

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**PSYCHOLOGICAL AND SOCIAL ADJUSTMENT OF ADOLESCENT
STUDENTS AMONG DIFFERENT FAMILY TYPES**
(THE CASE OF STUDENTS IN ADDIS KETEMA SENIOR SECONDARY SCHOOL)

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PSYCHOLOGICAL AND SOCIAL ADJUSTMENT OF
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TYPES

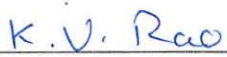
(The case of Addis Ketema Senior Secondary School)

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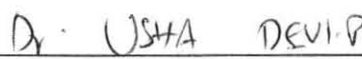

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ABSTRACT

The aim of this study was to see whether or not the psychological and social adjustments of adolescent differ in different family structure consisting of single parent, stepparent and intact families. The subjects from these three variables were collected from Addis ketwema senior secondary school found in Addis Ababa town. Analysis of variance was employed to find the effect of the independent variables on psychological and social adjustment of the adolescent. The t-test for family structure showed that there were significant differences on both dependent measures. Adolescents whose parents had experienced a marital dissolution were significantly fewer than those whose parents have not with respect to psychological and social adjustment. Further more, adolescents in the stepparent groups reported significantly more psychological and social problems than adolescents in the single parent family, which suggests that the parent's remarriage crated more problem than being single parent.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Family is a social system. It is a holistic structure consisting of interrelated parts, each of which affects and is affected by every other part and each of which contributes to the function of the whole (Shaffer, 1994). One implication of Shaffer's explanation about family is that every individual and every relationship within the family affects every other individual and relationship through pathways of reciprocal influence. Children and adolescents are part of family member that involve in this process they affect family member as well as affected by them. The major family members that affect children and adolescents are parents. Supporting this idea, (Borrine et al., 1991), stated that with their children on a continuing basis and therefore, leaves a crucial impact on their children's physical, social and emotional development. He further explained that ideally parents provide children with communication skills, the interpretation of events and behaviors, identify, a haven in time of distress, a source of emotional attachment, a source of what is right and wrong and skills for competence in the social world

For most adolescents the family is not only an important source of influence regarding their adjustment in different areas, such as psychosocial adjustment that should be takes place at this stage, but it also facilitates the adolescents' transition from childhood to adulthood. Parents support their growing children by offering advice and guidance as they attempt to find their place in life (Lamb, 1999).

As it is known adolescence is a period during which a number of physical, psychological, and social influences are brought to bear on the individual. It is also a time when great adjustment is needed for the individual's wellbeing. The adolescents' adjustment depends decisively on a relatively high level of parental involvement (Conger, 1991).

Extensive researches have shown that children make better psychosocial adjustment when they live in a home with two married biological parents.*Inline with this idea (Cherlin, 1983) suggested that it is not simply the presence of two parents, as some have assumed, but the presence of two biological parents that seems to support children development.

Though this is the case, it is impossible to say that all children live with their two biological parents. Rather alternatives to the intact or two biological parents family unit may occur for different reasons. These alternative family structures may result from separate, divorce, death or long-term absence of a parent. Some children may lose their parents due to

death have and others may have only one parent i.e. one biological and a stepparent. Some authors and family researchers indicated that the type of family structure and the accompanying process might affect adolescents differently. For instance, (Conger, 1991) expressed that the absence of same sex parent tend to have a negative impact. The daughters are found to receive less emotional support and the sons less disciplinary control. Similarly, (Dowson, 1991) noted both sexes are needed to raise the child, because the female is better designed for nurture and the male for production and discipline. Both need to teach the child because every young one needs a model of his/her own sex as well as the other.

Researchers have also indicated that family structure and parental status are linked to children's psychosocial adjustment. As noted by (Santrock, 1972), adolescents from intact make good adjustment both psychologically and socially, compared to adolescents from non-intact family. Similarly, from their extensive research finding Emery and his colleagues concluded that children and adolescents from non-intact families are poor in their psychological and social adjustments, (Emery, et.al,1994).

According to Hetherington and Park, (1986), transition in the family structure will lead to psychological tension that will have a negative impact on adolescents' physical and psychological well being.

Most of the literature and studies conducted on the impact of family structure on adolescents well being had been focused on the western cultural

aspects in western context but not in Ethiopian context. The present study aims to provide the literature on the effect of family structure on adolescents' psychological and social adjustment.

1.1.1 Concepts and Theories Relating to the Problem

An established family system can be viewed as a mechanism for identifying and forming the roles, activities and daily life of each family member (Hetherington, 1989).

The most essential socio cultural patterning of a new born human organism is achieved by the family. The family constitutes the first world of the child. It makes not only the first physical and mental contributions of his life, but also makes continuous, numerous and varied association. Family becomes a major source of behavior formation (Cherlin, 1983).

Moreover, family structure and parents' marital status are linked to a child's well being. Thus, the behavioral and psychological functioning of all family members is understood in terms of family transitions rather than in terms of unidirectional and linear interpersonal or intra-psychic processes. As Lee, (1982), family problems are seems as both affecting and being affected by how the family interacts as a whole. And family structure and functioning have critical impacts on socialization, the capacity for symbol is interaction, self-concepts and to the extent that psychogenic theories are true personality characteristics. Families are primary agents of socialization and as such, are tempting to consider as direct causal agents of crime. In both proximate and

distal terms, many criminological theories (social disorganization, social control) grant the family causal significance. Therefore, it was expected that a drastic transitions in the family structure would lead to psychological tension that will have a negative impact on adolescents' physical and psychological well-being (Hetherington and Park, 1986). Moreover, Kinard & Reinherz,(1986) found that after controlling the selected background variables, changes in family structure would have short term and long-term effect on children.

Various authors including Demo and Alock (1996), point out that in research in to the effects of divorce, the two-parent family is implicitly or explicitly the norm. This is accordance with the Freudian approach, that both a father and a mother are necessary for the normal development of a child. Many researchers apply this norm, partly because other theories related to personality development (such as structural functionalism, social learning and symbolic interactions) are also based on the presence of two parents. The theoretical explanations put forward for the occurrence of differences between children of single and two parents families mostly assume a family with a biological father and biological mother as the starting point (Amato 1993). Amato (1993) recognized three commonly adopted theoretical approaches for the explanation of differences between children in single and two parent families. The first stresses the economic decline experiences by many single -parent (mother only) families, which have a negative effect in many different ways on the views and behavior of the

children. The second approach concentrate on divorce as a stressful experience for children. Divorce often means a long, drawn out period of family conflict, with problems rarely occurring singly. In addition to the divorce, children often have to deal with other stressful matters such as moving from their home, changing schools and losing touch with friends, grand parents, and other family members. Overall, children feel better when they live in a home with two biological parents. In addition they are less likely to have behavior problems, they are less likely to live in poverty, and will experience more success academically.

1.1.2. Empirical studies

Many scholars have devoted their efforts to the study of family structure. In this section, a comprehensive review of literature concerning the impact of family structure on adolescents' psychological and social adjustment would be presented. The findings and views of different scholars that are directly or indirectly related to this area of study are quite essential and are presented under subtopics.

