ mother and to win better position in the event of division of property. In Fasil's, (1998) study the number of Family Arbitrators reported that used direct observation (35), documentary evidence (2) and children's views (19) to award custody of children to parents. However, the same study interviewed children of divorcees about the inclusion of their views in the custody decisions and all of them denied the right.

In a study assessing parental divorce impact on children in Dessie by Sisay, (1997).He showed that adolescents from divorced family had more psychological and social adjustment problems than children from stable families. The impact of divorce is further complicated as indicated in the study that adolescents from stepmother families had psychological adjustment problem grater more often than those from single- mother familiesSisay (1997). Reviewed researches that are available in relation to this specific study indicated that divorce has negative impact on the lives of divorcees and their children primarily. The impacts of divorce include social, economic and psychological issues and are determined by the individual and environmental context. In the local study done in Addis Ababa, found that divorce has more economical impact than social Daniel (1994).

Another local study in Dessie indicated that children from divorced family have more social and psychological adjustment problems than children living in stable family Sisay (1997). This research review indicates the extent of the problem of divorce and the intensity of its damage, which raise the research question to assess if there is a relation between maternal post-divorce adjustments with the psychological wellbeing of adolescent.

Other studies focused rather on psychological profile of the elderly (Tomas, 2007; Tilahun, 2010; Girum, 2012) in different settings: Kaliti Home for the Aged (Tomas, 2007), Dangila Town (Tilahun, 2010), and Dessie Town (Girum, 2012). Tomas (2007) found out that the psychosocial profile of the elderly before admission into Kaliti Home for the Aged was much lower than their profile after admission showing that for the elderly considered in the research even life in institution is better than outside. On the other hand, Girum (2012) explored the psychological wellbeing as a function of religious involvement, spirituality and personal meaning in life among community-residing elders. He found that most elders had moderate score

on self-esteem, autonomy and depression and males were consistently better in psychological well-being.

In addition there are other studies which are done on the psychological wellbeing of elderly in Ethiopia on different setting. A more specific dimension of psychological profile that was closely examined among the elderly in Ethiopia was “self-esteem” (Belaynesh, 2007; Zeru, 2009; Belay, 2010). Some researchers investigated self-esteem of the elderly along with such other variables as activity engagements (Belaynesh, 2007); depression, loneliness, and coping mechanisms (Zeru, 2009); and age, sex, income, education, and perceived adequacy of support (Belay, 2010) in Addis Ababa (Belaynesh, 2007), Dangila (Zeru, 2009), and Debre Markos (Belay, 2010) Towns.

According to Belaynesh (2007), the elderly with multiple roles had the highest self-esteem while engagement in a work role didn't not make significant differences in self-esteem compared with socio-cultural roles, and when work engagement was important, those engaged in work roles by choice had better self-esteem than those who engaged by necessity. Examining possible factors affecting self-esteem of the elderly, Belay (2010) reported a decrease in self-esteem with age, no difference in self-esteem by sex, but a positive relationship of self-esteem with income, education, and perceived adequacy of support.

Zeru (2009) examined self-esteem along with such other variables as depression, loneliness, and coping problems and reported a prevalence rate of 26%, 8.7%, and 2.7% respectively. The psychological well-being of elderly were examined in geriatric center in Addis Ababa, the present study would assess the psychological well-being of adolescents from divorced families based on the Ryff six-factor model of psychological wellbeing.

## **2.9 Summary and Implications**

Overall, the evidence suggests that when adolescents begin the divorce experience in good psychological shape, with close or loving relationships with both parents, their adjustment was maintained by continuing their relationships with both parents on a meaningful basis. Parents will maintain their children's positive adjustment by reducing their conflict or working their disputed issues out in a meditative or counseling forum and avoid placing their children in the middle of their struggles.

When children are compromised by a highly conflicted marriage, compromised parent-child relationship, and a history of adjustment problems, there is no specific formula that will produce better adjustment for these youngsters after separation. Some will need counseling or other support systems and the collective resources of two struggling parents. Others will need relief from an abusive, critical or rejecting parent or from the anxiety and fear of violence between parents, thus enabling these children to benefit from the changes in their lives.

There is still much to be learned about the longer-range impact of divorce on the overall adjustment of children and adolescents. The research literature summarized in this article suggests that multidimensional aspects of the marital, parental, divorce, and post divorce experience for the family system must be considered to more fully understand the post-divorce adjustment of, not only children and adolescents but also parents too.

The above discussion demonstrates that there are many factors besides parental divorce which have an impact on children's adjustment. However, the relation between these variables and outcome is very complex and, in many cases, not well defined or understood.

## CHAPTER THREE

### 3. DESIGN AND METHODOLOGY

#### 3.1 Design of the study

The purpose of this research is to investigate the level of women's post-divorce adjustment and the psychological wellbeing of adolescents from the divorced parents. This study employs a quantitative design of a cross-sectional survey type. This was preferred because it allows collecting data from large groups of participants through a questionnaire at one time.

#### 3.2 Study site

The study area was "Adama town". Adama town is located in the Oromia region 110 km east to Addis Ababa. Based on the 2007 Census conducted by the Central Statistical Agency of Ethiopia (CSA), this town has a total population of 220,212, an increase of 72.25% over the population recorded in the 1994 census, of whom 108,872 are men and 111,340 women. With an area of 29.86 square kilometers, Adama has a population density of 7,374.82; all are urban inhabitants. A total of 60,174 households were counted in this city, which results in an average of 3.66 persons to a household, and 59,431 housing units.

Divorce cases from Asela, Wonji and Adama towns had been taking in Adama woreda court, so it helps to gather different cases from three different areas in Oromia region at one time. This was the main reason why Adama was selected as a study site.

### **3.3 Participants**

#### **3.3.1 Population**

The target populations are 89 divorced women through court decision with ages from 30 to 60 year and 89 their adolescent children of ages 12 to 18 years. From this 42 are males and 47 are female adolescents. The court decisions are taken from 2002-2009 E.C.

#### **3.3.2 Sample**

The study was composed of divorced families particularly mothers who took the physical custody and their adolescent children. There were 533 couples who got divorce. However only 103 people got the custody right, have adolescent's children and registered their phone number. So those 103 women were taken as a population for the study and only 89 women volunteered to participate in the study. Finally, 89 women and their 89 adolescent children were taken. The main body that helped to find the sample or participants was the Ethiopian Women Lawyers Association (EWLA) and Adama Woreda Court.

#### **3.3.3 Sampling technique**

participants were selected using a non-probability sampling techniques which was a purposive sampling techniques. Purposive sampling technique was employed to select 89 women and their children for the study.

### **3.4 Instruments**

There were two different self-information sheets which contain demographic questions developed to gather basic information about the mother and the adolescents. In the second part instruments adapted to measure the two variables which were the Fisher Divorce Adjustment

Scale to measure maternal divorce adjustment and Ryffs Psychological Well-being Scale to measure children's psychological well-being.

### **Self-Information Sheets**

The self-information Sheet 1 (SIS1) is researcher-made data collection page that is designed to gather basic demographic information concerning the women and their prior marital life.

Questions on the self- Information Sheet include demographic information such as current marital status, gender of child, age of the child and socioeconomic status. This information sheet also contains important questions to assess the time since the divorce in divorced families.

The purpose of the SIS is to allow the examiner to study the various factors that may have an effect on responses to the adjustment scales of women.

The self-Information Sheet 2 (SIS 2) is researcher-made data collection page that was designed to gather basic demographic information concerning the children.

Questions on the self- Information Sheet include demographic information such as age, gender and number of sibling. This information sheet also contains important questions on custody choice and birth order to assess the current psychological wellbeing in detail.

### **Fisher Divorce Adjustment Scale (FDAS)**

Adjustment to separation was assessed using 100 item Fisher Divorce Adjustment Scale (FDAS). This instrument comprises of 6 subscales. Social self-worth comprising 9 items (SSW), social trust comprising 8 items (ST), feeling of grief comprising 24 items (FOG), feeling of anger comprising 12 items (FOA) , disentanglement comprising 22 items (DIS) and feeling of self-worth 25 items (FSW) (Fisher,1976). A five-point answering scale was used for all scales, ranging from ( almost always ,usually , sometimes ,seldom and almost never).

### **Ryffs Scales of Psychological Well-being**

This instrument was developed by Ryff (1989a). The original version consists of six dimensions of 20 items each. In this study the shortened version proposed by van Dierendonck (2004) was used. The six scales were 42 items in total. The subscale lengths are seven items for each subscale. (Self-acceptance, Positive relations with others, Environmental Mastery, Purpose in life, Personal growth and Autonomy). A six-point answering scale was used for all scales, ranging from strongly disagree, disagree somehow, disagree slightly, agree slightly, agree somehow and strongly agree). Cut-off point is suggested in this scale. According to Ryff's suggestion for the 42 item psychological well-being scale:

Below 94.5 shows poor psychological wellbeing

Between 94.6-199.4 shows moderate psychological well being

Above 199.5 shows higher level of psychological well-being.

#### **3.4.1 Instrument validation**

The FDAS has been utilized in various studies and administered to a range of populations. The Kuder –Richardson internal reliability for this instrument has been reported at 0.92(Thiriot & Buckner, 1991). According to Fairchild (1988) the FDAS has an internal reliability score of 0.98 with subscale ranging from 0.87 to 0.95. Hensley (1996) support this by reporting a reliability coefficient of 0.98 and claims that this instrument has face validity. Content validity using the Varm & Matrix rotation has been reported by Fisher (1988).

The internal consistencies (Cronbach's alpha) of the six well-being dimensions were estimated. The scales all had good reliabilities, that is .71, .79, .78, .68, .82, .71 for Autonomy, Self-acceptance, Positive relations with others, Environmental mastery, Purpose in Life and Personal growth, respectively. Noteworthy is that all item total correlations were above .30 Ryff (1992a).

The factorial validity of the Scales of Psychological Well-being was tested with confirmatory factor analysis using M plus 4.2 (Muthe´n and Muthe´n2006). The items were indicated as categorical following the recommendations of Springer and Hauser (2006). In the current study the researcher made reliability indices.

### **3.4.2 Instrument translation**

Before choosing an adequate instrument development, what are the target groups of the study, which aspects of post-divorce adjustment and psychological well-being is address, and what is like to do with the results of the study is given emphasis. Taking this into account instruments developed(Fisher Divorce Adjustment Scale)by Bruce Fisher as an integral part of his doctoral dissertation at the University of Northern Colorado (Fisher, 1976) and Ryff (1989a) (psychological wellbeing) were adapted to assess post-divorce adjustment of women and psychological wellbeing of adolescents respectively to gather the data.

After adapting this instrument (questionnaires) translation and back translation were take place. This is done to translate (change), the questionnaires in the instrument into the local language of target population. Both the instruments used are translated from English into Amharic and back translated into English . The back translations were done by a language expert who is not a technical expert in the subjects of the questionnaire.

Finally, two instruments for the demographic part were prepared. In their first part a brief description about the study, objectives, its relevance, words of anonymity and words of thanks to the participants' are presented.

### 3.4.3 Pilot testing

Despite efforts to amend study instruments, experience has shown that data collection tools may still contain unforeseen content and structural errors. Pilot test was, therefore, important in the development of instruments to identify and correct errors before starting the actual study on the field. Questionnaires were pre-tested before the actual implementation using 21 women and their adolescent children in Addis Ababa. And found the reliability of (cronback alpha 0.862)for the total psychological wellbeing scale(0.862) and for PDMA (0.881). Two recommended changes have found, one in the demographic part question no. 5 which says ‘how long you stayed in the dissolved marriage? It was not clear for them if they tell about the whole marital life or the marital life after they had a problem.

For certain questions which are problematic during the testing phase there were a need to adapt the wording but without changing the meaning behind the question. The table below shows reliabilities for the scales and sub-scales during the pilot study.

Table 1. Reliabilities of the scales and sub-scales from the pilot-test

<b>Name of the scale</b>	<b>No. of item</b>	<b>Original reliability</b>	<b>Reliability indices of the study</b>
1. Total FDAS scale	100	0.98	0.881
2. Social Self-Worth	9	0.87	0.809
3. Social Trust	8	0.901	0.879
4. Feeling of Self-Worth	25	0.898	0.824
5. Disentanglement	22	0.920	0.822
6. Feeling of Anger	12	0.911	0.893
7. Feeling of Grief	24	0.95	0.863
8. Total Ryff Psychological Well-being scale	42	0.822	0.862
9. Authonomy	7	0.71	0.727
10. Enviromental Mastery	7	0.79	0.715
11. Personal Growth	7	0.78	0.744
12. Positive Relation	7	0.68	0.693
13. Purpose in Life	7	0.82	0.887
14. Self-Acceptance	7	0.71	0.800

#### **3.4.4. Administration**

Data collection was conducted under the supervision of the researcher and two data collector.

Data collection was completed within a period of 25 days, that is, April 15 to May 05, 2018 days.

##### **1. Recruitment of data collector**

Data collection supervisor was the researcher. Supervisor was responsible in oversight the quantitative data collection; Data collectors play a central role in the reliability of a scientific study. The quality of data heavily depends on the quality and integrity of each data collector. Data collectors were recruited by the researcher based on their effectiveness and willingness to work on the research. Thus, the following recruitment criteria were used for persons participating in data collection. Data collectors should have a good communication skill, have patience and living in Adama town.

##### **2. Training of data collectors**

Two data collectors were trained about the objective of the study, use of the data collection instrument, when to start and end the data collection. Verbal Consent was obtained from study subjects after provision of information.

The other important phase in a survey undertaking was training of data collectors. Half day training were organized to equip data collectors to prepare them with the technical skill that is on the objectives, methods, tools and ethics of the study so as to enable them to properly implement the methodology and gather the data in accordance with the guideline outlined for the study. The data collection processes was done by two data collectors on a daily basis.

### 3.4.5. Method of Data Analysis

For Fisher divorce adjustment scale the items were scored using a 5-point Likert scale. The end points of the scale are almost always, usually, sometimes, seldom, and almost never. Subscale scores are gained by adding 8 items of that subscale. The total score is gained by adding up the subscale scores. The total score indicates the degree of adjustment the person has made through the degree of adjustment the person has made in six specific areas of adjustment. Low subscale scores indicate a higher degree of trauma in relation to the separation. While higher subscale scores indicate the individual is progressively adjusting to the separation.

For Ryff psychological wellbeing Recode negative phrased items: #3,5,10, 13,14,15,16,17,18,19, 23, 26, 27, 30,31,32, 34, 36, 39, 41. (i.e., if the score is 6 in one of these items, the adjusted score is 1; if 5, the adjusted score is 2 and so on...). Add together the final degree of agreement in the 6 dimensions: Autonomy: items 1,7,13,19,25,31,37, Environmental mastery: items 2,8,14,20,26,32,38, Personal Growth: items 3,9,15,21,27,33,39, Positive Relations: items: 4,10,16,22,28,34,40, Purpose in life: items: 5,11,17,23,29,35,41 and Self-acceptance: items 6,12,18,24,30,36,42.

Statistical Package for the Social Sciences (SPSS) was used for data management and the following steps were employed in the process. First, a data entry template was developed and tested on data from the pilot study. Before entering the data into computers, filled-in questionnaires were checked for consistency in responses and proper coding and following this, editing and coding of variables was carried out, after the data was cleaned, edited and coded, data were entered. Finally, the entered data was checked for consistency and possible errors were edited based on serial numbers of respondents and data security and confidentiality were maintained throughout the study.

