

**Post-divorce Level of depression, Living arrangement and coping mechanisms  
of teenagers: the case of *Yeka* First Instance Court Child Justice Project  
Office, Children's Legal Protection, Addis Ababa**

**By**

**Efratise Bekele**

**A Thesis Submitted to Addis Ababa University Graduate School of Social  
Work in the Partial Fulfillment of the Requirements of the Degree of Masters  
in Social Work**

**Addis Ababa University**

**College of Social Science, School of Social Work**

October, 2016

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**Thesis Approval**

This is to certify that the thesis prepared by Efratise Bekele, entitled *Post Divorce level of depression, living arrangement and coping mechanism of teenagers: The case of Yeka First Instance court Child Justice Project office, Children's Legal Protection Addis Ababa* submitted in partial fulfillment of the requirements for the Degree of Master of Social Work (MSW) fulfills with the regulation of the university and meets the accepted standards with respect to originality and quality.

**APPROVED BY THE EXAMINING BOARD**

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## Declaration

I declare that *Post Divorce level of depression, living arrangement and coping mechanism of teenagers: The case of Yeka First Instance court Child Justice Project Office, Children's Legal Protection Addis Ababa* is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of reference and that the work has not been submitted before at any other institutions.

Efratise Bekele Gurmu

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

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

### ABSTRACT

*The study was conducted in the capital city, A.A. with the aim of assessing the level of post-divorce depression level, living arrangement and the coping mechanisms that are used by the teenagers. Sixty adolescents was selected by purposive sampling aged from 13-17 years were participated to collect data using Beck Depression inventory, which is structured questionnaire, was used as a tool to measure the level of depression in teenagers for quantitative approach. On the other hand in-depth interview was used to elaborate the questions in more clear way for qualitative part. SPSS version 21 was used to analyze participant socio demographic profile as well as association and relation between the dependent and independent variable. Out of which 11 male (18.3%) and 49(81.7%) female. Twenty three (38%) adolescent were found to have normal and the rest were in the other categories (mild, moderate, borderline, severe and extreme) of depression level. In this study, 4 statistical tools(correlation, T-test ,One way ANOVA and regression ) were run. Bivariate analysis showed that there was a moderate, positive correlation between BDI score and age of the respondent, which was statistically significant ( $r= 0.480$ ,  $n = 60$ ,  $p < 0.01$ ) and one way ANOVA result indicate that there was a significant mean difference,  $F(2,57) = 5.046$ , ( $P < 0.05$ ) among the three educational background of the respondent groups, while there was no significant mean difference between religion. According to an independent sample T-test finding , there was a significantly mean difference in the post –Divorce level of depression between adolescent living with father ( $M = 10.33$  , $SD=4.888$ ) and mother ( $M = 18.71$ , $SD= 9.930$ ) adolescents ( $t(58)$ )  $-4.385$ , $p < 0.05$ ). The post –Divorce level of depression among adolescents living with father was lower than mother While there was no a significantly mean difference in the post –Divorce level of depression between male ( $M = 7.64$ , $SD = 2.803$ ) and female ( $M = 17.22$ , $SD=7.921$ ) adolescents ( $t(58)$ )  $-2.546$  , $p > 0.05$ ). In addition to this, the post –Divorce level of depression among male was lower than female adolescents but there was a significantly significant. Similarly, there was no a significantly mean difference in the post –Divorce level of depression between age group below 15 ( $M = 9.91$  , $SD = 4.766$ ) and age group between 16-17 ( $M = 16.11$  , $SD= 9.070$ ) adolescents ( $t(58)$ )  $-3.400$  , $p > 0.05$ ). No significant difference observed in Multivariate analysis of this study. As it was indicated from in-depth interview, teenagers used informal support system and formal support systems were able to cope up with their depression. Teen with their mother as custodial parent, had positive relationship unlike their father. Finally, residential change, educational performance, and attitudinal change toward marriage were found to be major experiences of teen after parent separation. Conflict was a major cause of separation between their parents which before make them depressed and most teenagers replied that mood swing is now what they feel but as they said they prefer their parents' divorce than bad marriage friendly intervention could resolve the problem if initiated early .As social work implications, support programs have to be developed to deal with the need of children and families on parental separation and after. Research should be done on Children's experiences of court processes in connection with parental separation and divorce. Social work education curriculum should consider to create different ways to children cope with effect of divorce. Family policy should be child centered to reduce the effect of divorce on children.*

*Key words: Depression, divorce, teenagers*

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**ACRONYMS**

<b>ANOVA</b>	Analysis of variance
<b>BDI</b>	Beck Depression Inventory
<b>NGO</b>	Non-governmental Organization
<b>SPSS</b>	Statistical Package for Social Science

## CHAPTER ONE: INTRODUCTION

### 1.1 Background of the Study

Kulik and Kasa (2014) stated divorce as an official break up between married partners, According to them Family Breakdown is one of the most common current social problem that emerge from the divergence and conflict of couples which can be considered seem to be multifaceted to other people who see it from outside. In fact conjugal termination takes place when the husband and wife cannot find elucidation to the issue they had in their marriage, which sooner or later escort them to conclude their marriage by divorce. however this idea cannot be the cure to both parties but rather it might bring other much upsetting matters.

As divorce is seen as a main stressor because of being the familiar phenomena in most communities of the world with hard unconstructive outcomes in both physical and mental wellbeing of all the family members; some researches has been done that focus on the impact of divorce on children safety and was seen as the main basis for the serious emotional and behavioral crisis that occurred in children and adolescents (Kelly & Emery ,2003).

Gardner (2008) mentioned that couples end their marriage in recent cases unlike the previous instance couples who stayed in a marriage even if it is bad for the sake of their children; and according to his study no matter how the divorced parents think they are strong enough to manage things by themselves the results that are witnessed in their children is much deeper than the children whose parents are not separated.

Amato and Keith (1991) indicated that it is important to remember as divorce rates continue to increase so does the likelihood that children of divorced parents may have a greater

risk adjusting in areas of social relationships, educational achievement, psychological adjustment, self-concept, behavior/conduct, and social relations.

During parental separation several changes take place like moving to another house, loss of contact with non-custodial parent, frequent disagreement with the custodial parent involvement in conflict between the parents and possibly financial difficulties (Lazar and Guttman,2004).

Studies conducted by Dykeman (2003); Jeynes, (2001); Wallerstein,(2005) documented that divorce may have impact on children. Vander Valk, Spruijt, Goede, Maas, and Meeus (2005) also found that children of divorced parents may have a lower sense of psychological well-being with emotional problems than children who grew up with intact family. Montenegro (2004) has also point out that upset, anger and devastation are the possible impacts of divorce on children.

Divorce often entails moving to a different location, transferring to a new school, and adopting to an unfamiliar life routine, all of which may diminish the well-being of children following divorce (McLanahan and Sandefur 1994).Children's adjustment can also be affected by stressful events as the custodial parent copes with being single, resumes dating, moves in with a new partner, and remarries (often to another person with children). Family change and instability may be another source of stress, which may, in turn, be causally linked to problem behaviors for children of divorce (Fomby and Cherlin 2007; Hao and Xie2002; Wu and Martinson 1993; Wu and Thomson 2001).

According to Smith (1999), some children are flexible and adapt well to change largely due to implementing effective coping strategies, while other children may react in the opposite

way. Children may lose confidence, blame themselves for the break-up, and see their parent's separation or divorce in a complicated way. Smith (1999) also found that range of feelings that a child may encounter include: disbelief and denial, sadness, loneliness, depression, anger, anxiety, fear, relief, and hope. Response to these feelings often results in different levels of intensity.

Teenagers are major focuses since the existence of parental divorce has more impact on their life. so this study thoroughly investigate how parental divorce affect teenagers level of depression alongside with examining of child parent relationship and coping mechanisms that are used by the teenagers to adjust themselves with their parents separation with the aim of giving a better understanding of the subject matter to different segments.

## **1.2 Statement of the Problem**

According to Hoyt, Cowen, Pedro-Carroll, and Alpert-Gillis, (1990); and Sun (2001), psychological problems are more likely to occur on children whose parents are divorced than children whose parents live together. Divorce has long term as well as short term effects on children and adolescents. Less satisfaction in life and unsafe feelings are experienced by children from divorced parents than children in families that live together (Chase-Lansdale, Cherlin, and Kiernan,( 1995); and Sigrun Juliusdottir,( 2013).

A longitudinal study was conducted by Stroschein (2005) on the effect of parental divorce on children's mental health aging from four to seven. According to the study, children of divorced parents show comparatively higher depression and anxiety levels than children whose parents are together. At times, children might feel relieved from their stress when their parents get divorced due to the existing family quarrels. the children asserted they have faced mental problems even before the divorce because of the family conflicts.

Hines, (2007) identified that psychosocial and emotional changes occur in adolescents. when parental divorce occur in their life additional to the transformation that there age brings it will be more difficult for them to manage.

As Hughes (2009) clarifies when children lose their comfortable and secure family they will suffer a lot. This causes a pain that they cannot handle. This in addition can be influenced by their parents' adjustment level, capability of parenting and post-divorce parental intricacy. These unexpected mixtures of experiences put these children in to the complex situation where they are forced to overcome the psychological and economical suffering it also the set of puzzling thoughts that may have a great effect on their emotional stability and their relationship with the people around them.

According to Amato (1993) children are at the danger of the change that follow the incidence of divorce which that include losses of family, school and neighborhood. Ninety two meta-analysis studies showed that parental divorces are connected with the negative consequences for children in their academic achievement, low self esteem and negative social relation.

In the case of Ethiopia, rate of divorce has significant jump over the past few years and became a blazing issue to deal with. As the annual report of Lideta Federal Instance Court (2014) shows from September 7, 2012- June 8, 2014 16,035 couples end up in divorce. Addis Ababa vital events registration office (2014) , report also showed that out of the 51,721 officially registered marriages 3,550 of them ended up in divorce. Other studies conducted by Selam (2007) tried to show how the socio-cultural factors force the couples to get a divorce in Gondar town, Tesfaye Gebre (2007) also studied in Gondar town with particular reference to kebele



eighteen about how divorce affect children in negative way. Afomia (2015) studied about the experience of men before and after divorce and taking their child in to custody in Addis Ababa. This study reveal that divorce have negative life consequences such as psychological stress and trauma in fathers who take custody of their children . A study conducted in Addis Ababa by Aemero (2013) find out that marital status of parents has an effect on the academic achievement of children of divorced family. Serkalem (2006) studied about how divorce influences the life of divorced women and their children. Her finding showed that divorced women have less educational and financial background that married women and also children from divorced family has lower score in social relationship.

The above studies conducted by Selam (2007), Afomia (2015), Tesfaye (2007) Aemero (2013) and Serkalem (2006) have focused only the economic and on the perspective of the divorcees about the divorce. Children from divorced families face high risk of adjusting in different social stratum and post-divorce parental relationship which can lead them to post divorce depression. Therefore, this study try to appraise the effect of divorce on teenagers level of depression, their affiliation with their custodial and non-custodial parents and the coping mechanisms that are used by the teenagers to avoid the undesirable feeling they had about their parents' divorce.

### **1.3 Research Questions**

1. What is the relationship between divorce and teenagers depression whose parents got divorced?
2. What is the association between post- divorce living arrangements and teenagers depression level?

3. What are the coping mechanisms used by the children to overcome their terrible feeling towards their parents separation?

## **1.4 Objectives**

**General objective:** To assess the level of post-divorce depression, living arrangement and the coping mechanisms that are used by the adolescents.

### **Specific objectives**

- To investigate the relationship between divorce and level of depression on adolescents
- To examine living arrangement of the adolescents with the custodial and non-custodial parent after divorce.
- To identify the coping mechanisms that is used by the adolescents to adjust themselves to their parental separation.

## **1.5 Significance of the Study**

The study has two fold implications. Empirically, findings of the study will fill the ongoing theoretical lacuna and thereby add values to current knowledge production. Particularly, findings and its implications for social work are believed to serve as food for thought for policy makers so that they can make use of it to perform a new legislation or make improvements on the existing laws to provide strong legal support for children's with divorced families.

On the other side, the findings of the study provide empirical data and direction for action to work specifically on the area of divorce and children from divorced family by government, NGOs and private organizations.

