

Addis Ababa University
College of Education and Behavioral Studies
School of Psychology

Psychological Wellbeing of Adolescent Students living with Single parents
in Raya Azebo Wereda, Tigray: Implication for Family Counseling

By

Berhe Mustafa

Advisor

Belay Tefera (Prof.)

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Addis Ababa, Ethiopia

**Psychological Wellbeing of Adolescent Students living with Single parents in
Raya Azebo Wereda, Tigray: Implication for Family Counseling**

**A Thesis submitted to the School of Psychology Addis Ababa University, in Partial
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Psychology**

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Approved By Board of Examiners

1. Advisor

Name: _____ Signature: _____ Date: _____

2. Internal Examiner

Name: _____ Signature: _____ Date: _____

3. External Examiner

Name: _____ Signature: _____ Date: _____

Declaration

I hereby declare that this thesis entitled “Psychological Wellbeing of Adolescent Students living with Single parents in Raya Azobo Wereda, Tigray” is my original work. This thesis work has not been presented anywhere as part of the requirements of any other academic degree and that all sources of materials have been duly acknowledged.

Name: _____

Signature: _____

Date: _____

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List of Acronyms and Abbreviations

ANOVA:	Analysis of Variance
AU:	Autonomy
EDHS:	Demographic and Health Survey of Ethiopia
EM:	Environmental Mastery
HIV/AIDS:	Human Immune Virus/Acquired Immune Deficiency syndrome
PG:	Personal Growth
PL:	Purpose in Life
PR:	Positive Relations with Others
SPSS:	Statistical Package for Social Science
PWB:	Psychological Wellbeing
SA:	Self Acceptance
SPWB:	Scale of Psychological Wellbeing
US:	United States
UN:	United Nations
SWB:	Subjective Wellbeing
WHO:	World Health Organization

Abstract

The major objective of this study was to examine the psychological wellbeing of adolescent students living with single parents in Raya Azebo Wereda, Tigray Regional state. The study employed quantitative research design of cross-sectional survey. Data were collected from 179 adolescents from single parents and another 130 adolescents from intact parents (for comparative purpose) aged 14 to 20 years. A modified version of Ryff's psychological wellbeing scale was used to gather data from study participants. Data analysis included percentage, independent t-test and one way ANOVA. The independent t-test revealed that adolescents from single parents had a significantly lower psychological wellbeing compared to intact parent adolescents. Furthermore, adolescents living with single father parents had a significantly lower psychological wellbeing than adolescents living with single mothers. The independent t-test result also revealed that single parent adolescents who were females, aged 14-16 years, in grades 9-10 and with medium to high perceived family economic status had higher psychological wellbeing than single parent adolescents who were males, aged 17-20 years, in grade 11-12 and with low perceived family economic status. Results from one way ANOVA also showed that there was a significant difference in psychological wellbeing among single parent adolescents of different family sizes. Significant difference in psychological wellbeing observed between adolescents from 2-3 family sizes and ≥ 6 . Based on the findings of this research, it can be concluded that single parent family structure can be among the risk factors for the psychological wellbeing of adolescents. Hence, the researcher recommended every secondary school to establish guidance and counseling centers and hire competent counselors.

Key Words:

Wellbeing, Psychological wellbeing, Single parenting, Father absence, Mother absence

Chapter One

Introduction

1.1. Background

Health as defined by World Health Organization is a “State of complete physical, mental, and social wellbeing, and not only the absence of disease or infirmity” (WHO, 2006). This definition is consistent with the biopsychosocial model of health, which considers health in terms of physiological, psychological and social wellbeing and the interactions between them (Havelka, Lucanin & Lucanin, 2009). Hence, psychological wellbeing is one aspect or element which builds up the essence of health.

According to Ryff (1989), psychological well-being is described as thriving, functioning well and a multi-dimensional construct that involves six separate components. These components are Autonomy: the sense of independency, self-government, freedom and able to withstand any social pressure; Environmental mastery: the ability to manage everyday life and create a surrounding context that fits with personal needs and values; Personal growth: a sense of continuous personal development and improvement; Positive relation with others: a sense of having healthy and satisfying relationship with other peoples; Purpose in life: having a purpose in life and a belief that past and present life is significant; Self acceptance: having a positive attitudes towards the self, acknowledges and accepts one’s own qualities.

Likewise, Psychological wellbeing refers to the quality of an individual’s to fulfill certain aspects of their lives, such as relationships, support, and work (Flouri & Buchanan, 2003). As Huppert (2009) points out, psychological well-being is about leading a life in a well manner; it is the combination of feeling good and functioning effectively. Based on this definition; therefore,

people with high psychological wellbeing often feel happy, capable, well supported and content with life. However, most often people with low psychological wellbeing, show lower levels of happiness, satisfaction and self-esteem.

From a broad perspective, measuring and promoting the well-being of adolescents is a desirable social and political objective (Khan, Taghdisi & Nourijelyani, 2015). Adolescence is a period of complex biological, social, psychological, and economical transition that occurs between childhood and adulthood. This transition could have its own impact on psychological wellbeing of adolescents (Santrock & Yussen, 1984). Psychological wellbeing of adolescents means being satisfied with life and understanding an abundance of positive emotions, when joined with the absence of psychopathology and linked with better academic function, social skills and support as well as physical health (Khan, Taghdisi & Nourijelyani, 2015).

The psychological wellbeing of adolescents can be predicted through many factors. Among them, family structure plays a vital role (Gul, Shah, Alvi, Kazmi, & Ghani, 2017). Family structure refers to the living arrangement of children's either with their both biological parents or with one of the biological parents, step-parents, relatives and or elderly siblings (Ebabush & Rao, 2018). For decades and even centuries, one of the major concerning issues to the conservatives was the issue of single-parenting (Oluwatosin & Joseph, 2011). Single parenting refers to a situation in which one of the biological parents, either mother or father, becomes only responsible for the upbringing of the child or children (Uchenna, 2013). Hence, in the absence of one parent, the other single biological parent will facilitate the child care and other care giving responsibilities (Chanda & Pujar, 2018). It arises as a result of divorce, death of spouses, separation, and birth out of marriage (Uchenna, 2013).

Single parenting is becoming a fast and rapidly growing trend today in the world. According to the United State Census Bureau (2011) report, in United State the rate of single mother family has shown an increment from 3 million in 1970 to nearly 10 million in 2010. During the same period, single- father families have shown an increment from 393,000 to about 2 million. Similarly, Ribeiro(2007) summarized that one in four children in US will have face a parental divorce and one in ten children will live with only one of their biological parent, usually the mother.

In Ethiopian context, the 2011 Ethiopia Demographic and Health Survey (EDHS) showed that, 17 percent of children in Ethiopia are living in custody of single parents (either with their mother or their father). The survey also indicates the female headed household accounts a high percentage than male headed households. It shows that, more than one household in every four (26 percent) is female-headed in 2011, increased from 23 percent in 2005.

Along with this substantial prevalence of single parenthood, numerous researchers have extensively investigated the consequence of growing up with single parent family for children's wellbeing. Bogenschneider, Kaplan & Morgan (1993), for example, reported that children growing up with single parent family are more likely to exhibit poor psychological wellbeing than children living with both of their biological parents.

According to the comparative study of Gul and colleagues (2017) the psychological wellbeing of children is lower in single parent family system than joint family system. As rationality for their finding, they stated that while children in joint family get more love, care and affection from their parents, children in a single parent family feel alone and get less attention of their parents due to the accessibility of the time (Gull et al, 2017). Similarly, Uchenna (2013) reported that

adolescents who growing up in a single parent family exhibit poor psychological wellbeing than adolescents growing in dual parent family.

Likewise, Stephen and Udisi (2016), in their study entitled “single-parent families and their impact on children” reported that single parenting has negative consequence on children psychological, social, educational and behavioral wellbeing. In Ethiopia, Sisay (1997) and Serkalem (2006) have similarly reported that adolescents from divorced single parents had more psychological and social adjustment problems than adolescents from stable families.

According to Jyothi (2015) adolescents of single parents are more prone to various psychological disorders such as anxiety, depression and stress than intact parent adolescents. Furthermore, single parenting puts adolescents at increased risk of antisocial behaviors like drug addictions and alcohols.

During different periods numerous studies in the area of single parenting and wellbeing of children were followed one of the two types of family models, namely: family deficit model, and risk and protective factor model (Uchenna, 2013). According to family deficit model, single-parent family structure has a profound effect on the wellbeing of children simply because it has not a nuclear family structure. In this model single parenthood is considered as a one major factor that contributes children to exhibit low level of psychological wellbeing. On the other hand, risk and protective factor model of Schumaker, Smith & Heyman (2001) does not consider single parenthood as the cause of children's negative outcomes rather it views that all family structures have their own advantage and disadvantage for the wellbeing of children. This model describes family structure as one of the many risk factors for adolescent's psychological wellbeing.

According to Rodgers and Pryor (1998) compared to adolescents of intact parents, adolescents from single parent families are at high risk of growing up in a low income and very poor household, presenting some psychological and behavioral problems, poor school results and obtaining less educational qualities, requiring more medical attentions, becoming sexually active, pregnant or parenting at an early age, and higher levels of smoking, drinking and other drugs.

1.2. Statement of the problem

Nowadays adolescents are growing up in different family structures. Intact-parent family structure and single-parent family structure are created and recreated through marriage, divorce, remarriage, cohabitation and births outside of marriage (Falci, 1997). In fact, recently in the world single-parent families become the fastest growing family structure (Falana, Bada, & Ayodele, 2012; Jyothi, 2015). In United states, for instance, about 3 million children were living in a single-parent family in 1970 and that number has been increased to 10 million in 2010 (Ribeiro, 2007). Similarly, in Ethiopia the EDHS (2011) showed that, 17 percent of children are living in custody of single parents with one of their biological mother or father. This increment of single parent homes raises questions about its influence on the development and wellbeing of children (Schmuck, 2013).

Despite the rise of single parenthood, many researchers also report that single parents face numerous challenges which make it somewhat difficult to grow their children (Stephen & Udisi, 2016). For example, Fancy, (2016) reported that single parents face loss of income that could help them to cover the expenses of family members. This is because, in a single parent family, only one parent will work and struggle to provide all necessary things for family members. Not surprisingly, they most often worried as their household income is not adequate to cover the overall expense of family members (Bogenschneider, Kaplan & Morgan, 1993). They may

receive any financial assistance or support from co-parents, family members, friends, or trusted others; however, this assistance may be inconsistent than the support that would be provided by the spouse living together (Chapman, 2014). This loss of income affects not only the parents but also the development and wellbeing of the children (Demo, 1996). They also face some psychological problems. Chanda & Pujar (2018), in their study point out that, most often, single parent families exhibit some features of depression, stress, loneliness, insecurity and bitterness. Thus, indirectly affects the overall wellbeing of their sons and daughters.

Having this many problems in single parents, almost no research has addressed the issue in the context of our country compared to the large number of studies on single parenthood and children psychological wellbeing in Western countries and some developing countries of Africa.

In the reviewed literature of this study, in Ethiopia context it has been discovered some researches which have shown the wellbeing of children with respect to different family structures, such as, psychological wellbeing of children living with stepparents (Belay & Matiws, n.d), impact of divorce on the lives of divorced women and their children (Serkalem, 2006), the effects of parental divorce on the psychological and social adjustment of adolescents (Sisay, 1997), Psychological well-being of Ethiopian adolescents in relation to family structure and parenting style (Ebabush & Rao, 2018). However, studies which specifically explore the psychological wellbeing of single parent adolescents are nonexistent to the knowledge of the researcher. Therefore, the current study tried to fill the gaps by exploring the psychological wellbeing of adolescent students living with single parents in Raya Azebo Wereda, in the Tigray regional state.

1.3. Research questions

The research questions of this study were:

1. What is the level of psychological wellbeing of adolescents living with single parent families?
2. Is there a significant difference in psychological wellbeing between adolescents living with single parents and those living with intact parents?
3. Is there a significant difference in psychological wellbeing between adolescents living with single mothers and single father parents?
4. Is there any significant difference in psychological wellbeing among single parent adolescents of different gender, age, grade level, family size and perceived economic status of one's family?

1.4 Delimitation of the study

The major objective of this study was to examine the psychological wellbeing of adolescent students living with single parents in Raya Azebo Woreda, Tigray regional state. In Raya Azebo Woreda there were six secondary schools. However, this study was delimited to only to two secondary schools of Raya Azebo Woreda namely: Chercher and Mokoni secondary schools.

There are also some situations that adolescents could grow up with one custodial parent. For instance, adolescents may grow up with grandparents, step parents, uncles, aunts, older siblings and any other related families as a result of different reasons. These were not the concern of this study; rather only those adolescents who are rising with one of their biological parents were participated in this study. A reasonable number of intact parent adolescents were also participated for comparison purpose.

1.5. Significance of the study

The findings of this study are expected to benefit the families, adolescents, school guidance and counselors, concerned government agencies and future researchers. The families would understand the consequence of divorcing, separating and having a child out of wedlock on the overall wellbeing of their child so that it may assist them to strengthen their family system. It would also make it necessary for single parents to be responsible and commit to their children's socialization process and psychological wellbeing in particular.

Single parent adolescents are also expected to be beneficiary from this study. They would develop awareness as they ought to go to the school guidance and counselor when they experience some problematic feeling and behavior. In addition to this, the findings of this study are likely to be useful to school guidance and counselor in coming up with strategies to help students from single parent homes in coping with their life.

The results may also benefit to concerned government agencies, like offices of social affair to make effective polices and strategies for enhancing the lives of peoples with different family structures. It is also hoped that the result of this study would help for future researchers who want to conduct studies in the same area.

1.6. Limitation of the study

There were some limitations in the present study. One of these limitations was that the study data gathering process was based on self-report scale. Thus, there may be bias on the part of respondents when they answer to research questionnaires; however it would be better if other data collection techniques like interview were included in the study for better findings. The other limitation was that the instrument used in this study was developed in western and adapted with

some modification for this particular study. Thus, using this instrument that was developed in context of western culture would have its own inherent limitation when we use it in our context. Accessing internet service were also another challenge/ limitation during the study. In spite of such limitations, the researcher had exerted his maximum effort to make the study successful and meaningful.