- Descriptive statistics including mean, standard deviation, frequencies and percentage were utilized to describe participant's characteristics
- Significance of statistical association was tested using 95% confidence interval and p-value less than 0.05.
- One sample t-test was used to determine the level of post-divorce adjustment and the level of psychological wellbeing of adolescents.
- Pearson Product Moment Correlation was used for measuring associations between maternal divorce adjustment and psychological wellbeing of children.
- Independent sample t test were computed to compare different demographic factors on psychological wellbeing and post - divorce adjustment.

### **3.5. Ethical consideration**

This research was conducted by taking all ethical issues of a research into consideration. The main reasons behind taking ethical norms in this research were: First to promote the aim of research such as knowledge, truth, and avoidance of error. Second, since research often involves a great deal of cooperation and coordination among many different people in different disciplines and institutions, many of these ethical standards promote the values that are essential to collaborative work, such as trust, accountability, mutual respect, and, fairness. Third, many of the Ethical norms help to ensure that research can be held accountable to the public. Finally, many of the norms of research promote a variety of other important moral and social values, such as social responsibility, human rights compliance with the law and, health and safety. Taking this all in to account the following ethical issues were emphasized while undertaking this study.

First after the endorsement of the proposed study by the officials and EWLA in the court and briefly explaining about the research objectives. The data collectors select the participant based on the finding from the court. The court gave list of divorced women and their phone number. Participants were asked their willingness to participate on the study by phone. Data collectors were introduced the name, educational level and from which university came about the researcher and gave highlight about the process, purpose and gave written consent to each participants.

second the researcher informed unwilling participants that they have the right to give up from the study at any time during the data collection. Finally before administration of the questionnaire the data collector expressed thanks to participants for their willingness to participate in the study.

## CHAPTER FOUR

### 4. RESULTS OF THE STUDY

This chapter presents the processes, techniques and procedures adopted to analyze, present and interpret data gathered using the questionnaires. The chapter elaborates quantitative data analysis, percentages and mean. Analysis was performed with a view to answer all the research questions stated. The major purpose of the present study was to examine level of post-divorce adjustment and psychological wellbeing of custodial mothers and adolescents respectively. This study also tries to investigate the relationship between the maternal divorce adjustments and psychological wellbeing of adolescent.

#### 4.1 Socio-demographic characteristics

##### 4.1.1 Socio-demographic characteristics of adolescents

The following subsection presents a summary of findings with regards to the background information of adolescents. This includes age of the respondents, gender as well as the level of education. In chapter three it was projected that the respondents were aged between 12 and 18 years, have experienced parental divorce and live with their mother.

**Table 2. Socio-demographic characteristic of Adolescents**

Adolescents Characteristic	Category	Frequency	% Percent
Age Mean= 15.61 SD= 1.881	12-15	30	33.7
	16-18	59	66.3
Sex	Female	47	47.2
	Male	42	52.8
Grade level	Elementary	19	21.3
	High school	51	57.3
	College/university	19	21.3

As can be seen from table above out of the total adolescent (N=89), with respect to sex, nearly 47% (0.47) constituted females. Out of the total respondents 33.7% found between the age 12-15 and 66.35% found between the ages 16-18 with the mean age of 15.61. The respondents grade level shows that 21.3% of them were elementary students, 57.3 were high school students and the rest 21.3 % were college students.

#### 4.1.2 Socio-demographic Characteristics of Mothers

The following subsection presents a summary of findings with regards to the background information of women/ mothers. This includes age of the respondents, length of the marital relationship, date of actual separation, educational level and type of employments briefly mentioned in the table below.

**Table 3: Socio-demographic Characteristics of Mothers**

<b>Mothers Characteristics</b>	<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
Age Mean= 43.36 SD =7.370	30-45	56	62.9
	46-60	33	37.1
Length of Marital relationship	1-15 year	26	29.2
	16-21 year	63	70.8
Date of Actual separation	1-3 year	47	52.8
	4-10 year	42	47.2
Educational Level	Read write- grade 12	35	40.5
	Post-secondary	44	59.5
Type of employment	Private	54	60.7
	Governmental	32	36
	Other (Support)	3	3.4

As can be seen from the table above 62.9 % of divorced women found the age between 30-45 and 37-1% were found the age between 46-60 with the mean age of 43.36 . Out of the total respondents 29.2 women were stay in the marriage for the last 1-15 years and the rest 70.8 stay from 16-21 years.52.8 of divorce were taking place between 1-3 years interval and the rest 48.2% were taking place between 4-10 years.

The respondents' academic status shows that 6.7% were able to read and write only, 21.3% accomplished up to 8<sup>th</sup> grade, 22.5%, 27%, 19.1% and 3.4% accomplished up to 10<sup>th</sup> grade diploma, degree and masters respectfully. In addition 60.7% of divorced women employed on a private sector, 36% were in governmental organization the rest 3.4% were gain income by others support.

#### 4.2 Maternal post divorce adjustment

This section briefly shows the first research question which was what is the current level of women / mothers post-divorce adjustment? In order to answer this question one –sample t-test were computed. Here the divorce adjustment was calculated at  $\alpha=0.05$  and test value of 300.

**Table 4. Descriptive statistics of PDMA (subscales and whole scale) and One sample mean**

DV	N	Mean	SD	t-expected	Sig	t-stat.
SSW	89	26.25	6.380	27	0.259	-1.112
ST	89	22.81	6.451	24	0.085	-1.742
FSW	89	60.43	10.838	75	0.000	-12.686
DIS	89	60.43	10.838	66	0.000	-4.851
FOA	89	31.79	7.054	36	0.000	-5.194
FOG	89	62.45	12.419	72	0.000	-7.255
<b>PDMA</b>	<b>89</b>	<b>264.823</b>	<b>54.588</b>	<b>-11.28</b>	<b>0.000</b>	<b>300</b>

Where the expected mean was found by:

$$\text{Mean} = \frac{1+2+3+4+5}{5} = 3$$

5

3 times the number of question on each sub-scale gives the expected mean for each sub scale and for the whole scale 3 will multiply by the total question (100), gave us 300.

### **Post-divorce maternal adjustment (PDMA)**

As can be seen from table 3. The one tailed probability of PDMA (the whole scale) was associated with the comparison of the sample mean 264.823 to the specified population mean 300. Since the sample mean 264.823 was smaller than the population mean 300, The probability of 0.00 was the probability of the less than relationship.

Since the four subscales and the whole scale (PDMA) had statistically significant mean difference between the sample and population mean, it could be concluded that there was a success on post-divorce adjustment of women. Which means the condition basically lied on the transition and redirection phase of divorce adjustment.

### **Social self-worth (SSW)**

The table indicates that the mother divorce adjustment sample had a mean of SSW less than the population mean of 27. Since the probability was greater than the level of significance of 0.05, there was not statistically significant mean difference between the sample and population mean on social self-worth.

### **Social trust (ST)**

The table indicates that the mother divorce adjustment sample had a mean of ST less than the population mean of 24. Since the probability was greater than the level of significance of 0.05, there was not statistically significant mean difference between the sample and population mean on social trust

#### Feeling of self-worth (FSW)

The table indicates that the mother divorce adjustment sample had a mean of FSW less than the population mean of 75. Since the probability was less than the level of significance of 0.05, there was statistically significant mean difference between the sample and population mean on feeling of self- worth.

#### Disentanglement (DIS)

The table indicates that the mother divorce adjustment sample had a mean of DIS less than the population mean of 66. Since the probability was less than the level of significance of 0.05, there was statistically significant mean difference between the sample and population mean on disentanglement..

#### Feeling of anger (FOA)

The table indicates that the mother divorce adjustment sample had a mean of FOA less than the population mean of 36. Since the probability was less than the level of significance of 0.05 there was statistically significant mean difference between the sample and population mean on feeling of anger.

### Feeling of Greif(FOG)

The table indicates that the mother divorce adjustment sample had a mean of FOG less than the population mean of 72. Since the probability was less than the level of significance of 0.05, there was statistically significant mean difference between the sample and population mean on feeling of grief.

### 4.3 Adolescents psychological well being

This section briefly shows the second research question which was what is the current level of adolescents' psychological wellbeing? In order to answer this question one –sample t-test were computed by using the six subscales and the whole scale of riff psychological wellbeing scale.

**Table 4: Descriptive statistics of APWS(subscales and whole scale) and one sample mean**

Variables	N	Mean	SD	t-expected	Sign.	t-stat
Autonomy	89	23.43	6.360	24.5	0.115	-1.592
Environmental mastery	89	21.9	5.231	24.5	0.000	-4.691
Personal growth	89	24.31	5.085	24.5	0.732	0.344
Positive relation	89	18.99	6.736	24.5	0.000	-7.719
Purpose in life	89	21.65	10.267	24.5	0.010	-2.617
Self acceptance	89	28.8	7.824	24.5	0.000	5.182
<b>APWS</b>	<b>89</b>	<b>139.078</b>	<b>41.51</b>	<b>147</b>	<b>0.000</b>	<b>-11.781</b>

Where the expected mean is found by:

$$\text{Mean} = \frac{1+2+3+4+5+6}{6} = 3.5$$

3.5 times the number of question on each sub-scales gives the expected mean for each sub scale and for the whole scale 3.5 will multiply by the total question (42), gave 147.

### **Adolescents psychological wellbeing scale (ASWS)**

As shown in table 4, the one tailed probability 0.05 was associated with the comparison of the sample mean (139.078) to the specified population mean (147). Since the sample mean was less than the population mean, has the probability of less than relationship.

The probability of the test statistics for this problem was (0.00), the probability that draws a sample mean of 139.078 or less from a population mean of 147. Since the probability was less than significant level 0.05 there was statistically significant sample mean and population mean difference on the level of adolescents' psychological wellbeing.

Based on one sample t test, the populations mean of adolescents psychological well being was less than 147, which means adolescents found on the moderate level psychological well-being.

### **Autonomy (AUTO)**

The table indicates that the adolescents psychological well being sample had a mean of AUTO less than the population mean of 24.5. Since the probability was greater than the level of significance of 0.05, there was not statistically significant mean difference between the sample and population mean.

### **Environmental mastery (EM)**

As shown in the table adolescents psychological well being sample had a mean of EM less than the population mean of 24.5. The test statistics was -4.691. Because the statistics was negative, it tells that the sample mean was less than the population mean. Since the probability was less than

the level of significance of 0.05, there was a statistically significant mean difference between the sample and population mean.

#### Personal growth (PG)

The adolescents psychological well being sample had a mean of PG less than the population mean of 24.5. The probability of the test statistics was 0.730. Since the probability was greater than the level of significance of 0.05, there was not statistically significant mean difference between the sample and population mean.

#### Personal relation (PR)

As shown in the table adolescents psychological well being sample had a mean of PR less than the population mean of 24.5. The test statistics was -7.719. Since the probability was less than the level of significance of 0.05, there was statistically significant mean difference between the sample and population mean.

#### Purpose in life (PL)

The table indicated the adolescent's psychological well-being sample had a mean of PL less than the population mean of 24.5. The test statistics was -2.617. Since the probability was less than the level of significance of 0.05, there was statistically significant mean difference between the sample and populations mean.

#### Self acceptance

As seen in the table adolescents psychological well being sample had a mean of self acceptance greater than the population mean of 24.5. the test statistics was 5.182. Since the probability was

less than the level of significance of 0.05, there was statistically significant mean difference between the sample and population mean.

#### 4.4. Relationship between MPDA and adolescents psychological well being

‘Is there a relationship between maternal divorce adjustment and psychological wellbeing of adolescents in divorced families?’ In order to answer this research question Pearson Moment Correlation was computed. The result was shown in table 5 below.

**Table 5- Correlation between PDMA and APWS**

	Pearson Correlation	1
	Sig. (2-tailed)	
PDMA	N	89
	Pearson Correlation	-.013
APWS	Sig. (2-tailed)	.904
	N	89

As shown in table 5, the correlation coefficient was -0.013 and the two tailed significance was 0.904. Since 0.904 was greater than 0.05 the coefficient was not statistically significant. So found that there was a negative and very weak relationship between mothers divorce adjustment and adolescents psychological wellbeing. As mentioned in different divorce literatures there are very strong relationship found between the two, however in the current study the finding showed the contrary. The researcher expected this result occurred due to some errors during data collection and data entry.

#### 4.5 Factors on MPDA and adolescents psychological well being

How do the following demographic factors affect maternal post divorce adjustment as well as adolescent's psychological wellbeing?

In order to answer this research question independent sample t- test was computed and the results are shown in the tables below.

##### 4.5.1 Factors on maternal post-divorce adjustment

**Table 7. Independent sample mean test of PDMA more by seven selected factors**

Variable	Category	N	Mean	SD	t- value	df	Sig
Mothers age	30-45	56	263.535	30.925	-0.530	87	0.597
	46-60	33	267.030	29.556			
Children's age	12-15	30	268.300	31.665	0.779	87	0.438
	16-18	59	263.061	29.085	0.757		
Children's sex	Female	42	259.285	31.071	-1.671	87	-0.98
	Male	47	269.78	28.224	-1.662		
Length of the marriage	1-15 year	26	267.15	30.74	0.469	87	0.641
	16-21 year	63	263.87	29.74	0.462		
Time since divorce	1-3 year	47	264.51	28.963	-0.106	87	0.915
	4-10 year	42	265.19	31.369	-0.106		
Mothers education level	read/write- grade 12	35	267.057	25.843	0.563	87	0.575
	post secondary	44	263.388	32.416	0.591		
Type of employment	Private	54	263.148	30.818	-0.865	84	0.389
	Governmental	32	268.937	28.505	-0.883		
	Other	3					

As table 7 showed an independent sample t-test was conducted to compare the selected seven demographic factors which were mother age, children's age , children's sex , length of the marriage, time since divorce ,mothers education level and type of employment on maternal post-divorce adjustment.

There was no significant difference in the scored for mothers age between 30-45 (M= 263.535, SD= 30.925) and age between 46-60 (M= 267.030, SD= 29.556) conditions  $t(-0.530)$ ,  $p = 0.597$ . These results suggest that mothers' age was not a factor for post-divorce maternal adjustment.

There was no significant difference in the scored for children's age between 12-15 (M=268.300, SD=31.665) and age between 16-18 (M=263.061, SD=29.085) conditions  $t(0.779, 0.757)$ ,  $p = 0.438$ . These results suggest that children's age was not a factor for post-divorce maternal adjustment.

There was no significant difference in the scored for children's sex female (M=259.285, SD=31.071) and male (M=269.78, SD=28.224) conditions  $t(-1.662, -1.662)$ ,  $p = -0.98$ . These results suggested that children's sex was not a factor for post-divorce maternal adjustment.

There was no significant difference in the scored for length of the marriage between 1-5 year (M=267.15, SD= 30.74) and between 16-21 year (M=263.87, SD=29.74) conditions  $t(0.469, 0.462)$ ,  $p = 0.641$ . These results suggest that length of the marriage was not a factor for post-divorce maternal adjustment.

There was no significant difference in the scored for time since divorce between 1-3 years (M=264.51, SD=28.963) and between 4-10 year (M=265.19, SD= 31.369) conditions  $t(-0.106)$ ,  $p = 0.915$ . These results suggest that time since divorce was also not a factor for post-divorce maternal adjustment.