1.1.2.1 Past research on children of different family types

There have been some research with regard to the effect of family structure on adolescents well being. Accordingly, Hess and camera (1979) studied the effects of family structure on preadolescent children behavior (peer relations, stress, aggression, and work effectiveness at school). They found significant differences between the divorced and the non-divorced

groups on child measures of stress, aggression and work effectiveness at school. Further they indicate that children of single parent and stepparent families showed greater stress, higher aggression and less productive work style. Also, differences between the divorced and non-divorced groups were greater for boys than for girls on stress and aggression.

Recent study suggests that adolescents from divorced families are at risk in social and psychological adjustment (Hetherington E, 1999).

According to Dornbusch et.al (1995), adolescents' involvement in deviant behavior varies as a function of family structure in which they live, even after controlling for likely demographic confounds. Using data from a large nationally representative sample of adolescents they found that children from single-mother families had significantly more deviant behavior than those from two-parent families. In addition, boys living in stepfamilies had rates of deviance comparable to their peers living in single-parents households and girls living in stepfamilies had rates deviance lower than girls in single parent homes but higher than girls living with mother only extended families or girls living with both natural parents. Moreover, their finding revealed that an additional adult in the some makes little difference in terms of adolescents' deviance if that additional adult is a stepfather.

Similarly, Steinberg (1987) compared adolescents from 1 or 3 family structure (both natural parents, mother or natural parent and a stepparent) with respect to their susceptibility to peer pressure to engage in deviant

activity. Steinberg's finding showed that youngsters living with both natural parents were less susceptible to pressure from their friends to engage in deviant behavior than youngsters living in other family structure. More importantly youngsters growing in stepfamilies in presence of an additional adult were equally at risk for involvement in deviant behaviors their peers growing in single- parent households.

Allison and Furstenberg (1989) also examined the effects of a marital dissolution on several measures of children's well being at two points in time using a nationally representative sample of 1, 197 children. Their finding revealed that, in magnitude, the effects of family structure are slightly smaller than sex differences but larger than those for many other demographic troubles. But, in contrast to others finding, they reported that there was no evidence that dissolution effects are larger for boys than girls.

To understand the influence of family structure, researchers recently have moved from generic "father absent Vs father present" comparison to contrasts between intact (children from two nuclear-parent families) to non-intact families.

As to Lee (1982), children from non-intact families in comparison with those from intact families show deficits in academic performance. These deficits how ever, diminish in size when socio-economic status factor are controlled. (Marsh1990).

Many earlier comparative studies of the effect of variation in family structure have shown certain difference. An explanation given by Emery, Hetherington and Dilalla (1994). For those who experienced a marital dissolution was significantly worse off than those who did not, with respect to adjustment.

Emery, Hetherington and Dilalla (1994) noted that differences were typically confounded by socio-economic status. They also found that boys from non-intact families generally showed greater than girls in adjustment problem.

Conventional wisdom suggests that changes in family structure will have short term and long-term effect on children (Marsh, 1990).

Hetherington and Park (1986), suggest that children growing in mother headed households show deficits on cognitive performance as assessed by standardized intelligence and achievement tests. Hetherington and Park (1986), suggest that problems in academic performance are more common in boys than girls following divorce and absence of father seems to play important role.

Hetherington and Park (1986) also revealed that cognitive decrements may be associated with the fact that children in some single parent families receive adult attention, are involved in fewer joint activities, and interact with adult than do children in intact.

There is some evidence supporting the view that father's involvement, modeling and availability may facilitate adjustment for boys than girls (Marsh, 1990).

1.1.2.1.1 Researching in Ethiopia

In many psychology books, journals, and other materials, different issues connected with adolescence has been discussed in breadth. Adolescence is often called "an age of storm and strain." In Ethiopian context, there are some studies on adolescence. These studies were broadly reviewed by Belay (1999). He found out that almost all of the studies focused on adolescents from the "trouble- age "point of view. All the studies are categorized into three eras: the pre-socialist, the socialist, and the post socialist. In pre-socialist era, studies conducted on Ethiopian adolescents focused on cross nationality, and unique problems of girls. During the socialist period, prevalence of smoking cigarette, substance addiction, educational, social and vocational values, and youth unemployment problems were investigated. However, the post-socialist period has shown alarming progress in studying diverse issues of Ethiopian adolescents, such as identity crisis, psychosocial problems, and others. Needless to say, all of them didn't go farther from touching "the storm and stress" aspect (Ibid).

These available literatures indicate that adolescence is the least known, the least defined, and the most feared period in Ethiopian socio-cultural

perspective, the dynamism and intellectual potentials of the Ethiopian adolescents seem to be unexplored and needs further research.

1.1.2.2 Adjustment in a Single- Parent Household

For some parents, single parenting may have been a planned, conscious decision, whereas for others single parenting may be the product of divorce or some other separation or widowhood. Differences in how single parent families come to be formed will ultimately affect individuals' employment, their financial circumstances, their relationships with other adults their involvement with their child and their competencies as parents' (Weinraub, Hurvath & Gringlas, 2000).

Many researchers have showed that discrepancies in economic resources between single and two parent households may account for negative out comes experienced by children in single parent families (Demo and Alock, 1996). The lack of concrete and emotional support in the face of severe socio emotional and economic stress combine to make the single parents' role an invidious one' (Lamb, 1999). Furthermore, marital dissolution often leads to anxiety irritability, depression, and psychological stress, in part as a result of managing income and childcare responsibilities (Lamb, 1999).

As Weinraub, Horvath & Gringlas (2000) stated, the presence of a committed, authoritative custodial parent is critical to the adjustment of children in single parent families. However, the increased stress that can

accompany divorce and single parenting may undermine parenting efficiency. The most sustained problems for custodial mothers in single parent families appear to be the areas of monitoring and control, especially in relation to sons (Hetherington, 1989).

Moreover, a series of mediated relationships among economic pressures; role strain, parental characteristics and parenting are postulated to explain variation in child adjustment with in single parent families (Marsh, 1990).

As Hetherington (1989) noted, both parents and children in some single parent homes suffer not only from the change in family structure, but from other sources as well.

In general, single parents who are women have significantly less money than two parent families. Not surprisingly, poverty causes high levels of physical, emotional, and psychological stress and lack of money limits adolescents' potential for achieving future upward mobility.

The single parents are under stress and in conflict, and it leads them to be undermined. Therefore, when the parent is under stress, depressed, or unhappy, what stay with the child in such situation is depression, anger, and a negative definition of the self.

1.1.2.3 Adjustment in Stepfamilies

Studies of different kinds of stepfamilies have shown that blended families, in which the children have different patterns of biological and non

biological relatedness to each other, show more problems in family relationships, parenting and child adjustment than "simple" stepfamilies (Hetherington & Reiss 1999). However, regardless of their form, stepfamilies face unique challenges, which often lead to increased tensions in the family.

As Visher and Visher (1993) put it, though stepfamilies are families emerging out of hope, being a remarried parent or stepparent is different from being in a first marriage family, and growing up in a step family can also be more complicated than growing up in a biological family. Stepfamilies are more complex in their structure with greater number of built-in subsystems and greater ambiguity than is found in nuclear families. Charlin (1983) contends that there are insufficient institutional support and guidelines to assure optimal success of these remarriages. He observes that family members of such remarriage face unique problems that do not exist in first marriage families. He believes that the origin of these problems lie in the complex structure of remarried families.