This study is also important for parents, for those who are involved in family counseling and mediators who give services by intervening in familial issues before the divorce.

Finally it is hoped that the findings of this study provide some important direction for conducting further research in the area of children of divorced families.

### **1.6 Challenges of the Study**

Without challenges Research cannot be done. since the teenagers are students it was really hard to find them at any time I wanted for the interview and to fill the questionnaires, so I went to their home after school starting from 5 PM to use the few minutes they got before working their home works and started studying. The custodial parents' disagreement to allow their children on the study was the other challenge I faced. Additionally the location difference between the teenagers residence make my data collection very tough since there is a transportation problem to reach different places at a time.

### **1.7 Limitations of the Study**

The study was conducted in a situation where there is insufficient time and resources on the extensive data collection in the field and detailed data analysis of text information that needs a collaborative effort to better result. Another great limitation was the appropriateness of the tool to assess the problem in Ethiopian context. Still Study areas selection was more focused only in the city. Lack of Literature on the problem in Ethiopia was a great hindrance to contextualize the westernized standard tool (BDI) and compare the result with others.

## 1.8 Operational Definition

- A. **Depression:** determined score of 17 or above out of a total score of sixty three which indicate that need of medical treatment in Beck depression inventory.
- B. **Adolescent :** children in the age interval of 13-17
- C. **Post –Divorce:** one year after the divorce.

## 1.9 Definitions of Terms

**Depression:** pressing down, a state of feeling sad, inactivity, difficulty in thinking and concentration and feelings of dejection.

**Divorce:** refers to the legal separation/divorce of the biological parents of the participant; therefore, the participant is living with only one of his/her biological parents.

**Living arrangement:** Teenagers place of living with one particular custodial parent after the divorce.

**Coping Mechanisms-** the way that the children use to adjust their bad feeling that occurred because of their parental separation.

## CHAPTER TWO: LITERATURE REVIEW

Related literatures were reviewed by being categorized under six sections. The first section discusses about adolescent depression. brief insight about Factors that affect post divorce level of depression will be given in the second section. The third part examine the impact of divorce on role of the parents. the fourth section discuss about divorce and children adjustment . the fifth part focuses on the coping skills used by teenagers. The last section of this chapter talk about the related theoretical frameworks that associate with the topic.

### 2.1 Adolescent Depression

The World Health Organization has categorized depression as among the most disabling clinical diagnoses in the world, ranking fourth, and it is predicted to climb to second place by 2020. Depression is estimated to affect nearly 340 million people worldwide,(Murray and Lopez, 1996). Early-onset depression (before the age of 21) has been of particular concern because individuals have longer first episodes, higher rates of recurrence, longer hospitalizations, and higher overall rates of comorbid disorders, including substance use disorders (Greden, 2001).

For adolescents, depression is associated with poor health and behavioral outcomes, including higher risks of disruptive behaviors, anxiety, substance abuse, unsafe sexual practices, and greater likelihood of being involved in fights (Saluja,2004). Within school settings, symptoms of depression are associated with lower achievement on tests, lower teacher-rated grades, and poorer peer relationships (Roeser and Strobel 1998). Depression during adolescence may also lead to decreased human capital accumulation, which would have negative implications for lifetime income, occupational options, and socioeconomic status (Ettner and kessler,1997; Hamilton and Merrigan,1997; Kessler, Berglund, Demier, Jin, KorteZ, Merilcalngas, Walters and

Wang,1995).Even though depression is generally highly responsive to treatment, adolescents have low rates of recognition and diagnosis (Hirschfeld 1997).

Parents are thought to be particularly important because they often need to be able to recognize symptoms of mental illness in order to begin the process of attaining treatment for their child (Kuehn, 2005).

## **2.2 Factors that Affect Post Divorce Level of Depression**

### **2.2.1 Socio Demographic Factors in Association with Level of Depression**

During the preschooler stage, children may become less cooperative in their play. Preschoolers who are experiencing separation or divorce in the family may spend more time playing by themselves than interacting with others. In social situations children may spend more time seeking attention and being close to adults. With time, most children begin to comprehend and adjust to their parent's divorce (Hughes, 2008).

School-age children from six- to eight-years of age may have a perception of what a divorce is, and are capable of coping with the transition. Children may grieve over the change in their family and may yearn for the absent parent. Children who are nine- to twelve-years old somewhat understand the divorce and are generally able to keep both their feelings and behavior manageable. For this age group, anger is often the most powerful emotion. Children may physically act out their emotions and imitate family dynamics during play in order to cope with their feelings (Hughes, 2008).

By adolescence both boys and girls are likely to understand divorce more than younger children because of their maturity level. Hughes (2008) suggested adolescents may feel they are

competing with their parents when they see adults going on dates and becoming passionately involved. Adolescent girls are capable of being involved in premature sexual behavior which may increase the risk of teenage pregnancy. Hughes (2008) further found some adolescent males struggling with the stigma of divorce are more likely to be involved in criminal behavior while interacting with peers, and adolescent boys are equally as likely to participate in early sexual behavior as girls. Some mature boys take on the adult male role in the family and still other girls with strong coping skills become remarkably resilient young women because of their increased challenges and opportunities (Hughes, 2008).

Some thinking's appear 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 and Peterson (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.

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 and Cox. (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 (1985), 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. Guidu baldi 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 and rose (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 children from intact families. They were also significantly more dissatisfied with their social network than girls from intact families.

There have been fewer studies examining differences among adult children of divorce. In a study by Farber and feiner (1983), clinical directors of college mental health counseling centers said that female adolescents had more difficulty than males in adapting to divorce. However, in a review of the literature, Amato (in press) found minimal sex differences, although women from divorced families appear to attain lower levels of education than those from intact families.



In a meta-analysis of 37 studies which examined the long-term consequences of parental divorce for adult well-being, Amato and Keith (1991) found no support for the contention that parental divorce has more detrimental consequences for males than females. Finally, in a longitudinal study, Zill and Peterson (1993) found no evidence to support the hypothesis that young adult males were more likely to be vulnerable to the effects of marital disturbance than girls.

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 and Stewart (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 conducted by Peterson and Zill (1986) that girls may be more affected psychologically (e.g., depression, anxiety, low 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 (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.

## **2.3 Parent Child Relation with Level of Depression**

### **2.3.1 Impact of Divorce on the Role of Parents**

Wallerstein (2005) noted that the bond between parents and their children will transform during the breakup period and can bring about immediate emotional and behavioral changes. Parent-child relationships may continue to develop during these transitions resulting from changes in family dynamics. There is a relationship between changes in parental actions and mirrored changes in feelings and behaviors of children.

A central issue for parents during divorce involves a redefining of emotional boundaries and identity, particularly as related to the redefinition of family roles. Adults often feel less effective in performing their family and other life roles for a time after divorce. Thus, in addition to severing the spousal relationship, divorce also affects the couple's relationship as parents and the way in which they fulfill their parental functions Baum (2003),and according to Amato (2000)less effective parenting is often followed after divorce so he implied that parental roles should be rebuild.

Divorced couples establish collaborative co-parental relationships; others are in perpetual conflict over their children (Baum, 2003).Still others disconnect from one another, not only as spouses, but also as parents. Several studies of divorced fathers who have disengaged from their children have linked their disengagement to their feelings of anger, rejection and distress following their divorce (Dudley, 1991).

### **2.3.2 Disparity on Parenting Role after Divorce**

Research has shown that one year after divorce, inhabited mothers were less affectionate towards their children, communicated with them less often, punished them more harshly, and were more inconsistent in their use of discipline than continuously married mothers (Hetherington, Cox and Cox, 1982). A number of other studies also indicated that divorced housing parents, compared with married parents, invest less time, are less supportive, have fewer rules, dispense harsher discipline, provide less supervision, and engage in more conflict with their children (Astone & Mc-Lanahan, 1994; Hetherington & Clingempeel, 1992; Simons & Associates, 1996). As stated, both residential mothers and fathers tend to feel overburdened by their parenting and life responsibilities following separation and divorce (Baum, 2003).

The quantity and quality of contact between children and non- inhabited parents usually fathers tend to decrease over time (Amato and Booth, 1996; Baum, 2003). Research also suggests that non-inhabited mothers and fathers find it equally difficult to maintain frequent in-person contact with their children (Stewart, 1999).

## **2.4 Divorce and Children's Adjustment**

### **2.4.1 Absence of Non-resident Parent**

Parents are important resources for children in terms of providing them with attention, assistance, love, support and supervision. However, following parental divorce, children typically have decreased contact with their non-resident parent, usually the father. One large-scale study in the United States found that in the previous five years, 23 percent of fathers had no contact with their children, while an additional 20 percent had not seen their children during the

preceding year (Furstenberg and Nord, 1985). Estimates for Canadian children are only a little lower (Marcil-Gratton and Le Bourdais, 1999). A second American study found that approximately one third of fathers saw their children only once or not at all during the previous year, that approximately four out of ten fathers saw their children a few times a year to a few times a month, and that a quarter saw their children once a week or more (Seltzer, 1991). Marcil-Gratton and Bourdais (1999) found that the type of union the parents had prior to their separation influenced the frequency of father-child contact after the divorce. The age of children at the time of separation has also been found to be an important factor in father-child contact. Contact has been found to be greater when children were older at the time of separation (Le Bourdais, Juby and Marcil-Gratton, 2001).

The quality of the parent child relationship, parenting practices and mothers' psychological well-being are all important predictors of children's safety by being linked to one another (Simons and Associates, 1996). The psychological well-being of parents generally is important as it predicts the extent to which the parent-child relationship and parenting are likely to be disrupted. Where the resident parent's mental health is good following separation, parenting and the parent child relationship are less likely to be impacted (Emery, Kitzman and Aaron, 1999; Hetherington, 1999).

Children who reside with a parent with whom they have a good relationship, and who continues to offer warmth and emotional support, to be attentive, discipline appropriately and have expectations that are age-appropriate, are likely to adjust more easily after separation, compared to children where the resident parent is preoccupied and inattentive, less supportive or disciplines coercively (Hetherington, 1999; Maccoby and Mnookin, 1992; Kelly, 2003). Longitudinal research shows that good quality parent-child relationships and flexible

arrangements can ameliorate many of the potentially negative effects of separation on children's well-being (Neale and Flowerdew, 2007). The quality of the relationship with the non-resident parent, usually the father as about 90% of children end up living with their mothers when their parents separate, also impacts on child outcomes. Aspects of the relationship which are linked to fewer adjustment problems in children are involvement, affection, support and limit setting (Dudley, 1991; Symth, 2000). Children of non-resident fathers who are actively involved with them, and have close relationships with them, are more likely to have fewer adjustment problems and greater academic success, compared to those with less involved fathers (Kelly, and Emery, 2003).

Does this decreased contact with the non-resident parent account for the maladjustment experienced by some children of divorce? Empirical studies have provided inconsistent findings that generally do not support a positive answer to this question. Some researchers have found no relationship between visitation frequency and child outcomes (McLanahan and Sandefur, 1994), while others have found that frequent contact with the non-resident parent is associated with better adjustment, but only when interparental conflict is low (Kelly, 2000).

Amato and Keith (1991) argued that if decreased contact with the non-resident parent is associated with child maladjustment, children whose parents are separated feel worse than children who lost their parents by death. To assess this argument, researchers combined the results of 23 studies that included data on children who had experienced the death of a parent and children from divorced and intact families. The results of the meta-analysis indicated that the children whose parent had died were significantly lower in academic achievement, and had more conduct problems and difficulties in psychological adjustment and self-esteem than children in

intact families. However, children whose parent died were significantly higher in academic achievement and displayed fewer conduct problems than children of divorced parents.

## **2.5 Coping Skills**

According to Golden and Henderson (2007), children of divorced parents may not clearly understand the rapid changes that are occurring within their families. It is essential that children learn the appropriate coping skills to handle and adjust to the new changes in their lives. Some children will benefit from group therapy. This often gives children a safe environment to discuss their feelings and concerns, while talking with other children who are also experiencing similar issues. Children need to understand that they are not alone in dealing with their feelings and that other children are experiencing divorce in their families as well. so group therapy is needed which often give a chance to investigate how children feel about their parents' divorce, by recognizing their feelings with other group members, and learning coping skills to manage their feelings in appropriate and effective ways (Golden and Henderson, 2007).