1.7. Operational definition of terms

- **Single parent family:** Is a family structure in which only one biological parent serves as a caregiver for adolescents without any assistance from a spouse or partner.
- **Intact parent family:** Is a kind of family structure in which both parents (husband and wife) live together and grow their children.
- **Psychological wellbeing:** it refers to the state of feeling good and functioning effectively of adolescents. It refers to the extent to which adolescents feel a good sense of autonomy, environmental mastery, personal growth, positive relations with other, purpose in life & self-acceptance as measured by Ryff's (1989) psychological wellbeing scale.
- **Autonomy:** is an aspect of psychological wellbeing scale which refers to the extent to which adolescents feel the sense of independent, self-government, freedom and able to withstand any social pressure.
- **Positive relations with others:** is a component of psychological wellbeing which refers to the extent to which adolescents have a healthy, warming, trusting and satisfying interpersonal relationship.
- **Self-acceptance:** is an aspect of psychological wellbeing which refers to the extent to which adolescents have positive attitude towards themselves and accepts and appreciates their strong and weak qualities.

- **Environmental mastery:** is a component of psychological wellbeing which refers to the extent to which adolescents have a capacity to manage their day to day life and create an environment that is suitable to succeed their personal interest and values.
- **Personal growth:** is an aspect of psychological wellbeing which refers to the extent to which adolescents have feelings of ongoing self- development, improvement and views the self as growing and expanding.
- **Purpose in life:** is an aspect of psychological wellbeing which refers to the extent to which adolescents have an important goals, purpose and meaning in their life.

Chapter Two

2. Review of Related Literature

2.1. Introduction

This section presented the review of related literatures that are related to the objective of the study. The review includes: historical overview of the concept of wellbeing, meaning of psychological wellbeing, components of psychological wellbeing, adolescence and psychological wellbeing, demographic variables and psychological wellbeing of single parent adolescents, the concept and status of single parenthood, single parenting as a factor for psychological well-being of adolescents, conceptual framework, local studies and summary of the literature review.

2.2. Historical overview of the concept of wellbeing

Wellbeing can have different meanings or conations across different professions and personal perspectives. For instance, economists can interpret it in terms of economic capacity and prosperity. Population health researchers can think of it in terms of health promotion and disease extermination. Advocates of social policy can view it in terms of the provision of health care, access to education, and issues of justice and equality. For behavioral scientists, the concept of well-being is most frequently framed in terms of individuals' own level of experience, reflecting their personal, experiential, and phenomenological sense of happiness and engagement with their families, work, and community (Burns, 2016). While it is differently described across various disciplines and perspectives, the general quality of wellbeing refers to the optimal psychological functioning and experience (Ryan & Deci, 2001).

The precise nature of optimal functioning is not clear, however, various philosophers and psychologists provide distinct concepts about well-being. Although these concepts are many and

sometimes complex they revolve around two distinct but related early approaches or philosophies which are called hedonic and eudemonic tradition (Ryan & Deci, 2001).

The hedonic also known as subjective well-being (SWB) tradition is embedded in the third and fourth century by philosophers like Aristippus , Epicurus and Cyrenaics. The term “hedonia” is derived from the Greek word which means “pleasure”. Hence, this approach considers pleasure and happiness to be the primary concern of all individuals, regardless of the virtuous nature of this satisfaction of pleasure (Burns, 2016). From a hedonic perspective, well-being is considered subjective because the idea is that people generally assess for themselves the degree to which they feel a sense of well-being (Deci & Ryan, 2008).

According to hedonic approach wellbeing is all about gratifying pleasure, satisfaction, happiness and avoiding pain, dissatisfaction and sadness (Ryan & Deci, 2001). They defined it as happiness that involves the occurrence of positive affect and the absence of negative affect (Ryan, Huta, & Deci, 2008). Well-being in the hedonic tradition is an individual assessment of one's own life both emotionally and cognitively. It consists of frequent pleasant feelings, infrequent unpleasant feelings, and an overall judgment that life is satisfying (Tov, 2018). Therefore, to engaging in hedonic pursuits means looking for personal pleasure, enjoyment, and comfort, through physical or emotional-cognitive means (Ryan & Deci, 2001).

Aristippus believed that happiness lies in the successful pursuit of the human appetite and that the purpose of life is to experience maximum pleasure. Hobbes, one of the hedonic philosophers, further believed that the pursuit of sensation and pleasure was the ultimate goal of life. Some utilitarian philosophers such as Bentham also argue that it is by trying to maximize pleasure and self-interest that good society is built (Ryan and Deci, 2001). In general, the hedonic approach

considers well-being as happiness which integrates the presence of positive affect, the satisfaction of living and the absence of negative affect (Ryan, Huta and Deci, 2008).

The second approach to conceptualizing wellbeing is eudaemonia or psychological well-being (PWB). Eudaimonia has its foundation in ancient time, notably reflected in Aristotle's essay called *Nicomachean ethics* which was one of the first secular texts to give details on what it is to live a good life. Like hedonia the term eudaimonia is also derived from the Ancient Greek which means "eu" for goodness or well-being and "daimon" for spirit. Therefore, eudaimonia can be understood as living the good life with a good spirit (Burns, 2016).

The Aristotelian view of the nature of happiness is based on the Greek word eudaimonia, which means that something is favored by the daimones (near-gods or gods). Most of the time eudaimonia is considered "happiness" but the term implies something closer to what people currently call wellbeing rather than happiness (Michalos, 2007).

Aristotle defines eudaimonia as the character of an individual which involves living by reason and moderation and aiming for excellence and the achievement of a complete human life (Ryan, Huta, & Deci, 2008). He further stated that, instead of that, true happiness is found in the expression of the virtue of doing what is worth it (Ryan and Deci, 2001).

Michalos (2007) argued that the modern notion of 'wellbeing' is too closest to the Aristotle notion of 'happiness. Therefore, for Aristotle happiness or wellbeing is characterized by virtue, or independence of life, or the most pleasant life combined with security. Others such as noble birth, numerous friends, good friends, wealth, good children, numerous children, a good old age; further bodily excellences, such as health, beauty, strength, stature, fitness for athletic contests, a good reputation, honor, and good luck are also characteristics of wellbeing. Thus, individuals or

people would feel happy or have a good sense of wellbeing if they had all or some of these elements.

According to the eudaimonic point of view, wellbeing is just more than being happy, being satisfied. It is simply a matter of developing as a person, fulfilling oneself and making a contribution to the community. People can be simply happy (have positively affective and satisfied) but that does not necessarily mean that they are psychologically well (Deci & Ryan, 2008). This approach revealed that not everyone achieved all desires and outcomes that personal value would produce well-being. Although they are pleasure producing, some of the outcomes are not necessary for humans and would not promote wellness (Deci & Ryan, 2001).

From eudaimonic perspective wellbeing is conceptualized as the tendency to live people in a life of virtue and to actualize its inherent potentials. It is also conceptualized as the tendency of people to live in accordance to with their daimon, or true self. Thus, wellbeing is not an end result or state rather it is the process of fulfilling or realizing one's daimon or true nature (Deci & Ryan, 2008).

To summarize, while hedonic approach is characterized by happiness (SWB) and defines wellbeing in terms of gratification of pleasure, satisfaction and avoidance of pain, the eudaimonic approach defines well-being in terms of the degree to which an individual is functioning well across multiple domain of life.

2.3. Meaning of psychological wellbeing

The concept of psychological well-being roots its foundation on the assumption of the eudaimonic wellbeing tradition that suggests that well-being is linked to whether people live their lives according to their true nature or spirit (Burns, 2016). A wide range of theoretical

literatures have been addressed to conceptualize the concept of psychological wellbeing. These theories include Roger's view of the fully functioning person, Maslow's conception of self – actualization, Jung's formulation of individuation, Allport's conception of maturity. There are also some other domain of theories from lifespan developmental perspectives which contributed a lot in defining the concept of psychological wellbeing such as Erikson's psychosocial stage of human development, Buhler's basic life tendencies toward the fulfillment of life, Neugarten's description of personality change in adulthood and old age, Jahoda's positive criteria of mental health, generated to replace definitions of wellbeing as the absence of illness, also offer extensive descriptions of what it means to be in good psychological health(Singer & Ryff, 1996).

Psychological well-being according to Huppert is defined as the tendency to live of the individual in a good way. It is the combination of feeling good and functioning effectively. The term feeling good involves not only the emotions of happiness and satisfaction but also emotions such as interest, engagement, confidence, and affection. Likewise, the term functioning effectively integrates the development of one's potential, having some control over one's life, having a sense of purpose and experiencing positive relationships (Huppert, 2009)

Seligman and colleagues defined psychological well-being as the absence of the crippling elements such as depression, anxiety, anger, fear and the presence positive emotions, meaning, healthy relationships, environmental mastery, engagement, self-actualization (Seligman and Csikszentmihalyi, cited in Adler, Unanue, Osin & Ricard , n.d).

According to Dzuka and Dalbert (2000) defined psychological well-being as the overall satisfaction and happiness or the subjective report of one's mental state of being in good health, satisfied or prosperous and generally reflecting the quality of life and the moods..

Burns (2016) have also conceptualized psychological wellbeing as inter and intra individual levels of positive functioning that involve one's relatedness with others and having a good sense of mastery and personal growth. Deci and Ryan (2008) have also defined psychological wellbeing as living life in a good and satisfying manner. Dahalback (2008) defined psychological well-being as the state of a person in good mental health who has a number of positive mental health qualities such as active coping with environment and unity of personality

According to Adler and colleagues psychological wellbeing is defined as the absence of major psychological disorders, such as major depression or schizophrenia. An individual suffering from mental disorders may experience a problematic psychological wellbeing. However, absence of those disorders does not refer someone is in a healthy state of psychological wellbeing (Adler et al, n.d).

Carol D. Ryff's is one of the prominent authors who has carried out an extensive research on the concept of psychological well-being and developed a six-dimensional scale or instrument to measure the state of psychological well-being. Ryff's defined wellbeing as the development of a person's real potential (Ryff's 1989). Ryff's argued that psychological wellbeing is not the main motivation for the person or others, but rather the outcome of the well lived life. Ryff's also believed that, it is better to feel unhappy than not to have a goal in life (Ryff's, 1989).

2.4. Components of psychological wellbeing

The work of Carol Ryff's (1989) has brought about a shift from a focus of a subjective to an objective conception of psychological well-being. Ryff's research is theoretically and conceptually grounded on Maslow's, Allport's, Roger's, Jung's, and developmental approach of Erikson, Neurgarten's and Jahoda's (Perez, 2012).

Ryff's (1989) research work has led to a new multidimensional model of well-being composed of six fundamental components which make it possible to define psychological well-being both theoretically and operationally. Ryff 's has been made an interview with young, middle-aged, and older members of the general population and argued that six key dimensions were consistently identified as indicative of the good life and well-being. The PWB scales therefore reflect a multidimensional approach to the measurement of PWB that involves six distinct areas namely: autonomy, personal growth, self- acceptance, purpose in life, environmental mastery, and positive relatedness with others (Burns, 2016). Each component is briefly described below.

I. Autonomy

According Ryff's (1989) autonomy refers to an individual quality of self-determination, independence, and regulation of behavior from within. For example, Self-actualizers are described as showing autonomous functioning and resistance to any social pressure. They are also described as having an internal place of assessment, in which they do not turn to others for approval, but rather that they assess themselves according to their personal standards.

II. Environmental mastery

Environmental mastery refers to an individual's ability to choose or create an environment suited to their psychic conditions. This is one of the characteristics of individuals in good mental health. Life development theorists have viewed environmental mastery as the ability to manipulate and control complex environments. They also argue that it is one's ability to progress in the world and to change it creatively through physical or mental activities. In general, active participation and mastery of the environment are important ingredients of an integrated framework for positive psychological functioning (Ryff's, 1989).

III. Personal growth

Personal growth refers to a sense of continuous development and openness to new life experiences necessary to maximize, expand and grow one's potential. Ryff's (1989) described that optimal psychological functioning requires not only that one achieve the prior characteristics, but also that one continue to develop one's potential, to grow and expand as a person. The need to actualize oneself and realizing one's potentialities are important elements to the clinical perspectives on personal growth. Openness to experience, for instance, is a key characteristic of the fully functioning people. Those individuals are persistently developing, growing and expanding, rather than staying in a fixed state.

IV. Self-acceptance

Self acceptance refers to the tendencies of individuals to have a positive attitude towards themselves and accepts and appreciates their strong and weak qualities. It is a central feature of mental health as well as a feature of self-actualization, optimal functioning, and maturity.

Life span theories give a big deal emphasis to acceptance of self and of one's past life. Thus, having a good sense of self acceptance is a central characteristic of positive psychological functioning (Ryff, 1989).

V. Positive relations with others

According to Ryff's (1989) a positive relation with others is defined as having a warm, satisfying and trusting interpersonal relationship with others. The ability to love people is considered a central part of mental health. Self-actualized people have strong feelings of empathy and affection for all human beings and they are also capable of greater love, deeper friendship, and more complete identification with others. Having a warm relationship with others is considered

as a criterion for maturity. Thus, the importance of having positive relations with others is repeatedly stressed in these conceptions of psychological well-being.

VI. Purpose in life

According to Ryff's (1989) Purpose in life is defined as having a purpose, goal and meaning to life. Maturity involves these key elements of purpose, goal, sense of direction and intentionality in life. A positively functioning individual has pure goals, intentions and a sense of direction, all of which contribute to the feeling that life has meaning.

2.5. Adolescence and psychological wellbeing

Adolescence is a period of biological, social, psychological, and economical transition which occurs between childhood and adulthood (Santrock & Yussen, 1984). According Santrock (2004), adolescence is the phase of life in which people continuously experience physical, social and psychological changes. It is a time when individuals acquire important new skills and problem solving abilities. For adolescents, this period is a dramatic challenge, requiring adaptation to changes in the self, family, and peer groups.