More over, stepparents often have particular demands and pressures place upon them including feelings of confusion about their new role and conflicts with former and present spouses over legal, financial and child rearing matters (Demo & Alok, 1996).

It appears that in families with out two biological parents are characterized by greater distance and conflict compared with families that comprise both biological parents (Demo & Alok, 1996). Most stepparents are

found to be less nurturing and warm, and are less likely to be attached to, and involved with their stepchildren when compared with biological parents. However, lack of biological relatedness does not preclude possibilities for parental involvement or investment in children as affection between stepparents and stepchildren can develop over time. Although there is considerable challenge in stepmothers establishing positive relationship with stepchildren, stepmothers, are usually more involved in parenting than stepfathers, and tend to enjoy close relationships with stepchildren (Demo & Alok, 1996).

As Hetherington (1989) noted, children especially preadolescent boys experience fewer difficulties in adjustment when stepparents are able to establish an authoritative parental role. Yet, the efforts of stepparents to adopt a positive parental role may be met with resistance and resentment on the part of some children.

As to (Allison & Furstenberg, 1989), girls may have particular problems in interacting with stepfathers. The stepfather- stepchild relationship has also been linked to partner quality as well as to overall family cohesion.

Biological mothers in stepfamilies have been found to monitor their children less than those in original families, and tend to be more negative (Hetherington & Reiss, 1999). Biological parent child relationships may deteriorate simply because established patterns of interaction are disrupted,

or because the inclusion of the parent's new partner is met with ambivalence or negativity.

According to Charlin (1983), children and adults in stepfamilies experience a great deal of frustration and stress. Particularly for children, the stress of living in stepfamilies can become acute. Depending upon whether one or both of their relationships with either parent, children may find themselves with new stepparents, siblings and other kin with whom they have to form and maintain relationships (Charlin, 1983). However, when they are able to adjust new family structure and develop meaningful relationships with new family members, they sometimes take risk involving anger and resentment from the original family members over what a parent may consider to be issues of loyalty (Visher & Visher, 1993). Children are also likely to feel a sense of loss in relation to the parent, who must now be shared with the spouse as well as anxiety over the addition of another adult mean to their own well being. Moreover, many children, no matter how old, still have fantasies of their birth parents reunite, and the remarriage represents a threat to the fantasies.

Therefore, in these circumstances, children must learn to get along not only with the parents but also with others, in spite of the prolonged distress of previous divorces. As Visher and Visher (1993) noted, for children, adjusting to remarried family is a process that takes time, one that may be likened to the acculturation process of immigrating families as they move to a new country.

In general, in remarriage families, both stepmothers and stepfathers tend to take a much less active role in parenting than do custodial parents, and disengagement is the most common parenting style for stepparents (Visser & Visser, 1993). Step fathers who initially establish relations with their stepchildren by being warm and involved but do not assert parental authority may eventually be accepted by boys, but acceptance of the stepfather by a step daughters is more difficult to obtain and appears to be unrelated to his behavior toward her (Hetherington, 1989).

Stepmothers are generally more emotionally involved and take a more active role in discipline than stepfathers do, but they do not easily gain acceptance from the stepchildren (Hetherington, 1989).

Although everyone in stepfamilies must make many adjustments to new situations, children and adolescents have additional complexities because they retain dual citizenship in two households and cultures, with different languages and many different customs and ways of doing things. In addition children are often unwilling to accept the new family, with its substitute parent, as a simple replacement for the first.

In general, problems of remarriage have been also considered by a number of writers, and while positive features of remarriage can also be found, it is difficult to escape the problematic nature of remarriage. It becomes clear that, unlike many first marriage families, couples in

stepfamilies may form good couple bonding but good stepparent – stepchild relationships do not necessarily follow.

As a whole, living in stepparent family increases the likelihood that adolescents will live in a disadvantaged community. Not only is their physical way of life changed but their psychological and social lives are touched also.

1.1.2.4 Adjustment in Intact Family

Children feel better when they live in a home with two married, biological parents. They are less likely to have behavior problem, they are less likely to live in poverty, and will experience more success academically. Furthermore, the complementarity of the sexes offers a balanced approach to and benefit from (Hetherington, 1989).

To examine this further, we need to delve in to the specific gifts that fathers and mothers give to their children to contribute to overall healthy development.

What Fathers give to Children?

In virtually all-human societies, children's well being depends decisively on a relatively high level of paternal involvement (Ellis, 2003).

As Parke (2004), fathers contribute specific, vital things to their children's development. These contributions can be broken down into a number of categories, including 1. Sexual identity, 2. Role model of house band / father, 3. Behavioral skills self control, 4. Responsibility and 5. Higher level of intelligence / problem solving skills.

What Mothers give to Children?

What mothers specifically offer to their children can be broken down into the following categories: Nurturance/ Care giving, Role model identify, Instruction and relationships and Moral formation (Smith & Morgan, 1994).

1.2 Practical Consideration

The effects of family type on adolescents are not well understood in Ethiopia. It is with in this context stressing the overriding importance of the issue, that our knowledge of family types and its impact on adolescents must be set. For this reason, it is hoped that this study must begin to answer some of the questions and to fill the gaps in our knowledge about the problems of adolescents living in single parent, stepparent and intact families. It my be important for those involve in therapy, in family counseling, and as school counselors for developing systems in the delivery of intervention programs or service.

This study is also expected to supply additional empirical evidence in relation to the family type and adolescents' psychological and social adjustment. The finding of this study may provide some important direction for conducting further researches in the area.

1.3 Statement of the Problem

On the basis of children's well being families play significant roles. However, children and adolescents face problems in the wake of change in the family types. Hetherington, 1989), have shown that children make better psychological adjustment when they live in a home two biological parent. Inline with this idea (Cherlin, 1983) suggested that it is not simply the presence of two parents as some have assumed but the presence of two biological parents that seems to support children development. Further, (Conger, 1991) noted that both sexes are needed to raise the child, because the female is better designed for nurture and the male for protection and discipline both one needed to teach the model of his own sex as well as the other. As mentioned, fathers do contribute something unique to their children's upbringing as mothers.

Many earlier comparative studies of the effects of variation in family types have shown certain difference that is adolescents in non intact families adjusted more poorly than in intact families.

Generally various studies conducted on the relationship between children and family types have indicated that changes in family type may affect the well being of adolescents.

Although, a number of investigations have been done on how family type can affect the development of children, little researches have done on psychological and social adjustment problem of adolescents. Therefore, the

present study attempts to fill the gap. In view of the above problem, the study was designed to answer the following specific questions:

1. Does family type influence psychological and social adjustment of adolescent students?
2. Is there any significant sex difference in psychological and social adjustment of adolescents?

1.4 Objectives

1.4.1 General Objective

The purpose of this study was to see the psychological and social adjustment problems of adolescent students in different family type i.e. intact families, single families, and stepparent families and sex effect on the psychological and social adjustment of adolescents.