It is the parents' choice to divorce and children may or may not agree with nor understand the choices that parents make within their families; however, it is the parents' responsibility to assist their children in understanding and encouraging them to express their inner feelings. Children can more effectively adapt to the new changes if parents continue to be respectful and harmonious toward one another (Golden and Henderson,2007).

It is important to let children talk about what they are feeling and share as many thoughts or questions as possible with their parents or school counselor. Parents need to listen to their children about their unique thoughts and feelings. It is also important for parents and school

counselors to help children develop coping strategies to deal with their deep feelings about divorce (Golden and Henderson, 2007).

According to Golden and Henderson (2007), the impact of separation or divorce can have negative consequence on adolescents if they do not understand what is happening within their families, and if they lack the essential coping skills to manage and adjust to the new changes in their lives. Coping skills may include communication about feelings, developing strategies to remain organized between homes, and not playing a messenger between parents. It takes a level of maturity to develop these coping skills. Parents also play an important role in easing the outcomes of divorce.

According to Hargreaves (1991) When children experience the trauma of divorce, their emotional state may impact interactions with their classmates. Students may wish to have alone-time to reflect and think about life at home. Other students may choose one or two close friends with whom they can identify and with whom they trust to talk to about the divorce. The level of motivation, focus, and emotion may be an indicator in how they are reacting to the divorce that is influencing their lives.

According to Hargreaves (1991), children adjust more effectively, learn successfully, and misbehave least when home and school are both consistent, predictable and proactive in meeting the child's needs. A significant predictor of the child's academic success is continuing a consistent, cooperative, and beneficial relationship with both parents.

## **2.6 Theoretical Framework**

### **Parental loss perspective**

This perception states that children gets it hard to socialize either one of the parent is not present. As it has been shown in different studies quality and quantity of contact between non custodial parent and child decreased. the decline in parental support, authority and supervision following divorce add to the negative impact of the parental separation on children. (Amato,1993)

### **The Parental Adjustment Perspective**

Psychological adjustment of custodial parent towards the divorce has indirect effect on the children. stress and emotional confusion of a divorce might harm the quality of a parent's childrearing skills and as a result impart negative consequences on the children. Studies have shown that custodial parents after divorce are more depressed, anxious, angry and self-doubting than married individuals (Hetherington, 1999).

### **The “Inter-Parental Conflict Perspective”**

Living environments which is not comfortable because of marital separation has a very less effect for the good development of children because it will have a negative consequence on their psychological well being (Emery, 1982).inter parental conflicts created sentiments such as fear, anger, and sorrow This perspective does not only focus on the conflict between parents during and after the divorce. it also consider the chronic injury of post divorce conflict over custody, visitation and child support. (Amato,1993).



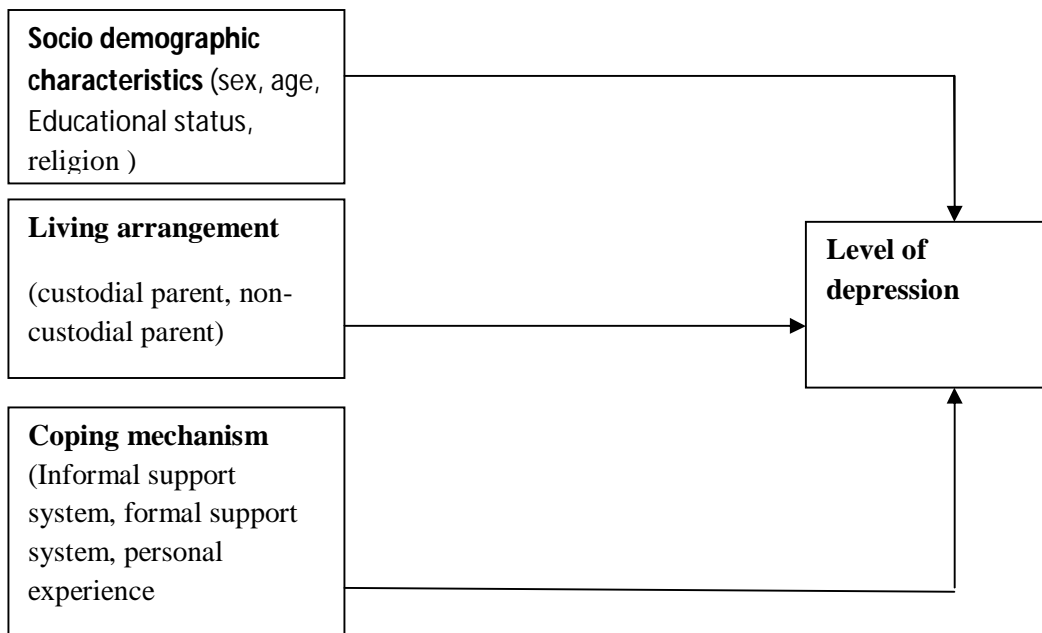
**The “Life Stress Perspective”**

The “life stress perspective” takes a more complex and realistic view by arguing that divorce is not a single stressor, but the accumulation of negative scenarios, which result in problems for children a (Amato, 1993). Divorce is viewed in this perception as a process extending overtime involving multiple changes not a distinct event All of these mechanisms feasibly affect children’s psychological well-being by interacting with one another in the short and long term (Kelly & Emery, 2003)

**2.7 Variables of the Study**

**Dependent variable:** level of Depression

**Independent variable:** age, sex, religion, educational background and custodial parent, parent-child relation and coping mechanism



**Fig 1:** Conceptual framework of teenager post-divorce level of depression

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Design of the Study**

The main objective of the study is to examine the post divorce depression level of teenagers, parent child relationship and the mechanisms that are used to cope themselves with the incident. In order to achieve the stated objectives mixed approach with concurrent triangulation strategy was used. According to Creswell (2003) this type of mixed method is used to confirm, cross- validate, or corroborate findings within a study. It also uses to overcome a weakness in using one method with the strengths of another.

### **3.2 Study Area Description**

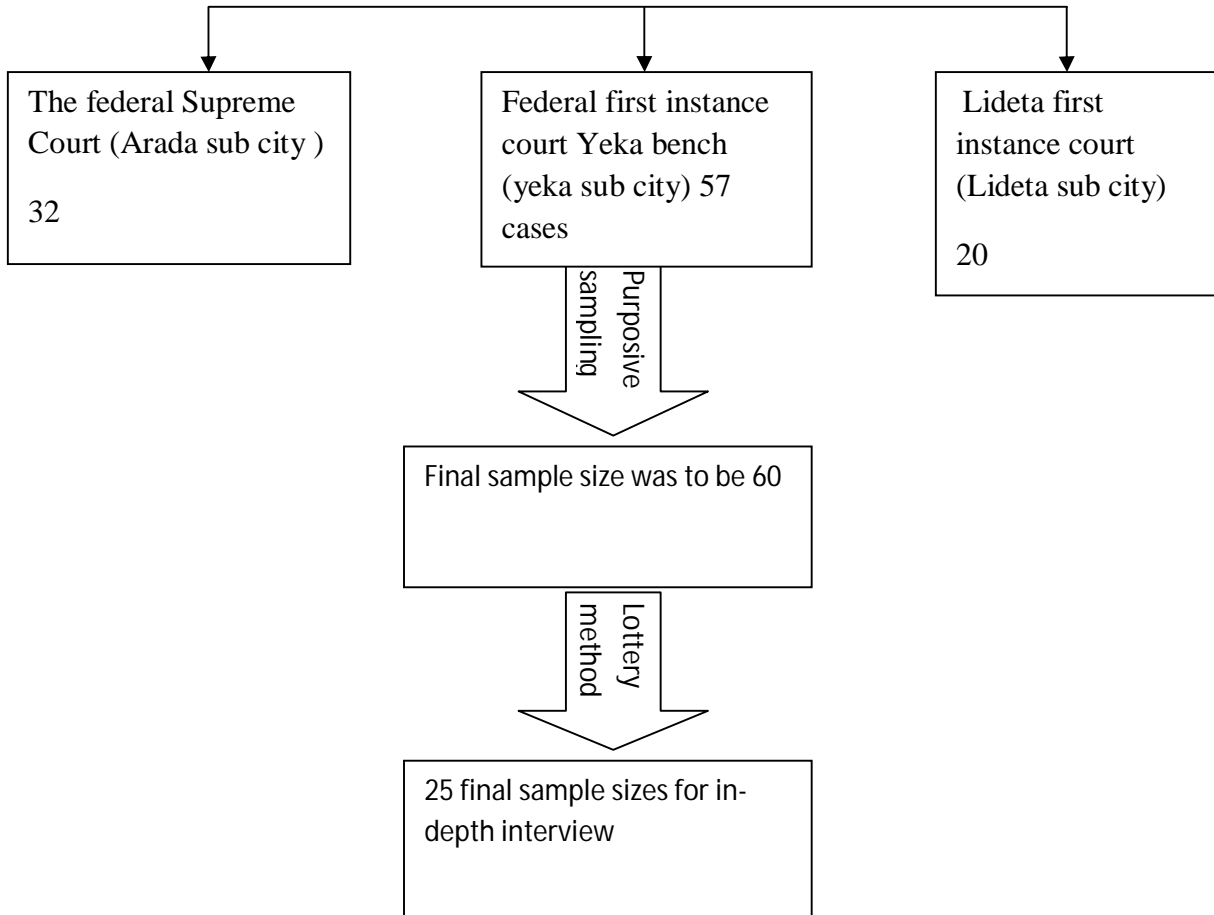
The participants of the study were drawn from Yeka first instance Court: Child justice project, children's legal protection center which is found around Shola market on the right side of the way to Megelega from Arat Kilo. The Child Justice Project Office which was established in 2006 G.C at Federal first instance court Yeka bench, the federal Supreme Court, federal Supreme Court Bole bench, with the intention of giving priority to the child significance on the basis of Ethiopian constitution article 36/2/ .

Therefore, this project office struggles to make sure that the children's rights that are under the age of 18 are valued by providing free lawful and psychological counseling services by the support and that are gotten from different organizations which are both governmental and non-governmental. By these organizations aid different seminars that are countrywide more concerned with the challenges related to maintenance and protection of the children's rights that are stated by law. Guarantee the needs of the child who is under 18.

The other and main service that is given by only the three project offices federal supreme court lideta bench, federal first instance court Yeka bench is the mediation service which is provided by the social workers and psychologists that they intervene for resolving differences by being unbiased to make married couples stay together and prevent divorce. but if the mediation does not work the mediators will direct the couples to the court so that they can obtain their legal separation.

### **3.3 Sample and Sampling Procedure**

The sample was recruited through agency using multi stage cluster sampling (Fig.2). The researcher was hoping to work on all the three project offices that were found in the federal courts but the data obtained was not sufficient because the cases were children under the age of thirteen and not organized in both the federal supreme court (Arada sub city) and Lideta first instance court and the year 2007 E.C was selected by the organized data which was suitable to the purpose of the study by consisting the participants. So, first the researcher reviewed all the cases of the project office and use purposive sampling which is only selecting teenagers whose parents got divorced in 2007 E.C which is fifty seven cases with sixty five children's. Lottery method was used in order to select participants from the whole contributors of the study for the in-depth interview in the qualitative method.



**Fig 2:** Multi stage cluster sampling procedure of teenager post-divorce level of depression

### 3.4 Data Collection Process

First the researcher tried to contact and convince all the parents of the sixty five teenage children by using their phone number which is gained from their mediation case at the project office to gain their willingness to allow their children to participate in the research. Because all the children are found under the age of eighteen and they cannot decide about themselves without any intervention from third party which is their custodial parent. But from all the samples sixty five, the researcher got the chance to talk to and get the consent only from sixty of

them because some cannot be reached, some are out of the city and some are not willing to make their children to participate in the study.

These sixty teenagers are all students and live in different places so the researcher got the time to talk to them after school which most of the time was after six pm in week days and Saturday afternoon after their supplementary class or Sunday afternoon by going to their home.