There was no significant difference in the scored for mothers education level between read/write –grade 12 (M=267.057, SD=25.843) and post-secondary (M=263.388, SD=32.416) conditions  $t(0.563, 0.591)$ ,  $p = 0.575$ . These results suggest that mothers’ education level was not a factor for post-divorce maternal adjustment.

There was no significant difference in the scored for type of employment between private (M=263.148, SD=30.818) and governmental (M=268.937, SD=28.505) conditions  $t(-0.865, -0.883)$ ,  $p = 0.389$ . These results suggest that type of employment was not a factor for post-divorce maternal adjustment.

#### 4.5.2 Factors on adolescents psychological well being

**Table 8. Independent sample mean test of APWS more by three selected factors**

Variable	Category	N	Mean	SD	t-value	Df	Sig
Children’s age	12-15	30	141.900	21.967	0.937	87	0.357
	16-18	59	137.644	19.699	0.894		
Children’s sex	Female	42	138.28	21.733	-0.344	87	0.732
	Male	47	139.78	19.467	-0.342		
Time since divorce	1-5 year	47	139.021	21.495	-0.28	87	0.978
	6-10 year	42	139.142	19.503	-0.28		

An independent sample t-test was conducted to compare three selected demographic factors such as children’s sex, age and time since divorce on adolescents’ psychological well- being.

There was no significant difference in the scored for children’s age between 12-15 (M=141.900, SD=21.967) and age between 16-18 (M=137.644, SD=19.699) conditions  $t(0.937, 0.894)$ ,  $p = 0.357$ . These results suggest that children’s age was not a factor for adolescent’s psychological well-being.

There was no significant difference in the scored for children's sex female ( $M=138.28$ ,  $SD=21.733$ ) and male ( $M=139.78$ ,  $SD=19.467$ ) conditions  $t(-0.344, -0.342)$ ,  $p=0.732$ . These results suggested that children's sex was not a factor for adolescents' psychological well-being.

There was no significant difference in the scored for time since divorce between 1-3 years ( $M=139.021$ ,  $SD=21.495$ ) and between 4-10 year ( $M=139.142$ ,  $SD=19.503$ ) conditions  $t(-0.28)$ ,  $p=0.978$ . These results suggested that time since divorce was not adolescents psychological well-being

## **CHAPTER FIVE**

### **5. Discussion**

The results mentioned in the previous chapters were discussed in relation with the available researches here. Let's see each research question with respect to their result.

#### **5.1 Status of post-divorce maternal adjustment and adolescents psychological well-being**

##### **5.1.1 Post divorce maternal adjustment**

One of the specific objectives of the study was to examine the level of post-divorce maternal adjustment. Based on the result mothers had found in the transition and re-direction phase which means there was a success on post-divorce adjustment. There are literatures which contradict and support this findings, Kelly, (1990 ) found that the psychological functioning of parents after separation and divorce improves significantly over time in both men and women The best predictor of adjustment several years after divorce appear to be the baseline adjustment scores at separation or final divorce (Coysh, Johnston, Tschann, Wallerstein,& (Kline, 1989; Kelly, 1990).

From the contradictory literatures Weitzman (1987), found that divorce was a financial catastrophe for most women: in just one year they experience a dramatic decline in income and a calamitous drop in their standard of living. It is hard to imagine how they deal with such severe deprivation: every single expenditure that one takes for granted-clothing, food, housing, heat-must is cut to one-half or one-third of what one is accustomed to. This condition eventually brought poor post-divorce adjustment on women.

### **5.1.2 Adolescents psychological wellbeing**

The second specific objective of the study was to examine the level of adolescents' psychological well-being in divorced families. And the results indicated that 1.1 % of adolescents have low level of psychological wellbeing and 57.7 % have moderate psychological well- being. The findings of the study indicated that adolescents from divorced homes gave the normal reactions expected as a result of experiencing the aftermath of divorce. The only notable factor is that adolescents ranked these defenses as being on the moderate level and not on the high level. The findings show teenagers have high hopes that their parents will be good again, especially the parents who do not find a new partner after divorce. Hodges (1991), found that Adolescents can achieve a realistic understanding of the divorce process, and realize that divorce is a legal process involving the authority and order of the court. Johnson (1988) found there was significant research in terms of increased self-reliance and that adolescents can indeed better understand their parents' marital problems. At the same time they will also take vigorous steps to engage in extracurricular activities at school and socialize with peers.

Sisay (1997) found that adolescents from divorced family had moderate psychological and social adjustment problems than children from stable families. The impact of divorce is further complicated as indicated in the study that adolescents from stepmother families had psychological adjustment problem grater more often than those from single- mother families.

## **5.2 Relationship of maternal post-divorce adjustment and adolescents psychological well being**

The findings affirm that there was a weak and negative relationship between maternal post-divorce adjustment and the psychological wellbeing of adolescents (-0.013). When women get divorce and take the custodial right of their children, they may face a lot of problem, like lack of support system, task overload which obliged them to work at home and outside, making parental decision for their children, social life involvement etc. All these overload lead mothers to delay for adjustment. The way mothers coping strategies in life and adjustment directly relates with the divorce adjustment of adolescents, the current study contradicts with above issues. And different studies suggest the positive relationship of parental psychological adjustment and adolescent's post-divorce adjustment.

Cohen and Kelly (1993), found that the psychological adjustment of the custodial parent after divorce is emerging as a central factor in determining children's post-divorce divorce adjustment. alter (1989) found that the better the custodial parent adapts to the adversity of the divorce, the more effective he/she can be at providing care, guidance, and support for the children and the more positively adjusted they will be. For instance, Nelson (1990) found children's self-esteem to be directly related to their mother's life strains. Further, Mednick et al. (1990) found that lower adolescent academic proficiency was related to mother's adjustment following the divorce. They suggest that the mother's adaptation to her own personal situation may have a positive influence on the long-term adaptation of her children. However the current study shows that there was a poor relationship between psychological wellbeing of adolescents and post-divorce adjustment of mothers.

### **5.3 Factors on PDMA and adolescents psychological well-being**

#### **5.3.1 Factors on PDMA**

**Maternal age:** as the finding affirms that maternal age was not a factor on PDMA. Whether they were elder or younger mothers it didn't have a change in their post-divorce adjustment. In contrast with this studies found that women who are above middle age receive a certain respect due to their status as an elderly; they face less discrimination in comparison with younger women. This may be partly because an elder woman is conceived as less feminine thus they confront with less sexist attitudes from society. This has its impact on post-divorce adjustment, Yılmaz & Fisikoglu (2005) in their study where they investigated perceived power/control over child related concerns and its effect on post-divorce adjustment in Turkey.

**Level of maternal education:** as the finding affirms that level of mothers' education was not a factor on post-divorce maternal adjustment, which means women who attended up to grade 12 and who attended post-secondary level had no difference on their post-divorce adjustment. There were no studies found related to post-divorce adjustment however there were studies in Turkey that shows the level of education and divorce rate. Looking into these finding, we can contend that for women there is a negative correlation between divorce and education; as the education level increases divorce rate decreases (Demirci, 2000: 115). Low divorce level of university and post graduate individuals can be explained with the positive effect of education as well as late marriage. No other literature found that directly related with the post-divorce adjustment.

**Length of the marriage:** as the finding showed length of the marriage was not a factor on PDMA. The longer the marital life, would lead to high intimacy and feeling of security between the spouses. It was expected that an individual's stay in the marriage, would have a direct impact on the post-divorce life of divorcee (women).there was no study that support or contradict the current finding.

**Date of actual separation/time since divorce:** the finding affirms that time since divorce was not a factor on PDMA. Women whom divorced between 4-10 years and those whom divorced between 1-3 years didn't have a difference on PDMA, however as the reality time passed by the divorce adjustment also improved. There were studies that contradict the current finding. Kelly (1990) found that whatever the initial reaction post-divorce, it is important to note that the psychological functioning and adjustment of parents after separation and divorce improves significantly over time in both men and women. .

**Maternal employment:** as the finding affirms type of employment was not a factor for PDMA. No other study found either that support or contradicts on this issue. However according to Amato and Booth (1991) found that women who are employed and have a high income experience less economic hardship in the post-divorce phase than those who have a moderate or low level of income.

**Gender difference:** the finding affirms that gender difference was not a factor for PDMA.It is expected that mothers are very touchy about their children life in terms of their exposure to different new life circumstance and the age by itself is also very challenging in both sex, however the study implies that having a male or a female children didn't bring a change on PDMA. There were other finding that contradict this study's. Mavis Hetherington, Roger Cox,

and Martha Cox(1982) found that divorced mothers have particular problems with their sons, though their relationship will likely improve within two years even if, as often occurs, discipline problems persist for up to six years after the divorce.

**Children age:** this finding also affirms that children age was not a factor for PDMA. Mother who had children between the age 12-15 and between the age 16-18 didn't have any difference in the PDMA , however it is known that Early adolescents and middle (12-15) still depend on their mothers. They obey and model their mother in every aspect of their life. In contrary late adolescents mostly model what their friends and peers doing. These condition took as a factor on PDMA in terms of their children sex. Here also couldn't get other finding that support or contradict this study.

#### **5.4.2 Factors on adolescents psychological well-being**

##### **Children's sex**

As the finding affirms children's sex was not a factor on adolescents psychological well-being. Girls and boys are respond to the problem they exposed differently in their family. However in this study it didn't show any difference with respect to children sex. Unlike the current study different studies contradict with this finding . Wallerstein and Kelly (1980) found that, one year following divorce, 63 percent of the girls were in worse psychological condition compared to 27 percent of the boys. Frost and Pakiz (1990) found that girls from recently disrupted households reported truancy in higher proportions than their male counterparts and the children from intact families. They were also significantly more dissatisfied with their social network than girls from intact families.

Early research findings suggested that parental divorce was related to more adjustment difficulties for boys than girls but that parents' remarriage was related to more adjustment difficulties for girls than for boys (see Hetherington, Cox, & Cox, 1982). In contradictory, recent findings have been more mixed; there is no consistent pattern regarding whether divorce has more adverse effects on girls or boys. Some studies report that boys have more adjustment problems following parental divorce than do girls (Morrison & Cherlin, 1995; Shaw, Emery, & Tuer, 1993). Some research points to more adjustment problems for boys in divorcing families than for girls (Guidubaldi & Perry, 1985; Hetherington et al., 1979, 1985; Kaye, 1989; Kurdek, 1987); other research finds more negative effects for girls (Farber et al., 1983; Frost & Pakiz, 1990; Slater, Stewart & Linn, 1983; Wallerstein & Kelly, 1975); and some research has found no differences in the effects of divorce on boys and girls (Kinard & Reinherz, 1984; Mechanic & Hansell, 1989; Rosen, 1979; Zill et al., 1993).

### **Children's age**

The finding affirms that children age was a factor on adolescents psychological well-being. In contrast to this finding Studies have shown mixed results with respect to how the timing of divorce affects children's adjustment (see Hetherington, Bridges, & Isabella, 1998). Hetherington (1989) suggests that, in comparison with older children, young children may be less capable of realistically assessing the causes and consequences of divorce, may feel more anxious about abandonment, may be more likely to blame themselves, and may be less able to take advantage of resources outside the family to cope with the divorce. All of these factors may contribute to findings that young children experience more problems after their parents' divorce than do children who are older when the divorce occurs (Allison & Furstenberg, 1989).

**Date of actual separation/time since divorce**

The result showed that date of parental separation was not a factor on adolescents psychological well-being. In contrary to this finding Walsh and Stolberg (1989) found that the amount of time that had passed since the separation was significantly correlated with child adjustment (i.e., beliefs about divorce, parent-reported behavioral adjustment, child-reported emotional labeling). In addition Amato and Keith in two meta-analyses, one of children (1991b) and one of adults (1991a), conclude that the more sophisticated and recent the study, the more tenuous the connection between parental divorce and well-being of the child. This indicates that if the various interacting effects are taken into account, many of the effects vanish

## CHAPTER SIX

### 6. SUMMARY , CONCLUSIONS AND RECCOMANDATIONS

#### 6.1. Summary

This was a cross-sectional survey study used to assess the level of psychological wellbeing of adolescents and post-divorce adjustment of women. The participants of the study are 89 adults (women) who were divorced from the court case in Adama woreda court from the age ranges from 30-60 years old and their adolescents children ranges from 12-18 . The participants were selected using a non-probability sampling techniques (purposive sampling technique). Purposive sampling technique was employed to select 89 women and their children participants for the study.

After these, selected participants were responded to self-developed and adapted instruments. That is, two instruments after checking their psychometric property were adapted to measure the data; the Fisher Divorce Adjustment Scale(FDAS) adapted for mothers post-divorce adjustment and Ryff Psychological Wellbeing Scale(RPWS) for adolescents psychological well-being. The collected data from the questionnaires were analyzed by using SPSS 20 version software application.

The study tried to investigate at what level do women had a post-divorce adjustment. The result indicated that most women had a successful level of divorce adjustment(transition and re direction phase). All of the participants passed the litigation and deliberation phase of post-divorce adjustment. This implies the time passed by had its own impact on adjustment of women since the transition and re direction phase by itself starts after six month of separation. The study

also tried to investigate at what level did adolescents' psychological well-being found , the results indicated adolescents have a moderate level of psychological well-being.

The study also tried to assess whether there was a relationship between post-divorce maternal divorce and psychological well-being of adolescents, the result indicated that there is no direct relationship between the two cases. Therefore, this implies the maternal post-divorce adjustment by itself may not had a direct impact on adolescents psychological well-being.

## **6.2 Conclusions**

Based on the summary of the findings, the researcher draws the following conclusions, and their corresponding implications:

The result of the present study showed that divorced women have achieved somehow successful post-divorce adjustment level, as measured by Fisher Divorce Adjustment Scale (FDAS).

1. Adolescents from broken families had a moderate level of psychological wellbeing, as measured by Ryff Psychological Well-being Scale(RPWS).
2. There was not a significant relationship between women's post-divorce adjustment and adolescents' psychological wellbeing.
3. Results from the demographic factors on maternal post-divorce adjustment and adolescents psychological well-being indicated in the following way:
  - Mothers age ( 30-45 and 46-60) , Level of maternal education ( read/write-grade 12 and post-secondary ) , time since divorce(1-3 years and 4-10 years) , length of the marriage (1-15 years and 16-21 years), children sex ( male and female) and children age (12-15 and 16-18) were not a factor for PDMA.

- Children sex ( male and female) , children age (12-15 and 16-18) and time since divorce (1-3 years and 4-10 years) were not a factor for adolescents psychological well-being.

### **6.3. Recommendations**

Since the finding indicated that mothers found on the transition and redirection phase on their post-divorce adjustment, it's recommended that women have continue to go forward on their mechanism for their adjustment. Since the current study didn't focus on the mechanisms for adjustment we couldn't mention much more about that.

Now a days there are radio and television programs that help people in their marital and family life. Family counseling service are also become popular in our country so people need to visit such services in the beginning of the problem ,so they will have a good future for minimizing the problem .

It is better to teach human being in a community setting rather than individually. So it is recommended for courts and social service related with family issue to teach the divorcee about the consequence of post-divorce life of their children and their own to improve the whole member from the divorced family.

Although most people eventually recover from divorce related stress, the speed of recovery depends on people's access to resource. Resources include having an adequate income, support from kin and friends and support from new romantic partner. Resources that reside in the individual such as a good coping and social skills are important so showing such ways of recovery will help divorcees in their post-divorce period.