Adolescence describes the teenage years between 13 and 19 years and can be seen as the stage of transition from childhood to adulthood. However, the physical and psychological changes that occur in adolescence can begin earlier, during the preteen or "teen" years (ages 9 through 12). Adolescence can be considered a time of both confusion and discovery. The transitional period may raise questions of independence and self-identity; a lot of adolescents and their peers face difficult choices regarding school work, sexuality, drugs, alcohol, and social life. Peer groups, romantic interests, and the outward appearance tend to naturally increase in importance for some time during a teen's journey toward adulthood (Pravitha & Sembiyan, n.d).

During adolescence individuals will start to learn major life competencies such as managing emotions and all the physiological changes occurred in this stage, developing a healthy lifestyle, concern about future career prospects, dealing with peer groups, dealing with family dynamics, learning interpersonal communication skills, self-awareness, growth and self-esteem issues (Agochiya, 2010). Adolescents want to be perceived as adults with decision-making skills, but also want to remain members of a large peer group. In addition, these young people want support and structure from their parents, even though they show indifferent behavior and challenge the supportive measures of their parents. (Jeynes, 2007).

In studying adolescent development, adolescence can be defined biologically, as the physical transition marked by the onset of puberty and the termination of physical growth; cognitively, as changes in the ability to think abstractly and multi-dimensionally; or socially, as a period of preparation for adult roles. Major pubertal and biological changes include changes to the height, weight, and muscle mass as well as major changes in brain structure and organization. These transitions would have their own impact in the psychological wellbeing of adolescents (Pravitha & Sembayan, n.d)

Compared to adults, adolescents show higher stress levels and fewer coping resources. The stressful process of differentiation and identity consolidation can result in significant psychological distress. During adolescence boys and girls face different types of psychosocial problems such as, school problems (e.g. scholastic demoralization and school failure), skill developmental delays (e.g. low intelligence), emotional difficulties (e.g. poor management of emotions), family circumstances such as low income, lack of parental support, stressful life events, poor bonding to the family members and other problems (Fabes and Martin, 2000).

The rapid physical, cognitive and psychosocial changes as well as the transition to adulthood, independence, occupation, and career may lead adolescents to exhibit various psychological problems such as depression, stress and anxiety (Ebabush & Rao, 2018).

2.6. Demographic variables and psychological wellbeing of single parent adolescents

Although a lot of research suggests that adolescents from single-parent families experience psychological problems; however, the severity of the problem can vary depending on a number of factors. Some of the factors identified by the researcher are: characteristics of the adolescent, such as gender and age; family characteristics, such as the economic status of the custodial parent and the size of the family.

Gender differences are among the major interest to many researchers to conceptualize psychological wellbeing because most literatures reveal that there are contrasting findings. Some of the studies points out boys have more adjustment problem than girls (Guidubaldi & Perry, 1985), other research findings also suggested girls are more negatively affected (Slater, Stewart & Linn, 1983) and some researchers have found no difference in psychological well-being between boys and girls (Mechanic & Hansell, 1989).

For instance, Gull et al, (2017) have conducted a study entitled “Family system’s role in the psychological well-being of the children”. The result of the study shows that, there is a significant difference between male and females in which females scored higher psychological well-being as compared to male participants. Similarly, a study by Guidubaldi and Perry (1985) shows that boys in divorced single parent households have more psychological effects than girls, in terms of happiness, inappropriate behavior and work effort. In addition, a study by Stephen

and Udisi (2016) also found that boys in a single parent family face much greater psychological, social, educational and behavioral problems than girls in a single parent family.

In contrast to the above findings, Slater and his colleagues found that adolescent girls from disrupted/divorced homes had lower self-esteem and more psychological and behavioral problems than adolescent boys in similar home life situations (Slater, Stewart & Linn, 1983). In support to this study, Wallerstein and Kelly (1975) found that one year following divorce; about 63 percent of the adolescent girls face the worst psychological condition compared to 27 percent of the boys. However, Mechanic & Hansell (1989) found no differences on various effects of divorce between girls and boys.

The psychological wellbeing of adolescents living with single parents may also vary with respect to their age. Age is therefore one of the determining factors in the psychological well-being of adolescents. For instance, Usakli (2013) has conducted a study entitled "Comparison of single and two children parents in terms of behavioral tendencies. In the study psychological wellbeing of single parent children according to their age were explored. The result shows that young children do not always suffer when divorce of parents occurred. However, adolescents (age 13 to 18) report more psychological problems such as frequent feelings of anger, sadness, shame, helplessness, and a sense of betrayal than the above groups.

In contrary, the study of Stephen and Udisi (2016) entitled "Single parenting and their impact on children" shows that young children in a single parent family have reported lower level of psychological, social, educational and behavioral wellbeing than that are a little bit mature children of single parent family.

Family income status is another important mediator for the influence of family structure on adolescent's wellbeing because family structure and economic status are highly correlated (Duncan & Dunn, cited in Carlson & Corcoran, 2001). According to Moore, Vandivere & Redd, (2006) adolescent living in single-parent families with low-income are more likely to exhibit problem behaviors and depressive symptoms and are less likely to display social competence than adolescents who grow up in a single parent with a good income level.

The study of Bernardi (2012) also shown that economically well families are well adjusted to protect and care their children; hence, their children are far better in multi aspect of wellbeing than children whose families have low economic. Similarly, Mooney, Oliver and Smith (2009) have found that, adolescent from poorer families, whether intact or non intact families generally show less level across different kind of measures, such as health and educational attainment than adolescents from good or high economic status. However, a study by Bernardi and Radl, cited in Bernardi et al.(2013) shows that adolescents of high economic groups are more negatively affected than adolescents from lower economic status of divorced single parent families.

Family size also can be a determining factor in the psychological wellbeing of single parent adolescents. Although no other research was found with regard to this issue, a study by Arthur (2005), suggested that smaller family size households had better social, physical, psychological and economic life compared to their counter parts in large family size. Indeed, it is not difficult for small households to educate their children well, provide better medical care and provide them with better housing and welfare services.

2.7. The concept and status of single parent family

Single parenting refers to a situation where one of the two biological parents involved in the conception of the child becomes only responsible for the upbringing of the child (Uchenna,

2012). It is a situation in which a single biological parent raises and cares for children without any assistance from the separated or divorced partner (Lydia & David, 2010).

Chapman(2014) have also described single parenting as a family structure in which one biological parent, either a father or mother, serves as a caregiver for children without the assistance of an in-home spouse or partner. Single-parent households have at least two people, a parent and a child or children, which differentiate them from single-parent households, in which only one person resides. Single parent family includes a minimum number of members and contains biological parents and children. They are independent and are free from duties to other family members such as grandparents, uncle, nieces and aunt etc (Gul et al, 2017)

Single-parent families are different from families with two parents living under the same roof. They differ in many ways, but the most common difference is how the parent interacts with the child. In two-parent families, the mother and father generally decide together how to manage the household, while in single-parent households, these questions are more likely to be resolved with the children. In a one-parent household, members can unrealistically expect the family to function like a two-parent family and feel that something is wrong if it is not possible (Single parenting, n.d).

Single-parent families can result from divorce or separation, death of spouse, childbirth inside or outside of a marriage, or single-parent adoption (Chapman, 2014). In the past several decades the two main causes of the increase in lone parenthood have been a sharp increase in births among unmarried women and an increase in the death rate of spouses (US Census Bureau –Population Survey 1990-2000). The increase of divorce accounts high for the occurrence of single parenting in United State and some countries of Europe during the past decades. For instance, Amato &

James (2010) reported that the crude divorce rate in the United States has doubled from 2.2 in 1960 to 5.2 in 1980, from 1971 to 2007 in Belgium increased from 0.73 to 2.8, from 0.88 to 2.0 in the Netherlands, from 0.42 to 1.2 in Greece, and from 0.32 to 0.80 in Italy. In Ethiopia, according to Tilson and Larsen (2000) forty-five per cent of all first marriage end in divorce within 30 years.

Single parenting in many local laws of various nations or regions is a two-way street, the custodial parent can be mother or father; however, most of the time, mothers are placed in the care of children because of the role that nature has given them (Lydia & David, 2010). In most cultures and societies, mothers are seen as expressive, stimulating and very involved in the daily lives of their children, which is why custody preference is given to them (Chapman, 2014). The situation is similar in Ethiopia, most often women single parents are shouldering the responsibility of raising children after a divorce or separation of any kind. According to the DHS (2011) report from Ethiopia, female headed household accounts high percentage than male headed households. It shows that more than one in four households is headed by a woman.

Single parenthood has recently become the fastest growing family structure in the world (Falana, Bada & Ayodele, 2012; Jyothi, 2015). The 2010 U.S. census, for example, revealed that 27 percent of U.S. children under the age of 18 live in single-parent households, compared to 16 percent of children worldwide. Children in Asia and the Middle East are least likely to live in single parent family; however, children in the North America, Europe, and Oceania are most likely to live in a single-parent-family household. In Eastern Europe, 11-15%, United Kingdom 24% and New Zealand 24% of children live with single parent family structure (Chapman, 2014)

The African system of raising children in the traditional family model has also changed a lot with the advent of industrialization and globalization, which has resulted in many families finding themselves in a single-parent family structure (Lydia & David, 2010). In sub-Saharan Africa, for example, there has been a strong growth in non-marital motherhood, marital disruptions and widowhood caused by the wars and the HIV / AIDS pandemic, leading to the existence of many single-parent families in the region. In countries like, Cameroon, the rate of separated or divorced had increased from 78,060 in 1976 to 129,000 in 2005 (65%) and widows increased from 299,690 to 475,930 (58%) within the same period. In Nigeria, around one million women aged 10–85 years old were either divorced or separated in 2006, and 1.7 million were widowed. In Democratic Republic of Congo, divorce and separation increased by more than 50% in all age groups of women aged 15–49 years, between 1984 and 2007 (Ntoimo & Odimegwu, 2014). Correspondingly, about 17 percent of children in Ethiopia live in custody of single parents (EDHS, 2011).

2.8. Single parenting as a factor for psychological well-being of adolescents

The family plays a vital contribution in the development of children and their well-being in many ways. It is the first socializing agent that the child encounters and it has a great impact on the child's physical, social, mental and moral development. It also lays the foundation of education before the child start a school and the personality that the child takes to school is shaped by the home and family members (Maduewesi and Emenogu, 1997). They are very responsible for ensuring that children acquire the appropriate social, psychological, moral and academic development; however, the advent of divorce, death of spouse, birth out of wedlock and separation of any kind leaves the responsibilities to the lone parent, which has distorted these

important roles (Uchenna, 2013). And, that directly have an effect on the children overall wellbeing and upbringing (Ali & Soomar, 2019).

Parenting is the most difficult and demanding situation, especially when it is headed by a single parent, because with one parent, the challenges are many. Coping with raising children for lone parents is more complex due to a heavy workload since only one parent takes all the responsibilities of family members. It is also chore overload since the demands for work, housework are done by one parent; and emotional overload, when the single parent must always be accessible to meet their own emotional needs and those of their children (Ezeobi, 2011, Cited in Stephen & Udisi, 2016). It is more difficult to raise children by single parent alone. Whether a mother or father heads the single parent house hold, raising children alone is enormous task (Jyothi, 2015).

In addition to these many challenges faced by single-parent families, several studies have examined the impact of single parenting on the well-being of children or adolescents. For example, Gull Gull et al (2017) conducted a study on the role of the family system on the psychological well-being of children with a sample of 200 participants from intact and single-parent family. Their results suggest that the psychological well-being of children is lower when they grow up in a single-parent family system than in a two-parent family system. To justify this conclusion, they claim that children of intact parent family system receive more love, care and affection from their relatives and parents. Whereas children in a single family system, feel lonely and draw less attention from parents due to their engagement with other household issues and work.

Adolescents raised in single-parent homes are more likely to exhibit internalizing and externalizing behaviors including, but not limited to, poorer academic performance, self-regulation, self-esteem, physical health, psychological wellbeing and behavioral problems at school and at home. In addition, adolescents from single-parent homes are more likely to be exposed to violent peer networks and are more likely to engage in criminal offenses and antisocial behaviors (Chapman, 2015). Likewise, Amato (1994) stated that children of single parent family are more likely to have increased academic difficulties and higher levels of emotional, psychological, and behavioral problems than children who grow up with both biological parents.

A wide range of research by sociologist and psychologist has shown that adolescents of single parent families are more likely to have difficulties with emotional adjustment, psychological adjustment, educational performance and educational attainment, and they are also more likely to encounter behavioral adjustment problems, later marriage, and earlier child bearing compared with adolescents of two parent families. Since single parent adolescents appear to be more vulnerable to a wide variety of social problems, these adolescents are commonly considered to be at risk for developmental difficulties (Weinraub, Horvath, & Gringlas, 2002)

Gelles and Levine (1999) reported that adolescents in single families were on average worse off than adolescents who lived with both parents, regardless of their parent's race or educational background. They also showed that the adolescents of a single mother are more likely to have low educational goals, drop out of high school, get into trouble with the law, abuse drugs and alcohol, to marry and have children at an early age, to divorce and to remain poor until adulthood.

According to Breivik & Olweus, (2006) adolescents from single parent family are more often suffer from a high level of depression, anxiety, poor academic performance, aggressiveness, have a higher likelihood of using drugs and participating in early sexual behaviors, and are much more delinquent than adolescents from two-parent families.

Similarly, Bogenschneider, Kaplan and Morgan (1993) reported that children from single-parent families do less well in school, have more psychological and behavioral problems than children who live with both parents. They are six times more likely to be poor in the future. Girls in lone-parent families are also more likely to bear children out of wedlock, to divorce and to receive social benefits as they become young adults. Besides, they conclude that single parenthood is among the risk factors that increase the likelihood of children's wellbeing to suffer.