### **3.5 Instruments for Data Collection**

Depression is the main dependent variable which is measured by Beck Depression Inventory (BDI-I). The Beck Depression Inventory is a widely utilized 21-item self-report scale in both clinical and research studies. The Beck Depression Inventory-I is a complete self-administered format. The Beck Depression Inventory-I is a depression rating scale that can be used in individuals that are aged 13 years and older, and rates symptoms of depression in terms of severity on a scale from 0 to 3 based on the 21 specific items. Typically have higher scores with a maximum score of 63 compared to others. The sum of the BDI generally represents the severity of the depression with the test being scored differently for the general population compared to those individuals with an established clinical diagnosis of depression (Beck, 1978). For the general population, a score 1-10 considered normal, 11-16 mild mood disturbance, 17-20 borderline clinical depression, 21-30 moderate depression, 31-40 severe depression and extreme depression over 40.

In order to get accurate answer for the qualitative part of the study about the post divorce parent child relationship and coping mechanisms of the teenagers in-depth interview questions were employed.

### 3.6 Data Analysis

Data analysis is an inherent and ongoing part of qualitative research (Spencer, Ritchie & O'Connor, 2003, p.199). In the current study, Thematic content analysis (TCA) technique was employed to analyze data from qualitative method. According to O'Leary (2004) a procedure that rely on investigation of significant ideas by changing raw data in to important perceptive. Data analysis was done manually. First, All the interviews were audio taped and at the times .After that the researcher had transcribed the recording to a text in to Amharic in order to avoid loss of data from the voice recorder and to capture impressive words that are used by participants while explaining some phenomena on parental separation.

After that the researcher translated the transcribed data to English. The researcher then has read both the translated and transcribed data till finding the most important points that were raised by the participants .underlining and coloring of the word document on the issues that explain the situation in detail was the next step; after that the next step was identifying codes in to 10 categories after that three themes were developed.

SPSS version 21 was used to analyze participant socio demographic profile as well as association and relation between the dependent and independent variable using the following statistical testes: One Way ANOVA ,T-test at 99% CI and  $\alpha = 0.01$  , correlation ,chi square test and multimodal regression.

### **3.7 Ethical Considerations**

This research study was mainly concerned with children's views, and therefore there were ethical issues specific to children's needs that had to be given special consideration. While many of the ethical issues affecting children are similar to those of adults, children's vulnerability, because of their age and their relative powerlessness, as well as the more limited understanding of younger children, requires special acknowledgment.

#### ***Informed consent***

First, parents' permission was sought for adolescents' participation in the study to their child being interviewed by a researcher. They were assured of the confidentiality of the information they and their children would provide. They were also given a few summary of the research study, and invited to talk to the researchers about any concerns or questions they may have regarding participation. Adolescents were also fully informed about the nature of the research, and the expectations regarding their participation. Once parents had agreed to allow their child to take part in the study, children were approached by the researcher to explain the nature of the study. Researcher endeavored to ensure that those teenagers who took part in the interviews were clear about the nature of the study, and that they were willing to take part, and that they did not feel pressure to assent to participation. They did so by spending time at the start of each interview ensuring that children were fully aware of the nature of the study and the confidentiality of the interview, by explaining to children that they could refuse to take part in the study, although their parents had already given permission for them to take part. It was also explained that if, at any time during the interview, they felt uncomfortable and wished to discontinue for that day, or to withdraw from the study, they could do so.

*Confidentiality*

The information which was obtained from the sixty children kept confidential and was not shared for third party. If parents were concerned about not having access to information provided by their children, it was explained to them that an important element of the research was to offer children an opportunity to describe their experiences in confidence.



## **CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS**

This chapter presents quantitative and qualitative findings of the study. In the first section of the chapter, the results of the descriptive analysis for all the variables are presented. Following the descriptive analyses, the results of the bivariate analysis containing the analysis of depression level of the teenagers and using SPSS version 21 to analyze participant socio demographic profile as well as association and relation between the dependent and independent variable using the following statistical testes One Way ANOVA ,T-test ,correlation ,and multimodal and multiple regression .In the second section qualitative findings of the study is presented which consists of the living arrangement after the divorce and the mechanisms that are used by the adolescents to cope up with their parental separation.

### **4.1 Univariate Analysis of Socio-Demographic Information of Research**

#### **Participants**

A total number of sixty adolescents from age 13-17 whose parents got divorced participated in the study.

**Table 1:** Socio-Demographic Information of Research Participants

<b>Variables</b>	<b>Frequency</b>	<b>Percent</b>
<b>1.Sex</b>		
<b>Male</b>	11	18.3
<b>Female</b>	49	81.7
<b>2. Age</b>		
<b>13-15</b>	33	55.7
<b>16-17</b>	27	44.3
<b>3.Edu.status</b>		
<b>Elementary1-8</b>	22	36.7
<b>High school</b>	19	31.7
<b>Preparatory</b>	19	31.7
<b>4.Religion</b>		
<b>Orthodox</b>	27	45.0
<b>Muslim</b>	12	20.0
<b>Catholic</b>	7	11.7
<b>Protestant</b>	10	16.7
<b>Others</b>	4	6.7
<b>5. Custodial</b>		
<b>Mother</b>	43	71.7
<b>Father</b>	17	28.3

As it can be seen above the table 49(81.7%) of the respondents were female while the remaining 11(18.3%) were male, The respondents age which is Early Adolescent (13-15 year) 33 (55.7%) and Middle Adolescents (15-17 year) 27(44.3%), The Third demographic character is educational background of the adolescents which falls in to the range of Elementary (1-8) 22(36%) and the others which is High school (9-10)were19(31%),and preparatory(11-12) were 19(31%). The other demographic is religion which consists of participant who is orthodox 27(45%), catholic 7(11.7%), protestant 10 (16.7%), and others 4 (6.7%), and Muslims 12 (20%) . The custodial arrangement of the respondents which falls in to 43 (71.7%) of the children were living with their mothers and the rest 17 (28.3%) teenagers were living with their fathers.

**4.2 Participant Level of Depression According to BDI**

**Table 2:** Participant response to the BDI

<b>Level of Depression</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>
Normal	23	38.3	38.3
Mild	27	45.0	45.0
Clinical	10	16.7	16.7
Total	60	100.0	100.0

Among the different level of depression identified, normal 23(38%), mild 27(45%) was the high while others 10(16.7%) was the least level of depression after merging those levels which were found to be non representative (<10).

### 4.3 Bivariate Analysis of Socio Demographic Information with Score of BDI

**Table 3:** Correlation of Age of the respondent and BDI score

	Mean	Std. Deviation	N
Age	15.08	1.381	60
Score of BDI	12.70	7.632	60

There was a moderate, positive correlation between BDI score and age of the respondent, which was statistically significant ( $r = 0.480$ ,  $n = 60$ ,  $p < 0.01$ ). So, the adolescent age and BDI score were related to moderate extent in this study.

**Table 4:** One way ANOVA analysis of educational background and religion with score of BDI

Variables	Values	N	M	SD	Df	F	P
<b>Educational status</b>	Elementary(1-8)	22	9.86	5.642	2/57	5.046	0.010*
	High school	19	16.84	10.073			
	Preparatory	19	11.84	4.856			
<b>Total</b>		60	12.70	7.632			
<b>Religion</b>	Orthodox	27	13.07	7.800	2/57	0.072	0.930
	Muslim	12	12.08	5.089			
	Protestant	21	12.57	8.835			
<b>Total</b>		60	12.70	7.632			

A one way ANOVA was conducted to see any significant mean difference among the three educational background of the respondent groups, there was a significant mean difference,  $F(2,57) = 5.046$ , ( $P < 0.05$ ), due to treatment of the group rather than random selection or chance. So, we can reject the null hypothesis that  $H_0: \mu_1 = \mu_2 = \dots = \mu_r$ , all the means are the same and we accept the alternative hypothesis that  $H_1$ : two or more means are different from the others. The data from the Catholic and Others religion were merged into protestant by collapsing techniques.

### **Turkey HSD for Post-Hoc Analysis**

#### **Post Hoc Tests for educational status**

Since the ANOVA test shows that the means aren't all equal, the next step was to determine *which* means are different, to the level of significance ( $p = 0.05$  or \*The mean difference is significant at the 0.05 level), the HSD (Honestly Significant Difference) test gave answer to this question

Post-hoc analysis was performed since a p-value less than  $\alpha$ , so from Multiple Comparisons table, elementary (MD = -6.978 and CI (-12.37, -1.58) and high school MD = 1.58 and CI(1.58,12.37) students have a significant difference in means. This is because, the endpoints of the CI have the same sign (both are negative and positive) and is not in the interval and we can conclude that the means are different.

While in this study there was no significant mean difference  $F(2,57) = 0.072$ , ( $P > 0.05$ ) observed among the three religion of the study participants. Since  $p > \alpha$ , it was difficult to know whether the means were all the same or not. So, no need of doing Post hoc analysis for religion.

**Table 5:** An independent T-test of sex, age and custodial parent of study participant with score of BDI

<b>Variables</b>	<b>Value</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>Df</b>	<b>T</b>	<b>P</b>
<b>Sex</b>	<b>Male</b>	11	7.64	2.803	58	-2.546	0.108
	<b>Female</b>	49	13.84	7.922		-4.390	
<b>Living arrangement</b>	<b>Father</b>	43	10.33	4.888	58	-4.385	0.004
	<b>Mother</b>	17	18.71	9.930		-3.324	
<b>Age</b>	<b>&lt;15</b>	33	9.91	4.766	58	3.400	0.052
	<b>16-18</b>	27	16.11	9.070		3.209	

An independent sample test (T-test) was conducted to see weather was or not a mean difference between the living arrangement, sex and age of the respondent and BDI score.

Taking score of BDI equal variances not assume category as a reference ,there was a significantly mean difference in the post –Divorce level of depression between adolescent living with father (M = 10.33 ,SD =4.888) and mother (M =18.71,SD= 9.930 ) adolescents (t(58)) - 4.385,p< 0.01 ). The post –Divorce level of depression among adolescents living with father was lower than mother.

There was no a significantly mean difference in the post –Divorce level of depression between male (M =7.64, SD =2.803) and female (M =17.22, SD=7.921) adolescents (t (58)) -2.546, p>0.01).

Similarly, there was no a significantly mean difference in the post –Divorce level of depression between age group below 15 (M =9.91 ,SD =4.766) and age group between 16-17 (M=16.11 ,SD= 9.070 ) adolescents (t(58)) -3.400 ,p>0.01). In addition to this, the post – Divorce level of depression among adolescent age group below 15 was lower than age group between 16-18 adolescents but practically it seems that there was a statistically significant.

#### 4.4 Multivariate Analysis of BDI Depression Level of Adolescent

**Table 6:** Ordinal logistic regression

Case Processing Summary			
		N	Marginal Percentage
Depression Level	1-10	23	38.3%
	11-16	27	45.0%
	17-20	4	6.7%
	21-30	4	6.7%
	31-40	2	3.3%
Sex of the respondent	Male	11	18.3%
	female	49	81.7%
Valid		60	100.0%
Missing		0	
Total		60	

The number of female adolescent was higher 49(81.%) than male 11(18.3%) who were participated in this study

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Goodness-of-Fit			
	Chi-Square	df	Sig.
Pearson	26.850	33	0.766
Devianc	30.221	33	0.606

e

Link function: Logit.

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As it can be seen the pearson test showed no statistically significant level  $p= 0.7$  (less than 0.05)

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		Parameter Estimates					95% Confidence Interval	
		Estim	Std.	Wald	df	Sig.	Lower	Upper
		ate	Error				Bound	Bound
Thre shold	[Deplevel = 1]	1.336	1.108	1.452	1	.228	-.837	3.508
	[Deplevel = 2]	3.829	1.240	9.530	1	.002	1.398	6.261
	[Deplevel = 3]	4.460	1.279	12.165	1	.000	1.954	6.966
	[Deplevel = 4]	5.690	1.412	16.228	1	.000	2.922	8.458
Loca tion	Edubak	.206	.317	.424	1	.515	-.415	.828
	Agebinned	1.278	.564	5.137	1	.023	.173	2.383
	[sex=1]	-2.032	.875	5.386	1	.020	-3.747	-.316
	[sex=2]	0 <sup>a</sup>	.	.	0	.	.	.

Link function: Logit.

a. This parameter is set to zero because it is redundant.