While the results of this study were encouraging and positive, more research is still needed in family counseling and other psychologists need to encourage and promote continued research in various areas mechanisms for post-divorce adjustment and for improving children psychological adjustment due to divorce.

Finally, the government particularly courts who follow the divorce cases should develop and focus on the awareness of broken homes during their mediation service period though there will be a better world.

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APPENDIX 2: AMHARIC VERSION OF INFORMATION SHEET AND QUOESTINNARIES

አዲስ አበባ ዩኒቨርሲቲ

የባህሪ ጥናት ክፍል

ይህ መጠይቅ እና ቶች ከፍቺ በኋላ ያላቸውን ለውጥ እና የጎረምሳ ልጆች ስነ-ልቦናዊ ጤናማነትን ይለካል። የዚህ መጠይቅ አላማም በዋናነት የሚያገለግለው ለካውንስሊንግ ሳይኮሎጂ ድህረ ምረቃ ነው።

ከዚህ መጠይቅ የሚገኘው መረጃ የሚያገለግለው ለምርምር ተግባር ብቻ ነው። በተጨማሪም የሚገኘው መረጃ ምርምሩን በሚያደርገው ባለሞያ ብቻ ይቀራል። እርሶም ይህ ምርምር አስፈላጊውን ግብ ይመታ ዘንድ በግልጽነትና በታማኝነት ላይ የተመሠረተ መልስ ይስጡ። እባክዎ በተሰጠዎት ክፍት ቦታ ላይ መልስዎን በአግባቡ ይመልሱ።

በመጨረሻ ውድ ተሳታፊዎች የእርሶን ቀና ትብብር እና ፈቃደኝነት በአዲስ አበባ ዩኒቨርሲቲ በባህሪ ጥናት-ምህርት ቢሮ ስም ልባዊ ምስጋና አቀርባለሁ።

መጠይቅ 1:- እናቶች ከፍቺ በኋላ ያላቸውን ለውጥ መለኪያ

አካሄድ:- ከዚህ በታች ለተዘረዘሩት ጥያቄዎች በተሰጠው ሳጥን ውስጥ ምልክት በማድረግና ክፍት ቦታዎችን በመሙላት ይመልሱ።

መረጃ

1. አድራሻ      ወረዳ \_\_\_\_\_ ቀበሌ \_\_\_\_\_
2. እድሜ \_\_\_\_\_
3. ጋብቻው ለምን ያህል ጊዜ ቆየ? \_\_\_\_\_ አመት \_\_\_\_\_ ከወር \_\_\_\_\_
4. በትክክል የተፋቱበት ቀን መቼ ነበር ? \_\_\_\_\_
5. ግንኙነቱን/ጋብቻውን ማን ነበር ያቋረጠው?  
የትዳር አጋርዎ                       እርስዎ                       በጋራ
6. ምን ያህል ልጆች ነበርዎት(በህይወት ያሉትን ብቻ)? \_\_\_\_\_
7. ከእነዚህ ውስጥ ወንዶች ስንት ናቸው? \_\_\_\_\_
8. ከእነዚህ ውስጥ ሴቶች ስንት ናቸው? \_\_\_\_\_
9. አሁን የሚትዳደሩት በምንድነው? \_\_\_\_\_

10. ቅጥረኛ ከሆኑ የስራ ሰዓትዎን ይግለፁ?

ሙሉ ቀን  ትርፍ ሰዓት  ስራ ሲገኝ

11. ምን አይነት ስራ ነው የሚሰሩት? /የስራዎን አይነት ይግለፁ::

12. ያጠናቀቁት የትምህርት ደረጃ

ማንበብ እና መጻፍ የማይችሉ	<input type="checkbox"/>	እስከ 12ኛ ክፍል	<input type="checkbox"/>
እስከ 4ተኛ ክፍል	<input type="checkbox"/>	ዲፕሎማ	<input type="checkbox"/>
እስከ 8ኛ ክፍል	<input type="checkbox"/>	ቅድመ ምረቃ ዲግሪ	<input type="checkbox"/>
		ድሀረ ምረቃ ዲግሪ	<input type="checkbox"/>

13. ከፍቺዎ ጋር በተያያዘ የእርስዎን ወቅታዊ ስሜት የሚገልፀው የትኛው ነው?

ፍርሀት እና አለመቀበል  መፍትሔ መፈለግ እና መቀበል

ብሰጭት እና ንቀት

**ክፍል 2 የፊሽር ክፍቺ በኋላ ያለ የለውጥ መለኪያ ጥያቄዎች**

ይህ መጠይቅ 94 ጥያቄዎችን የያዘ ሲሆን ሰዎች ክፍቺ በኋላ ያላቸውን ስሜት እና አመለካከት ይለካል። ከተሰጠዎት አምስት ምርጫዎች ውስጥ የእርሶን እይታ የሚያመለክትዎን ይምረጡ።

	ሁል ጊዜ	ብዙ ጊዜ	አንዳንድ ጊዜ	በጣም ጥቂት ጊዜ	በጣም ጥቂት ጊዜ
1. ከባለቤቴ ጋር መለያየቴን ለሠዎች ስናገር አይከብደኝም።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. ከጠዋት እስከ ማታ ድረስ አካላዊና መንፈሳዊ ድካም ይሰማኛል።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. የቀድሞ ወዳጄን ዘወትር አስባለሁ።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. በትዳር ላለሁ ከብዙ ወዳጆቼ መገለል ደርሶብኛል።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. ስለ ቀድሞ የትዳር አጋሬ ሳስብ እበሳጫለሁ።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. አሁን ያለሁበትን ማንሳት እወዳለሁ።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. በጣም ሲከፋኝ ማልቀስ ያሰኘኛል።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. በተረጋጋና ምክንያታዊ በሆነ መልኩ ከቀድሞ ባለቤቴ ጋር መነጋገር እችላለሁ።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. ብዙ ልለውጣቸው የምፈልጋቸው ባህሪ ወይም ማንነት አለ።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. ብቸኛ መሆኔን መቀበል ለኔ በጣም ቀላል ነው።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. ጭንቀት ይሰማኛል።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. ለቀድሞ አጋሬ/ባለቤቴ ስሜት የለኝም ።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. ያለሁበትን ሁኔታ ሰዎች ካወቁ አይወዱኝም።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. ከቀድሞ ባለቤቴ አጋሬ ጋር ስንተ ያይ/ስናወራ ምንም አይመስለኝም	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. ቆንጆ/የምስብ ሰው እንደሆንኩ ይሰማኛል።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. ነገሮች እውነት በማይመስሉበት እና ከባድ በሆነ ጊዜ ብርታት ይሰማኛል።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. የቀድሞ ባለቤቴን ለማስደሰት ብዬ ብዙ ነገር አድርጌአለሁ።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. ብቸኝነት ይሰማኛል።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. ከሰውነቴ መለወጥ የምፈልጋቸው ብዙ ነገሮች አለ።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 20. ለወደፊት ብዙ አላማዎች እና ግቦች አሉኝ።
- 21. የወሲብ ፍላጎት-ብዙ እንዳለኝ አይሰማኝም ፤
- 22. ከፍቺ በኋላ ከብዙ ሰዎች ጋር በአዲስ መንገድ ግንኙነት እና ቁርኝት ፈጥሪያለሁ።
- 23. ከተፋቱ ሰዎች ጋር አብሬ ስገናኝ እንደነሱ የፈትነት ስሜት ይሰማኛል፤
- 24. የዕለት ተዕለት የኑሮ አካሄዴን ማደራጀት ቀላል ነው ፤
- 25. የቀድሞ ባለቤቴን ለማየትና ከእርሱ ጋር ለማውራት ሰበብ እፈልግ ነበር
- 26. የፍቅር ግንኙነቴ ስላልተሳካ እኔም ስኬታማ የሆንኩ አይመስለኝም።
- 27. የቁጣ ስሜቶችን ማራገፍና የቀድሞ አገራን/ባለቤቴን መጉዳት ያሠኝኛል።
- 28. ከሰዎች ጋር መሆን ያስደስተኛል፤
- 29. ትኩረቴን ማሰባሰብ ያስቸግረኛል፤
- 30. ከቀድሞ ባለቤቴ ጋር የተለያየን ሳይሆን አብረን የሆንን ያህል ይሰማኛል፤
- 31. ሰላማዊ ሰው እንደሆንኩ ይሰማኛል፤
- 32. የቀድሞ ባለቤቴ ከኔ የበለጠ የስቃይ ስሜት የሚሰማው ይመስለኛል፤
- 33. የሚያውቁኝ እና የሚረዱኝ የቅርብ ጓደኞቼ አሉኝ ፤
- 34. ስሜቴን የሚነኩ ነገሮችን መቆጣጠር አልችልም፤
- 35. ጥልቅ እና ትርጉም ያለው የፍቅር ግንኙነት ለመገንባት ችሎታ አለኝ፤
- 36. የእንቅልፍ ችግር አለብኝ፤
- 37. በቀድሞ ባለቤቴ በጣም እቆጫለሁ፤
- 38. የፍቅር ጓደኛ ሊሆን የሚችሉ ሰዎችን ለማመን በጣም እፈራለሁ።
- 39. ግንኙነቴ ስለተቋረጠ የሆነ ስህተት እንዳለ ይሠማኛል።
- 40. ያልተለመደ የምግብ ፍላጎት የለኝም።

41. የፍቅር ግንኙነቱ መቋረጡን መቀበል አልፏልግም፡፡

ባይርቦኝም እንኳን ለመብላት እራሴን አስገድዳለሁ፤

42. የቀድሞ ባለቤቴን ትቼዋለሁ፡፡

43. ወስጤ በጣም ፍራቻ አለ

44. ጓደኞቼና ቤተሰቦቼ ለቀድሞ አጋሬ ሳይሆን ለእኔ መወገናቸው በጣም አስፈላጊ ነገር ነው ፡፡

45. ከተቃራኒ ያታ ጋር ጓደኝነት መመስረትን ሳሰብ ምሻት አይሰማኝም፡፡

46. መኖር ያለብኝን ህይወት የመኖር አቅም እንዳለኝ ይሰማኛል

47. የሰውነት ክብደቴ ብዙ ለውጦችን እንደሚቀይር አስተውያለሁ፡፡

48. ሙከራ ካደረግን የቀድሞ አጋሬ እና እኔ ግንኙነታችንን ማዳን እንችላለን፤

49. ሆዴ ባዶ የሆነ አይነት ስሜት ይሰማኛል ፡፡

50. ለቀድሞ አጋሬ የፍቅር ስሜት ይሰማኛል፡፡

51. ስለማውቃቸው እና ስለምተማመንባቸው ነገሮች ውሳኔ መስጠት እችላለሁ፤

52. ባሳለፍኩት ጉዳት ምክንያት ከቀድሞ ባለቤቴ ጋር መግባባት እፈልጋለሁ፡፡

53. ምንም እንኳን ጓደኞቼ ቢፈልጉም ሰዎችን እጠባብቃለሁ፡፡

54. ህይወቴ እንዲዘበራረቅ አድርጊያለሁ፡፡

55. ብዙ ጊዜ እጨነቃለሁ፡፡

56. ሁሉም ሰዎች ግንኙነታችን ማብቃቱ የተሻለ እንደሆነ ያምናሉ፤

57. የዕለት ተዕለት እንቅስቃሴዬን በሜካኒካላዊና ስሜት በሌለው አኳኝን እሠራለሁ፤

58. የቀድሞ ባለቤቴ ከሌላ ሰው ጋር የፍቅር ግንኙነት እንዳለው ማሰብ እበሳጫለሁ

59. ለመቅረብ እና ችግሮችን ለመቋቋም ችሎታ አለኝ፡፡

60. የቀድሞ ባለቤቴን ግንኙነታችን በመቋረጡ አማርረዋለሁ፡፡

61. ከሌላ ሰው ጋር የወሲብ ግንኙነት ማድረግ እፈራለሁ፡፡

62. ብቁ የፍቅር አጋር መሆን እንደምችል ይሰማኛል፤

- 63. እኔና አጋሬ ወደ ቀድሞ ግንኙነታችን ለመመለስ ጊዜ ብቻ እንደሚያስፈልገን ይሰማኛል፤
- 64. ልክ በቴሌቪዥን መስኮት እንደሚያቸው ከነገሮች ሁሉ የራቅኩኝ ይመስለኛል፤
- 65. ከቀድሞ ባለቤቴ ጋር የጾታዊ ግንኙነት እንዲኖረን እፈልጋለሁ፡፡
- 66. ህይወት ያለፈኝ አይነት ስሜት ይሠማኛል፤
- 67. ብቻዬን ወደ ህዝብ መገኛ ቦታ /ሲኒማ ቤት/ መሄድ ደስ ይለኛል፤
- 68. ስሜትና የስሜት መሞት ከተስማን በኋላ እንደገና ሕይወት መኖሩ ጥሩ ነው፤
- 69. እራሴን የማወቅ እና የምረዳ ይመስለኛል፤
- 70. ለቀድሞ ባለቤቴ ስሜት እንዳለኝ ይሰማኛል፤
- 71. ከሰዎች መራቅ እፈልጋለሁ ነገር ግን ከእነሱ መራቅ እንደሌለብኝ ይሰማኛል፤
- 72. ጓደኛ የምፈልግ አይነት ሰው እንደሆንኩ ይሰማኛል፤
- 73. ከሌላ ሰው ጋር ስሜታዊ ቅርርብ ለማድረግ እፈልጋለሁ፡፡
- 74. ደስተኛ በሆንኩበት ጊዜ እንኳን በድንገት መከፋት እና ማልቀስ ያሰኘኛል፤
- 75. ግንኙነታችን መቋረጡን ማመን አልችልም፡፡
- 76. የቀድሞ ባለቤቴ ከሌላ ሴት ጋር መሆኑን ሳስብ በጣም እበሳጫለሁ፤
- 77. ጤናማ የሆነ በራስ መተማመን አለኝ፤
- 78. ሰዎች ከእኔ ጋር ናቸው፤
- 79. በስነ-ምግባራዊም ሆነ በመንፈሳዊ ግንኙነታችን መቋረጡ ስህተት ነው ብዬ አምናለሁ፡፡
- 80. ጠዋት ከእንቅልፌ ስነሣ ከአልጋ ለመውረድ ጥሩ ምክንያት እንደሌለኝ ይመስለኛል፤
- 81. ከአጋሬ ጋር የነበረንን ጥሩ ጊዜ እንደ ቀን ቅጥት እመለከታለሁ፡፡
- 82. ተወዳጅ ሰው በመሆኔ ሰዎች ከእኔ ጋር የፍቅር ግንኙነት እንደሚፈልጉ ይሠማኛል፡፡

ሁልጊዜ  
ብዙጊዜ  
አንድንድጊዜ  
በጣም ጥቂት ጊዜ  
በጥሩ/ባለጣም ጊዜ

- 83. ስሜቴ ምን ያህል እንደተጎዳ በማሳየት  
የቀድሞ ባለቤቴን መጎዳት እፈልጋለሁ፡
- 84. ምንም እንኳን ብቸኛ ብሆንም ወደ ማህበራዊ ዝግጅቶች  
መሄድ ምችት ይሠጠኛል፤
- 85. ግንኙነቴ እስኪያበቃ ድረስ ጥፋተኛ ነኝ፡፡
- 86. ስሜታዊ ያለመረጋጋት ይሰማኛል፡፡
- 87. ስለ ምንም ግንኙነት ማሰብ እንኳን ደስ የማይል  
ስሜት ይፈጥርብኛል
- 88. ደካማ እና ረዳት አልባ የሆንኩ ይመስለኛል፤
- 89. ህይወቴን ስለማጥፋት አስባለሁ፤
- 90. ግንኙነታችን ያልሰራበትን ምክንያት ተረድቻለሁ፡፡
- 91. ጓደኞቼ የትዳር ህይወቴ እያበቃ እንደሆነ ቢያውቁ  
ምንም አይመስለኝም፤
- 92. የቀድሞ አጋሪ ያደርጋቸው በነበሩ ነገሮች  
በጣም እበሳጫለሁ፡፡
- 93. በግንኙነቴ የተጎዳሁ ይመስለኛል፡፡
- 94. ምንም ግንኙነት ላይ ጥሩ አይደለሁም፡፡
- 95. ጥንዶች ብቻ በሚገኙበት ዓለም ውስጥ ያለሁ ብቸኛ ሰውየሆንኩ

አይነት ስሜት ይሰማኛል፡፡

- 96. አግብቼ የነበረ ሳይኾን ብቸኛ ሆኜ የኖርኩ ዓይነት ስሜት ይሰማኛል፡፡
- 97. የቅርብ ጓደኞቼ ከትዳር አጋሪ ስለተለየሁ ያልተረጋጋሁ እንደሚመስላቸው

ይሰማኛል፡፡

- 98. ከቀድሞ የትዳር አጋሪ ጋር አብራ ያለሁና እያወራን እንደሆነ እቃዣለሁ፡፡
- 99. ሴት በመሆኔ ያለኝ የራስ መተማመን እንዲሻሻል እፈልጋለሁ፡፡

100.