Adolescents of single parents are more prone to various psychological disorders such as anxiety, depression and stress than adolescents of intact parent. Antisocial behaviors such as drug addiction and alcoholism are quite often observed in single parent adolescents, especially men. Likewise, lack of self-confidence is another characteristic of single parent adolescents. These adolescents find that they are more possessive and self-centered. If the adolescent is a female she is more likely to be a dependent personality. Similarly she will be more sensitive to events and thus increases her stress (Jyothi, 2015)

According to Hilton et al., & Holden., cited in Schmuck(2013) children of single parent family are more likely to show internalized behavioral problems (e.g. anxiety, depression, inhibition and withdrawal) and externalized behavioral problems such as destroying property, being aggressive, and acting out than children raised in intact parent families. Correspondingly, Usakli (2013) stated that children in single-parent families are more likely to have problems including

depression and behavioral and social problems than many children who are reared by joint parents.

Lydia & David (2010) in their study reported that, children from single parent families experience high degree of poverty, aggression, anxiety and abuse in the home, this lead the children to the street and involved in some anti-social behavior like drug abuse and automatically exposed to various types of risks and hazards and they become psychologically disadvantageous.

According to the study by Serkalem (2006) entitled “the impact of divorce on the lives of divorced women and children” children in divorced families are deprived of the love, care and support of their non-custodial parent. Hence, it affects their healthy growth, social life and psychological wellbeing. Likewise, Stephen and Udisi (2016), in their study entitled “single-parent families and their impact on children” found that single parenting has negative consequence on the children’s psychological, social, educational and behavioral wellbeing..

According to Falana., Bada., and Ayodele (2012) children of intact parents are self-reliant, self-controlled and explorative; however, children from single-parent family are more likely to have poor self-esteem, little curiosity and exploratory, poor psychological wellbeing such as moodiness, lack of joy and happiness, emotional instability and little self- reliance.

Mandara & Murray (2000) argue that single parenting has adverse mental, emotional and psychological effect on the child and this has been confirmed by psychologists and has been endorsed from time to time. Correspondingly, Sisay(1997) in Ethiopia, reported adolescents from divorced single parents had more psychological and social adjustment problems than adolescents from stable families.

Children in intact homes are well cared for and better socialized because both parents play complementary roles in raising their children; which will definitely impact positively the wellbeing of their children during school years. However, children from single parent family are more likely to suffer deprivation and denials of certain rights and opportunities, and this affect their psycho-social wellbeing (Uchenna, 2013).

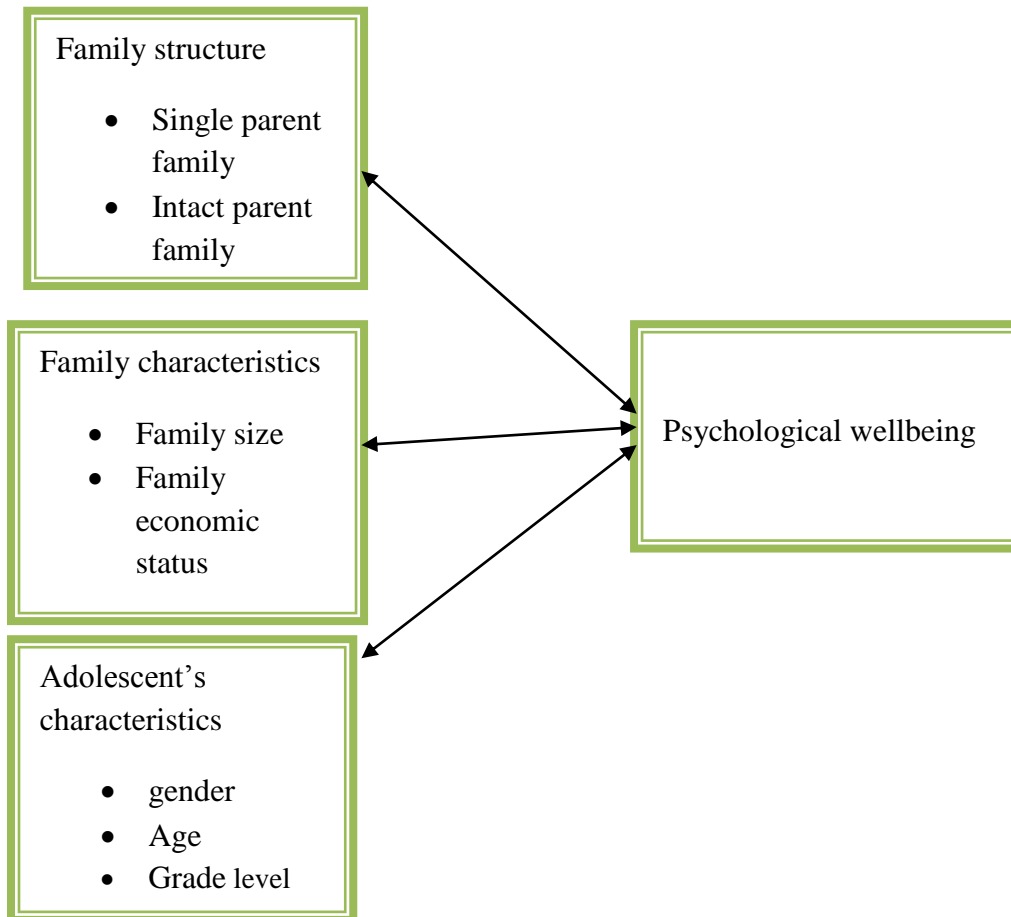
According to the study by Ebabush & Rao(2018), entitled Psychological well-being of Ethiopian adolescents in relation to family structure and parenting style, no psychological wellbeing difference was found between adolescents living with single and intact parent families. Correspondingly, Tubei (2012) found no difference in psychological wellbeing between adolescents of intact and single parent family.

The distinction between father absence and mother absence families is another important dimension to be considered in this study. According to White (2004), children growing up with single parents have a higher sense of well-being than children growing up with single mothers. Because fathers contribute a lot to the well-being of their children by setting expectations for them, like doing homework and going to school every day. Likewise, Farrell (2001) suggested that children who lived with their single father had a greater sense of well-being than children who lived with their single mother.

On the contrary, Eitle (2006) found that adolescents living with single fathers are more likely to have access to fewer health services, poorer educational outcomes and higher risk of delinquency and substance use than adolescents of their counterpart living with a single mother. Correspondingly, Bjarnason et al (2010) notes that children who are in the custody of their father

are more likely to experience more psychological and social problems than children in the custody of their mother of single parent families.

2.9. Conceptual Framework



2.10. Local studies

In Ethiopian context, some studies have found which have shown the wellbeing of children or adolescents with respect to different family structures. For example, Ebabush and Rao(2018) have conducted a study entitled “Psychological well-being of Ethiopian adolescents in relation to family structure and parenting style” in Amhara region with the sample of 502 participants both from intact and non intact families. With regard to family structure the result of the study showed

that there is no psychological wellbeing difference between adolescents living with single and intact parent family.

Likewise, a study was conducted by Belay & Matiwos (n.d) which entitled “Perceived parental support and psychological wellbeing among children living with stepparents” and a sample of 360 participants from stepparents and intact parents was included in the study. The result of the study showed that children from step parent families had lower psychological wellbeing than children from intact parent family.

According to the study of Sisay, (1997) which entitled “the effects of parental divorce on the psychological and social adjustment of adolescents in Desse” adolescents from divorced family had more psychological and social adjustment problems than adolescents from stable families. The impact of divorce is further complicated as indicated in the study that adolescents from stepmother families had psychological adjustment problem grater more often than those from single- mother families.

Similarly, Serkalem(2006) in her study of divorce, its cause and impact on the lives of divorced Women and their children reported that divorce has a negative effect on the social, economical and psychological wellbeing of divorcees and their children.

Another study in Addis Ababa by Kasahun Amare(2005) which entitled “ Psychological and social adjustment of adolescent students among different family types” revealed that adolescents from non intact family had lower level of psychological wellbeing and social adjustments than adolescents from intact parent family.

2.11. Summary of the literature review

Wellbeing is differently described across various disciplines and perspectives; however, the general quality of wellbeing refers to the optimal psychological functioning and experience (Ryan & Deci, 2001). Various early philosophers and psychologists provide distinct concepts about well-being. Although these concepts are many and sometimes complex they revolve around two distinct but related early approaches which are called hedonic and eudemonic tradition (McMahan & Estes, 2011). Wellbeing for hedonics is all about gratifying pleasure, satisfaction, happiness and avoiding pain, dissatisfaction and sadness (Ryan & Deci, 2001). However, eudemonics view wellbeing as the tendency to live people in a life of virtue and actualizing one's inherent potentials (Deci & Ryan, 2008). Hence, the concept of psychological well-being roots its foundation on the assumption of the eudaimonic wellbeing tradition (Burns, 2016). Psychological wellbeing is measured in different form of scale; one of them is Ryff's psychological wellbeing scale. Ryff's constructed a measure of well-being around six subscales: Autonomy, Environmental Mastery, Positive Relations with Others, Purpose in life, Personal Growth, and Self-Acceptance.

The psychological wellbeing of children can be affected by many factors among them family structure /living arrangement plays a vital role (Gul et al, 2017). Family structure refers to the living arrangement of children's either with their biological parents, stepparents or single parents. Various studies have been conducted concerning the impact of single parenting on the wellbeing of children/adolescents and found out as it has a negative impact for psychological wellbeing of adolescents for example, Uchenna (2013), Gull et al. (2017), Bogenschneider, Kaplan & Morgan, (1993), Amato (2005), Lydia & David (2010), Usakli (2013), Stephen & Udisi (2016), Falana, Bada,& Ayodele (2012), Bjarnason et al (2010), Dornbusch, 1985, White

(2004), Carloson & Corcoran(2001), Falci(1997), Flouri & Buchanma(2003), Mechanic & Hansel(1989). During different periods, researches in the area of single parenting were followed family deficit model or risk and protective model. For family deficit advocates nuclear or intact parent family is the ideal family structure. They suggest that single-parent families have a negative impact on children simply because they do not have a nuclear family structure. However, risk and protective factor model advocates suggest that all kinds of family structures have their own strength and weakness on producing psychologically balanced children. According to this model, single parenting is considered one of the many risk factors rather than a major factor for poor psychological wellbeing of children.

Chapter Three

Methods

This section presents research design, study setting, study participants, sample size and techniques, data collection instrument, methods of data analysis and ethical consideration.

3.1. Research design

The aim of this study was to examine the psychological wellbeing of adolescent students living with single parents. The study employed quantitative research design of cross-sectional survey. The issue of objectivity is the main goal of the quantitative research. That means the findings of the study are less influenced by the researcher personal beliefs and values since data collection process takes place with minimal interaction with the respondents and the result analysis is provided by statistical software's (Daniel, 2016).

3.2. Study setting

This study was conducted at Raya Azebo Wereda in the Tigray region. Raya Azebo is one of the Woredas in the Tigray Region of Ethiopia, which is located in southern part of Tigray. The towns found in Raya Azebo Wereda are Mekoni, Chercher, Bala, Kukufto, Adi Abdera and Hade Alga. The administrative center of this Wereda is Mekoni.

3.3. Study participants

The participants of this study were secondary school students who live with their single parent families and those students from intact parent families. Intact parent adolescents were participated in the study for comparison purpose to determine the impact of single parenting on

the psychological wellbeing of children. The adolescents who participated in this study are those of students who enrolled from grade 9th to grade twelve (12th) in Chercher and Mekoni Comprehensive secondary schools of Raya Azebo Wereda in the Tigray Region.

3.3.1. Sampling size and techniques

According to the data obtained from Education bureau of Raya Azebo Wereda, there are 6 secondary schools in Wereda Raya Azebo. Although it is better to take all schools in the study for better generalization, due to certain constraints such as experience, time, and finance the researcher had randomly selected two secondary schools from the six secondary schools of Raya Azebo Wereda namely: Mekoni and Chercher secondary schools.

Before conducting the main study, the researcher made a survey in the two schools of Raya Azebo Woreda to verify the status or number of students living with single and intact parent family in the schools. During the survey the researcher moved from classroom to classroom of grade 9 to 12 and administered a background search questionnaires to know the total number of students living with single and intact parent families in each classrooms and grade levels of the schools. Then, on the bases of the data obtained, it was decided to include all adolescents living with single parents and a comparable number of adolescents living with intact parents from each secondary school in the actual study.

Therefore, 126 adolescents living with mother only, 53 adolescents living with father only, 130 adolescents living with intact parent families were participated in the study. The adolescents living with an intact parent family were randomly selected in a comparable way from each section of grade 9 to12 of both secondary schools. For example, if grade 9th A has 2 students who are living with mother only and 2 students living with father only parents, similarly 2

students from intact family were randomly selected. If a grade 10th B has 2 two students from either of single parent families, similarly 2 students from intact family were randomly selected in that section. Classrooms or sections lacking adolescents of single parent family were skipped.

Table 1

Target population and Sample size

School name	Target Population	Sample size	sex	
			Male	Female
Mekoni secondary school	1092	193	102	91
Chercher secondary school	543	116	65	51
Total	1635	309	167	142

3.4. Data collection instrument

The instrument which used to measure the psychological wellbeing of adolescents was Ryff's psychological wellbeing scale that constitutes six distinct sub-scales namely: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance scales.

Ryff psychological well-being scale is developed by psychologist Carol D.Ryff (1989). The scale is currently considered the best objective, standardized measure of psychological wellbeing (Edwards, Ngcobo, Edwards,& Palavar, 2005). The psychological well-being scale has been widely used in previous research and the six dimensions have also been supported in several studies (Ryff and Keyes, 1995).The original version of Ryff psychological wellbeing scale consisted 20 items of per scale which makes a total of 120 items. An abridged version of the scale containing 84 items (14 items per scale), 54 items (9 per items per scale), 42 items (7 items

per scale) and 18 items (3 items per scale) translated into at least 18 different languages and have been used in research in different countries (Henn, Hill, & Jorgensen, 2016). In this study the intermediate version of 42 items was used. Ryff's psychological wellbeing scale contained a series of questions reflecting the six dimensions of psychological well-being. The dimensions are autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. The scales all had good reliabilities: Autonomy (.71), Self-acceptance, (.79), Positive relations with others (.78), Environmental mastery (.68), Purpose in Life (.82), Personal growth (.71) and total psychological wellbeing scale (.82) Ryff (1989).