1.4.2 Specific Objectives

- To examine whether there exist any significant difference in the psychological adjustment of adolescents living with single parent stepparent and intact families.
- To examine whether there exist any significant difference in the social adjustment of adolescents living with single parent, stepparent and intact families
- To find out the sex differences in psychological adjustment of adolescents.
- To find out the sex differences in social adjustment of adolescents.

1.5 Operational Definitions

Family types The classification identified by the three major categories of households, namely, single parent, stepparent, and intact family.

Single-parent family: A family that is headed only by a woman/a man and adolescents were living only with their father or mother.

Intact family: - stands for biological mother and father who have parental responsibility for the care and upbringing of the children and adolescents living in the same household.

Stepparent family: - A family in which the man or the woman is the stepparent.

Psychological adjustment: Refers self- reported feelings, perceptions or experience of adolescents that reflect feeling of stress and strain and satisfaction with personal life.

Social adjustment: Are self-reported perceptions of selected aspects of their social relationship in the community in relation to their social competence, shyness, loneliness and social distress.

1.6 Delimitation of the Study

The scope of this study is limited to the investigation of psychological and social adjustment problems of 180 adolescent boy and girl students studying in 10th class of Addis Ketema senior secondary school in Addis Ababa. The study was restricted to Addis ketema senior secondary school due to time constraint.

Chapter Two

2. Methods

2.1 Design of the study

An analysis of variance is used in the present investigation by taking family type (single parent, stepparent, and intact) and sex (male and female) as independent variables and psychological adjustment and social adjustment of adolescents as dependent variables. The variables controlled are the age of the subjects (14 to 18 years), residence (urban), grade (10th), and school (Addis Ketema Senior secondary School).

2.2 Study Area

The study area is Addis ketema senior secondary school found in Addis Ababa town.

This site has been chosen due to nearness and the acquaintance to the principal, which may enable the researcher to obtain cooperation from the participant during data collection. As well as the researcher assumed that there would be sufficient number of students from different family types. Furthermore, the school is located at densely populated area of the city and the number of students is high.

2.3 Populations and Sampling

The target population of this study was adolescents (Male and Female) studying in 10th class of Addis Ketema senior secondary school from the city of Addis Ababa.

In order to screen the subjects with the required family types, questionnaires were distributed to grade 10 students enrolled in Addis Ketema senior secondary school of Addis Ababa town. In the screening questionnaire information on parental marital status and personal details of the subject were obtained. For example, are you living with both of your real parents? If the response is "No" they were asked with whom they are living. These two questions were used for categorization of adolescents in different types of family: single parent, stepparent and intact. Students living with other relatives were excluded.

Thus, preliminary sample consists of total 394 out of which 190 (intact), 106 (single parent), and 98 (Step parent) respectively. The final sample of 180 (90 male and 90 female) was selected by taking 60 subjects (30 male and 30 female) randomly from each family type.

2.4 Tools of Data Collection

The instrument has two separates parts. In the first part data for parental marital status and personal details of the subjects were obtained. In the second part the scales with which the variables of interests were

developed in two broad adjustment areas (psychological and social adjustment measures).

2.4.1 Psychological Adjustment Measures

The first indicator of adjustment status of adolescents used in this study is psychological adjustment, which covers the components of measures of psychological distress namely, self-esteem, depression and anxiety. Self-esteem was measured by 10 items of Rosenberg's self-esteem scale (<http://www.wwnorton.com/psychsci/media/Rosenberg.htm>) that asks respondents to indicate their perceptions of themselves in positive or negative ways.

Depression was measured by 13 items of the Beck depression inventory (BDI) (<http://www.swin.edu.au/victims/resources/assessment>), which center on the feeling of dissatisfaction with one self and one's ability to achieve desired outcomes. The final measure of psychological distress anxiety was measured by the revised children's form of the manifest anxiety scale (RCFAMS) that consists of 19 items that center on behavioral expressions of behavioral expressions of internal anxiety or emotionality such as nervousness, tension and worry.

Therefore, measure of psychological distress scale, which is labeled as psychological adjustment, is a summed scale of these three measures that provide a pool of 42 items. Items were responded on a 5-point Likert scale (5=

strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree). The negative statements were reversibly scored.

From 42 items almost half were stated positively and the other half negatively. The reason was to reduce the effect of response bias (set). In addition to this way of minimizing response bias, the statements were randomly placed in the questionnaire.

2.4.2. Social Adjustment Measures

The other indicator of adolescent's adjustment status that used in this study is social adjustment. Aggregating various subscales that assess adolescents' self-perceptions regarding their social experiences made this.

Accordingly, the components covered by the items were that deal with subject's perception of their social peer relations, with regard to sociability, perceptions of their social competence, intimacy of friendship, shyness and felling of dissatisfaction with peer relationships and loneliness. So the measures were:

(a) Shyness and sociability scale (25 items) by the Revised Check and Buss shyness scale (RCBS) developed by Check and Buss taken from ([http:// www. Wellesley. educ/ psychology/ check/ research. Html](http://www.Wellesley.edu/psychology/check/research.Html)) that assesses the construct of shyness broadly and adolescents' perceptions of their social competence, and (b) Loneliness and social dissatisfaction scale (13 items) taken from [http: // www. Jacup.com /pt/ re/ Jaacap/full text. htm](http://www.Jacup.com/pt/re/Jaacap/fulltext.htm)) and developed by Asher et. al, (1984) that describes loneliness in terms

of a subjectively felt discrepancy between the kinds of relationships that individual perceives himself as having and what he would like to live.

As a whole, these two scales provide a pool of 38 items that bare fair resemblance to the construct of social adjustment. These items were statements to which subjects responded to each item on a 5 point Likert scale, indicating the degree which each statement is a true description of themselves which rang from 5 (strongly agree) to (strongly disagree). After all these, the adopted items (psychological and social measures) were revised. An attempt was also made to modify and restructure so that they deal with adjustment of adolescents.

Then after, the questionnaires were checked for ward and backward translation i.e. from English to Amharic and from Amharic to English by independent evaluator.

Pilot testing

Pilot testing was made on 30 subjects from the three family structure groups (single parent, stepparent, and intact) for the purpose of determining the reliability of the scales.

There were 10 from intact family, 10 from single parent family and 10 from stepparent family. Subjects were randomly selected. The number of male and female subjects was proportional. No time limit was made for the completion of the questionnaire. Finally the responses of the subjects were scored for computing Cronbach Alpha assessed both scales and their

reliability. The two measures proved to be reliable with Alpha= .85 and Alpha= .89 for psychological adjustment and social adjustment respectively.

Then after, the responses of the pilot group were subjected to item analysis by comparing the average score of the highest and lowest scoring subjects. In scoring Likert arbitrary weighting system was used. Then for each of the two scales the upper (25) and the lower (25) groups on each item were compared using the independent sample t-test. After examining the indices of item consistency, items that have not significant t-value were discarded (Coolican, 1995).

Finally, 26 items from psychological measure and 10 items from social measure were discarded, leaving 16 items from psychological and 28 items from social measures.

Finally, subjects' responses to psychological adjustment measures were summed to yield total score that could range from 16 (higher psychological adjustment problems). To 80 (lower psychological adjustment problem). Social adjustment measure was also summed to yield total score that could range from 28 (higher social adjustment problem) to 140 (lower social adjustment problem).