**መጠይቅ 2 የጎረምሳ ልጆችን ስነ-ልቦናዊ ጤናማነት መለኪያ**

**መመሪያ :-** ለሚከተሉት ጥያቄዎች መልሱን ሳጥን ውስጥ ምልክት ያድርጉ ወይም አስፈላጊውን መልስ ይስጡ ፤

**ክፍል 1:- ግላዊ መረጃ**

1. ያታ ሴት  ወንድ
2. እድሜ \_\_\_\_\_ አመት
3. የክፍል ደረጃ \_\_\_\_\_
4. ምን ያህል ወንድም/እህት አለህ/አለሽ ? \_\_\_\_\_
5. ስንተኛ ልጅ ነህ/ነሽ
 

የመጀመሪያ ልጅ	<input type="checkbox"/>	መካከለኛ ልጅ	<input type="checkbox"/>	ግኛ ልጅ	<input type="checkbox"/>
ሁለተኛ ልጅ	<input type="checkbox"/>	የመጨረሻ ልጅ	<input type="checkbox"/>		
6. ከእናትህ/ሽ ጋር የምትኖረው/ሪው
 

በምርጫ	<input type="checkbox"/>	በወላጆች ስምምነት	<input type="checkbox"/>
በፍርድ ቤት ውሳኔ	<input type="checkbox"/>		

**ክፍል 2: የሪፍ የስነ-ልቦናዊ ጤናማነት መለኪያ**

**መመሪያ 1: እባክዎ የስምምነትዎን ደረጃ ከ1-5 በመጠቀም በማክበብ ይጠቅሱ፤**

*እድገት አስገግጦልኝ፤  
 በየ ሰዓት  
 አልሰግግም  
 እሰግግላለሁ  
 በየ ሰዓት  
 እድገት አስገግጣለሁ*

1. የብዙ ሰዎች አስተያየት ተቃውሜ የእኔን አስተያየት መናገር አልፏልም 1 2 3 4 5 6
2. በአጠቃላይ የምኖርበትን ሁኔታ እየተቆጣጠርኩ እንደሆነ ይስማኛል 1 2 3 4 5 6
3. አድማሴን ለማሰፋት የሚያስችሉ እንቅስቃሴዎችን አልፏልም 1 2 3 4 5 6
4. ብዙ ሰዎች አፍቃሪና ፍቅር ወዳድ አድርገው ይመለከቱኛል 1 2 3 4 5 6
5. እያንዳንዱን ቀን በተናጠል ብቻ ስለምኖር በእርግጥም ስለወደፊት ህይወት አላስብም 1 2 3 4 5 6
6. የሕይወቴን ታሪክ ስመለከት ነገሮች እንዴት እንደተለወጡ ሳይ ተደስቻለሁ፤ 1 2 3 4 5 6
7. ውሳኔዬ ሁልጊዜ ሌሎች የሚያደርጉት ነገር ላይ ተፅዕኖ አያሳድርም፤ 1 2 3 4 5 6
8. የዕለት ተዕለት ኑሮዬ እንደተለወጠ ይሠማኛል፤ 1 2 3 4 5 6
9. ስለራሴ እና ስለአለም ፈታኝ የሆኑ አዳዲስ ተመኩሮዎችን መቀበል አስፈላጊ እንደሆነ አስባለሁ፡፡ 1 2 3 4 5 6
10. ለኔ የጠበቀ ግንኙነትን ማስቀጠል አስቸጋሪ እና ተስፋ አስቆራጭ ነው፤ 1 2 3 4 5 6
11. በሕይወቴ ውስጥ መመሪያ እና አላማ አለኝ፤ 1 2 3 4 5 6
12. በአጠቃላይ ስለራሴ በራስ የመተማመን ስሜት እንዳለኝ እና ቀና እንደሆንኩ ይሠማኛል 1 2 3 4 5 6
13. ሌሎች ስለእኔ በሚያስቡት ነገር እጨነቃለሁ፡፡ 1 2 3 4 5 6
14. ከህዝብና ከማህበረሰብ ጋር ጥሩ ግንኙነት የለኝም፡፡ 1 2 3 4 5 6
15. ስለ እራሴ ሣስብ ባለፉት አመታት ብዙ መሻሻል አላሳየሁም፤ 1 2 3 4 5 6
16. ነገሮችን ለማጋራት የቅርብ ጓደኞች ስለሌሉኝ ብቸኝነት ይስማኛል 1 2 3 4 5 6
17. የዕለት ተዕለት እንቅስቃሴዬ በአብዛኛው ቀላልና የማይታወቅ ይመስላል፤ 1 2 3 4 5 6
18. በሕይወቴ ብዙ ያገኘኋቸው ሰዎች እንዳሉ እ ሁ፤ 1 2 3 4 5 6
19. ጠንካራ አቋም ባላቸው ሰዎች ተፅዕኖ ያድርጋቸዋል፤ 1 2 3 4 5 6



እድገት አልግጥም  
 ጦጦ አልግጥም  
 አልግጥምም  
 እሱን ግጥም  
 ጦጦ አልግጥም  
 እድገት ግጥም

ላይ እምነት መጣል ይችላሉ ፤

41. በህይወቴ ውስጥ ሁሉንም ማድረግ እንዳለብኝ ይሠማኛል፤

1 2 3 4 5 6

42. ራሴን ከጓደኞቼ እና ከእኩዎቼ ጋር ሳነፃፅር ስለራሴ ጥሩ ነገር ይሰማኛል

1 2 3 4 5 6

መጠይቁ ተጠናቋል።  
 አመሰግናለሁ።

### APPENDIX 3 . ENGLISH VERSION OF THE QUESTINARRIES

#### Addis Ababa University

#### Institute of Psychology

A questionnaires on the Research about maternal adjustment to divorce and separation and psychological well being of adolescents after divorce. The objective of theses questionnaires will be in partial fulfillment of the requirement for the Masters of counseling psychology.

The data collected from this questionnaire will all be used for the purpose of the research. In addition note that all the collected data will be left in the hands of the researcher I head by request you to be open & honest while responding so that the research could succeed & achieved the intended goal.

Please write your response by indicating the number in the proper place and for open questions write in the given space.

Finally, dear respondent I appreciate your cooperation and willingness in the name of Addis Ababa University Graduate school of psychology thank you.

#### **Questionnaire1.Measures of Maternal adjustment to divorce & separation**

**Direction: for the following questions either fill the appropriate words or tick on the given box.**

#### **Demographic Information.**

1. Address
  - A. Woreda \_\_\_\_\_
  - B. Kebele \_\_\_\_\_
2. Age \_\_\_\_\_
3. Prior to separation, were you married  or living in a relationship
4. Length of Marriage relationship \_\_\_\_\_ Years \_\_\_\_\_month
5. Date of Decision to separate? \_\_\_\_\_
6. Date of actual separation? \_\_\_\_\_
7. Who ended this r/ship? Self  Partner  Mutual
8. What are the living arrangements since separation?
 

Family home without partners	<input type="checkbox"/>	under the same roof	<input type="checkbox"/>
Independent accommodation	<input type="checkbox"/>	staying with family	<input type="checkbox"/>
Staying with friends	<input type="checkbox"/>	other _____	
9. How many children, do you have from this r/ship? (Please specify the no of boys & girls and their age. E.g. two boys, 7&5 and one girl 9 year old).  
\_\_\_\_\_

10. Please provide some information about your parenting arrangements how often do your former partner contact with your children?

---

11. Are you currently employed ?yes  No

12. If you are employed, please specify your work time?

full time  part time  casual

13. What type of work do you do? (Please specify your occupation)

---

14. What level of education you completed?

Can't read and write  up to grade 12

Up to grade 4  diploma

Up to grade 8  under graduate degree

Up to grade 10  Post graduate Degree

15. Do you have a social and financial support from families friends or relatives?

Yes  No

16. If yes how often ? \_\_\_\_\_

17. Which of the following stapes best describes your current emotional state with respect to your separation?

Shock & Denial  Resolution & acceptance

Angel & Depression

18. How do you currently perceive yourself with respect to your separation?

19. Consider self married  Separate & Single

Mixed Feelings

## Part B. Fisher Divorce Adjustment Questions

This questionnaire consists of 100 questions. The following statements are feelings and attitudes that people frequently experience while they are ending a marital or de facto relationship. Please read each statement and respond to how frequently each statement applies to your present feelings and attitudes during this separation and /or divorce period.

Please choose one of the following five responses to each question and tick the box that best represents your beliefs.

	<i>almost Always</i>	<i>Usually</i>	<i>Sometimes</i>	<i>Seldom</i>	<i>almost Never</i>
1. I am comfortable telling people I am separated from my partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am physically and emotionally exhausted from morning until night.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am constantly thinking of my former partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I feel rejected by many of the friends I had when I was in the relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I become upset when I think about my former partner .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I like being the person I am.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I feel like crying because I feel so sad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I can communicate with my former partner in a calm and rational manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. There are many things about my personality I would like to change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. It is easy for me to accept my becoming a single person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I feel depressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I feel emotionally separated from my former partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. People would not like me if they got to know me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I Feel comfortable seeing and talking to my former partner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I feel like I am an attractive person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I feel as though I am in a daze and the world doesn't seem real.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I find myself doing things just to please my former partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I feel lonely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. There are many things about my body I would like to change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I have many plans and goals for the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I feel I don't have much sex appeal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I am relating and interacting in many new ways with people since My separation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Joining a single's group would make me feel I was a loser just like them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. It is easy for me to organize my daily routine of living.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I find myself making excuses to see and talk to my former partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Because my love relationship failed. I must be a failure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. I feel like unloading my feelings of anger and hurt upon my former	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. I feel comfortable being with people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. I have trouble concentrating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. I think of my former partner as related to me rather than as a separate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*almost Always*  
*Usually*  
*Sometimes*  
*Seldom*  
*almost Never*

Person

- |   |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 31. I feel like an okay person.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. I hope my former partner is feeling as much or more emotional Pain than I am.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. I have close friends who know and understand me.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. I am unable to control my emotions  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. I feel capable of building a deep and meaningful love relationship.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. I have trouble sleeping.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. I easily become angry at my former partner.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. I am afraid to trust people who might become love partners.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. Because my relationship ended. I feel there must be something Wrong with me                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. I either have no appetite or eat continuously which is unusual for me   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. I don't want to accept the fact that our love relationship is ending.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. I force myself to eat even though I'm not hungry.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. I have given up on my former partner and I getting back together.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. I feel very frightened inside.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. It is important that my family, friends, and associates be on my side Rather than on my former partner's side | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46. I feel uncomfortable even thinking about dating   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 47. I feel capable of living the kind of life I would like to live  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 48. I have noticed my body weight is changing a great deal  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 49. I believe if we try, my love partner and I can save our relationship  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 50. My abdomen feels empty and hollow.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 51. I have feelings of romantic love for my former partner  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 52. I can make the decisions I need to because I know and trust   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 53. I would like to get even with my former partner for hurting me.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 54. I avoid people even though I want and need friends.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 55. I have really made a mess of my life.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 56. I sigh a lot.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 57. I believe it is best for all concerned to have our relationship end   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 58. I perform my daily activities in a mechanical and unfeeling manner  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 59. I become upset when I think about my partner having a love. Relationship with someone else.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 60. I feel capable of facing and dealing with my problems   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 61. I blame my former partner for the failure of our love relationship  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 62. I am afraid of becoming sexually involved with another person   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 63. I feel adequate as a female love partner  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 64. It will only be a matter of time until my partner and I get Back together.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 65. I feel detached and removed from activities around me as though I were Watching them on a movie screen.       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

66. I would like to continue having a sexual relationship with my former Partner

*almost Always*  
*Usually*  
*Sometimes*  
*Seldom*  
*almost Never*

67. Life is somehow passing me by.

68. I feel comfortable going by myself to a public place such as a movie.

69. It is good to feel alive again after having felt numb and emotionally dead

70. I feel I know and understand myself

71. I feel emotionally committed to my former partner

72. I want to be with people but I feel emotionally distant from them

73. I am the type of person I would like to have for a friend

74. I am afraid of becoming emotionally close to another partner.

75. Even on the days when I am feeling good, I may suddenly become Sad and start crying.

76. I can't believe our love relationship is ending

77. I become upset when I think about my partner dating someone else.

78. I have a normal amount of self-confidence

79. People seem to enjoy being with me.

80. Morally and spiritually, I believe it is wrong for our relationship to end

81. I wake up in the morning feeling there is no good reason to get out of Bed

82. I find myself daydreaming about all the good times I had with my Partner.

83. People want to have a love relationship with me because I feel like a Loveable person.

84. I want to hurt my former partner by letting him/her know how much I hurt emotionally.

85. I feel comfortable going to social events even though I am single.

86. I feel guilty about my relationship ending

87. I feel emotional insecure

88. I feel uncomfortable even thinking about having a sexual relationship

89. I feel emotionally weak and helpless.

90. I think about ending my life with suicide.

91. I understand the reasons why our relationship did not work.

92. I feel comfortable having my friends know our love relationship is ending.

93. I am angry about the things my former partner has been doing.

94. I feel like I am going crazy.

95. I am unable to perform sexually.

96. I feel as though I am the only single person in a couples-only society.

97. I feel like a single person rather than a married person.

98. I feel my friends look at me as unstable now that I'm separated.

99. I daydream about being with and talking to my former love partner.

*almost Always*  
*Usually*  
*Sometimes*  
*Seldom*  
*almost Never*

100 . I need to improve my feelings of self-worth about being a man/woman.