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As a predictive analysis, ordinal regression describes data and explains the relationship between one dependent variable and two or more independent variables. The dependent variable made to be ordinal (BDI Level of depression) and the independent variables (Educational status and ordered age) was ordinal. Then after, Multimodal and ordinal regression was fitted to see any significant difference and relationship among the different BDI level of depression and ordered independent variables. However: the multivariate analysis showed no significant difference but from Wald test practically showed that age ( $p=0.023$ ) statistically of predictor variable than the educational status ( $p=0.51$ ) variables so, we fail to reject the null hypothesis in the case of educational status showing significant relationship with the highest depression level (third and fourth) of adolescent.

#### **4.5 Themes, Categories and Codes**

Open ended questions from the topic guide were grouped into two categories based on their contents (**Parent child relationship after the parental separation and Coping mechanisms**) and possible recommendations or solutions made by participants at the end of it.

**Table 7:** Theme, Categories and codes identified from the qualitative data of In-depth interviews

CATEGORIES	Coping mechanisms	Parent-child relationship
CODES	-parents(opinion of parents ,information giving, listening)	<b>Non-custodial parent</b>
	-Relatives(sister, brother, uncle, grandparent)	*Positive change(understanding in new way, appreciation)
	-Friends(entertainment, understanding)	*Negative changes (mixed signals, being busy)
	-Neighbors	<b>Custodial parent</b>
	-school	*Negative changes(hatred )
	-religious institution	*positive changes (missing)

#### 4.5 Explanation of Categories (Parent Child Relationship and Coping Mechanisms)

##### Children experiences after their parental separation

In this section of the paper findings regarding to the change in attitude of marriage, and educational performance is presented.

### **Educational performance**

As the most of the participants explained their status in their educational achievement after their parents got separated is increasing as compared to they were achieving before the divorce. 15 year old participant said that he is more succeed after the split up of his parents :

*I am now more focused than ever in my education to forget about everything that happen and this helped me to increase my academic carrier.*

Other participant who is 14 year old also share the above idea but she elaborates it in this way :

*Before my parents get separated I used to have poor performance because I listen to them arguing and fighting all the time so this take all my attention to them rather than my study but after they separated I can focus on my lessons only and my grades are getting improved.*

Other participant who is 17 years old he has different attitude from the above:

*My dad use to help me in my schoolwork, but after they break up he is not helping me at all since he stop visiting us. so this is hurting my educational achievement.*

### **Change of attitude towards marriage**

More than half of the participants used to have a fantasy of getting married and having a children in the future, but after the separation of their parents their feeling about marriage completely changed and think that marriage is an institution which have no importance in the lives of people. One participant said who is 17 years that

*Marriage for her is an institution which has a golden gate but after you passed the door which start to show the worthless side of it in every way that makes it hard to get out .*

### **Parent child relationship after divorce**

This section of the data presentation will sketch out children's insight on the consequence of divorce on their parent child relationship after their parent got separated. the description of the children about the post relationship they got with their parents reflect on the necessity of seeing the parental separation as a process that was going through the whole family system before and after the division. the relationship establishment took over years and it is still obvious in the parent child relationship they had now. In addition all the children had to amend themselves to the new family arrangement particularly living with one parent. Whereas few of the children get in touch with their non-custodial parent while most of them do not have a regular and usual connection which leads them hold grudge to their non- residential parent for making them disappointed. and few of them had no contact or information about their non-custodial parent at all. so this changes intended make the children to get used to the various changes that bring different incident to their relationship with their parents.

Both positive and negative changes on the relationship with parents has occurred after the separation. post child parent relationship that comes out of particularly from the divorce with custodial and non-custodial parents will be looked at respectively in this section.

**Relationship with custodial parents****Positive changes**

Large number of the teenagers what a feeling that they are getting enhanced with their custodial parents in most of the cases with their mother through time since the divorce. Quite a few causes adds up for the positive changes that has occurred such as parent existence when they are needed because they are done with their adjustment to their relationship they had that helped them to get more open time to their children, offering of reliable notification about the new style of the family living organization, the children's consideration of their parents mind-set and the end of their parents argument.

*My mom and I are now getting along ,for the first few months of the divorce she was not happy and used to cry all the time but now she is happy and living a regular life .(participant who is 15 year old boy)*

Children with the incident of their parental separation let them to understand their custodial parent in a new way. They started to be amazed by their parents intelligence for the way of their survival with the situation they are in that put them in anxiety. This process make the children to be closer and see the affectionate side of their custodial parents on the way of helping each other in overcoming the problem they faced because of the separation.

*I appreciate the way my dad put his effort to make us happy make me realize how much I love him. (Participant 17 year old girl)*

*My mom is always with me when I need to talk about anything. It feels really good since she can understand perfectly what I am saying" (participant 15 old girl)*

### **Negative Changes**

High proportion of teenagers have a challenging time with their custodial parent since the separation. yet again the temperament of the relationship that was build before the separation had a vital responsibility how the children react to their parents after the divorce. if quarrel had always been an issue with the custodial parent before the separation it will be hard to fiddle with the post divorce situation.

*Relationship with my mom never been well , but I tried to understand how she can feel after being separated with the guy she always wanted to live with forever .but it gets harder and harder when she always be mean to me.  
(participant 15 years old girl )*

In some families custodial parent may be too busy or unsympathetic emotionally that can affect their children so much specially when the child has a special connection with the non-custodial parent that make the relationship a tough situation to deal with for the custodial parent. as one of the participant who is 15 years old and lived with his dad defines it:

*He gave me mixed signals he might sometimes be happy sometimes so angry from out of nowhere and this makes me so confused I feel sorry for him because I understand why he is acting like this after the separation wish my mom could be with us to sort things out.*

**Non custodial parent**

Living with one parent is a new incident to every child even if they had a good relationship or not with the non custodial it feel different to be with one parent. many of the children who participated in the in-depth interview do not have a repeated visit from their non-custodial parent, this children are most of the time are happy of not seeing their non-custodial parents because they do not get the attention and affection they want even if they would visit them. And also they said there is nothing changed because they do not feel they were together in the same house with their non-custodial parent before the separation.

**Positive changes**

Participants who lived with their custodial parent said that their relationship with their non-custodial parent is more stronger now than ever. since they come to visit once in a while. they said that they are trying to share a lot of ideas with their non-custodial parent that make them closer to each other .

Participant who is 13 year old girl says:

*I can approach my dad more since the separation I miss him because I do not get the chance to see him every time I want to and I really wish to spend a little more time with him. when he came to see me he bring the things he think I need for school and this makes me to be close to him more than ever.*

### **Negative changes**

Contact with non-custodial fathers is very low in most of the study cases after the separation. More often they tend to minimize their contact with their children after the new family organization that occurred after the separation they are not willing to be the parent even if they are forced to visit their child by law.

A participant who is 14 years old said that

*I never see my dad after they separated and I used to love him so much so I was hoping that they could be together but one day he came and say he want to take my younger brother with him so that he can spend few days with him my mom say ok but when he bring back my brother he was really sick so my mom took him to the hospital and the doctor said he is raped. the police arrested him and he confessed that he raped him. he is now in jail I never see him after that and I never will I hate him beyond words every time I see my little brother.*



Other participant who is 15 years old girl says

*My mom begged me to go see my father once in a month for the sake of the money he gave me when I went to see him but I do not want to go because I still have the memory of him beating my mom till her nose got broken.*

### **Children experiences on coping mechanisms and support**

An insightful ideas will be presented in this section about the investigated mechanisms that are used by the teenagers and both the formal and non formal support systems that helped the respondents after their parent separation.

### **Sources of support**

#### **Family members**

Almost all of the respondents say they get support to cope up with the parental separation from their family members specially form their mothers and the rest of the respondents mentioned their fathers as their sources of support . as one of the participant explained it

*My mom is always be there to help with the things I need and want but my dad do not care about me so he does not worry about me as his daughter.  
(participant ,15 year old)*

Some children see seeking of help from their parents as putting a load to their families who already got enough trouble. One of the participant elaborate this by saying this

*I do not want to ask my dad for the things I want because if I do I know he will be too much worried about fulfilling it or not so for the reason of not wanting that to happen I keep most of the things to myself.*

Some of the children saw the help of their parent as their duty that God gave them when they bring their children to the world. participant who is 16 years old put it in a wonderful way he said

*My parents bring me to this world it is not my will so they have the responsibility to guide and support me in every way they are capable of .*

The following points were mentioned by the respondents as a way of coping mechanisms that they get from their parents and siblings.

### **Confirmed opinion of parents**

Most of the teenagers want to know if they are still important to their parents specially to the non-custodial since they have a frequent contact with the custodial parent. dedication from non-custodial parents make the teenagers feeling loved and helped the m to adjust themselves with the new modification of the family system.

A 14 year old teenager who lived with his dad said that

*They promised that I can see my non-custodial parent which is my mom and they kept their promises I felt like there is nothing new happened to our family which is so good.*

**Information giving**

This is one of the way that children use to overcome the feeling of worry and confusion. this way of notifying children about the detailed scenario that make the parents live together anymore is very helpful to both children and parents since it make them closer to talk and discuss the new family arrangement that take the families life to the whole another level.

One teenage girl who is 14 years old says

*My mom is always there for me she talked to me about everything and anything to make me feel alright and not to think of anything about my parents separation that could lead me to questioning myself and depression.*

**Listening**

This is the third most mentioned coping mechanism that is gained from the family support system listening to child rather than reflecting one sided attitude and idea is not a good idea. children has the right to be heard so their family should gave them the chance to express themselves to feel more relaxed than ever when they had the opportunity to be listened what they have in mind.

One 17 year old boy clarify this idea

*I got really excited whenever I get the ability of talking to my mom because I feel something got dropped down from my head and shoulder when someone listens to me without interrupting or making fun of me by what I am talking.*

### **Sibling**

The second most mentioned support is gained from sisters or brothers of the respondents

*I love my sister so much she is a good role model for me. She helped me a lot to survive and not to feel anything about my parents' divorce because I used to blame myself for their detachment (15 year old boy )*

### **Relatives**

Teenagers connection with extended relatives will be changed after the separation of their parents, and in most of the cases the teenagers would not have a stable communication with their parents family members but few of the participants mentioned the support from extended relatives as a coping mechanism for their feeling that is provided after their parental separation. as one of the 14 year old girl point out:

*I have no idea what would I be without my Grandma (abaye) because she is always there for me because I had no none to talk to since my mom is so busy by work and cut off my relation with my dad.*

And also 16 year old boy clarify the support he get from his extended family which is his uncle this way

*He always bring me something when he come to visit me and make me laugh all the time we play football in the football field near to our home which is very relaxing.*

**Friends**

The other acknowledged source of support was Friends. most of the children stated that their friends helped a lot to overcome the situation they are in. The teenagers said that they are very cautious in picking up friends to share their ideas because they thought that telling to everyone decrease the confidentiality of their new family arrangements. So most of the participant said that they tell their thoughts to their closest friends which they thought they can understand them easily and share same experiences. the rest few cite friends that they are not too close but share some activities together.