2.5 Procedure of Data Collection

Prior to the onset of data collection, so as to gain full cooperation, which is very important to obtain meaningful data, location of the study (Addis Ketema senior secondary school found in Addis Ababa) was visited.

The principal of the school was contacted to get permission to collect the information from the students and potential subjects were identified. The subjects were informed of the purpose of the study and rapport was build up at with them to get their cooperation.

The questionnaires were distributed by the researcher and research assistants to the subjects and were given clear instruction for the procedure of filling them. They were asked to give their own responses.

During administrating the questionnaire they were shown a model example that would help them to easily complete the questionnaire. No time limit was made for the completion of the questionnaire

2.6 Method of Data Analysis

The population investigated in this research constitutes adolescents from the three family types (single parent, stepparent, and intact family). The two research questions were concerned with the relationship between family type, sex and the two adjustment variables. The sex and family type main effects and the sex by family type interaction were tested. For this reason, MANOVA was viewed as a problem of first finding the liner combination of the dependent variables that best separate the categories of independent variables. Initially, therefore, a three (group) x two (sex) multivariate analysis of variance (MANOVA) was calculated to test the independent variables of the set of dependent variable.

Then, follow up invariance test were conducted for each sphere of adjustment. In this way, the psychological and social adjustment of adolescents was analyzed in a 3x2 analysis of variance (ANOVA) with family type and sex used as the independent variables. To this effect, mean difference comparison was taken using Tukey procedure, were convenient.

CHAPTER THREE

3. Results of the Study

In this section, the data collected through the questionnaires were analyzed and presented. The results are presented according to the specific study. One of the objectives of this study was to investigate whether or not there is significant difference in psychological and social adjustment among adolescent students from different family types (single parent, stepparent, and intact). The other objective of the study was to see whether or not there is sex difference in psychological and social adjustment. Thus, in order to determine the difference in psychological and social adjustment, MANOVA and ANOVA used and the results obtained presented as follows:

4.1 Psychosocial Adjustment across Family type and Sex

Table 1: MANOVA summery table for the effect of family type and sex on psychological and social adjustment.

Effect		Value	F	Hypothesis	Error dr
Family type(F)	Pilai's Trace	1.002	87.340	4.00	173.00
	Willks' Lambda	.079	221.689*	4.00	173.00
	Hotlling's trace	10.669	458.78	4.00	173.00
	Roy's Largest root	10.572	919.500	2.00	173.00
Sex(s)	Pilai's trace	.198	21.406	2.00	173.00
	Willks' Lambda	.802	21.406*	2.00	173.00
	Hotlling's trace	.242	21.406	2.00	173.00
	Roy's Largest root	.217	21.406	2.00	173.00
SXF	Pilai's trace	0.99	9.5204.520	4.00	173.00
	Willks' lambda	0.902	4.592*	4.00	346.00
	Hotllings' trace	0.108	4.664	4.00	344.00
	Roy's Largest root	0.108	8.982	2.00	174.00

* $P < 0.05$

As can be seen from Table 1, there were statically significant multivariate main effect of sex, $S(2,123) = 21.106, P < .05$, family structure, $F(2,173) = 221.689$ and of the interaction, $F \times S(3,348) = 4.592$.

From this, we can see that there were similarity between family type and sex in judging the psychological and social adjustment.

4.1.1 Psychological adjustment across family type and sex.

Table 2: A summery table of two-way ANOVA for the effect of family type and sex on psychological adjustment.

Source	SS	df	Ms	F
Family type (F)	31176.433	2	15588.217	384.211*
Sex (s)	64.800	1	64.800	1.597**
F x S	69.033	2	34.517	.851**
Error	7059.533	174	40.572	
Total	714754.00	180		

* $P < 0.05$

In order to answer the first research question, Two-way ANOVA was computed and indicated that family type was found to be statically significant in affecting psychological adjustment (See table 2).

To know an overall significant difference among the three family type groups on psychological adjustment, Tukey method was used to test the family type that lead to the difference observed (see table 3).

Table 3: Mean Comparison of Family type groups on Psychological adjustment (Tukey HSD).

Dependent variable	Family type(A)	Family type(B)	Mean difference (A-B)	Standard Error
Psychological adjustment	Single parent family	Intact	- 25.8333*	1.1629
		Stepparent	3.7833*	1.1629
	Intact family	Stepparent	29.6167*	1.1629
		Single parent	25.8333*	1.1629

*P<0.05

Based on the observed means, presented in table 3 the mean difference is significant at the 0.5 level.

As depicted above, the mean difference between single parent and intact family was -25.833, single parent and intact family 3.7833 and intact and stepparent was 29.6167. It showed that, for psychological adjustment, the mean of stepparents' family adolescents differs significantly from that of intact family and from that of single parent family adolescents. Moreover, the mean for intact family was significantly different from single parent family adolescents' mean score. As a result, intact families' adolescents have lower psychological adjustment problem than adolescents from both single parent and stepparent families.

The second research question was to test whether difference exists between the adjustment of boys and girls (the other independent variable in relation to psychological adjustment).

From table 2, it can be observed that there was no significant effect of sex on psychological adjustment. Besides, the interaction of sex and family type effect was also not significant.

4.1.2 Social adjustment across family type and sex

Table 4: Summary table of two-way ANOVA for the effect of family type and sex on social adjustment.

Source	SS	df	Ms	F
Family type(F)	94080.178	2	47040.099	845.043*
Sex (S)	2289.800	1	2289.800	41.135*
FXS	675.733	2	337.862	6.070*
Error	9685.867	174	55.666	
Total	1352402.00	180		

* $P < 0.05$

The result of the analysis of variance performed on social adjustment in the above table showed that the main effect of family type group was significant. Following this result, comparison of group mean difference was taken on social adjustment to classify the group that caused the overall difference (Tukey procedure was computed).

Table 5: Mean difference Comparison of Family type groups on Social adjustment (Tukey's HSD).

Dependent variable	Family type(A)	Family type(B)	Mean difference (A-B)	Standard error
Social adjustment	Single parent family	Intact	-39.667*	1.3622
		Stepparent	14.400*	1.3622
	Intact family	Stepparent	54.0667*	1.3622
		Single parent	39.6667*	1.3622

Based on observed means, the mean differences of all the three pairs were significant at the .05 level.

From table 5, it can be observed that the mean difference between single parent and intact family is -39.667, single parent and stepparent is 14.400, and intact and stepparent is 54.0667.

As indicated, the Tukey test revealed that the mean of adolescents from intact family was significantly higher indicating that they did not have social adjustment problems as adolescents from both stepparent and single parent family. More over, when the means of single parent adolescents and stepparent adolescents are compared, the mean of single parent adolescents is relatively higher which suggests less social adjustment problem.

Sex was the second factor that studied in relation to social adjustment. A comparison was made between the means of male and female adolescents (See table 6).

Table 6: Means and Standard deviations for Social adjustment score by family and sex.