## Questioner2. Measures of Adolescent's psychological wellbeing

**Direction-** for the following questions, either full fill the appropriate words or tick on the given box.

### Part A. Demographic Information.

1. Address
  - A. Woreda \_\_\_\_\_
  - B. Kebele \_\_\_\_\_
2. Gender Female  Male
3. Age \_\_\_\_\_ Years
4. Grade \_\_\_\_\_
5. How many siblings do you have? \_\_\_\_\_
6. How is your birth order?
 

First child	<input type="checkbox"/>	Middle Born	<input type="checkbox"/>	Only child	<input type="checkbox"/>
Second Born	<input type="checkbox"/>	Last born	<input type="checkbox"/>		
7. With whom you have more attachment before divorce?
 

With mother	<input type="checkbox"/>	with father	<input type="checkbox"/>	specify it _____
-------------	--------------------------	-------------	--------------------------	------------------
8. How often your father does visit you?
 

Once a week	<input type="checkbox"/>	day to day	<input type="checkbox"/>
Once a month	<input type="checkbox"/>	other specify it _____	
9. Do you have an attachment with your father's family?
 

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------
10. Do you feel comfortable when you talk with your father after divorce?
 

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------
11. Do you live with your mother by
 

Choice	<input type="checkbox"/>	agreement between parents	<input type="checkbox"/>
Legal decision	<input type="checkbox"/>		
12. Does your mother blame on you for things that happen after divorce?
 

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------
13. Do you feel responsible about your sibling issues?
 

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

**Part B Riff's Psychological Well-Being Scales (PWB),**

**Please indicate/circle your degree of agreement (using a score ranging from 1-6) to the following Sentences. 1. Strongly disagree 2. disagree 3. slightly disagree 4. Slightly agree 5. agree 6. strongly agree.**

1. I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people. 1 2 3 4 5 6
2. In general, I feel I am in charge of the situation in which I live. 1 2 3 4 5 6
3. I am not interested in activities that will expand my horizons. 1 2 3 4 5 6
4. Most people see me as loving and affectionate. 1 2 3 4 5 6
5. I live life one day at a time and don't really think about the future. 1 2 3 4 5 6
6. When I look at the story of my life, I am pleased with how things have turned out. 1 2 3 4 5 6
7. My decisions are not usually influenced by what everyone else is doing. 1 2 3 4 5 6
8. The demands of everyday life often get me down. 1 2 3 4 5 6
9. I think it is important to have new experiences that challenge how you think about yourself and the world. 1 2 3 4 5 6
10. Maintaining close relationships has been difficult and frustrating for me. 1 2 3 4 5 6
11. I have a sense of direction and purpose in life. 1 2 3 4 5 6
12. In general, I feel confident and positive about myself. 1 2 3 4 5 6
13. I tend to worry about what other people think of me. 1 2 3 4 5 6
14. I do not fit very well with the people and the community around me. 1 2 3 4 5 6
15. When I think about it, I haven't really improved much as a person over the years. 1 2 3 4 5 6
16. I often feel lonely because I have few close friends with whom to share my concerns. 1 2 3 4 5 6
17. My daily activities often seem trivial and unimportant to me. 1 2 3 4 5 6
18. I feel like many of the people I know have gotten more out of life than I have. 1 2 3 4 5 6
19. I tend to be influenced by people with strong opinions. 1 2 3 4 5 6
20. I am quite good at managing the many responsibilities of my daily life. 1 2 3 4 5 6
21. I have the sense that I have developed a lot as person overtime. 1 2 3 4 5 6
22. I enjoy personal and mutual conversations with family members or friends. 1 2 3 4 5 6
23. I don't have a good sense of what it is I'm trying to accomplish in life. 1 2 3 4 5 6
24. I like most aspects of my personality. 1 2 3 4 5 6
25. I have confidence in my opinions, even if they are 1 2 3 4 5 6

contrary to the general consensus.

26. I often feel overwhelmed by my responsibilities 1 2 3 4 5 6

27. I do not enjoy being in new situations that require me to change my old familiar ways of doing things. 1 2 3 4 5 6

28. People would describe me as a giving person, willing to share my time with other 1 2 3 4 5 6

29. I enjoy making plans for the future and working to make them a reality. 1 2 3 4 5 6

30. In many ways, I feel disappointed about my achievements in life. 1 2 3 4 5 6

31. It's difficult for me to voice my own opinions on controversial matters. 1 2 3 4 5 6

32. I have difficulty arranging my life in a way that is satisfying to me. 1 2 3 4 5 6

33. For me, life has been a continuous process of learning, changing, and growth. 1 2 3 4 5 6

34. I have not experienced many warm and trusting relationships with others. 1 2 3 4 5 6

35. Some people wander aimlessly through life, but I am not one of them. 1 2 3 4 5 6

36. My attitude about myself is probably not as positive as most people feel about themselves. 1 2 3 4 5 6

37. I judge myself by what I think is important, not by the values of what others think is important. 1 2 3 4 5 6

38. I have been able to build a home and a lifestyle for myself that is much to my liking. 1 2 3 4 5 6

39. I gave up trying to make big improvements or changes in my life a long time ago. 1 2 3 4 5 6

40. I know that I can trust my friends, and they know they can trust me. 1 2 3 4 5 6

41. I sometimes feel as if I've done all there is to do in life. 1 2 3 4 5 6

42. When I compare myself to friends and acquaintances, it makes me feel good about who I am. 1 2 3 4 5 6

APPENDIX 1 : CONSENT FORM

የመረጃ ገለጻ ማብራሪያና ስምምነት ፎርም

ጤና ይስጥልኝ።

እኔ ሄለን ገ/ኪዳን እባላለሁ። በአዲስ አበባ ዩንቨርሲቲ የሥነ ትምህርትና ባህሪ ጥናት ኮሌጅ በሳይኮሎጂ የትምህርት ክፍል በካውንስለንግ ሳይኮሎጂ የትምህርት ዘርፍ የሶስተኛ አመት የማስተርስ ዲግሪ ተማሪ ስሆን በአዳማ ከተማ ፍርድ ቤት አዳማ ምድብ ችሎት የሴቶች እና ህጻናት ፍትህ ፕሮጀክት ተመዝግቦ ላለፉ ሴት ተፋችዎች ላይ ከፍች ቡሃላ ያላቸውን ለውጥ እና የጎረምሳ ልጆች ስነ-ልቦና ሁኔታ ጥናት እያደረኩ እገኛለሁ ። ከዚህ ጥናት የሚገኙት መረጃዎች ለፍርድ ቤቶችና ለሴቶች እና ህጻናት ፍትህ ፕሮጀክት ላይ ከፍች ጋር ተያይዞ በሚመጡ ችግሮች እቅዶችንና ስልቶችን ለመንደፍ ጥቅም ላይ ይውላል። ጥናት ውስጥ በመሳተፍ ቀጥተኛ ጥቅም ጥቅም የሌለው ሲሆን ጥናት ውስጥ በመሳተፍ የሚመጣ ምንም አይነት ችግር ወይም ጉዳት ግን የለውም ። ከእርስዎ የምናገኘው ማንኛውም አይነት መረጃ ከእኛ ጥናት ውስጥ ከምንሳተፈው ሰዎች ውጪ ለማንኛውም ሶስተኛ ወገን እንደማይደርስ እና ምስጢራዊነቱ የተጠበቀ እንደሚሆን ላረጋግጥላችሁ እወዳለሁ ። መጠየቅ ለሚፈልጉት ማንኛውም አይነት ጥያቄ የሚከተለውን አድራሻ መጠቀም ይችላሉ ። አሁን መጠይቁን መጀመር እችላለሁኝ?

አዎ ካሉ ቃለ-መጠይቁን ይቀጥሉ

አይሆንም ካሉ ደግሞ ያመስግኑና መጠይቁን ያቁሙ

ቃለ-መጠይቁን የሚያደርገው ሰው

ስም-----

ፊርማ-----

መጠይቁ የተደረገበት ቀን-----

APPENDEIX 2: AMHARIC VERSION OF INFORMATION SHEET AND QUIESTINNARIES

አዲስ አበባ ዩኒቨርሲቲ

የባህሪ ጥናት ክፍል

ይህ መጠይቅ እናቶች ከፍቺ በኋላ ያላቸውን ለውጥ እና የጎረምሳ ልጆች ስነ-ልቦናዊ ጤናማነትን ይለካል። የዚህ መጠይቅ አላማም በዋናነት የሚያገለግለው ለካውንስሊንግ ሳይኮሎጂ ድህረ ምረቃ ነው።

ከዚህ መጠይቅ የሚገኘው መረጃ የሚያገለግለው ለምርምር ተግባር ብቻ ነው። በተጨማሪም የሚገኘው መረጃ ምርምሩን በሚያደርገው ባለሞያ ብቻ ይቀራል። እርሶም ይህ ምርምር አስፈላጊውን ግብ ይመታ ዘንድ በግልጽነትና በታማኝነት ላይ የተመሠረተ መልስ ይስጡ። እባክዎ በተሰጠዎት ክፍት ቦታ ላይ መልስዎን በአግባቡ ይመልሱ።

በመጨረሻ ውድ ተሳታፊዎች የእርሶን ቀና ትብብር እና ፈቃደኝነት በአዲስ አበባ ዩኒቨርሲቲ በባህሪ ጥናት ትምህርት ቢሮ ስም ልባዊ ምስጋና አቀርባለሁ።

መጠይቅ 1:- እናቶች ከፍቺ በኋላ ያላቸውን ለውጥ መለኪያ

አካሄድ:- ከዚህ በታች ለተዘረዘሩት ጥያቄዎች በተሰጠው ሳጥን ውስጥ ምልክት በማድረግና ክፍት ቦታዎችን በመሙላት ይመልሱ።

መረጃ

14. አድራሻ ወረዳ \_\_\_\_\_ ቀበሌ \_\_\_\_\_

15. እድሜ \_\_\_\_\_

16. ጋብቻው ለምን ያህል ጊዜ ቆየ? \_\_\_\_\_ አመት \_\_\_\_\_ ከወር

17. በትክክል የተፋቱበት ቀን መቼ ነበር ? \_\_\_\_\_

18. ግንኙነቱን/ጋብቻውን ማን ነበር ያቋረጠው?

የትዳር አጋርዎ  እርስዎ  በጋራ

19. ምን ያህል ልጆች ነበርዎት(በህይወት ያሉትን ብቻ)? \_\_\_\_\_

20. ከእነዚህ ውስጥ ወንዶች ስንት ናቸው? \_\_\_\_\_

21. ከእነዚህ ውስጥ ሴቶች ስንት ናቸው? \_\_\_\_\_

22. አሁን የሚትዳደሩት በምንድነው? \_\_\_\_\_

23. ቅጥረኛ ከሆኑ የስራ ሰዓትዎን ይግለፁ?

ሙሉ ቀን  ትርፍ ሰዓት  ስራ ሲገኝ

24. ምን አይነት ስራ ነው የሚሰሩት? /የስራዎን አይነት ይግለፁ::

25. ያጠናቀቁት የትምህርት ደረጃ

ማንበብ እና መጻፍ የማይችሉ	<input type="checkbox"/>	እስከ 12ኛ ክፍል	<input type="checkbox"/>
እስከ 4ተኛ ክፍል	<input type="checkbox"/>	ዲፕሎማ	<input type="checkbox"/>
እስከ 8ኛ ክፍል	<input type="checkbox"/>	ቅድመ ምረቃ ዲግሪ	<input type="checkbox"/>
		ድህረ ምረቃ ዲግሪ	<input type="checkbox"/>

26. ከፍቺዎ ጋር በተያያዘ የእርስዎን ወቅታዊ ስሜት የሚገልፀው የትኛው ነው?

ፍርሀት እና አለመቀበል  መፍትሔ መፈለግ እና መቀበል

ብሰጭት እና ንቀት

ክፍል 2 የፊሽር ክፍቺ በኋላ ያለ የለውጥ መለኪያ ጥያቄዎች

ይህ መጠይቅ 94 ጥያቄዎችን የያዘ ሲሆን ሰዎች ክፍቺ በኋላ ያላቸውን ስሜት እና አመለካከት ይለካል። ከተሰጠዎት አምስት ምርጫዎች ውስጥ የእርሶን እይታ የሚያመለክትዎን ይምረጡ።

101. ከባለቤቱ ጋር መለያየቱን ለሠዎች ስናገር አይከብደኝም።

ሀ-ላይ ጊዜ ላይ ጊዜ ተገቢ ጊዜ ለማንኛውም ጊዜ

102. ከጠዋት እስከ ማታ ድረስ አካላዊና መንፈሳዊ ድካም ይሰማኛል።

103. የቀድሞ ወዳጄን ዘወትር አስባለሁ።

104. በትዳር ሳለሁ ከብዙ ወዳጆቹ መገለል ደርሶብኛል።

105. ስለ ቀድሞ የትዳር አጋሬ ሳስብ እበሳጫለሁ።

106. አሁን ያለሁበትን ማንሳት እወዳለሁ።

107. በጣም ሲከፋኝ ማልቀስ ያሰኘኛል።

108. በተረጋጋና ምክንያታዊ በሆነ መልኩ ከቀድሞ

ባለቤቱ ጋር መነጋገር እችላለሁ።

109. ብዙ ልለውጣቸው የምፈልጋቸው ባህሪ ወይም ማንነት አለ።

110. ብቸኛ መሆኔን መቀበል ለኔ በጣም ቀላል ነው።

111. ጭንቀት ይሰማኛል።

112. ለቀድሞ አጋሬ/ባለቤቱ ስሜት የለኝም ።

113. ያለሁበትን ሁኔታ ሰዎች ካወቁ አይወዱኝም።

114. ከቀድሞ ባለቤቱ አጋሬ ጋር ስንተ ያይ/ስናወራ ምንም አይመስለኝም

115. ቆንጆ/የምስብ ሰው እንደሆንኩ ይሰማኛል።

116. ነገሮች እውነት በማይመስሉበት እና ከባድ በሆነ ጊዜ

ብርታት ይሰማኛል።

117. የቀድሞ ባለቤቱን ለማስደሰት ብዬ ብዙ ነገር አድርጌአለሁ።

118. ብቸኝነት ይሰማኛል።

119. ከሰውነቴ መለወጥ የምፈልጋቸው ብዙ ነገሮች አሉ።

120. ለወደፊቱ ብዙ አላማዎች እና ግቦች አሉኝ.