Ryff's psychological wellbeing scale is a 6 point liker -type scale in which the score 1 indicates strong disagreement and 6 indicates strong agreement. The scoring of responses made by the participant on each item depends whether the question is formulated positively or negatively. If the question of the item is worded positively, responses will be scored from 1 to 6, where a score of 1 indicates strong disagreement and a score of 6 indicates strong agreement. However, if it is a negative statement, scoring will be carried out in reverse order which will be from 6 to 1 where 1 indicates strong agreement and 6 indicate strong disagreement. A high score in a particular category or dimension indicates that a respondent has mastered that area in his/her life. Conversely, a low score in any dimension of the scale shows that the respondent is struggling to feel comfort with that particular dimension (Srimathi & Kumar, 2010).

Among the total 42 items: item 3, 4, 6, 9,10,12,13,15,17,19, 21, 23, 24, 27, 29, 31,32,38,40, 41 are stated negatively. However, the rest of the items are presented as positive statements.

3.4.1. Adoption of the instrument

In order to assess the psychological wellbeing of adolescent students living with single and intact parent families the researcher has adopted the Ryff's psychological wellbeing scale which

contained 42 items. Forward and backward translations have been made. First, the original scale of the English version was translated in to “Tigrigna” the local language of the study participants, and then the “Tigrigna” version was re-translated in to English by language experts. Finally, the instrument has been prepared for validation.

3.4.2. Validation and piloting

Carrying out a pilot study is very essential to check up whether there are problems concerning the format of administration, problems of structure, language and clarity of the instrument. In addition, it helps to identify ambiguous items that need to be improved, to test the data collection instructions, to verify the feasibility of the study, to identify and improve the logical and procedural difficulties and to determine the reliability of the instrument.

Since the participants of this study are high school students the original 6 point likert scale is may be difficult and could not be easily understood for them. Considering this the 6 point scale was reduced in to two formats of point 3 response scale and point 5 response scales to choose the best format that best fits for participant of this study. Accordingly, the two scales (point 3 and point 5) of psychological wellbeing were translated in to “Tigrigna” version and administered to 40(20 of each scale) participants to prove the overall quality of the instruments and determine the reliability of the instruments. During the pilot, the researcher was seriously observing and following the participant while they answer the questions and had received comments in some items which were vaguely stated and incorrectly worded. Therefore, based on the pilot study the 5 point scale was found to be better in overall measures for adolescents and was selected for actual study. The reliability of this instrument both total scale and its dimension was carried out using SPSS-24 software. Hence, the computed Cronbach’s alpha coefficients were: Autonomy

0.75, Environmental mastery 0.62, Positive relation with other 0.74, Self-acceptance 0.66, Personal growths 0.76, Purpose in life 0.77 and 0.84 total psychological wellbeing scale.

Face and content validity of both English and Tigrigna version instruments were also carried out by measurement and evaluation expert as well as linguistics expert of Adigrat University before the instruments appeared for pilot study. Then, some amendments were made for the instrument.

3.4.3. Data administration

The data administration process was carried out under the management of the researcher and other three data collectors. Although the collectors were university graduates and have a good knowledge of research process, the researcher had given them an essential training about the overall procedures of data collection such as issues related to ethical principle when administering the questionnaires, how to recruit samples, how to administer and collect the data.

3.4.4. Methods of data analysis

To analyze the data gathered from study respondents the latest statistical package for social science (SPSS) version 24 was used. The statistical methods used to analysis the data were

- Descriptive statistical measures (frequency, percentage, means scores and standard deviation) were employed to describe the socio-demographic background of study participants and determine their psychological wellbeing status.
- Independent sample t-test was used to examine psychological wellbeing difference between single and intact parent adolescents, adolescents living with father only and mother only parents and single parent adolescents of different gender, age, grade level and family economic status.

- One- way ANOVA was employed to compare psychological wellbeing of single parent adolescent with different family sizes.

3.5. Ethical considerations

This study was conducted by taking every necessary ethical issues of a research into consideration. The researcher first went to the study areas of Mekoni and Chercher secondary schools with the letter of support from Addis Ababa University, school of psychology. Then, permission was obtained from the principals of the two secondary schools to conduct the study. During the data collection the participants were clearly informed about the purpose of the study, confidentiality matters and asked for their willingness to be involved in the study. To this end, only those interested individuals were invited to participate in the study.

Chapter Four

Results

In this section, the findings are presented in line with the research question of the study in five parts. The first part deals with the background information of the respondents, the second part presents the level of psychological wellbeing of adolescents living with single parents, the third one is about difference in psychological wellbeing between adolescents of single and intact parent families, the fourth part presents the difference in psychological wellbeing between adolescents living with father only and those living with mother only, and the last part presents the psychological wellbeing difference of single parent adolescents with respect to selected socio-demographic characteristics (i.e. gender, age, grade level, family economic status and family size).

4.1. Background Information of respondents

In this part of study, the background characteristics of study participants such as family type, gender, age, grade level, family size and family economic status is illustrated. The table 2&3 below presents the background characteristic of study participants.

Table 2:

Summary of socio demographic characteristics of study participants (N=309)

Variables	Adolescents living with								
	Mother only		Father only		Intact parents		Total		
	N	%	N	%	N	%	N	%	
Sex									
Male	60	19.4	33	10.7	74	23.9	167	54	
Female	66	21.4	20	6.5	56	18.1	142	46	
Total	126	40.8	53	17.2	130	42	309	100	
Age									
14-17 (Middle adolescents)	97	31.40	35	11.33	94	30.42	226	73.14	
18-20 (late adolescents)	29	9.38	18	5.87	36	11.58	83	26.86	

Total	126	40.8	53	17.2	130	42	309	100
Grade level								
9-10	81	26.2	32	10.4	84	27.2	197	63.8
11-12	45	16.6	21	6.8	46	14.9	112	36.2
Total	126	40.8	53	17.2	130	42	309	100

Note. The average age of adolescents was 16.42 years ($SD=1.54$)

As it is indicated in table 2 above, among 309 participants of this study, 167(54%) were males and 142(46%) were females. Out of the total participants, 179(58%) of them were from single parent families of mother only 126(40.8%) and father only 53(17.2%). The rest 130(42%) of participants were from intact parent family. Regarding the age level of participants, 226(73.14%) participants were in the age range of 14-17(middle adolescents) and the remaining 83(26.86 %) participants were in the age range of 18-20 (late adolescents) with the mean age of 16.42. Concerning the grade level of participants majority of them were from grade 9-10(63.8%) and the rest 112(36.2%) were from grade 11-12.

Table3:

Family status of the Study Participants (N=309)

Variables	Adolescents living with							
	Mother only		Father only		Intact parents		Total	
	N	%	N	%	N	%	N	%
Family size								
2-3	47	15.2	17	5.5	8	2.6	72	23.3
4-5	51	16.5	21	6.8	41	13.3	113	36.6
6 and above	28	9.1	15	4.9	81	26.2	124	40.1
Total	126	40.8	53	17.2	130	42	309	100
Family economic status								
low	38	12.3	16	5.2	8	2.6	62	20.1
Medium	83	26.9	33	10.7	109	35.3	225	72.8
High	5	1.6	4	1.3	13	4.2	22	7.1
Total	126	40.8	53	17.2	130	42	309	100

Note. Family size mean=5.33, $SD=2.12$

As can be seen from table 3 above, 72 (23.3%) of participants were from families whose size ranges from 2 to 3, of them 47(15.2%), 17(5.5%) and 8(2.6%) were from mother only, father only and intact family respectively, 113(36.6%) of participants were from families whose size ranges from 4-5 and the rest 124(40.1%) were came from whose family size 6 and above. Regarding to family economic status majority of the study participants were from family of medium economic status 225(72.8%), of them 83(26.9%), 33(10.7) and 109(35.3%) were from mother only, father only and intact parents respectively. Whereas 62(20.1%) and 22(7.1%) participants were from families of low and high economic status respectively.

4.2 . Level of psychological wellbeing

4.2.1. Descriptive statistics summary of psychological wellbeing scores of adolescents of single and intact parent families

To summarize the raw data of the total and sub-scales of psychological well-being of both adolescents of single and intact parent family mean and standard deviation scores were computed. The results are presented in table 4 below.

Table 4

Summary statistics of the total and sub-scales of psychological well-being of adolescents of single and intact parents (N=309)

PWB & dimensions	Adolescents living with							
	Single parents				Intact parents			
	Male		Female		Male		female	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
AU	23.15	5.36	20.83	5.08	25.11	4.33	25.13	4.57
EM	18.09	4.85	21.02	5.30	23.80	3.95	24.07	4.57
PG	19.95	6.97	23.69	5.58	27.50	4.53	26.98	4.87

PR	23.06	6.31	21.20	6.19	25.28	4.15	26.45	5.13
PL	20.14	6.65	23.26	5.97	28.19	4.02	27.70	5.22
SA	19.24	6.50	22.08	5.19	25.61	3.97	25.11	4.97
PWB	123.62	29.17	132.07	24.17	155.49	16.65	155.43	19.32

Note. **AU** autonomy, **EM** environmental mastery, **PR** positive relation with others, **SA** self- acceptance, **PL** purpose in life, **PG** personal growth and **PWB** psychological wellbeing scale

As indicated in table 4 above, the mean score of adolescents living with single parents ranges from 18.09 to 23.15 for males and 20.83 to 23.69 for female respondents. Male respondents scored the lowest mean in subscales of environmental mastery, personal growth, self-acceptance, purpose in life and slightly highest in subscales of autonomy and positive relation. Likewise, female respondents scored the lowest mean in subscale of autonomy, average in subscale of environmental mastery, positive relation, self-acceptance and slightly highest in subscale of personal growth and purpose in life. In the total psychological wellbeing measure female (132.93) respondents scored a higher mean than male (123.62) respondents.

The mean score of adolescents of intact parents ranges from 23.80 to 28.19 for males and 24.07 to 27.70 for females. Both males and females scored better in all subscales of psychological wellbeing. In the total psychological wellbeing measure both male and female respondents scored almost the same mean score, which was 155.49 and 155.43, respectively.

4.2.2. The level of psychological well-being of adolescents living with single parent families

This part briefly answers the first research question of the study which was exploring the level of psychological wellbeing of adolescents living with single parent families. In order to answer the question of the study percentage value and frequency count was computed. The level of psychological wellbeing as high and low was determined by mean split. Since the PWB scale of

this study was a 5 point scale, the expected mean is found by: $1+2+3+4+5$ divided by $5= 3$, this means that 3 times the number of items in each scale gives the expected mean for each subscales and 3 times the number of items of the total scale gives the expected mean of the total scale. Thus, the expected mean score for each subscale is 21 and the expected mean score for total PWB is 126. Therefore, those participants who scored above the expected mean are considered as they have a high level of psychological wellbeing and those who scored below the expected mean are considered as they have a low level of psychological wellbeing. The result is shown in table 5 below.

Table 5

Summary result of the level of psychological well-being of adolescents living with single parents (N=179)

Adolescents of single parents													
PSW & dimensions	High						Low						
	Male		Female		Total		Male		Female		Total		
	N	%	N	%	N	%	N	%	N	%	N	%	
AU	61	66.66	45	52.30	106	59.22	32	34.40	41	47.67	73	40.78	
EM	24	25.80	46	53.48	70	39.11	69	74.19	40	46.51	109	60.89	
PG	39	49.93	60	69.76	99	55.31	54	58.06	26	30.23	80	44.69	
PR	55	59.13	45	52.32	100	55.86	38	40.86	41	47.67	79	44.14	
PL	41	44.08	59	68.60	100	55.86	52	55.91	27	31.39	79	44.14	
SA	41	44.08	53	61.62	94	52.51	52	55.91	33	38.37	85	47.49	
PWB	39	41.93	54	62.79	93	51.96	54	58.06	32	37.21	86	48.04	

As indicated in table 5 above, 106(59.22%) of single parent adolescents reported high level of autonomy, out of these adolescents 61 (66.66%) are males, 45(52.3%) are females and 73

(40.78%) adolescents reported a low level of autonomy out of them 32(34.40%) are males and 41(47.67%) are females. This implies that the majorities (59.2%) of single parent adolescents are self-governed and independent, able to resist any social pressures to think and act in their own ways, and evaluates self by personal standards. In comparison to females, males enjoy greater level of autonomy.

With regard to environmental mastery 70(39.11%) of the participants were found to report high level of environmental mastery, out of them 24(25.80%) were males, 46(53.48%) were females. In this subscale most of single parent adolescents 109(60.89%) were found to score below the expected mean. Out of these who score low 69(74.4%) were males and 40(46.51%) were females. This indicated that, although most of the single parent adolescents had a weak sense of environmental mastery and competence in managing their environment, females are slightly better than males in this domain.

In the subscale of personal growth 99(55.31%) single parent adolescents reported a high level of psychological wellbeing, out of which 39(49.93%) were males, 40(69.70%) were females and 80(44.69%) single parent adolescents scored a lower state of personal growth, of which 54(58.06%) were males and 26(30.23%) were females. In this subscale it is also observed that single parent females were a relatively better in a sense of continued and sustainable personal development than their counter part male adolescents.

Regarding the subscale of positive relation 100(55.86%) single parent adolescents reported a high level of wellbeing out of these 55(59.13%) were males, 45(52.32%) were females and 79(44.14%) single parent adolescents were found to score a lower state of positive relation, out of which 38(40.86%) were males and 41(47.67%) were females. In this dimension of

psychological wellbeing the majority (55.86%) of adolescents scored above the expected mean. This means that most of single parent adolescents have healthy, satisfying, trusting relationship with others and are able to build a strong empathy and intimacy with others. Particularly, single parent males were found to be slightly better than single parent females in this construct.