As the participants stated their friends helped in two major ways this are

**Understanding**

Assistance particularly in the emotional sense is the main thing that was pointed out by the teenagers. Having a good conversation by different ways with their friends helped a lot of participants. as it is stated by one of my participants who is 16 years old she said that :

*I always had a good time with my friends cannot stop laughing when I am with them so after class I want that to continue so we use different means of communication but most importantly by viber and face book.*

Very few participants said that they do not share their attitudes to their friends because most of their parents are not separated. 15 year old participant explained his experience about this issue:

*I feel ashamed talking about my parents separation with my friends, is not like they do not understand me or something but I do not feel comfortable.*

**Entertainment**

Friends helped their friends whose parent separated by creating various enjoyable things to make their mind put out of the issue they are in. The most revealed type that the teenagers said it helped them to deal with their crisis these are watching and playing football, watching movies, and continuous conversations. While a very small number of children use drug and alcohol also sexual intercourse as a mechanism. A 16 year old participant explained what he like to do when he is with friends:

*I am not much of a movie and football guy so I go to some local beverage houses and drink alcohol with my friends, we might sometimes spend the night with girls."*

**Neighbors**

It's hard for some of the participants to see their Neighbors as there source of support in both emotional and financial. In some of the cases the teenagers see neighbors' as a main source of mechanisms that help to manage themselves after their parental separation. As one of the participant who is 15 years old put it:

*Neighbors help us in a lot of ways including financial after my mom got divorced because at that time she did not have a job. They helped her to found the job she is now in too.*

**School**

In almost all of the cases the participants overlapped the support of school with friends because it is the place which most of the time where they meet their friends. but most of the participants do not see school as a support system. As one of the participants who is 15 years old girl said

*I use to get lower grade from my class when my parents had a fight all the time before they separated but the teachers did not give e any attention but after they got divorced my grades are improved but still the teachers do not care. Their observation about their students achievement is really funny. Getting support from them is a wish.*

In the opposite 14 year old boy point out how his school helped a lot by confide :

*My school understand my situation before the separation of my parents so they tried to help with a supplementary class and so on..... after my parents go divorce I am now very focused on my class and I am getting good grades.*

**Religious institutions**

The other support system is religious institution. As the participants detailed religious institution by themselves do not play any role in the teenagers coping ability but the teenagers used religion as one survival strategy. participant who is 14 years old define how he used religious institution as a support system:

*Religion helped me a lot by clearing my mind. I went to church whenever I get the chance. I get some emotional support from the religious leaders when I wanted to talk to them. Going there and pray helped me to get peaceful mind.*

The other Muslim participant who is 14 years old explain the support he get from the institution by saying:

*I went to mosque for praying nothing else I sometimes talk to the sheikhs about the feeling I had after my parents' separation.*

The participant who is 15 year old has different idea from the above she said that

*After my parents separation I do not have any interest in religion and God. I lost my trust in God and I do not think he can help me anymore in my life. so I cannot see the point of going to religious institution for support.*

### **Personal coping mechanisms**

These are the personal mechanisms that the teenagers use to adjust themselves with their new environment and feeling. This are sleeping, reading different books, keeping a diary(mostly by girls) they see their diary as a friend that they can talk to at any time. While very few said they use sexual intercourse as a personal coping mechanism.



## CHAPTER FIVE: DISCUSSION

The central idea of this study to assess the level of post-divorce depression level, living arrangement and the coping mechanisms that are used by the teenagers. Mixed research method was used to conduct the study in urban setting by recruiting 60 study participants that were selected purposively.

According to the findings of the study teenagers with depression level which scoring sum is considered normal are 12(20%) Mild mood disturbance (45%) and teenagers who need medical attention according to the beck depression inventory are Borderline clinical depression (15%) Moderate depression (8.3%) Severe depression (8.3%), and extremely severe (3.3 %) respectively. Bivariate analysis showed moderate, positive correlation between BDI score and age of the respondent ( $r=0.480, n= 60, p< 0.01$ ) that indicate the higher in age the more probable to have higher BDI score *and one way ANOVA result indicate that there was a significant mean difference,  $F(2,57) =5.046, (P<0.05)$  among the three educational background of the respondent groups, while there was no significant mean difference between religion.. According to an independent sample T-test finding , there was a significantly mean difference in the post – Divorce level of depression between adolescent living with father ( $M = 10.33 ,SD=4.888$ ) and mother ( $M =18.71,SD= 9.930$ ) adolescents ( $t(58)) -4.385, p<0.05$ ). The post –Divorce level of depression among adolescents living with father was lower than mother . While there was no a significantly mean difference in the post –Divorce level of depression between male ( $M =7.64,SD =2.803$ ) and female ( $M =17.22,SD=7.921$ ) adolescents ( $t(58)) -2.546 ,p>0.05$ ). In addition to this, the post –Divorce level of depression among male was lower than female adolescents but there was a significantly significant. Similarly, there was no a significantly*

mean difference in the post –Divorce level of depression between age group below 15 (M =9.91 ,SD =4.766) and age group between 16-17 (M=16.11 ,SD= 9.070 ) adolescents (t(58)) - 3.400 ,p>0.05)

As they put it in a clear way in the in-depth interview mothers are better in supporting and comforting them not to feel bad about the parental separation which contrast to the finding of Hetherington, Cox & Cox, (1982) that says one year after divorce, residential mothers were less affectionate towards their children, communicated with them less often, punished them more harshly, and were more inconsistent in their use of discipline than continuously married mothers, but the results of the independent sample T-test showed that adolescents who lived with their mothers are more depressed than the adolescents who live with their father. with father (M = 10.33 ,SD=4.888) and mother (M =18.71,SD= 9.930 ) adolescents (t(58)) -4.385,p<0.05) . Income was not considered as a variable in this study we cannot predict the outcome on the level of depression in the adolescents. In our country Ethiopia patriarchal the role of father in bread winning ability is elevated than the mothers caring nature. society so this can be one of the reasons to be children who lived with their fathers as a custodial parent are not depressed and had good coping mechanisms than the adolescents who live with their mother.

Even if there is no significant difference was observed from ANOVA analysis ,it was indicated in qualitative result that Christians are more relatively mood disturbed and depressed compared to the Muslims who experienced the same incident as it is gained from the findings of the in-depth interview the religious institution of Muslims or mosques are more supportable than the Christians churches and as Hines in (2007) showed that Adolescents will be the primary focus, since the prevalence of divorce is so significant and adolescents have enough changes to adjust to but in this study middle adolescence teenagers are more mood disturbed and depressed

than the early adolescence. As Kelly & Emery (2003) explain it in life stress perspective that Divorce is a process extending overtime i The last finding from the study says that girls are more mood disturbed than the boys which is supported by the result of Slater (1983) found that adolescent girls from disrupted homes had lower self-esteem and more behavior problems than adolescent boys in similar home life situations and also contrast the finding of Hetherington and Cox (1979) who 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; in order to support the idea of Hetherington(1979) longitudinal study is very much needed.

Marital conflict has been found to be especially harmful to children if it happens in their presence, because it might involve physical violence, is about the children themselves, or is unresolved. and as the inter parental conflict perspective assumed that unhappy home environments, especially as the result of high levels of marital discord, can be less favorable to the children psychological security. On the basis of children's reports, violence between parents appeared to be more the common and obvious in the present study. However, many of the teenagers had experienced conflict and unpleasantness between parents, and expressed their relief when this ended following the separation of their parents. Where children had experienced prolonged conflict or violence between their parents in the home, parental separation often represented an end to this disturbance and the possibility of renegotiating their relationships with parents. Some children felt that, once their parents had resolved their own conflict through separating, their behavior towards them, the children, had improved. because of this the idea of Amato (1993) that divorce reduce the long term negative consequences of high-conflict households by allowing easy separation and more amicable interaction in the long run. by

improving the well-being of a child, if it leads to a decrease in hostility and stress between parents is supported by this finding .

The teenagers attitude towards getting married and have children has changed after their parents separation is the other finding from the in-depth interview, most of the teenagers reflect their negative thoughts towards their future family life which can be associated and supported by the research outcome of (Glenn & Shelton, 1983) points out that children from divorced households are also more likely to divorce than others.

Even though creating inter-parental co-operation between parents after separation may be difficult, it is important to point out that small gestures of respect and civility between parents were highly valued by children and contributed to better relationships with their parents. Consistent with this view, previous research has pointed to the important influence, positive or negative, of the continuing relationship between parents following parental separation on the development of their children (Whiteside, 1998). Research has also shown that post-divorce family relationships between parents, and between each parent and child, are especially important as indicators of children's responses to divorce (Maccoby, Depner & Mnookin, 1992).

These accounts of change and continuity in relationships with parents following parental separation point to the importance of considering children's experience of relationships with their non-custodial and custodial parents as a process, and of being aware that, although there may be confusion and uncertainty following a recent separation, for many families it is possible to move beyond this stage, and to re-negotiate relationships within the new context. It is equally important to emphasize that, although many of the teen ages spoke positively about their relationship with custodial parent mostly their mothers after their parents separation in the

interview. as it is pointed out in the study of Simons (1999) The quality of the parent child relationship, parenting practices and mothers' psychological well-being are all important predictors of children's well-being generally and the teen ages elaborate this well that the post divorce relationship with their mothers helped them a lot to decrease the negative effect of the their parental separation on them while they point out their relationship with their non-custodial parent which in this case their fathers most of them are happy that they don't have much of a connection to each other after the divorce and it helped them to adjust themselves to the divorce but as they detailed it would have been worse if their fathers were around. this finding contrast to the idea of Kelly, & Emery (2003) which says that Children of non-resident fathers who are actively involved with them, and have close relationships with them, are more likely to have fewer adjustment problems and greater academic success, compared to those with less involved fathers .

According to Golden and Henderson (2007), the impact of separation or divorce can have negative consequence on adolescents if they do not understand what is happening within their families, and if they lack the essential coping skills to manage and adjust to the new changes in their lives. Coping skills may include communication about feelings, developing strategies to remain organized between homes, and not playing a messenger between parents. It takes a level of maturity to develop these coping skills. Parents also play an important role in easing the outcomes of divorce. Findings from this study showed that for all Teenagers, custodial parents mostly their mothers constitute the most important source of comfort and support, and that they help children to cope with the separation in multiple ways, through availability, communication, reassurance, and in practical ways. Teenagers in this study also, importantly, tended to perceive parents as the rightful or most appropriate source of support. It is also notable that several

children expressed an awareness that their parents were under strain and might find it difficult to give children the support they need. Some children said they concealed their need for support to parents to offset further strain or upset. Within the family, siblings were also considered to be an important source of help for many children, particularly when they had close, confiding relationships prior to the separation which can contrast with finding of Fawcett's (1998) that siblings were reported to be a source of assistance by only a minority of children next to the family friends took the second rank in helping to cope up with their most of the participants mentioned their friends who helped them to feel secure. This shows that peer relation is very important for eliminating the feeling of depression and stress.

School also featured as source of support to cope with the parental separation for a number of teenagers, but was mainly found to be helpful in indirect ways, such as providing a source of distraction from their family problems because it is the place that most of the children meet their friends. The potential exists for school to be helpful and supportive to children, but only if teachers are aware of the transition that children are experiencing. Given the concerns that many children expressed about family privacy, it may be difficult for schools to act in a more direct way to support children in such times of change. Such complications may be introduced into their social relationship and personality characteristics. Gossip in all its poisonous forms is irritating and often is dangerous to children. For example, children raised in a single mother family may face direct problems which make them acutely aware of the fact that they are a child of a divorcee. They are called by common Amharic expression as "Yesetlij" (meaning, a child of a woman). This expression has negative and inferior connotations attributed to women (Alice Behrendt & Serigne Mor MbayeMay 2008). In this research, teenagers had used formal and informal support system to adjust their behavior and tried to act in good manner. From

quantitative finding, children who lived with their father as custodial parent, ( $t=14.248, \alpha = 0.000$ ) and ,were more moods disturbed than the teen ages who lived with their mothers, mother custodial ( $t=7.767, \alpha =0.000$ . The other source of support is religious institutions they helped many children to be more focused in their religious life than their concern about their parents separation .Neighbors had the most least support providing in the explanations of the participants unless they are so close to their neighbors children with same situation.

The personal coping mechanisms that are mentioned to be used by most of the female respondents is to write a diary to try themselves feel better while few mention have sex and use different drugs to get recovered from the terrible emotion they had this finding affirm the result which is found by Hughs (2008) said that some adolescent males struggling with the stigma of divorce are more likely to be involved in criminal behavior while interacting with peers, and adolescent boys are equally as likely to participate in early sexual behavior.

A study done at Jimma, Agaro and Mizan town preparatory schools on personality and social adjustment of adolescent to parental divorce showed the influence of Socio-demographic profile with the personality characters and social adjustment of adolescents. High levels of excitability, boldness , withdrawal, apprehension , and tension , as well as low levels of emotional stability ,warmth , self-discipline , and conformity characterized the personality of adolescents from divorced family, and it was significantly different ( $t = 1.18, \alpha= 0.05$ ) as compared with the personality measures of adolescents of intact family. Moreover, adolescents from divorced family ( $M=3.05$ ) performed poor in social adjustment, as compared to adolescents from intact family ( $M=3.18$ ), ( $t = -3.07, \alpha= 0.05$ ) (Fitsum, 2015). The current finding contrast with the above study most of the information gained from the teen ages showed that

they improved their educational performance after their parents separation because they are not worried and disturbed about the argument their parents have every day.