121. የወሲብ ፍላጎት ብዙ እንዳለኝ አይሰማኝም ፤

122. ክፍቺ በኋላ ከብዙ ሰዎች ጋር በአዲስ መንገድ

ግንኙነት እና ቁርኝት ፈጥሪያለሁ።

123. ከተፋቱ ሰዎች ጋር አብሬ ስገናኝ እንደነሱ የፈትነት

ስሜት ይሰማኛል፤

ሀ-ላይ ጊዜ ላይ ጊዜ ተገቢ ጊዜ ለማንኛውም ጊዜ

- 124. የዕለት ተዕለት የኑሮ አካሄዴን ማደራጀት ቀላል ነው ፤
  - 125. የቀድሞ ባለቤቱን ለማየትና ከእርሱ ጋር ለማውራት ሰበብ እፈልግ ነበር
  - 126. የፍቅር ግንኙነቱ ስላልተሳካ እኔም ስኬታማ የሆንኩ አይመስለኝም፡፡
  - 127. የቁጣ ስሜቶችን ማራገፍና የቀድሞ አገራን/ባለቤቱን መጉዳት ያሠኘኛል፡፡
  - 128. ከሰዎች ጋር መሆን ያስደስተኛል፤
  - 129. ትኩረቴን ማሰባሰብ ያስቸግረኛል፤
  - 130. ከቀድሞ ባለቤቱ ጋር የተለያየ ሳይሆን አብረን የሆንን ያህል ይሰማኛል፤
  - 131. ሰላማዊ ሰው እንደሆንኩ ይሰማኛል፤
  - 132. የቀድሞ ባለቤቱ ከኔ የበለጠ የስቃይ ስሜት የሚሰማው ይመስለኛል፤
  - 133. የሚያውቁኝ እና የሚረዱኝ የቅርብ ጓደኞቼ አሉኝ ፤
  - 134. ስሜቴን የሚነኩ ነገሮችን መቆጣጠር አልችልም፤
  - 135. ጥልቅ እና ትርጉም ያለው የፍቅር ግንኙነት ለመገንባት ችሎታ አለኝ፤
  - 136. የእንቅልፍ ችግር አለብኝ፤
  - 137. በቀድሞ ባለቤቱ በጣም እቆጫለሁ፤
  - 138. የፍቅር ጓደኛ ሊሆን የሚችሉ ሰዎችን ለማመን በጣም እፈራለሁ፡
  - 139. ግንኙነቱ ስለተቋረጠ የሆነ ስህተት እንዳለ ይሠማኛል፡፡
  - 140. ያልተለመደ የምግብ ፍላጎት የለኝም፡፡
  - 141. የፍቅር ግንኙነቱ መቋረጡን መቀበል አልፈልግም፡፡
- ባይርቦኝም እንኳን ለመብላት እራሴን አስገድዳለሁ፤
- 142. የቀድሞ ባለቤቱን ትቼዋለሁ፡
  - 143. ውስጤ በጣም ፍራቻ አለ
  - 144. ጓደኞቼና ቤተሰቦቼ ለቀድሞ አጋሬ ሳይሆን ለእኔ መወገናቸው በጣም አስፈላጊ ነገር ነው ፡፡
  - 145. ከተቃራኒ ያታ ጋር ጓደኝነት መመስረትን ሳሰብ

ልጌ  ገቢ  ገቢ  ገቢ  ገቢ  
 ገቢ  ገቢ  ገቢ  ገቢ  ገቢ  
 ገቢ  ገቢ  ገቢ  ገቢ  ገቢ

ምሥት አይሰማኝም፡፡

146. መኖር ያለብኝን ህይወት የመኖር አቅም እንዳለኝ ይሰማኛል

147. የሰውነት ክብደቱ ብዙ ለውጦችን እንደሚቀይር አስተውያለሁ፡፡

148. ሙከራ ካደረግን የቀድሞ አጋሬ እና እኔ ግንኙነታችንን

ማዳን እንችላለን፤

149. ሆዴ ባዶ የሆነ አይነት ስሜት ይሰማኛል ፡፡

150. ለቀድሞ አጋሬ የፍቅር ስሜት ይሰማኛል፡፡

151. ስለማውቃቸው እና ስለምተማመንባቸው ነገሮች ውሳኔ

መስጠት እችላለሁ፤

152. ባሳለፍኩት ጉዳት ምክንያት ከቀድሞ ባለቤቴ ጋር

መግባባት እፈልጋለሁ፡፡

153. ምንም እንኳን ጓደኞቼ ቢፈልጉም ሰዎችን እጠባበቃለሁ፡፡

154. ህይወቴ እንዲዘበራረቅ አድርጊያለሁ፡፡

155. ብዙ ጊዜ እጨነቃለሁ፡፡

156. ሁሉም ሰዎች ግንኙነታችን ማብቃቱ የተሻለ

እንደሆነ ያምናሉ፤

157. የዕለት ተዕለት እንቅስቃሴዬን በሜካኒካላዊና ስሜት በሌለው

አኳኋን እሠራለሁ፤

158. የቀድሞ ባለቤቴ ከሌላ ሰው ጋር የፍቅር ግንኙነት እንዳለው

ሣሰብ እበሳጫለሁ

159. ለመቅረብ እና ችግሮችን ለመቋቋም ችሎታ አለኝ፡፡

160. የቀድሞ ባለቤቴን ግንኙነታችን በመቋረጡ አማርረዋለሁ፡፡

161. ከሌላ ሰው ጋር የወሲብ ግንኙነት ማድረግ እፈራለሁ፡፡

162. ብቁ የፍቅር አጋር መሆን እንደምችል ይሰማኛል፤

163. እኔና አጋሬ ወደ ቀድሞ ግንኙነታችን ለመመለስ ጊዜ ብቻ

እንደሚያስፈልገን ይሰማኛል፤

164. ልክ በቴሌቪዥን መስኮት እንደማያቸው ከነገሮች

ሁሉ የራቅኩኝ ይመስለኛል፤

165. ከቀድሞ ባለቤቴ ጋር የጾታዊ ግንኙነት

እንዲኖረን እፈልጋለሁ፡፡

166. ህይወት ያለፈኝ አይነት ስሜት ይሠማኛል፤

167. ብቻዬን ወደ ህዝብ መገኛ ቦታ /ሲኒማ ቤት/ መሄድ ደስ

ሁሉ ጊዜ ግንኙነት እንዳንድረድድ ባለሙያዎች ጊዜ

ይለኛል፤

- 168. ስሜትና የስሜት መሞት ከተስማን በኋላ እንደገና ሕይወት መኖሩ ጥሩ ነው፤
- 169. እራሴን የማወቅ እና የምረዳ ይመስለኛል፤
- 170. ለቀድሞ ባለቤቴ ስሜት እንዳለኝ ይሰማኛል፤
- 171. ከሰዎች መራቅ እፈልጋለሁ ነገር ግን ከእነሱ መራቅ እንደሌለብኝ ይሰማኛል፤
- 172. ጓደኛ የምፈልግ አይነት ሰው እንደሆንኩ ይሰማኛል፤
- 173. ከሌላ ሰው ጋር ስሜታዊ ቅርርብ ለማድረግ እፈልጋለሁ፡፡
- 174. ደስተኛ በሆንኩበት ጊዜ እንኳን በድንገት መከፋት እና ማልቀስ ያሰኘኛል፤
- 175. ግንኙነታችን መቋረጡን ማመን አልችልም፡፡
- 176. የቀድሞ ባለቤቴ ከሌላ ሴት ጋር መሆኑን ሳስብ በጣም እበሳጫለሁ፤
- 177. ጤናማ የሆነ በራስ መተማመን አለኝ፤
- 178. ሰዎች ከእኔ ጋር ናቸው፤
- 179. በስነ-ምግባራዊም ሆነ በመንፈሳዊ ግንኙነታችን መቋረጡ ስህተት ነው ብዬ አምናለሁ፡፡
- 180. ጠዋት ከአንቅልፌ ስነሣ ከአልጋ ለመውረድ ጥሩ ምክንያት እንደሌለኝ ይመስለኛል፤
- 181. ከአጋሬ ጋር የነበረንን ጥሩ ጊዜ እንደ ቀን ቅዠት እመለከታለሁ፡፡
- 182. ተወዳጅ ሰው በመሆኔ ሰዎች ከእኔ ጋር የፍቅር ግንኙነት እንደሚፈልጉ ይሠማኛል፡፡
- 183. ስሜቴ ምን ያህል እንደተጎዳ በማሳየት የቀድሞ ባለቤቴን መጉዳት እፈልጋለሁ፡
- 184. ምንም እንኳን ብቸኛ ብሆንም ወደ ማህበራዊ ዝግጅቶች መሄድ ምችት ይሠጠኛል፤
- 185. ግንኙነቴ እስኪያበቃ ድረስ ጥፋተኛ ነኝ፡፡
- 186. ስሜታዊ ያለመረጋጋት ይሰማኛል፡፡
- 187. ስለ ሶታዊ ግንኙነት ማሰብ እንኳን ደስ የማይል ስሜት ይፈጥርብኛል

ሁልጊዜ

ብዙ ጊዜ

አንዳንድ ጊዜ

በጣም ጥቂት ጊዜ

በዓይነት ጊዜ

- 188. ደካማ እና ረዳት አልባ የሆንኩ ይመስለኛል፤
- 189. ህይወቴን ስለማጥፋት አስባለሁ፤
- 190. ግንኙነታችን ያልሰራበትን ምክንያት ተረድቻለሁ፡፡
- 191. ጓደኞቼ የትዳር ህይወቴ እያበቃ እንደሆነ ቢያውቁ ምንም አይመስለኝም፤
- 192. የቀድሞ አጋሬ ያደርጋቸው በነበሩ ነገሮች በጣም እበሳጫለሁ፡፡
- 193. በግንኙነቴ የተጎዳሁ ይመስለኛል፡፡
- 194. ያታዊ ግንኙነት ላይ ጥሩ አይደለሁም፡፡
- 195. ጥንዶች ብቻ በሚገኙበት ዓለም ውስጥ ያለሁ ብቸኛ ሰውየሆንኩ  ይነት  ሜት  ስማ  ።
- 196. አግብቼ የነበረ ሳይኾን ብቸኛ ሆኜ የኖርኩ ዓይነት ስሜት ይሰማኛል፤
- 197. የቅርብ ጓደኞቼ ከትዳር አጋሬ ስለተለየሁ ያልተረጋጋሁ እንደሚመስላቸው

ይሰማኛል፡፡

- 198. ከቀድሞ የትዳር አጋሬ ጋር አብሬ ያለሁና እያወራን እንደሆነ እቃገላለሁ
- 199. ሴት በመሆኔ ያለኝ የራስ መተማመን እንዲሻሻል እፈልጋለሁ፡፡
- 200.

መጠይቅ 2 የጎረምሳ ልጆችን ስነልቦናዊ ጤናማነት መለኪያ

መመሪያ :- ለሚከተሉት ጥያቄዎች መልሱን ሳጥን ውስጥ ምልክት ያድርጉ ወይም

አስፈላጊውን መልስ ይስጡ፤

ክፍል 1:- ግላዊ መረጃ

7. ያታ  ሴት  ወንድ

8. እድሜ \_\_\_\_\_ አመት

9. የክፍል ደረጃ \_\_\_\_\_

10. ምን ያህል ወንድም/እህት አለህ/አለሽ ? \_\_\_\_\_



እንደተለወጡ ሳይ ተደስቻለሁ፤

- 49. ውሳኔዬ ሁልጊዜ ሌሎች የሚያደርጉት ነገር ላይ ተፅዕኖ አያሳድርም፤ 1 2 3 4 5
- 50. የዕለት ተዕለት ኑሮዬ እንደተለወጠ ይሠማኛል፤ 1 2 3 4 5
- 51. ስለራሴ እና ስለአለም ፈታኝ የሆኑ አዳዲስ ተመኩሮዎችን መቀበል አስፈላጊ እንደሆነ አስባለሁ፡፡ 1 2 3 4 5
- 52. ለኔ የጠበቀ ግንኙነትን ማስቀጠል አስቸጋሪ እና ተስፋ አስቆራጭ ነው፤ 1 2 3 4 5
- 53. በሕይወቴ ውስጥ መመሪያ እና አላማ አለኝ፤ 1 2 3 4 5
- 54. በአጠቃላይ ስለራሴ በራስ የመተማመን ስሜት እንዳለኝ እና ቀና እንደሆንኩ ይሠማኛል 1 2 3 4 5
- 55. ሌሎች ስለእኔ በሚያስቡት ነገር እጨነቃለሁ፡፡ 1 2 3 4 5
- 56. ከህዝብና ከማህበረሰብ ጋር ጥሩ ግንኙነት የለኝም፡፡ 1 2 3 4 5
- 57. ስለ እራሴ ሣስብ ባለፉት አመታት ብዙ መሻሻል አላሳየሁም፤ 1 2 3 4 5
- 58. ነገሮችን ለማጋራት የቅርብ ጓደኞች ስለሌሉኝ ብቸኝነት ይስማኛል 1 2 3 4 5
- 59. የዕለት ተዕለት እንቅስቃሴዬ በአብዛኛው ቀላልና የማይታወቅ ይመስላል፤ 1 2 3 4 5
- 60. በሕይወቴ ብዙ ያገኘኋቸው ሰዎች እንዳሉ እየተሰማኝ ነው፤ 1 2 3 4 5
- 61. ጠንካራ አቋም ባላቸው ሰዎች ተፅዕኖ ያድርብኛል 1 2 3 4 5
- 62. የዕለት ተዕለት ኃላፊነቴን ለመወጣት ጥሩ ብቃት አለኝ 1 2 3 4 5
- 63. እንደ ግለሰብ ብዙ ነገር እንዳገኘው ይሰማኛል 1 2 3 4 5
- 64. ከቤተሰብ አባላት እና ጓደኞች ጋር ማወራት ያስደስታኛል 1 2 3 4 5
- 65. በህይወቴ ውስጥ ለማከናወኑ ነገር ምን እያደረግኩ እንደሆነ ጥሩ ግንዛቤ የለኝም 1 2 3 4 5
- 66. አብዛኞቹን የማንነቴን ገጽታዎች እወዳለሁኝ፡፡ 1 2 3 4 5
- 67. ከአጠቃላይ ስለ እኔ ከሚሰጥ አተያይ በተቃራኒው ቢሆንም እንኳን በራሴ አመለካከት እተማመናለሁ፡፡ 1 2 3 4 5
- 68. በኃላፊነቴ ብዙ ጊዜ እጨነቃለሁ፡፡ 1 2 3 4 5
- 69. ለቀድሞዎቹ የማውቃቸው ነገሮች እንድለወጥ በሚጠይቁ አዲስ ሁኔታዎች ውስጥ መኖር ደስ አይለኝም፤ 1 2 3 4 5
- 70. ሰዎች ጊዜዬን ከሌሎች ሰዎች ጋር ለማሳለፍ ፈቃደኛ እንደሆንክ 1 2 3 4 5

የሌሎች ስለእኔ በሚያስቡት ነገር እጨነቃለሁ፡፡  
 ከህዝብና ከማህበረሰብ ጋር ጥሩ ግንኙነት የለኝም፡፡  
 ስለ እራሴ ሣስብ ባለፉት አመታት ብዙ መሻሻል አላሳየሁም፤  
 እንደ ግለሰብ ብዙ ነገር እንዳገኘው ይሰማኛል  
 በህይወቴ ውስጥ ለማከናወኑ ነገር ምን እያደረግኩ

አድርገው ይመለከቱኝ ነበር፤

- 71. ለወደፊት እቅድ ማውጣትና በእርሱም መመራት እፈልጋለሁ፡፡ 1 2 3 4 5
- 72. በብዙ የሕይወቴ መንገዶች ስላላሳካኋቸው ስኬቶች ቅር ተሰኝቻለሁ፡፡ 1 2 3 4 5
- 73. አወዛጋቢ በሆኑ ነገሮች የራሴን ድምጽ መስጠት ይቸግረኛል፤ 1 2 3 4 5
- 74. ህይወቴን በሚያረካ መንገድ ለመምራት እጣጣራለሁ፤ 1 2 3 4 5
- 75. ለእኔ ህይወት ቀጣይነት ያለው የመማር፤ የመለወጥ እና የእድገት ሂደት ነው፤ 1 2 3 4 5
- 76. ከሌሎች ሰዎች ታማኝነት እና ፍቅር የተሞላበት ግንኙነት አልገጠመኝም፤ 1 2 3 4 5
- 77. አንዳንድ ሰዎች ትርጉም አልባ በሆነ መንገድ ይመሳሰላሉ እኔ ግን ከእነዚህ አንዱ አይደለሁም፤ *የም ለማየት* 1 2 3 4 5 *እድገ አልግኝም*
- 78. ስለራሴ ያለኝ አመለካከት ምናልባት እንደ ብዙዎች አዎንታዊ አይደለም *አልግኝም* 1 2 3 4 5 *እርግጠኛ ለውጥ አልግኝም*
- 79. ራሴን የምዳኘው ሌሎች አስፈላጊ ነው ባሉት ሳይሆን እራሴ አስፈላጊ ነው ብዬ ባሰብኩት ነገር ነው፤ 1 2 3 4 5
- 80. ራሴ በወደድኩት መንገድ የራሴን ቤት እና የአኗኗር ዘይቤ ለመስራት ችያለሁ፤ 1 2 3 4 5
- 81. ከረጅም ጊዜ በፊት ትልቅ ማሻሻያዎችን ወይም ለውጦችን ለማድረግ እሞክር ነበር፤ 1 2 3 4 5
- 82. በጓደኞቼ እምነት መጣል እንደምችል አውቃለሁ፤ እነሱም በእኔ ላይ እምነት መጣል ይችላሉ ፤ 1 2 3 4 5
- 83. በህይወቴ ውስጥ ሁሉንም ማድረግ እንዳለብኝ ይሠማኛል፤ 1 2 3 4 5
- 84. ራሴን ከጓደኞቼ እና ከእኩዎቼ ጋር ሳነፃፅር ስለራሴ ጥሩ ነገር ይሰማኛል 1 2 3 4 5

መጠይቅ ተጠናቋል፡፡  
አመሰግናለሁ፡፡

**APPENDIX 3 . ENGLISH VERSION OF THE QUESTINARRIES**

**Addis Ababa University**

**Institute of Psychology**

A questionnaires on the Research about maternal adjustment to divorce and separation and psychological well being of adolescents after divorce. The objective of theses questionnaires will be in partial fulfillment of the requirement for the Masters of counseling psychology.