Concerning the subscale of purpose in life, as it is briefly indicated in the above table 100(55.86%) single parent adolescents had reported high level of wellbeing in this particular dimension, of which 41(44.08%) were males and 59(68.60%) were females and 79(44.14%) adolescents scored a low level of which 52(55.91%) were males and 27(31.39%) were females. In this construct most (55.86%) of single parent adolescents scored above the expected mean and female adolescents are better in having a meaningful life and a sense of directedness than their counter parts.

With regard to the final dimension of self acceptance 94(52.51%) single parent adolescents scored high level of wellbeing of which 41(44.08%) were males, 53(61.62%) were females and 85(47.49%) reported a low level of wellbeing in this construct of which 52(55.91%) were males and 33(38.37%) were females. In this construct single parent females are also found to have better sense of self acceptance than males.

In the total measure of psychological wellbeing, while 93(51.96%) reported a high state of psychological wellbeing 86(48.04%) were reported a low level of psychological wellbeing. Female single parent adolescents 54(62.79%) were found to report higher level of psychological wellbeing than males single parent male adolescents 39(41.93%)

4.3. Difference in psychological well-being between adolescents living with single and intact parent families

The second research question of the study was to explore whether there is statistically difference in psychological wellbeing between adolescents living with single parents and those adolescents from intact parent family. To this end, independent sample t-test was employed. The result is presented in table 6 below.

Table 6

Independent sample t-test for difference in psychological wellbeing between adolescents living with single and intact parents (N=309)

Variables	ALSP		ALIP		t-value	df	sign.(2-tailed)
	Mean	SD	Mean	SD			
PWB	127.68	17.78	155.46	27.28	10.15	307	.000
AU	22.03	5.34	25.12	4.42	5.32	307	.001
EM	19.50	5.27	23.92	4.21	7.89	307	.000
PG	21.74	6.60	27.28	4.66	8.19	307	.000
PR	22.17	6.30	25.78	4.61	5.55	307	.002
PL	21.64	6.50	27.98	4.56	9.53	307	.000
SA	20.60	6.06	25.39	4.42	7.65	307	.001

Significant at $p < 0.05$

Note. ALSP =Adolescents living with single parents ALIP = Adolescents living with Intact parents

As it is shown in table 6 above, an independent t-test was conducted to compare the mean difference in psychological wellbeing between single parent adolescents (*Mean: 127.68, SD: 17.78*) and intact parent adolescents (*Mean: 155.46, SD: 27,277*). Hence, the result of the test revealed that there is statistically significant difference ($t(307) = 10.15, p < 0.05$) in psychological wellbeing between adolescents living with single parents and those adolescents living with intact parent families. This means that adolescents living with single parents had lower psychological wellbeing than adolescents living with intact parents.

With regard to the subscales of psychological wellbeing, a statistically significant difference was found in autonomy between adolescents living with single ($Mean=22.03$, $SD=5.34$), and intact parents ($Mean=25.12$, $SD= 4.42$), $t(307)=5.32$, $p<0.05$, in environmental mastery between adolescents living with single ($Mean=19.50$, $SD=5.27$) and intact parents($Mean=23.92$, $SD=4.21$), $t(307)= 7.89$, $p<0.05$, in personal growth between adolescents living with single($Mean=21.74$, $SD=6.60$) and intact parents($Mean=27.28$, $SD=4.66$), $t(307)=8.19$, $p<0.05$, in positive relation with others between adolescents living with single ($Mean=22.17$, $SD=6.60$) and intact parents($Mean=25.78$, $SD=4.61$), $t(307)=5.55$, $p=.002$, in purpose in life between adolescents living with single($Mean=21.64$, $SD=6.50$) and intact parents($Mean=27.98$, $SD=4.56$), $t(307)=9.53$, $p<0.05$ and self acceptance between adolescents living with single($Mean=20.60$, $SD=6.06$) and intact parents($Mean=25.39$, $SD=4.42$), $t(307)=7.65$, $p=.001$. Hence, adolescents living with single parents had lower level of autonomy, environmental mastery, personal growth, positive relation with others, purpose in life and self acceptance than adolescents who live with intact parent families.

4.4. Difference in psychological well-being between adolescents living with father only and mother only

The third research question of the study was to investigate whether there is difference in psychological wellbeing between adolescents of single parent family structure who live with father only and those who live with mother only. To see the result independent sample t-test was employed. The result is briefly shown in table 7 below.

Table 7:

Independent sample t-test for difference in psychological wellbeing between adolescents living with mother only and father only (N=179)

Variables	With mother only		With father only		t-value	df	sig.(2-tailed)
	Mean	SD	Mean	SD			
PWB	132.84	26.79	115.22	24.60	4.07	177	.000
AU	22.67	5.17	20.53	5.53	2.47	177	.014
EM	20.41	5.30	17.32	4.59	3.70	177	.000
PG	23.11	6.27	18.50	6.26	4.50	177	.000
PR	22.58	6.40	21.20	6.01	1.35	177	.179
PL	22.65	6.29	19.23	4.44	3.30	177	.001
SA	21.42	6.26	18.66	5.09	2.83	177	.005

Significant at $p < 0.05$

As it is indicated in the above table 7, an independent sample t-test was employed to compare mean difference between adolescents living with mother only (Mean=132.84, SD=26.79) and adolescents living with father only (Mean=115, SD=24.60). Hence, the result of the test indicated that there is statistically significant difference ($t(177) = 4.07, p < 0.05$) between adolescent living with mother only and those living with father only. This denotes that adolescents living with mother only had greater psychological wellbeing than their counter part adolescents living with father only.

Concerning the subscales of psychological wellbeing, a significant difference was found in autonomy between adolescents living with mother only (Mean=22.67, SD=5.17), and father only (Mean=20.53, SD=5.53), $t(177) = 2.47, p = .014$, in environmental mastery between adolescents living with mother only (Mean=20.41, SD=5.30) and father only (Mean=17.32, SD=4.59), $t(177) = 3.70, P = .000$, in personal growth between adolescents living with mother only (Mean=23.11, SD=6.27) and father only (Mean=18.50, SD=6.26), $t(177) = 4.50, p = .000$, in purpose in life between adolescents living with mother only (Mean=22.65, SD=6.29) and father only (Mean=19.23, SD=4.44), $t(177) = 3.30, p = .001$, and in self acceptance between adolescents living with mother only (Mean=21.42, SD=6.26) and father only (Mean=18.66, SD=5.09),

$t(177)=2.83, p=.005$. This denotes that single parent adolescents who live with mother only had greater level of autonomy, environmental mastery, personal growth, purpose in life and self acceptance. However, no statistically significance difference was found in the component of positive relation with others between adolescents living with mother only ($Mean=22.58, SD=6.40$) and father only ($Mean=21.20, SD=6.01$), $t(177)=1.35, p=.179$.

4.5. Psychological wellbeing difference with respect to some selected socio-demographic characteristics of respondents

The final research question of the study was to investigate whether there is psychological wellbeing difference among single parent adolescents of different gender, age, grade level, family economic status and family size. Independent sample t-test was employed to see if there is a difference in psychological wellbeing among single parent adolescents with respect to their gender, age, grade level, family economic status and one way ANOVA was conducted to see if there is a difference in psychological wellbeing with regard to their family size. The results are briefly shown in table 8 and 9 below.

Table 8

Independent sample t-test for difference in psychological wellbeing of single parent adolescents with respect gender, age, grade level and family economic status (N=179)

Variables	N	Mean	SD	t-value	Df	Sig(2-tailed)
Gender						
Male	93	123.62	29.18	2.09	177	.038
Female	86	132.07	24.48			
Age						
14-17(Middle adolescents)	102	133.23	24.35	3.21	177	.026
18-20(Late adolescents)	77	120.34	29.31			
Grade level						
9-10	113	132.35	26.75	3.07	177	.002

11-12	66	119.68	26.49			
Family economic status						
Low	54	115.30	24.03	4.17	177	.000
Medium& High	125	133.03	26.94			

Significant at $p < 0.05$

As it is showed in the above table 8, an independent t-test was conducted to see if there is a difference in psychological wellbeing among single parent adolescents of different gender, age, grade level and family economic status.

With regard to gender, a statistically significant difference ($t(177) = 2.09, p = .038$) in psychological wellbeing was found between males ($Mean = 123.62, SD = 29.18$) and females ($Mean = 132.07, SD = 24.4$). Thus, female adolescents from single parent families had superior psychological wellbeing than male adolescents from single parents.

Concerning age of the adolescents, a statistically significant difference also found ($t(177) = 3.21, p = .026$) between adolescents of age group 14-17 ($Mean = 133.23, SD = 24.35$) and 18-20 ($Mean = 120.34, SD = 120.34$). Hence, adolescents whose age group 14-17 (early adolescents) had greater psychological wellbeing than those of age group 18-20 (late adolescents).

Regarding educational level of the adolescents, similarly a statistically significant difference ($t(177) = 3.07, p = .002$) in psychological wellbeing was found between adolescents of grade 9-10 ($Mean = 132.35, SD = 26.75$) and 11-12 ($Mean = 119.68, SD = 26.49$). Thus, single parent adolescents of grade 9 to 10 had greater psychological wellbeing than single parent adolescents of grade 11 to 12.

Since the number of single parent adolescents with high family economic status were very few in number, single parent adolescents who come from medium and high family economic status

were combined together to see if there is psychological wellbeing difference with single parent adolescents of low economic status. Hence, the result of the independent t-test of the above Table 7, suggested that there is statistically significant difference ($t(177) = 4.17, p < 0.05$) in psychological wellbeing between adolescents of low family economic status ($Mean = 115.30, SD = 24.03$) and those from medium and high family economic status ($Mean = 133.03, SD = 26.94$). This means that single parent adolescents who are from medium and high family economic status had greater psychological wellbeing than single parent adolescents from low family economic status.

4.5.1 Family size and psychological wellbeing of single parent adolescents

Table 9 below shows the descriptive statistics of family size of single parent adolescents. Mean and standard deviation scores of the three groups are clearly stated. In table 10, one way ANOVA was conducted to check up if there is statistical difference in psychological wellbeing among adolescents of whose family size is 2-3, 4-5 and ≥ 6 . Table 11 indicates multiple comparison of psychological wellbeing among the three groups that shows which group differs from the other groups. To see the difference among the three groups Tukey post hoc test was conducted.

Table 9

Descriptive statistic of psychological wellbeing scores in terms of family size of respondents (N=179)

Variable	Category	N	Mean	SD
Family size	2-3	64	131.31	27.75
	4-5	72	129.75	28.47
	6 and above	43	118.81	22.81

As it is shown in table 9, the mean score of single parent adolescents with 2-3 family size ($Mean=131.31$, $SD=27.748$) is higher than the single parent adolescents whose family size of 4-5 ($Mean=129.75$, $SD=28.472$) and greater than 6 ($Mean=118.8$, $SD=22.806$).

Table 10

Psychological wellbeing difference among single parent adolescents in terms family size (N=179)

Source of Variation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4533.09	2	2266.54	3.12	.047
Within Groups	127905.76	176	726.74		
Total	132438.85	178			

As the above table 10 showed, one -way ANOVA was computed to see if there is psychological wellbeing difference among the three groups. Hence, the result of the test indicated that there is statistically significant difference in psychological wellbeing ($F(2,176) = 3.12$, $p = .047$) among single parent adolescents of whose family size is 2-3 ($Mean=131.31$, $SD=27.75$), 4-5 ($Mean=129.75$, $SD=28.47$) and greater than 6 ($Mean=118.81$, $SD=22.81$). The computed one-way ANOVA in table 10 above suggested that there is statistically significant difference among the groups as a whole. However, it does not show where the exact variation among the groups lies. Therefore, Tukey HSD post hoc comparisons were performed to show which group is responsible for the difference. The result is presented in table 11 below.

Table 11

Tukey HSD post hoc psychological wellbeing comparison among single parent adolescent who had different family size (N=179)

Family size (I)	Family size (J)	Mean difference (I-J)	Sig.
2-3	4-5	1.56	.944
	≥6	12.50	.033
4-5	2-3	-1.56	.944
	≥6	10.94	.066
≥6	2-3	-12.50	.033
	4-5	-10.94	.066

Note. Dependent variable= PWB, independent variable= Family size

As the result of the post hoc in table 11 shows, a statistically significant difference (Mean difference= 12.50, $P=.033$) was found between single parent adolescents whose family size 2-3 (Mean=131.31, $SD=27.75$) and single parent adolescents whose family size ≥6 (Mean=118.81, $SD=22.806$). However, no statistical difference was found between single parent adolescents whose family size 2-3 (Mean=131.31, $SD=27.75$) and 4-5 (Mean=129.75, $SD=28.47$); and between single parent adolescents whose family size 4-5 (Mean=129.75, $SD=28.472$) and single parent adolescents whose family size ≥6 (Mean=118.81, $SD=22.81$). Therefore, the above outcome indicated that single parent adolescents whose family size 2-3 had greater psychological wellbeing than single parent adolescents whose family size ≥6. However, no statistically difference was found among the other groups i.e., single parent adolescents whose family size 2-3 and 4-5, 4-5 and ≥6

Chapter Five

Discussion

In this section of the study the major findings of the current study are discussed in line with previous research findings reviewed in the literature section of this study. This discussion part is presented along with the research questions of the study forwarded in the first section of this study.

5.1. Psychological wellbeing status of single parent adolescents

The study had examined the status of psychological wellbeing of adolescent students living with single parents. The result indicated that 48.1% single parent adolescents had reported low level of psychological wellbeing. This means that almost half of single parent adolescents who are participated in the study had a low level of psychological wellbeing. This finding supports to the theoretical model of risk and protective factor model reviewed in this study. This model views single parenting as one of the risk factor for children psychological wellbeing (Uchenna, 2013). Likewise, Rodgers and Pryor (1998) notes that single parent adolescents are at higher risk to exhibit more psychological problems than adolescents of intact parent family. The financial hardship of the single parents, lack of parental care and support, loss of contact of children with either of separated biological parent, inter-parental conflict and parental maladjustment or psychological state due to divorce, death of spouse, financial difficulties is may contributed adolescents to exhibit some psychological difficulties.