Family type	Sex	N	Mean	Standard deviation	Standard error mean
single parent	M	30	71.400	6.2560	1.1423
	F	30	78.130	3.5597	.6499
Stepparent family	M	30	54.333	7.0628	1.2895
	F	30	66.400	7.5731	1.3827
Intact family	M	30	113.133	7.9556	1.4525
	F	30	115.133	10.5665	1.9292
Total	M	30	79.622	25.8172	2.7214
	F	30	86.7556	22.5161	2.3734

In order to answer the second research question, two-way ANOVA was computed and summarized in table 4. And, sex was found to be statically significant in affecting social adjustment. To find out which sex it was, group statistics was computed and the results were presented in table 6. According to table 6 males as compared to females, had lower mean which suggests that males, exhibited significantly more social adjustment problem.

Finally, the family type and the sex interaction (F x S) effect was significant, indicating that the family type and the sex mediate each other.

CHAPTER FOUR

4.1 Discussion

The results of the analysis of this study indicated that there is a significant difference in the psychological adjustment of adolescents from different family types (Single parent, Stepparent and intact families). The results suggested that family type leads to the difference in adolescents' adjustment. On both psychological and social adjustment measures adolescents from both single parent and stepparent families experience more distress than those from intact families. Therefore, these findings are consistent with previous study, (Santorock, 1972), which revealed that children and adolescents from intact families make good adjustment both psychologically and socially, when compared to adolescents from non-intact families.

Concerning the psychological adjustment problem as well as difficulties in social adjustment, the findings of the present study fit with the findings of the previous studies conducted on both with children and adolescents living in intact and non-intact families.

When adolescents from non-intact (single parent and stepparent) families are compared, significant mean differences between single parent and stepparent families appear in relation to their psychological and social adjustment. It was found that adolescents who were living in stepparent families scored significantly lower in psychological and social scale implying

that they have more problems with both psychological and social adjustment. However, some researches (example Weinberg et.al,2000, Allison &Firstenberg,1989, and Dornbuch et.al., 1985), reported that both groups are equally at risk for adjustment problems.

The major reason for the difference observed might be the cultural, economical and educational difference found between Ethiopia and developed countries. Despite the scarcity of literature concerning stepfamilies in Ethiopia, it is worth examining the difficulty of remarriage in the Ethiopian situation. In our society, the most difficult of all family positions may probably be the role of stepparent. It is often heard that the type of stress found in stepparent, particularly stepmother family are innumerable. Given our cultures high expectations at stepparent, the man/woman who is brought to replace a "lost" father/ mother enters a situation fraught with high expectations that even a saint could not meet or even minor faults are observed. Stepchildren may view situation as stepparents' less interest for emotional responsibilities. Thus, the idea is that in this bad emotional climate of the stepparent, rejection, anger, depression, hopelessness and pessimism on the part of adolescent may be extremely strong.

In general, it seems that adolescents from stepparent families and single parent families face problems in psychological adjustment and difficulty in social adjustment. But when the degree of the problem is compared, the present study showed that there were significant difference in both adjustment variables between stepparent and single parent adolescents.

In sum, the findings of this study are supportive of a relationship between family types and the psychological and social adjustment of adolescents.

4.2 Sex Difference

In this study, a demographic variable which is given due attention was looking at sex differences on both adjustment status. As result, the analysis showed significant differences on social adjustment but not on psychological adjustment between boys and girls.

This finding is, therefore, inconsistent with prior literature, which indicated that boys showed more adjustment problem than girls (Emery, Heterington, and Dilala, 1994). However, in the present investigation, the single parent and stepparent families were selected irrespective of the sex of the parent. It will be worthwhile to investigate the adjustment of boys and girls in the single mother and single father families, similarly, in the stepmother and stepfather families.

CHAPTER - FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the summary, conclusions and recommendations of the study.

5.1. SUMARY

The major objective of the present study was to examine the psychological and social adjustment problems of adolescents in different family type (single parent, stepparent, and intact families).

Accordingly, a representative sample was surveyed using screening questionnaire in one senior secondary school in Addis Ababa. On the basis of student's response three types of family structure were identified single parent, stepparent and intact families. 180 adolescents, 60 for each group, were subjects that participate in the study. In an attempt to investigate the effects of family type on adolescents' adjustment problems measure were adopted from two broad areas of psychological and social adjustment measure.

To know the effect of independent variables on psychological and social adjustment separately, analysis of variance was used. As result, family type was found to cause a significant effect upon psychological and social adjustment

The mean score comparison indicated that in both psychological and social adjustment spheres adolescents from both single parent-and stepparent families experience more distress than those from intact families.

When adolescents from single parent and stepparent families are compared, with respect to psychological and social adjustment, a statistically significant difference was observed indicating that adolescents from single-parent families had fewer psychological and social adjustment difficulties than did those from stepparent families.

In the end, the effect of sex on psychological and social adjustment of the adolescents was studied and found to be not statistically significant in psychological adjustment but in social adjustment.

5.2. CONCLUSION

Based on the above outcomes of the present study, the following conclusions were made.

- When adolescents from intact and non- intact (single parent and stepparent) families were compared, there is significant difference in both psychological and social adjustment. In other words, adolescents who are from single parent and stepparent were significantly having more adjustment problems than those who are from intact family. This suggests that the absence of biological parent may influence adolescents' psychological and social adjustment.

- Moreover, the psychological and social adjustment of adolescents differs significantly in non-intact (single-parent and stepparent) families. Adolescents from stepparent group higher on both psychological and social adjustment problems than from single parent families. This leads to the conclusion that a parent's remarriage may create more adjustment problems.
- There is no significant sex difference in terms of psychological adjustment problems and there is significant difference in social adjustment. So it may be conclude that both boys and girls are from different family types are affected equally in psychological adjustment and in terms of social adjustment boys are influenced more than girls.

In general, the present research findings are not new. The problem of differences between adolescents living in intact and non-intact families found in this study corresponds to that which can be observed in the research literature.

However, the comparison of different family types and significant difference in the psychological and social adjustment are relatively a new perspective. But the present study was with some potential weakness and limitations. The present investigation is limited to a sample from one particular school from Addis Ababa. Thus, further study with large and representative sample will help in better understanding. Further, only the independent variables, family type and sex have been included in the present

study, other important variables such as socioeconomic status (SES) and education can be investigated using multivariate analysis.

5.3. RECOMMENDATIONS

1. Several different studies, including the present study, show that adolescents from intact family have better in both psychological and social adjustment than from non-intact. However, the existing culture in Ethiopia, (example, other family members interference in couples life), and the current law situation regarding family (example, paving the way for divorce when conflicts arise between the couples) all seem to be barriers to intact family. Therefore, the concerned body (the Government, Family Planning department, those who involve in therapy, family counseling and others) should play a great role in teaching the parents the potential parents and other family members the positive and negative effects of *change* in family structure. Again, the concerned authorities should prepare materials for those who rear children on how to bring up children with healthy psychological and social condition.
2. This has attempted to examine the psychological and social adjustment of adolescents of single parent and stepparent families. And, it was indicated that adolescents from stepparent family have more adjustment problem. However, which sex of the stepparent resulted in the effect has not been investigated. Therefore, further investigation in this regard should be carried out in breadth and depth

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This thesis has been submitted for examination with my
approval as a university advisor

Name:

Dr. Rao U.K

Signature:



Date of approval:

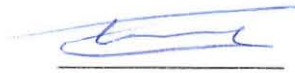
17/6/2005

Declaration

I the undersigned, declare that this thesis is my original work, has not been presented for a degree in any other university and that all sources of materials used in this thesis have been duly acknowledged.