## **CHAPTER SIX: CONCLUSION AND SOCIAL WORK**

### **IMPLICATION**

The process and life after divorce is not easy. Parents and children in these circumstances have to confront a series of changes that modify their lifestyle, behavior, emotional well-being, and their expectation and concept of life. During the process of divorce, interrelations among parents and children are affected specially with the non-custodial parent. In many instances, parents of divorce see their separation as a road to freedom, peace, and alleviation without thinking of the repercussion that this decision could have in their own and their children's welfare. Other parents are concerned about the impact their divorce might have on their children, but they are limited in their knowledge on the magnitude of these effects. Further, parents in these conditions are unsure as to what approach they should take in their parent-child relationship. They feel deficient in their abilities to make their own and their children's adjustment to divorce more manageable.

As a conclusion teenagers can adjust themselves to the separation of their parent in a positive way and get themselves out of mood swing and disturbance if they get a clear closure about their parent divorce and get support from the surrounding bodies to overcome their sentiment about the divorce. As it is discussed in the study almost all of the respondents feel good about their parent separation and think it is good for both of their parents also themselves to be in a stable environment than staying in a bad marriage that can disrupt the wellbeing of the whole family.

**Implication to practice**

A range of support programs should be developed to address the varied and changing needs of children and families, at the time of parental separation and in the longer term. Existing services that are given by the child justice office in courts specially the mediation service that is given need ongoing support to reduce the number of divorced couples. and in addition to the mediation service, children follow up after the parental separation by offering different counseling services should be provided to make the teenagers feel comfortable after their parental divorce. In order to achieve these needs it would be useful to establish closer links between departments and agencies including religious institutions with an interest in this issue to discuss how service provision could be better developed. In terms of bringing together representatives from relevant government departments, and statutory and voluntary bodies. As hospital practice ,it is recommended that psychiatric attention should be given to children whose parent got divorced since it is hard to treat depression after it got worse.

**Implication to social work education**

Family structure and attachment style after divorce between families should be studied and ways to minimize the effect of divorce on teenagers by creating different ways to cope should be considered in the social work education curriculum.

**Implication to Research and evaluation**

Provision should be made for ongoing research and evaluation of supports for children and their families. Research should be commissioned on children's experiences of court processes in connection with parental separation and divorce. Such research should investigate the nature of children's participation in court processes, the extent to which the legal process is

clear and meaningful to them, and their support needs. There is also a need for longitudinal research on children's experiences of separation and divorce from time to time and in a different city of the in the country since the children might have different post divorce child relationship and coping mechanism from one country to the other.

**Implications to Policy emphasis**

The needs and rights of both children and parents should be given due consideration in the development of family policy on parental separation and divorce. Family policy in this area should be child-centered and take account of the developmental needs and the rights of individual children. by developing respect for children as active participants in family life, with due consideration for the complexity of the issue of children's participation in decision making about family arrangements. Also by adjusting the language used in family policy and legislation about parental obligations and entitlements from 'custody and access' to 'responsibility and contact'

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ANNEXES

Appendices A

**Informed Consent form for Participant Parent**

My name is Efratise Bekele I am currently student at Addis Ababa University in the school of social work since I am second year student in order to fulfill my study I am working my thesis on *Post-Divorce level of depression, Living arrangement and coping mechanism of Adolescents* . so I am asking for your willingness to allow your child to participate in the study.

**Procedures to be followed-** the researcher request that the participant to fill the questionnaire and answer questions forwarded by the researcher during the time of interview. the interview might take 30-45 minutes in average so in order to handle the data in a correct way to transcribe it in the later process audio recording will be used. You have the right to withdraw from the interview process at any particular point of time and also you have a full right to ask any questions you have regarding the research process that you need to be clear with. The researcher is more than willing to provide clear answer to your questions.

Custodial parent Name \_\_\_\_\_

Name of the researcher \_\_\_\_\_

Signature \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

If you have any question that you want to be clear regarding to the research feel free to use this phone numbers.

Researcher name: Efratise Bekele

Name of Thesis Advisor : Frehiwot Jabessa (PhD)

Phone Number: 0911792131

Phone Number: 0912392269

## **Appendices B**

My name is Efratise Bekele I am currently student at Addis Ababa University in the school of social work since I am second year student in order to fulfill my study I am working my thesis on *Post-Divorce level of depression, parent child relationship and coping mechanism of Teenagers*. this study intended to get a sufficient research data to contribute for the future researches in this area. So I am asking for your cooperation to help me review cases of divorced parents in 2007 E.C and contact them to pursue agreement to allow their children to be involved in the study.

## **Appendices C**

### Beck's Depression Inventory

This depression inventory can be self-scored. The scoring scale is at the end of the questionnaire.

1.

0 I do not feel sad.

1 I feel sad

2 I am sad all the time and I can't snap out of it.

3 I am so sad and unhappy that I can't stand it.

2.

0 I am not particularly discouraged about the future.

1 I feel discouraged about the future.

2 I feel I have nothing to look forward to.

3 I feel the future is hopeless and that things cannot improve.

3.

0 I do not feel like a failure.

1 I feel I have failed more than the average person.

2 As I look back on my life, all I can see is a lot of failures.

3 I feel I am a complete failure as a person.

4.

0 I get as much satisfaction out of things as I used to.

1 I don't enjoy things the way I used to.

2 I don't get real satisfaction out of anything anymore.

3 I am dissatisfied or bored with everything.

5.

0 I don't feel particularly guilty

1 I feel guilty a good part of the time.

2 I feel quite guilty most of the time.

3 I feel guilty all of the time.

6.

0 I don't feel I am being punished.

1 I feel I may be punished.

2 I expect to be punished.

3 I feel I am being punished.



7.

0 I don't feel disappointed in myself.

1 I am disappointed in myself.

2 I am disgusted with myself.

3 I hate myself.

8.

0 I don't feel I am any worse than anybody else.

1 I am critical of myself for my weaknesses or mistakes.

2 I blame myself all the time for my faults.

3 I blame myself for everything bad that happens.

9.

0 I don't have any thoughts of killing myself.

1 I have thoughts of killing myself, but I would not carry them out.

2 I would like to kill myself.

3 I would kill myself if I had the chance.

10.

0 I don't cry any more than usual.

1 I cry more now than I used to.

2 I cry all the time now.

3 I used to be able to cry, but now I can't cry even though I want to.

11.

0 I am no more irritated by things than I ever was.

1 I am slightly more irritated now than usual.

2 I am quite annoyed or irritated a good deal of the time.

3 I feel irritated all the time.

12.

0 I have not lost interest in other people.

1 I am less interested in other people than I used to be.

2 I have lost most of my interest in other people.

3 I have lost all of my interest in other people.

13.

0 I make decisions about as well as I ever could.

1 I put off making decisions more than I used to.

2 I have greater difficulty in making decisions more than I used to.

3 I can't make decisions at all anymore.

14.

0 I don't feel that I look any worse than I used to.

1 I am worried that I am looking old or unattractive.

2 I feel there are permanent changes in my appearance that make me look  
unattractive

3 I believe that I look ugly.

15.

0 I can work about as well as before.

1 It takes an extra effort to get started at doing something.

2 I have to push myself very hard to do anything.

3 I can't do any work at all.

16.

0 I can sleep as well as usual.

1 I don't sleep as well as I used to.

2 I wake up 1-2 hours earlier than usual and find it hard to get back to sleep.

3 I wake up several hours earlier than I used to and cannot get back to sleep.

17.

0 I don't get more tired than usual.

1 I get tired more easily than I used to.

2 I get tired from doing almost anything.

3 I am too tired to do anything.

18.

0 My appetite is no worse than usual.

1 My appetite is not as good as it used to be.

2 My appetite is much worse now.

3 I have no appetite at all anymore.

19.

0 I haven't lost much weight, if any, lately.

1 I have lost more than five pounds.

2 I have lost more than ten pounds.

3 I have lost more than fifteen pounds.

20.

0 I am no more worried about my health than usual.

1 I am worried about physical problems like aches, pains, upset stomach, or constipation.

2 I am very worried about physical problems and it's hard to think of much else.

3 I am so worried about my physical problems that I cannot think of anything else.

21.

0 I have not noticed any recent change in my interest in sex.

1 I am less interested in sex than I used to be.

2 I have almost no interest in sex.

3 I have lost interest in sex completely

**Interpreting the Beck Depression Inventory**

**Total Score**

**Levels of Depression**

1-10	These ups and downs are considered normal
11-16	Mild mood disturbance
17-20	Borderline clinical depression
21-30	Moderate depression
31-40	Severe depression
over 40	Extreme depression

## **Appendices D**

### Interview Guide Questions

- 1) Did you change the place you lived after your parents' divorce?
- 2) Is there any change in your educational activity and achievement after your parents get separated as it is compared to the pre-divorce situation?
- 3) What is your attitude towards marriage after the divorce of your parents?
- 4) What is your relationship with your custodial parent after your parents got separated?
- 5) What is your relationship with your non-custodial parent after the divorce?
- 6) Do you get any support to cope up with the bad feeling you had after the divorce from your parent?
- 7) Do you get any support to cope up with the bad feeling you had after the divorce from your siblings (brother or sister)?
- 8) Do you get any support to cope up with the bad feeling you had after the divorce from your relatives (Aunt, uncle and grandparents)?
- 9) Do you get any support to cope up with the bad feeling you had after the divorce from your neighbors?
- 10) Do you get any support to cope up with the bad feeling you had after the divorce from your school?
- 11) Do you get any support to cope up with the bad feeling you had after the divorce from your religious institutions?
- 12) Are you happy that your parents are separated (Divorced )?

Appendices E

**በየካ ከፍተኛ የመጀመሪያ ፍ/ቤት የፈቃደኝነት መጠየቂያ ቅፅ**

ኤፍራጥስ በቀለ እባላለሁ፤ የማስተርስ ዲግሪ ተማሪ ስሆን በአሁኑ ወቅት የመመረቂያ ዕሁፌን ከወላጆች ፍቺ በኋላ በአስራዎቹ የእድሜ ክልል በሚገኙ ልጆች ላይ የድብርት መጠንን በማጥናት ላይ ስገኝ ለዚህም ይረዳኝ ዘንድ ተሳታፊ ህፃናትን በድርጅቱ በኩል ለማግኘት በ2007 ዓ.ም የተፋቱ ባለትዳሮች ፋይል በመመልከት ለጥናቱ ተሳታፊ ለመሆን የሚችል የእድሜ ክልል ላይ ያሉትን ልጆች መርጬ በመቀጠልም በፋይላቸው ላይ የሚገኝ ስልክ ቁጥር አማካኝነት ወላጆቻቸውን በማግኘት ጥናቱን አካሂድ ዘንድ ትብብር እንድታደርጉልኝ በታላቅ አክብሮት እጠይቃለሁ።

Appendices F

ተሳታፊ ወላጅ ፍቃደኝነት ማረጋገጫ ቅፅ

አዲስ አበባ ዩኒቨርሲቲ ሶሻል ወርክ ትምህርት ቤት

የተከበረ የጥናቱ ተሳታፊ ወላጅ

ኤፍራጥስ በቀለ እባላለሁ፤ በአዲስ አበባ ዩኒቨርሲቲ ሶሻል ወርክ ትምህርት ክፍል የሁለተኛ ዓመት የማስተርስ ዲግሪ ተማሪ ስሆን በአሁኑ ወቅት የመመሪቂያ ጽሁፌን ከወላጆች ፍቺ በኋላ በአስራዎቹ የእድሜ ክልል ውስጥ በሚገኙ ልጆች ላይ የድብርት መጠንን በማጥናት ላይ ስገኝ ለዚህም ይረዳኝ ዘንድ ከ18 ዓመት በታች የሆነው/ችው ልጅዎ በጥናቱ ላይ እንዲሳተፍ/እንድትሳተፍ ይፈቅዱ ዘንድ በትህትና እጠይቃለሁ።

የተሳትፎ ቅድመ ተከተሎች፡- ለጥናቱ ስኬታማነት የጥናቱ ተሳታፊዎች ሚና ከፍተኛ በመሆኑ የድብርት መጠንን ለመለካት የተዘጋጀውን መጠይቅ በሚሞሉበትም ጊዜ ሆነ ቃለ-መጠይ ሲካሄድላቸው ለሚጠየቁት ጥያቄዎች ትክክኛውን መልስ በመስጠት እንዲያብራሩ ያልገባቸውም ነገርም ካለ ቃለ-መጠይቅ አድራጊዎን ግልፅ እንድታደርግላቸው መጠየቅ ይችላሉ። ቃለ-መጠይቁ በአማካኝ ከሰላላ እስከ አርባ አምስት ደቂቃ የሚወስድ ሲሆን ከጥና ተሳታፊዎች የሚገኘውን መረጃ በአግባቡ ለመያዝ ያመች ዘንድ ቃለ-መጠይቁ ሲካሄድ የድምፅ መቅጃ መሣሪያ (Audio Recording) ጥቅም ላይ ይውላል።