5.2. Psychological wellbeing difference between single and intact parent adolescents

The study had also compared the psychological wellbeing of single parent and intact parent adolescents. The result shows that there is difference in psychological wellbeing between

adolescents of single and intact parent families and adolescents of intact parent families reported higher psychological wellbeing than adolescents of single parent family. This finding is consistent with the findings of various studies reviewed in the literature section. For example, Uchenna(2013) conducted a study entitled single parenting, psychological wellbeing and academic performance of adolescents in Nigeria with the sample of 100 participants both from single and intact parent families. Hence, the finding revealed that the psychological wellbeing of intact parent adolescents is far better than adolescents of single parents. The finding of current study is also consistent with findings of Gull et al (2017). Gull and colleagues have been conducted a study on the role of family system on psychological wellbeing of children with the sample of 200 participants both from intact and single parent family and their finding show that children from intact parent family had higher psychological wellbeing than children from single parent family. Moreover, Tulisalo (1999) had found that psychological problems like depression are slightly more common among adolescents from single parents when compared with adolescents from intact homes. Similarly, Amato (1994) had reported a consistent finding in which who report that children of single parent family are more likely to exhibit higher levels of emotional, psychological, and behavioral problems than children growing up with both biological parents. Bogenschneider, Kaplan & Morgan, (1993) had also found a consistent finding in which they reported that children from single parent families do less well in school, exhibit more psychological and behavioral problems than children from intact parents. Likewise, Breivik & Olweus, (2006) have found that single parent adolescents often experience high level of depression, anxiety, poor academic performance, aggression, have a higher likelihood of using drugs and involve in early sexual behaviors, and are significantly more delinquent than adolescents from two-parent families.

On the contrary, the finding of the present study is not consistent with the study of Tubei (2012) who found no any difference in psychological wellbeing between adolescents of intact and single parent family. Similarly, the present finding is inconsistent with the findings of Ebabush & Rao (2018) who reported that there is no psychological wellbeing difference between adolescents of intact and non-intact families.

There are some explanations which can be given why adolescents from single parent family exhibited poor psychological wellbeing compared with adolescents from intact parent family. The most common explanations involve economic hardship perspective, loss of parental support and supervision perspective, and lack of community resource perspective.

Economic hardship perspectives underscore the impact of parental economic difficulty on children overall development. According to this perspective poverty is the most profound and pervasive factor underling the wellbeing of adolescents. Approximately, one of two families headed by single parents is living in poverty compared with one of ten families headed by dual parents. Not surprisingly, single parents are twice as likely to report that they worry “all or most of the time” that their income is not sufficient to meet family expenses. Hence, the lack of income emerged as the single most important factor for the differences in the wellbeing of adolescents of single and intact parents (Bogenschneider, Kaplan & Morgan, 1993).

According to parental support and supervision perspective poor parental support, monitoring and supervision is considered as crucial factor for youth to experience problematic wellbeing. Single parents and stepparents monitor their children less closely and know less about where their children are, who they are with, and what they are doing than parents in intact families (Amato & Keith, 1991). These differences in parental support and supervision are expected to account for

20 to 40 percent of the differences in child well-being between single-parent and two-parent households (Steinberg, 1987).

Lack of community resource perspective gives an explanation for the reason of poor wellbeing of single parent children is based on the accessibility of community resources or social supports such as quality schools, extracurricular activities, churches, older friends, family day-care providers and stigmas given to single parents such as social class, social isolation, social support. This situation may account 20 to 100 percent deference in wellbeing between single and intact parent children ((McLanahan & Sandefur, cited in Bogenschneider, Kaplan &Morgan, 1993).

5.3. Psychological wellbeing difference between adolescents living with father only and mother only parents

About psychological wellbeing difference between adolescents living with single father and single mother parents, the present study found a significant difference between the two groups. Adolescents living with single mother parents were found to have a higher psychological wellbeing than adolescents living with father only families. This finding is supported by Bjarnason et al (2010) in which they suggest that adolescents living with their father only are more likely to experience poorer psychological and social problems than adolescents in the custody of their mother of single parent families. It is also consistent with a study investigated by Eitle (2006) who suggested that children living with single fathers are more likely to have less access to health services, poorer educational outcomes and greater risk of delinquency and substance use than their counterparts living with single mothers. However, Farrell (2001) reported inconsistent finding with the present study in which who reported that adolescents who lived with their fathers had a greater sense of well-being than did adolescents who lived with

their mothers only. Similarly, White (2004) is also found contradict result who suggested that children raised by single fathers would have a stronger sense of well-being than children growing up with single mothers.

The possible explanation for this finding could be that mothers are inherently caring, supportive and responsible for the upbringing of their children. Compared to fathers, mothers are closely connected to their children to play, discuss and hear their children interest. As per the researcher observation and experience, single mothers are also far better in supporting, monitoring, and supervising their children than single fathers did. Hence, this situation may account to a difference in psychological wellbeing between adolescents living with single mother and single father parents.

5.4. Psychological wellbeing of single parent adolescents with respect to socio-demographic variables.

5.4.1. Gender

In this study gender difference in psychological wellbeing is found, in which single parent females reported greater psychological wellbeing than single parent male adolescents. The present finding regarding gender difference is in line with finding of Gull et al,(2017) in which they found out that single parent females had greater psychological wellbeing than single parent male adolescents. It is also consistent with finding of Stephen and Udisi (2016) in which they reported that male in a single parent family face significantly greater psychological problems, social problems, educational problems, and behavioral problems than females in single parent family.

However, Slater et al (1983) had found a contradicted finding in which they found that adolescent girls from divorced single parent homes had lower self-esteem and more psychological and behavioral problems than adolescent boys in similar home life situations. Wallerstein and Kelly (1980) also found a contradict findings in which they reported that one year following a divorce, 63 percent of females were in worse psychological condition compared to 27 percent of the males. Mechanic & Hansell (1989) had also found inconsistent result in which they report that no difference in psychological wellbeing is obtained between girls and boys.

In the reviewed literature a contradictory result was seen regarding to gender difference in psychological wellbeing. Some of the studies showed that males have good psychological wellbeing and others were revealed that females have better psychological wellbeing. As mentioned in the above, this study found that females have superior psychological wellbeing. The reason of the current finding is may be due to relationship or interactional difference of males and females with their parents. Females are better in establishing a harmonious relationship with parents especially with mothers so that they can discuss, express, and share what they think, perceive and feel to them. This situation may reduce the tendency to be overwhelmed by psychological problems.

5.4.2. Age

Regarding the age of the respondents, a significant difference in psychological wellbeing between middle adolescents (14-17) and late adolescents (18-20) was found in the present study. Hence, early adolescents had reported superior psychological wellbeing than late adolescents. This finding is supported by Usakli (2013) who found that late adolescents exhibit more psychological problems such as frequent feelings of anger, sadness, shame, helplessness, and a

sense of betrayal than the younger adolescents in divorced single parent families. However the present finding is contradicted with the finding of Stephen and Udisi (2016) in which they found that young adolescents in a single parent family have lower level of psychological, social, educational and behavioral wellbeing than that are a little bit mature adolescents of single parent family.

The variation in psychological wellbeing between middle and late adolescents is perhaps that late adolescents are more concerned with family and other personal issues than middle adolescents. Late adolescents are matured somewhat so that they may extremely think about the situation of their parental divorce, economical hardship of the home and other circumstances. They may also be deeply concerned about education, job and future personal life. Therefore these situations would have their own role for the difference in psychological wellbeing between middle and late adolescents.

5.4.3. Educational level

Concerning the educational level difference in psychological wellbeing of single parent adolescents the present study found that there is difference in psychological wellbeing between adolescents whose grade 9-10 and those learning in grade 11-12. The psychological wellbeing of single parent adolescents who learn in grade 9-10 is found higher than adolescents learning in grade 11-12. No study is found that support or contradicts to this finding.

5.4.4 Family economic status

With regard to family economic status of single parent adolescents the present study revealed that there is significance difference in psychological wellbeing between adolescents who come from low economic status and those who come from medium and high economic status. Single

parent adolescents of medium and high family economic status are found to have a superior psychological wellbeing than single parent adolescents of low family economic status. This result is supported by Moore et al (2006) in which they reported that children living in single-parent families with low income are more likely to exhibit problem behaviors and depressive symptoms and are less likely to display social competence than children who grow up in a single parent with a good income level. The present study is also in line with the findings of Mooney, Oliver and Smith (2009) in which they report that adolescents from poorer families, whether intact or non intact families generally show less level across different kind of measures, such as health and educational attainment than children from good or high economic status. Likewise, Bernardi (2012) also shown that economically well families are well adjusted to protect and care their children; hence, their children are far better in multi aspect of wellbeing than children whose families have low economic.

However, the present finding is inconsistent with the study of Bernardi and Radl, cited in Bernardi et al (2013) they found that children of high economic groups are more negatively affected than children from lower economic status of divorced single parent families.

A possible explanation for this finding can be given from economical hardship perspective. This perspective emphasizes the impact economical adversity on the wellbeing of children. According to this perspective children from less economic resources are more likely to have poor nutrition, health, educational opportunities, and community support. The economic hardship perspective would suggest that children from single parents would experience few differences from intact families when family income is controlled for (Amato &Keith, 1991).

5.4.5. Family size

Regarding the family size of single parent adolescents, a psychological wellbeing of adolescents whose family size smaller (2-3) are found to have a slightly better psychological wellbeing than the other groups. This finding is supported by Arthur (2005), who found that smaller family size households have enjoyed better social, physical, psychological, and economic life when they compared with their counterparts with relatively large family sizes.

It is apparent that single parents with low economic status and many children face major challenges in gaining access to basic needs and other social services such as school, transport and health services. These home challenges can directly affect the psychological wellbeing of children who live in large family size.

Chapter six

Summary, Conclusion and Recommendation

6.1.Summary

The major objective of this study was to examine the psychological wellbeing of adolescent students living with single parents in Raya Azebo Wereda, Tigray regional state. The study was employed quantitative research design cross-sectional survey to answer the research questions of the study. The participants of the study were 309 single and intact parent adolescents who were selected both from Mekoni and Cherecher secondary schools of Raya Azebo Wereda. All available single parent adolescents were made to participate in the study and random sampling technique was used to select adolescents from intact parent family. Hence demographic questionnaire and Ryff's psychological wellbeing scale were administered and completed by adolescent living with those single and intact parents.

To analyze the data obtained in the survey frequency, percentage, independent sample t-test and one way ANOVA were used. Thus, the following major findings were found in the present study. Mean split was used to explore the psychological wellbeing status of single parent adolescents and the result show that 48.04% adolescents have reported low level of psychological wellbeing while 51.96% adolescents reported high level of psychological wellbeing.

Independent t-test were used to compare the psychological wellbeing of different groups such as adolescents of single and intact parents, adolescents living with mother and father only and adolescents of different genders, ages, grade levels and family economic status. The result of the computed t-test suggested that intact parent adolescents reported higher PWB than single parent

adolescents, adolescents living with single mother reported higher PWB than adolescents living with single father, and single parent adolescents whose sex female, age between 14-16, grade level 9-10, family economic status medium and high reported superior psychological wellbeing than their counter part adolescents whose sex male, age 17-20, grade level 11-12 and low family economic status.

One-way ANOVA was employed to compare the psychological wellbeing of single parent adolescents who have different family sizes. The computed one way ANOVA shows that there is statistically significant difference in psychological wellbeing between single parent adolescents whose family size is 2-3 (Mean=131.31, SD=27.748) and single parent adolescents whose family size ≥ 6 (Mean=118.8, SD=22.806). However, no significance difference has occurred between the other groups.

6.2.Conclusion

The study was aimed at examining the psychological wellbeing of single parent adolescent students in Raya Azebo Wereda, in Tigray regional state. The data gathered from the study participants were carefully analyzed, interpreted and discussed in the above sections of the study. Therefore, based on findings of this study the researcher draws the following conclusions.

Almost half of the study participants of single parent adolescents had reported poor psychological wellbeing, and even when they compared with adolescents of intact parent families, they reported very poor level of psychological wellbeing. Therefore, based on the finding it is concluded that single parenting is one of the risk factors for adolescents to exhibit poor psychological wellbeing.

Custodial parent difference within single parenthood itself also has an impact in the psychological wellbeing of adolescents. Thus, adolescents would have better psychological wellbeing when they grow up with their mother than when they grow up with their single father.

Single parent adolescents of different demographic characteristics vary in the state of their psychological wellbeing. For instance, females are superior than males, younger adolescents are much better than older adolescents, adolescents of grade 9 to 10 have also better psychological wellbeing than grade 11-12, adolescents of medium and high family economic status have greater wellbeing than from low family economic status and adolescents whose family size small (2-3) have better psychological than adolescents whose family size medium and larger.

6.3. Recommendations

On the bases of the present research findings, it may need to draw some implications for intervention to enhancing the wellbeing of single parent adolescents. Therefore, the following recommendations or implications are forwarded for secondary schools, guidance and counselors, concerned government agencies and future researchers.

- **For secondary schools:** During the research process, the researcher has observed and asked the school principals about the presence of school guidance and counseling professionals in the schools. Unfortunately, there were no guidance and counseling centers in both Mokoni and Chercher secondary schools. However, it is obvious that during adolescence period both boys and girls face enormous problems such as school problems(e.g. school failure), emotional instabilities, psychological problems and family circumstances such as low income, lack of parental support, stressful life events, poor bonding to the family members and others. To help those individuals who face with

different problems, the availability of guidance and counseling services in the schools plays an important role. It is therefore recommended that the schools establish guidance and counseling centers and hire competent counselors or psychologists.