Name: Kasahun Amare

Signature:

A handwritten signature in blue ink, appearing to be 'Kasahun Amare', written over a horizontal line.

Date: June, 2005

Appendix

**Addis Ababa University
School of Graduate Studies
Department of Developmental Psychology.**

Dear students,

The purpose of this questionnaire, is to gather information for a study leading to MA degree in developmental Psychology. Information you provide would be very crucial for the success of the study. Therefore, you are kindly requested to be honest towards all the items provided in this questionnaire. The information you supply will be kept confidential. You are not required to write your name.

Thank you for your kind cooperation.

Section I. Background Information

Read the following items and fill the appropriate words or encircle the letter of your choice.

1. Age _____
2. Sex _____
3. Grade _____ Section _____ Role number _____
4. With whom are you living?
 - A. Both parents
 - B. Only one parent
 - C. A parent together with a stepparent
 - D. Neither parent
5. Do you always live with both of your real parents?
 - A. Yes
 - B. No
6. If your answer is "No" what happened?
 - A. Disrupted by divorce
 - B. Disrupted by other reasons.
7. If your answer for question 5 is "No", with which parent are you living?
 - A. Only with my mother
 - B. Only with my father
 - C. With my mother and stepfather
 - D. With my father and stepmother
 - E. Other (Please explain) _____

Section II:- Psychological adjustment measure

Read each item carefully and encircle the number which is suitable to you in the following given scale:

5. Strongly agree 4. Agree 3. Undecided
2. Disagree 1. Strongly disagree

Item No	Items	Response categories				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	I feel that I am a person of worth, at least an equal plane with others	5	4	3	2	1
2	I feel that I have a number of good qualities	5	4	3	2	1
3	I take a positive attitude toward my self	5	4	3	2	1
4	On the whole, I am satisfied with my self	5	4	3	2	1
5	I have more respect for my self	5	4	3	2	1
6	I certainly feel useless at times	5	4	3	2	1
7	At times I think I am no good at all	5	4	3	2	1
8	I feel that I am just as good as other people	5	4	3	2	1
9	I thought my life had been a failure	5	4	3	2	1
10	My sleep is restless and disturbed	5	4	3	2	1
11	I enjoy life	5	4	3	2	1
12	I give up easily when things get hard	5	4	3	2	1
13	I am afraid of a lot of things	5	4	3	2	1
14	I always have good manners	5	4	3	2	1
15	I am happier than other children	5	4	3	2	1
16	I often loss control over my emotions and feelings	5	4	3	2	1

Section III:- Social adjustment measure

Read each statement carefully and encircle the number given to the following scale:

5- Strongly agree

4. Agree

3. Undecided

2. Disagree

1. Strongly disagree

Item No	Items	Response categories				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	There is always someone I can talk to about my day to day problems.	5	4	3	2	1
2	I miss having a really close friend	5	4	3	2	1
3	I experience a general sense of loneliness	5	4	3	2	1
4	I find my circle of friends and acquaintances too limited.	5	4	3	2	1
5	I often feel rejected	5	4	3	2	1
6	I can call on my friends whenever I need them	5	4	3	2	1
7	I welcome the opportunity to mix socially with people	5	4	3	2	1
8	I find a friend when I need one.	5	4	3	2	1
9	My friends come to me for emotional support	5	4	3	2	1
10	I am socially somewhat awkward	5	4	3	2	1
11	I do not find it difficult to ask other people for information	5	4	3	2	1
12	When in group of people, I have trouble thinking of the right things to talk about	5	4	3	2	1
13	I feel relaxed even in unfamiliar social situations	5	4	3	2	1
14	It is hard for me to act natural when I am meeting new people	5	4	3	2	1
15	I am confident about my	5	4	3	2	1

	social skills					
16	I feel nervous when speaking to someone in authority	5	4	3	2	1
17	I have no doubts about my social competence	5	4	3	2	1
18	I often have doubts about whether other people like to be with me	5	4	3	2	1
19	I do not find it hard to talk to strangers	5	4	3	2	1
20	I am shy when meeting someone of the opposite sex	5	4	3	2	1
21	I feel inhibited in social situations	5	4	3	2	1
22	I have trouble looking someone right in the eye	5	4	3	2	1
23	I like to be with people	5	4	3	2	1
24	When conversing I worry about saying something dumb	5	4	3	2	1
25	I usually feel relaxed when I am with a group of people	5	4	3	2	1
26	Efforts to have friends and to be liked seldom succeeds the way I would like it to	5	4	3	2	1
27	I am good at working with other children	5	4	3	2	1
28	It is easy for me to make new friends	5	4	3	2	1

መጠይቅ

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የትምህርት «አይክላውል» ትምህርት ክፍል

ውድ ተማሪዎች፡-

የዚህ መጠይቅ ዋና ዓላማ ለድህረ ምረቃ ማማያ ለማድረግና ጥናት ይረዳኝ ዘንድ ነው፡፡
በእነዚህ አያያዳዊነት መጠይቅ በትክክል በማገገሙ ተገቢውን ምላሽ ትሰጡኝ ዘንድ በትህትና
እየጠየቅሁ፡፡ በመጨረሻ መረጃ ለጥናት ተግባር ብቻ የሚውል መሆኑንና በሚሻገር

በላት-ብብራትሁ በጣም አመሰግናለሁ፡፡

ክፍል አንድ የግል ሁኔታ

1. እድሜ -----

2. ፆታ -----

3. የትምህርት ደረጃ ----- ክፍል ----- ቁጥር -----

4. ከማን ጋር ነው የምትጥራው/ረው?

ሀ. ከሁለቱ ወላጆች ጋር

ለ. ከወላጆቹ ከአንዱ ጋር

ሐ. ከወላጅና ከአንድራ አናት/አባት ጋር

መ. ከወላጆቹ ውጭ

5. እስከ አሁን ድረስ ከወላጅህ/ሽ አናትና አባት ጋር ነው የምትጥራው/ረው

ሀ. አዎ

6. ላያቸቁ «5» መልስህ/ሽ «አይደለም» ከሆነ ለምን?

ሀ. ወላጆቹ በፍት ምክንያት በለትለያዩ

ለ. በሌላ ምክንያት በለትለያዩ

ሐ. ሌላ ከሆነ ይገለጽ -----

7. ላያቸቁ «5» መልስህ/ሽ «አይደለም» ከሆነ ከማን ጋር ነው የምትጥራው?