The data collected from this questionnaire will all be used for the purpose of the research. In addition note that all the collected data will be left in the hands of the researcher I head by request you to be open & honest while responding so that the research could succeed & achieved the intended goal.

Please write your response by indicating the number in the proper place and for open questions write in the given space.

Finally, dear respondent I appreciate your cooperation and willingness in the name of Addis Ababa University Graduate school of psychology thank you.

**Questionnaire1.Measures of Maternal adjustment to divorce & separation**

**Direction: for the following questions either fill the appropriate words or tick on the given box.**

**Demographic Information.**

20. Address

C. Woreda \_\_\_\_\_

D. Kebele \_\_\_\_\_

21. Age

22. Prior to separation, were you married  or living in a relationship

23. Length of Marriage relationship \_\_\_\_\_ Years \_\_\_\_\_ month

24. Date of Decision to separate?

25. Date of actual separation?
26. Who ended this r/ship? Self  rtner  dual
27. What are the living arrangements since separation?
- Family home without partners  under the same roof
- Independent accommodation  staying with family
- Staying with friends  other \_\_\_\_\_
28. How many children, do you have from this r/ship? (Please specify the no of boys & girls and their age. E.g. two boys, 7&5 and one girl 9 year old).
- \_\_\_\_\_
29. Please provide some information about your parenting arrangements how often do your former partner contact with your children?
- \_\_\_\_\_
30. Are you currently employed ?yes  p
31. If you are employed, please specify your work time?
- full time  rt time  al
32. What type of work do you do? (Please specify your occupation)
- \_\_\_\_\_
33. What level of education you completed?
- Can't read and write  up to grade 12
- Up to grade 4  diploma
- Up to grade 8  under graduate degree
- Up to grade 10  Post graduate Degree
34. Do you have a social and financial support from families friends or relatives?
- Yes  No
35. If yes how often ? \_\_\_\_\_
36. Which of the following stapes best describes your current emotional state with respect to your separation?
- Shock & Denial  Resolution & acceptance
- Angel & Depression
37. How do you currently perceive yourself with respect to your separation?
38. Consider self married  Separate & Single
- Mixed Feelings

**Part B. Fisher Divorce Adjustment Questions**

This questionnaire consists of 94 questions. The following statements are feelings and attitudes that people frequently experience while they are ending a marital or de facto relationship. Please read each statement and respond to how frequently each statement applies to your present feelings and attitudes during this separation and /or divorce period.

Please choose one of the following five responses to each question and tick the box that best represents your beliefs.

		<i>almost Always</i>	<i>Usually</i>	<i>Sometimes</i>	<i>Seldom</i>	<i>almost Never</i>
100.	I am comfortable telling people I am separated from my partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
101.	I am physically and emotionally exhausted from working till night.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
102.	I am constantly thinking of my former partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
103.	I feel rejected by many of the friends I had in my relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
104.	I become upset when I think about my former partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
105.	I like being the person I am.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
106.	I feel like crying because I feel so sad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
107.	I can communicate with my former partner in a calm and rational manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
108.	There are many things about my personality I would like to change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
109.	It is easy for me to accept my becoming a single person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
110.	I feel depressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
111.	I feel emotionally separated from my former partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
112.	People would not like me if they got to know me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
113.	I feel comfortable seeing and talking to my former partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
114.	I feel like I am an attractive person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
115.	I feel as though I am in a daze and the world doesn't seem real.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
116.	I find myself doing things just to please my former partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
117.	I feel lonely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 118. There are many things about my body I would like to change.
- 119. I have many plans and goals for the future.
- 120. I feel I don't have much sex appeal.
- 121. I am relating and interacting in many new ways with people since I separated.

My separation

- 122. Joining a single's group would make me feel less isolated.

them

- 123. It is easy for me to organize my daily routine of living.
- 124. I find myself making excuses to see and talk to my former partner.
- 125. Because my love relationship failed. I must be a failure.
- 126. I feel like unloading my feelings of anger and hurt to my former partner.
- 127. I feel comfortable being with people.
- 128. I have trouble concentrating.
- 129. I think of my former partner as related to my former partner.

almost Always  
 Usually  
 Sometimes  
 Seldom  
 almost Never

separate

Person

- 130. I feel like an okay person.
- 131. I hope my former partner is feeling as much or more emotional pain than I am.
- 132. I have close friends who know and understand me.
- 133. I am unable to control my emotions.
- 134. I feel capable of building a deep and meaningful love relationship.
- 135. I have trouble sleeping.
- 136. I easily become angry at my former partner.
- 137. I am afraid to trust people who might become love partners.
- 138. Because my relationship ended. I feel there must be something wrong with me.

Wrong with me

- 139. I either have no appetite or eat continuously which is unusual for me.
- 140. I don't want to accept the fact that our love relationship is ending.
- 141. I force myself to eat even though I'm not hungry.
- 142. I have given up on my former partner and I get together with him.
- 143. I feel very frightened inside.
- 144. It is important that my family, friends, and associates be on my side.

Rather than on my former partner's side

- 145. I feel uncomfortable even thinking about dating.
- 146. I feel capable of living the kind of life I would like to live.
- 147. I have noticed my body weight is changing a great deal.
- 148. I believe if we try, my love partner and I can save our relationship.
- 149. My abdomen feels empty and hollow.
- 150. I have feelings of romantic love for my former partner.
- 151. I can make the decisions I need to because I know and trust myself.

- 152. I would like to get even with my former partner for hurting me.
- 153. I avoid people even though I want and need friends.
- 154. I have really made a mess of my life.
- 155. I sigh a lot.
- 156. I believe it is best for all concerned to have our relationship end.
- 157. I perform my daily activities in a mechanical and unfeeling manner.
- 158. I become upset when I think about my partner having a lover.

Relationship with someone else.

- 159. I feel capable of facing and dealing with my problems.
- 160. I blame my former partner for the failure of our love relationship.
- 161. I am afraid of becoming sexually involved with another person.
- 162. I feel adequate as a female love partner.
- 163. It will only be a matter of time until my partner and I get together.

Back together.

- 164. I feel detached and removed from activities around me as though I were watching them on a movie screen.

Watching them on a movie screen.

- 165. I would like to continue having a sexual relationship with my former partner.

Partner

- 166. Life is somehow passing me by.
- 167. I feel comfortable going by myself to a public place such as a movie.
- 168. It is good to feel alive again after having felt numb and emotionally dead.

emotionally dead

- 169. I feel I know and understand myself.
- 170. I feel emotionally committed to my former partner.
- 171. I want to be with people but I feel emotionally distant from them.
- 172. I am the type of person I would like to have for a friend.
- 173. I am afraid of becoming emotionally close and a former partner.
- 174. Even on the days when I am feeling good, I may suddenly become sad and start crying.

Sad and start crying.

- 175. I can't believe our love relationship is ending.
- 176. I become upset when I think about my partner dating someone else.
- 177. I have a normal amount of self-confidence.
- 178. People seem to enjoy being with me.
- 179. Morally and spiritually, I believe it is wrong for our relationship to end.

to end

- 180. I wake up in the morning feeling there is no good reason to get out of bed.

of Bed

- 181. I find myself daydreaming about all the good times I had with my partner.

Partner.

- 182. People want to have a love relationship with me because I feel like a person.

Almost Always  
 Usually  
 Sometimes  
 Seldom  
 Almost Never

- Loveable person.
183. I want to hurt my former partner by letting him/her know which I hurt emotionally.
184. I feel comfortable going to social events even though I'm single.
185. I feel guilty about my relationship ending.
186. I feel emotional insecure.
187. I feel uncomfortable even thinking about having a sexual relationship.
188. I feel emotionally weak and helpless.
189. I think about ending my life with suicide.
190. I understand the reasons why our relationship did not work.
191. I feel comfortable having my friends know our relationship ending.
192. I am angry about the things my former partner has been doing.
193. I feel like I am going crazy.
194. I am unable to perform sexually.
195. I feel as though I am the only single person in a couples-only society.
196. I feel like a single person rather than a married person.
197. I feel my friends look at me as unstable now that I'm separated.
198. I daydream about being with and talking to my former lover/partner.
100. I need to improve my feelings of self-worth about being a man/woman.

*Almost Never*  *Occasionally*  *Sometimes*  *Seldom*  *Almost Never*

## Questioner 2. Measures of Adolescent's psychological wellbeing

**Direction-** for the following questions, either full fill the appropriate words or tick on the given box.

### Part A. Demographic Information.

14. Address

C. Woreda \_\_\_\_\_

D. Kebele \_\_\_\_\_

15. Gender Female  Male

16. Age \_\_\_\_\_ Years

17. Grade \_\_\_\_\_

18. How many siblings do you have? \_\_\_\_\_

19. How is your birth order?

First child  Middle Born  Only child

Second Born  Last born

20. With whom you have more attachment before divorce?

With mother  with father  specify it \_\_\_\_\_

21. How often your father does visit you?

Once a week  day to day

Once a month  other specify it \_\_\_\_\_

22. Do you have an attachment with your father's family?

Yes  No

23. Do you feel comfortable when you talk with your father after divorce?

Yes  No

24. Do you live with your mother by \_\_\_\_\_

- Choice  agreement between parents
- Legal decision
25. Does your mother blame on you for things that happen after divorce?  
Yes  No
26. Do you feel responsible about your sibling issues?  
Yes  No

**Part B Riff's Psychological Well-Being Scales (PWB),**

**Please indicate/circle your degree of agreement (using a score ranging from 1-6) to the following Sentences.1. Strongly disagree to strongly agree.**

1. I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people. 1 2 3 4 5 6
2. In general, I feel I am in charge of the situation in which I live. 1 2 3 4 5 6
3. I am not interested in activities that will expand my horizons. 1 2 3 4 5 6
4. Most people see me as loving and affectionate. 1 2 3 4 5 6
5. I live life one day at a time and don't really think about the future. 1 2 3 4 5 6
6. When I look at the story of my life, I am pleased with how things have turned out. 1 2 3 4 5 6
7. My decisions are not usually influenced by what everyone else is doing. 1 2 3 4 5 6
8. The demands of everyday life often get me down. 1 2 3 4 5 6
9. I think it is important to have new experiences that challenge how you think about yourself and the world. 1 2 3 4 5 6
10. Maintaining close relationships has been difficult and frustrating for me. 1 2 3 4 5 6
11. I have a sense of direction and purpose in life. 1 2 3 4 5 6
12. In general, I feel confident and positive about myself. 1 2 3 4 5 6
13. I tend to worry about what other people think of me. 1 2 3 4 5 6
14. I do not fit very well with the people and the community around me. 1 2 3 4 5 6
15. When I think about it, I haven't really improved much as a person over the years. 1 2 3 4 5 6

16. I often feel lonely because I have few close friends  
with whom to share my concerns. 1 2 3 4 5 6
17. My daily activities often seem trivial and unimportant to me. 1 2 3 4 5 6
18. I feel like many of the people I know have gotten  
more out of life than I have. 1 2 3 4 5 6
19. I tend to be influenced by people with strong opinions. 1 2 3 4 5 6
20. I am quite good at managing the many responsibilities of my daily life. 1 2 3 4 5 6
21. I have the sense that I have developed a lot as person overtime. 1 2 3 4 5 6
22. I enjoy personal and mutual conversations with family members or friends. 1 2 3 4 5 6
23. I don't have a good sense of what it is I'm trying to accomplish in life. 1 2 3 4 5 6
24. I like most aspects of my personality. 1 2 3 4 5 6
25. I have confidence in my opinions, even if they are  
contrary to the general consensus. 1 2 3 4 5 6
26. I often feel overwhelmed by my responsibilities 1 2 3 4 5 6
27. I do not enjoy being in new situations that require me  
to change my old familiar ways of doing things. 1 2 3 4 5 6
28. People would describe me as a giving person,  
willing to share my time with other 1 2 3 4 5 6
29. I enjoy making plans for the future  
and working to make them a reality. 1 2 3 4 5 6
30. In many ways, I feel disappointed about  
my achievements in life. 1 2 3 4 5 6
31. It's difficult for me to voice my own  
opinions on controversial matters. 1 2 3 4 5 6
32. I have difficulty arranging my life in a .  
way that is satisfying to me 1 2 3 4 5 6
33. For me, life has been a continuous process of learning,  
changing, and growth. 1 2 3 4 5 6
34. I have not experienced many warm and  
trusting relationships with others. 1 2 3 4 5 6
35. Some people wander aimlessly through life  
, but I am not one of them 1 2 3 4 5 6
36. My attitude about myself is probably not as positive as  
most people feel about themselves. 1 2 3 4 5 6
37. I judge myself by what I think is important, not by the values  
of what others think is important. 1 2 3 4 5 6
38. I have been able to build a home and a lifestyle for  
myself that is much to my liking. 1 2 3 4 5 6
39. I gave up trying to make big improvements or changes in  
my life a long time ago 1 2 3 4 5 6
40. I know that I can trust my friends, and they know they can trust me. 1 2 3 4 5 6
41. I sometimes feel as if I've done all there is to do in life. 1 2 3 4 5 6

42. When I compare myself to friends and acquaintances,  
it makes me feel good about who I am.

1 2 3 4 5 6