ሚስጥራዊነት፡- ከጥናቱ የሚገኘው መረጃ ሚስጥራዊነት ለመጠበቅ ሲባል ከተሳታፊዎች የሚገኙ መልሶች በሙሉ በመለያ ቁጥር የሚያዙ እና ለሌላ ሦስተኛ ወገን ተላልፈው የማይሠጡ ናቸው።

እኔ ከዚህ በታች ፊርማዬን እና ስሜን ያስቀመጥኩት ግለሰብ ከላይ የተቀመጡትን ሀሳቦች በማንበብ እና በመረዳት ከ18 ዓመት በታች የሆነው ልጄ ለዚህ ጥናት ላይ እንዲሳተፉ የተስማማሁ መሆኔን በፊርማዬ አረጋግጣለሁ።

የተሳታፊው አሳዳጊ ወላጅ ስም \_\_\_\_\_ የአጥኚው ስም \_\_\_\_\_  
ፊርማ \_\_\_\_\_ ፊርማ \_\_\_\_\_  
ቀን \_\_\_\_\_ ቀን \_\_\_\_\_

ጥናቱን በተመለከተ ለማንኛውም ጥያቄ እና ማብራሪያ የሚከተለውን አድራሻ መጠቀም ይችላሉ።  
የጥናቱ አማካሪ ስም፡- ዶ/ር ፍሬድሪክ ደቤሳ      የስልክ ቁጥር 0911 79 21 31  
የአጥኚው ስም፡- ኤፍራጥስ በቀለ      የስልክ ቁጥር 0912 39 22 69



Appendices G

የቃለ-መጠይቅ ጥያቄዎች

1. ከወላጆችህ/ሽ ፍቺ በኋላ የመኖሪያ አካባቢ ለውጥ አድርገሃል/ሻል?
2. በትምህርት ተሳትፎና ውጤትህ/ሽ ላይ ለውጥ አምጥተሃል/ሻል?
3. ከወላጆችህ/ሽ ፍቺ በኋላ በትዳር ላይ ያለህ/ሽ አመለካከት ምን ይመስላል?
4. ከፍቺው በኋላ ከአሳዳጊህ/ሽ ወላጅ ጋር ያለህ/ሽ ግንኙነት ምን ይመስላል?
5. ከፍቺው በኋላ አሳዳጊህ/ሽ ካልሆነው ወላጅ ጋር ያለህ/ሽ ግንኙነት ምን ይመስላል?
6. ከወላጆችህ የምታገኘው/ኒው ድጋፍ ምንድነው? ካለስ በምን መልኩ?
7. ከእህትህ/ሽ እና ከወንድምህ/ሽ የምታገኘው/ኒው ድጋፍ ምንድነው?
8. ከዘመድ የምታገኘው/ኒው ድጋፍ ምንድነው?
9. ከጎረቤት የምታገኘው/ኒው ድጋፍ ምንድነው?
10. ከትምህርት ቤት የምታገኘው/ኒው ድጋፍ ምንድነው?
11. ከሐይማኖት ተቋማት የምታገኘው/ኒው ድጋፍ ምንድነው?
12. ፍቺው በመከናወኑ ደስተኛ ነህ/ሽ?
13. ከፍቺው በፊት የነበረህ/ካሁኑ ስሜት ጋር ሲወዳደር ምን ይመስላል?

Appendices H

የቤክ ድብርት መለኪያ

1

0 ሀዘን አይሠማኝም

1 ሀዘን ይሠማኛል

2 ሁሌ ሀዘን ይሠማኛል ከዛ ውስጥም መውጣት ያቅተኛል

3 ሀዘንተኛ እና ደስታ የራቀኝ ነኝ ይህንንም መቋቋም አልቻልኩም

2

0 በተለየ ሁኔታ ስለወደፊት ህይወቴ ተስፋ የምቆርጥ አይደለሁም

1 ስለ ወደፊት ህይወቴ ተስፋ እቆርጣለሁ

2 ወደፊት ምንም የሚጠብቀኝ በጎ ነገር እንደሌለ አስባለሁ

3 የወደፊት ህይወቴ ተስፋ የለሽ እና ሊሻሻል የማይችል እንደሆነ ይሠማኛል

3

0 ያልተሳካልኝ ነኝ ብዬ አላስብም

1 ከማንኛውም ሠው በበለጠ መልኩ ያልተሳካልኝ ሰው እንደሆንኩ አስባለሁ

2 ህይወቴን መለስ ብዬ ሳየው የሚታዩኝ ብዙ ውድቀቶቼ ናቸው

3 እንደ ሰው ያልተሳካልኝ እና ውዳ እንደሆንኩ ይሠማኛል

4

0 በፊት ባከናወንካቸው ሥራዎች የሚፈልገውን ያህል እርካታ አገኛለሁ

1 በፊት ነገሮችን የማከናወንበት መንገዶች አያስደስቱኝም

2 ከአሁን በኋላ ትክክለኛ እርካታን ከምንም ነገር ላይ ማግኘት አልቻልኩም

3 በሁሉም ነገር አልረካም ወይም እስለቻለሁ

5

0 በተለየ መልኩ ፀፀት አይሰማኝም

1 በጥሩ ሁኔታዎች ላይ ብሆንም ፀፀት ይሠማኛል

2 ብዙ ጊዜ የፀፀት ስሜት ይሠማኛል

3 ሁልጊዜ የፀፀት ስሜት ይሠማኛል

6

0 በጥፋቴ እየተቀጣሁ ነው ብዬ አላስብም

1 በጥፋቴ እየተቀጣሁ ሊሆን ይችላል ብዬ አስባለሁ

2 በጥፋቴ ልቀጣ እችላለሁ ብዬ እጠብቃለሁ

3 በጥፋቴ እየተቀጣሁ ነው ብዬ አስባለሁ

7.

0 በራሴ ቅሬታ አይሰማኝም

1 በራሴ ቅሬታ/የህሊና ክስ አለኝ

2 ራሴን እንደ አፀያፊ ነገር እቆጥራለሁ

3 ራሴን እጠላለሁ

8.

0 ከሌላ ሰው በባሰ ችግር ውስጥ ነኝ ብዬ አላስብም

1 የድክመቶቼ ወይም የስህተቶቼ ዋነኛ ምክንያት ራሴ እንደሆንኩ እርግጠኛ ነኝ

2 ሁልጊዜ ራሴን በህይወቴ ውስጥ በሚፈጠሩ ስህተቶች እወቅሳለሁ

3 በሚፈጠረው ማንኛውም መጥፎ ነገሮች ምንም ራሴን እወቅሳለሁ

9

0 ራሴን የማጥፋት ምንም አይነት ሀሳብ/እቅድ የለኝም

1 ራሴን የማጥፋት ሀሳብ/ እቅድ አለኝ ግን የመፈጸም አቅም የለኝም

2 ራሴን ባጠፋ ደስ ይለኛል

3 እድሉን ባገኝ ራሴን ለማጥፋት ወደኋላ አልልም

10

0 ከበሬቱ በተለየ ከአሁን በኋላ አላለቅስም

1 ከበሬቱ በበለጠ ሁኔታ አለቅሳለሁ

2. አሁን ሁልጊዜ አለቅሳለሁ

3 በፊት ማልቀስ እችል ነበር አሁን ግን ለማልቀስ ብፈልግም አልችልም

11

0 በነገሮች ከበሬቱ በበለጠ መልኩ አልናደድም

1 በፊት ከተለመደው በላይ እበሳጫለሁ

2 በተመቻቸ ሁኔታ ውስጥ ብሆንም አሁን ቶሎቶሎ እቆጣለሁ ወይም እበሳጫለሁ

3. በየአለቱ እበሳጫለሁ

12

0 ሰዎችን ለማወቅና ለመረዳት ያለኝ ፍላጎት አላጣሁም

1 ሰዎችን ለማወቅና ለመረዳት ያለኝ ፍላጎት ከበሬቱ ቀንሷል

2 ሰዎችን ለማወቅና ለመረዳት ያለኝ ፍላጎት በአብዛኛው ቀንሷል

3 ሰዎችን ለማወቅና ለመረዳት ያለኝ ፍላጎት ሙሉ በሙሉ ጠፍቷል

13

0 ከመቸወም በበለጠ ውሳኔዎችን በምፈልገው መንገድ መወሰን እችላለሁ

1 ከበፊቱ ይበልጥ ውሳኔዎችን ላለመወሰን እፈልጋለሁ

2 ውሳኔዎችን ለመወሰን ከበፊቱ በበለጠ ሁኔታ እችላለሁ

3 ከአሁን በኋላ ምንም አይነት ውሳኔ መወሰን አልችልም

14

0 ከበፊቱ በበለጠ ሁኔታ መጥፎ እይታ አለኝ ብዬ አላስብም

1 በእድሜ የገፋሁና ማራኪ አይደለሁም ብዬ እጨነቃለሁ

2 ቋሚ የሆኑ በእይታዬ ላይ ያሉ ለወጣች ማራኪ እንዳልሆን እንዳደረጉኝ ይሠማኛል

3. አስቀያሚ ነኝ ብዬ አምናለሁ

15

0 እንደበፊቱ ሥራ መሥራት እችላለሁ

1 አንድን ተግባራ ለማከናወን ተጨማሪ ጥረት ይጠይቀኛል

2 ምንም አይነት ነገር ለመሥራት ራሴን መጫን ወይም ከራሴ ጋር መታገል ያስፈልገኛል

3 ስራዬን ማከናወን በፍጹም አዳግቶኛል

16

0 እንደቀድሞ መተኛት እችላለሁ

1 በፊት እንደምተኛው መተኛት አቅቶኛል

2 ከተለመደው ከ1-2 ሠዓት ቀድሜ እነሳለሁ መልሼም ለመተኛት እቸገራለሁ

3 ከተለመደው ከብዙ ሰዓታት ቀድሜ እነቃለሁ ተመልሼም ለመተኛት እቸገራለሁ

17

0 ከበፊቱ በተለየ መልኩ አይደክመኝም

1 ከቀድሞ በበለጠ መልኩ ቶሎ ይደክመኛል

2 ምንም ሣልሰራ ቶሎ በቀላሉ ድካም ይሠማኛል

3 ምንም አይነት ሥራዎችን ለማከናወን በጣም ይደክመኛል

18

0 የምግብ ፍላጎቴ ከበፊቱ በተለየ መልኩ አልተለወጠም

1 የምግብ ፍላጎቴ ከቀድሞው የተሻለ አይደለም

2 የምግብ ፍላጎቴ ከቀድሞው የደከሜ ነወ

3 ምንም አይነት የምግብ ፍላጎት የለኝም

19

0 ከወትሮው ክብደት አልቀነሰም

1. ከ5 ኪሎ በላይ ቀንሻለሁ

2 ከ10 ኪሎ በላይ ቀንሻለሁ

3 ከ15 ኪሎ በላይ ቀንሻለሁ

20

0 ከበፊቱ በበለጠ ስለ ጤናዬ እጨነቃለሁ

1 ስለ አካላዊ ችግሮች ለምሳሌ ስለ ራስና ሆድ ህመም ወይም ውጋት፣ ህመም፣ የሆድ ቁርጠት ወይም ሆድ ድርቀት እጨነቃለሁ

2 ስለአካላዊ ችግሮች በጣም እጨነቃለሁ እናም ከዚህ ውጪ ማሰብ ከባድ ይሆንብኛል

3 ስለአካላዊ ችግሮቼ ከመጨነቅ ውጭ ሌላ ነገር ለማሰብ በፍጹም አልችልም

21

0. በወሲባዊ ፍላጎት ላይ የተለየ ለውጥ አላየሁም

1.የወሲብ ፍላጎት ከበፊቱ አንፃር ቀንሱዋል

2.የወሲብ ፍላጎት በጣም ያነሰ ነው

3. የወሲብ ፍላጎት ሙሉ ጠፍቷል