ሀ. ከአናቱ ጋር ብቻ

ለ. ከአባቱ ጋር ብቻ

ሐ. ከአናቱና ከአንድራ አባቱ ጋር

መ. ከአባቱና ከአንድራ አናቱ ጋር

ሀ. ሌላ (ይጠቀስ) -----

8. ላያቸቁ 5 መልስህ/ሽ አይደለም ከሆነ ከወላጆቻህ/ሽ በትላይ እድሜህ/ሽ በግምት ስንት ይሆናል፡፡

ሀ. 0 - 4 ዓመት

መ. 5 - 9 ዓመት

ሐ. 10 - 14 ዓመት

መ. 15 - 19 ዓመት

ክፍል ሁለት፡- ከዚህ በታች ለተዘረዘሩት እያንዳንዱ መጠይቅ አምስት አማራጮች ተስጥተዋል፡፡ ከእነዚህ ውስጥ የአንተን /የአንቺን ሁኔታ በተለይ የሚገልጸውን ቁጥር አክብብ/ቢ

5. በጣም እስማማለሁ

2. አልስማማም

4. እስማማለሁ

1. በጣም አልስማማም

3. አልወሰንኩም

2.1 ስነ ልቦናዊ ሁኔታዎች

ተ.ቁ	መጠይቅ	በጣም እስማማለሁ	እስማማለሁ	አልወሰንኩም	አልስማማም	በጣም አልስማማም
1	ስለ እራሴ ጥሩ አመለካከት አለኝ፤ ቢያንስ ከሌሎች አላንስም፡፡	5	4	3	2	1
2	በርካታ በጉ ጎኖች እንዳሉኝ አምናሁ፡፡	5	4	3	2	1
3	ስለእራሴ በጎ አመለካከት አለኝ	5	4	3	2	1
4	በአጠቃላይ በእራሴ ሁኔታ እረካለሁ	5	4	3	2	1
5	ለእራሴ ጥሩ አክብሮት አለኝ	5	4	3	2	1
6	አንዳንዴ የማልጠቀም ሰው እንደሆንኩ ይሰማኛል	5	4	3	2	1
7	አንዳንዴ ጥሩ ሰው እንደሆንኩ ይሰማኛል	5	4	3	2	1
8	እንደማንኛውም ሰው እኔም መልካም ሰው እንደሆንኩ አስባለሁ	5	4	3	2	1
9	ህይወቴ በውድቀት እንደተሞላ ይሰማኛል		4	3	2	1
10	የእንቅልፍ ጊዜዬ የተረበሸ እና እረፍት ያጣ ነው	5	4	3	2	1
11	ሕይወቴ አስደላች ነገር ነው	5	4	3	2	1
12	ፈታኝ ሁኔታዎች ሲገጥሙኝ ቆሎ ተስፋ እቆርጣለሁ	5	4	3	2	1
13	ብዙ የማፍርባቸው ነገሮች አሉኝ	5	4	3	2	1
14	በመልካም ስነ-ምግባር የታነጽኩ ሰው ነኝ፡፡	5	4	3	2	1
15	ከሌሎች ልጆች ይልቅ በህይወቴ ደስተኛ ነኝ፡፡	5	4	3	2	1
16	ከቁጥጥራ ውጭ የሆነ ስሜት መዋገፍ አዘውትሮ ይሰማኛል	5	4	3	2	1

2.2 የማህበራዊ ኑሮ ሁኔታ

ተ.ቁ	መጠይቅ	በጣም እስማማለሁ	እስማማለሁ	አልወሰንኩም	አልስማማም	በጣም አልስማማም
1	ሁሉ ስለ እለት እለት ችግራ ማዋየው ሰው አለኝ፡፡	5	4	3	2	1
2	የቅርብ የምለው ጓደኛ የለኝም፡፡	5	4	3	2	1
3	በደፈናው የብቸኝነት ስሜት ይሰማኛል፡፡	5	4	3	2	1
4	ያሉኝ ጓደኞች በጣም ጥቂት ናቸው፡፡	5	4	3	2	1
5	ከሰው የተገለልኩ መስሎ ይታያኛል፡፡	5	4	3	2	1
6	ባስፈለገኝ ጊዜ ሁሉ ከጓደኞቼ ጋር እገናኛለሁ፡፡	5	4	3	2	1
7	ከሰዎች ጋር መግባባት ለእኔ ቀላል ነው	5	4	3	2	1
8	ባስፈለገኝ ጊዜ ጓደኛ ማፍራት እችላለሁ	5	4	3	2	1
9	ችግር በገጠመኝ ጊዜ ሁሉ ጓደኞቼ ከጎን ይሆናሉ፡፡	5	4	3	2	1
10	በማህበራዊ ህይወቴ ደካማ ነኝ	5	4	3	2	1
11	በሰዎች ፊት ጥያቄ መጠየቅና መረጃ ማግኘት አይከብደኝም	5	4	3	2	1
12	ብዙ ሰዎች በተሰበሰቡበት ሁኔታ ሃሳቤን መግለጽ ይከብደኛል፡፡	5	4	3	2	1
13	ከማላውቃቸው ሰዎች ጋር እንደ ሰርጊና ለቅሶ ባሉ ማህበራዊ ክስተቶች ላይ ብገናኝ መግባባት አያስችግረኝም፡፡	5	4	3	2	1
14	ከማላውቃቸው ሰዎች ጋር በቀላሉ መላመድ ይከብደኛል	5	4	3	2	1
15	ከሰዎች ጋር የመግባባት በቂ ክህሎት አለኝ	5	4	3	2	1
16	በጣም ከተከበሩ ሰዎች ጋር ሳወራ ፍርሃት ፍርሃት ይሰማኛል፡፡	5	4	3	2	1
17	ስለማህበራዊ ኑሮ ችሎታዬ ምንም ጥርጥር የለኝም	5	4	3	2	1
18	ሰዎች ከኔ ጋር መሆን ያስደስታቸው ወይም አያስደስታቸው ማወቅ ይከብደኛል፡፡	5	4	3	2	1
19	ከማላውቃቸው ሰዎች ጋርና ሁኔታ ውስጥ መላመድ ጊዜ አይፈጅብኝም፡፡ - በማህበራዊ ስብሰባዎች ላይ ራሴን መግለጽ ያዳግተኛል	5	4	3	2	1
20	ከማላውቀው ሰው ጋር በቀላሉ መግባባት እችላለሁ፡፡	5	4	3	2	1

21	በማህበራዊ ክስተቶች ላይ (እንደ ሰርግ ለቅሶ ስብሰባዎች ወዘተ) ላይ እራሴን መግለጽ አልቻልኩም፡፡	5	4	3	2	1
22	ሰዎችን ፊት ለፊት መመለከት ይከብደኛል፡፡	5	4	3	2	1
23	ከሰዎች ጋር መሆን ያስደስተኛል፡፡	5	4	3	2	1
24	በንግግር ወቅት ሃሳቤን የምገልጽበት ቃላት ስለሚያጥረኝ እጨነቃለሁ፡፡	5	4	3	2	1
25	ማህበራዊ ግንኙነት መድረኮች ላይ መገኘት አልወድኩም፡፡	5	4	3	2	1
26	ከሌሎች ልጆች ጋር በጥሩ ሁኔታ ተግባብቼ መስራት እችላለሁ፡፡	5	4	3	2	1
27	በቀላሉ ጓደኛ ማፍራት እችላለሁ፡፡	5	4	3	2	1
28	የእኔ የምለው ሰው የለኝም፡፡	5	4	3	2	1