➤ **For guidance and counselors:** it is also suggested school guidance and counselors to apply the following specific tasks in order to enhance the wellbeing of adolescent students especially those of from single parent family.

- It is recommended that school guidance and counselors make family structure as one part of assessment type when they help students who face different kind of psychological problems so that they could help their clients easily
- They should provide necessary trainings to school teachers and other stake holders about how to handle school children especially children's of single parent families (divorced, separated, widowed, out of wedlock) so that they would easily understand and support them when any circumstance is happened.
- It is also better to include families in sessions when they help students who face with different psychological problems and conduct family counseling. Including family members in counseling process is important to bring better change in the clients.
- School guidance and counselors should also provide a kind of trainings for families of school adolescents and other communities to have an awareness about the impact of change in family structure on children overall development.

➤ **For government agencies:** The researcher also recommend to concerned government agencies, like offices of social affair to implement effective polices and strategies to

enhance the lives of people with different family structures especially to those of single parent families.

- **For future researchers:** It is also suggested for future researchers to conduct a study in this area since there is paucity of studies regarding the impact of single parenthood on adolescents overall wellbeing in the context of our country.

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Appendices

Appendix A

የኒሽርሲቲ አዲስ አበባ

ኮሌጅ ትምህርትን ስነ-ባህርን

ቤት ትምህርቲ ሳይኮሎጂ

ዝተኸበርኩም ናይዚ ጽንዓት ተሳተፍቲ ናይዚ ጽሕፋዊ ምሕትት ዋና ዓላማ ምስ ሓደ ወላዲ ማለት ምስ አቦአም ወይም አዲአም ዝባጽሑ ቆልዑት ስነ-ልቦናዊ ድሕንነቶም እንታይ ከም ዝመስል ንምጽናዕ ዝተዳለወ መሕትት እዩ። እዚ ምሕትት ክልተ ዓባይቲ ክፋሊታት ኣለውዎ። እቲ ናይ መጀምርታ ክፍሊ ሓፊሻዊ ናይካ/ኪ ድሕረ ባይታ ዝምልከት ሕቶታት ዝሓዘ እንትኸውን እቲ ካላኣይ ክፋል ድማ ብዛዕባ ስነ-ልቦናዊ ድሕንነትካ/ኪ ዝምልከት ሕቶታት ዝሓዘ እዩ።ካብዚ መሕትት ዝርከቡሓበሬታትን ንጽንዓት ጥራሕ ዝውዕል ምኳኑ ከራጋግጸልኩም ይፈቱ። ስለዚይ እትህቡኒ ሓበሬታ ንጽዓተይ ኣገዳሲ ስለዝኾነ ብታኣማንነትን ብቕንዕናንን ኸትመልኡላይ ብትሕትና ይሓተኩም።

ልቢይቡሉ! እቶም ሙሉእ ሓሳባት ትኸክልን ዘይትኸክልን ዝባሃል መልሲ ስለዘይብሎም ብዘይስክፍታ መልስ/ሲ ከምኡ እውን ምሽጥራዊነቱ ንምሕላው ዝኣክል ሸምን ኣድራሻን ምጽሓፍ ዘየድሊ ምዃኑ ክሕብረልኩም ይደሊ።

ንምትሕብባርኩም ደጊመ የመስግን!

ክፍሊሓደ፡ ድሕረ ባይታዊ ሓበሬታ

መምርሒ፡- መልስኹም ኣብ ዝተዋህበ ሰደቓ እርማት ምልክት (✓) ብምግባር ጸሓፉ።

1. ጾታ፡- ተባዕታይ ኣንስታይ
2. ዕድመ፡-----
3. ብርኪ ትምህርቲ፡-----
4. ምስ መን ትነብር/ሪ፡- ምስ አቦይንአደይን ምስ አቦይ ጥራሕ
ምስ ኣደይ ጥራሕ
5. በዝሒስድራ፡- -----
6. ኩነታት ሃፍቲ-መነባብሮ ስድራ፡ ትሑት ማእከላይ ዑል

ከፍሊክልተ፡-መሕትት ድሕንነት ስነ-ልቦና

መምርሒ፡-እቶም ቀጽሎም ዘለዉ ሙሉእ ሓሳባት ብዛዕባ ድሕንነት ስነ-ልቦናኹም ዝምልከቱ ሕቶታት እንትኮኑ ነቶም ሕቶታት ንምምላስ 6 መማረጽታት ኣለዉ ንሳቶም እዉን ብጣዕሚ ኣይስማዕማዕን ፣ኣይስማዕማዕን፣ ብውሑድ ኣይስማዕማዕን፣ ብውሑድ ይስማዕማዕ፣ይስማዕማዕን ብጣዕሚ ይስማዕማዕ ዝብሉ እንትኹኑ ክንዳየናይ ነቶም ዝተገለጹ ሙሉእ ሓሳባት ክምትስማዕማዕ ብናይ እርማት ምልክት (✓) ብምግባር መልስኹም ኣቐምጡ።

ተ/ቁ	ሙሉእ ሓሳባት	ብጣዕሚ ኣይስማዕማዕ ዕን	ኣይስማዕማዕ ዕን	ንምውሳኔ ይክብደኒ	ይስማዕማዕ	ብጣዕሚ ይስማዕማዕ
	ዓርስ ምሕደራ ዝምልከቱ ሙሉእ ሓሳባት(Autonomy items)					
1	ዋላ'ኳን ሓሳባይ ካብ ናይ መብዛሕተኣም ሰባት ሓሳብ ዝትጻረረ እንትኹኑ ኣነ ግን ሓሳባይ ንምግላጽ ኣይስከፍን።					
2	መብዛሕትኡ ጊዜ ውሳኔታተይ ብናይ ሰባት ሓሳብ ኣይጽሎን።					
3	ሰባት ብዛዕባይ እንታይ ከም ዝሓሰቡ የጭንቐኒ።					
4	ብርቱዕ ሓሳብ ብዘለዎም ሰባት ይጽሎ እየ።					
5	ዋላ'ኳን ሓሳባይ ካብቶም መብዛሕተኣም ሰባት ዝተስማዕምዎሉ ዝተፈለየ እንትኹኑ ብሓሳባተይ ግን ጽኑዕ እየ።					
6	ኣብ ምክራኽርቲ ጉዳያት ሓሳባይ ምግላጽ ይኸብደኒ እየ።					
7	ንባዕለይ ዝግምግም ካልኣት ሰባት ጠቓሚ ብዝበልዎ እንተይኮንስ ኣነ ጠቓሚ እዩ ኢሊ ብዝሓሰብ እየ።					
	ከባብያዊ ምቁጽጻር ዝምልከቱ ሙሉእ ሓሳባት (Environmental Mastery Items)					
8	ብሓፈሻ እቲ ዝነብረሉ ከባቢ ዝተቐጻጸርኩም ኮይኑ ይስመዐኒ።					
9	ናብራ ንዓይ ፈታኒ እየ።					
10	ኣነ ምስ ዝንብረሎም ሰባትን ማሕበረሰብን ኣቢረ ዝኸድ ሰብ ኣይኮንኩን።					
11	ኣብ ዕለታዊ ሂደወተይ ዘለውኒ ብዙሓት ሓላፍነት ኣብ ምቁጽጻር ብጣዕሚ ንፉዕ እየ።					
12	ምብዛሕትኡ ጊዜ ብዝወስዶም ሓላፍነት ይጭንቐ እየ።					
13	ሂደተይ ብዘሕጉስ መልክዑ ንምምራሕ ይጽገም እየ።					
14	ንኣየ ዝምቐዉን ዝስማዕማዕን ሂደት መስሪተ ኣለኩ።					
	ዉልቃዊ ዕብየት ዝምልከቱ ሙሉእ ሓሳባት(Personal growth items)					
15	ኣድማሳዊ ፍልጠት እብ ዝስፍሑ ንጥፈታት ንኸሳተፍ ድልየት የብለይን።					
16	ብዛዕባ ባዕልኻን ዓለምን ከመይ ከምእትሓሰብ ዝፍትኑ ሓደሽቲ ልምድታት ምህላው ጠቓሚ ይመስለኒ።					
17	ብዛዕባ ዝሓለፉ ጊዜታት ክምልከት እንተለኹ ምንም ዓይነት ለውጢ ዘርኣይኹ ኣይመስለንን።					
18	ከም ሰብ መጠን ድሕሪ ብዙሕ እዋን ምዕባላታት ከምዘርኣይኹ ይስመዐኒ።					
19	ንልሙዳት ተግባራተይ ብሓዱሽ ዓይነት ኣሰራርሓ ምስራሕ ኣየሕጉሰንን።					
20	ሂደወት ማለት ንዓይ ቅጻሊ ዝኹኑ ከይዲ ትምህርቲ፣ ለውጥኝ ዕብየትን እየ።					

ተ/ቁ	ሙሉ-እሳሳት	ብጣሪ ላይ ስማዎ	ኣይስማዎ	ንምዑሳን ይክብደኒ	ይስማዎ	ብጣሪ ላይ ስማዎ
21	ኣብ ሂወተይ ዓበይቲ ለውጥታት ንምምሕያሻን ንምምጻእን ቐድሚ ብዙሕ ዓመታት ተስፋ ቆርጸ እየ።					
	ኣወንታዊ ዝምድና ዝምልከቱ ሙሉ-እሳሳት(Positive Relation Items)					
22	ንዓይ ምብዛሕትኡ ሰብ ከም ተፈታውን ተፈቓርን ገይሩ ይሓስበኒ።					
23	ስጡም ዝኾነ ዝምድናን ምሕዘነትን ምፍጣር ንዓይ ኣጸጋሚ እየ።					
24	ሓሳባተይ ዘካፍሎም ኣዕርኽቲ ውሕዳት ስለ ዝኾኑ ምብዛሕትኡ ጊዜ ብሕታውነት ይስመዐኒ።					
25	ኣብ ግላዊን ሓባራዊን ዛዕባታት ምስ ስድራቤተይን ኣዕርክተይን ብግልጺ ምዝታይ የሓገሥኒ እየ					
26	ሰባት ንኸልኣት ጊዜይ ንምሃብ ድልዎት ከምዘለንን ለጋስን ገይሮም ይገልጹኒ።					
27	ምስ ሰባት ተላማንነትን ፍቕርን ዝተመልኦ ርክብ ገይረ ኣይፈልጥን።					
28	ኣዕርኽተይ ከምዝኣምናም ይፈልጥ እየ ንሳቶም እውን ከምዝኣምኑኒ ይፈልጡ እየም።					
	ዕላማታት ሂይወት ዝምልከቱ ሙሉ-እሳሳት(purpose in Life Items)					
29	ኣነ ዝግደስ ብዛዕባ ሕዚ ዘለኒ ሂይወት እምበር ብዛዕባ ቀጻሊ ሂይወት ከሓስብ ኣይደልን።					
30	ኣብ ሂይወተይ ንጹር ዝኾነ ዕላማን መንገድን ኣለኒ።					
31	ምብዛሕተኣም ዕለታዊ ንጥፈታተይ ዘይረብሑ ኮይኖም ይስሙዑኒ።					
32	ኣብ ሂይወተይ ንከሳኽዎም ዝፍትኖም ዘልኹ ነገራት ጽቡቕ ስምዕት የብለይን።					
33	ንቐጻሊ ሂይወት ትልሚ ምውጻእን ተግባራዊ ንኸኾኑን ምስራሕ የሕገሥኒ።					
34	ሓድ ሓድ ሰባት ኣብ ሂይወቶም ዓላማ ዘይብሎም እየም፣ ኣነ ግን ካብ ኣቶም ሓድ ኣይኮንኩን።					
35	ሓድ ሓድ ጊዜ እብ ሂይወተይ ክሰርሖም ዝግብኣኒ ነገራት ዝሰራሕኹም ኮይኑይ ስመዐኒ።					
	ዓርሰ-ተቐባልነት ዝምልከቱ ሙሉ-እሳሳት(self-acceptance Items)					
36	ታሪኽ ሂይወተይ ንድሕርት ተመልሰ እንትርእይ ነገራት ከመይ ከምዝተለወጡ የሕገሥኒ።					
37	ብሓፈሻ ብዛዕባይ ኣወንታውነትን ዓርሰ እምነትን ይስመዐኒ።					
38	ምብዛሕተኣም ዝፈልጦም ሰባት ኣነ ካብ ዝነብር ሂይወት ዝተፈለየ ናብራ ከምዘለዎም ይስመዐኒ።					
39	ምብዛሕተኣም ናይ ስብእናይ ተርእዮታት ይፈትዎም እየ።					
40	ኣብ ሂይወተይ ብዝረኽብኩዎም ውጽኢታት ብዝተፋላለየ መንገዲ የሕዝኑኒ እየም።					
41	ንዓርሰይ ዘለኒ ኣመለኻኽታ ምናልባቶ ከም ምብዛሕተኣም ሰባት ኣወንታዊ ኣይኮነን።					
42	ምስ ማሓዙተይ ከነጻጽር እንተልኹ ብዛዕባ ዓርሰይ ጽቡቕ ስምዒት ክስመዐኒ ይገብረኒ።					

Appendix B
Addis Ababa University
College of Education and Behavioral studies
School of Psychology

Dear participant of this study, the purpose of this questionnaire is to gather information regarding the psychological wellbeing of adolescent students who live with single parent and dual parent families. This questionnaire has two parts: the first part of the questionnaire contained demographic questions about the respondents and the second part has questions that assess psychological wellbeing of the respondents. The information you provide has a very important input in the direction and completion of this study, so please try to be honest, and trustful. There is no one to judge you because there is not right or wrong answer for the questions. The information will be kept confidential and be only applied for the study.

Please, note that in order to keep the confidentiality you are not required to write your name and address in any part of this paper.

Thank you again for your kind cooperation!!

Part I: Socio-Demographic information

Direction: In this section, you are required to provide the information about you which is useful to the study. Therefore, indicate your answer by making (√) in the given boxes.

1, Sex: Male Female

2. Age: -----

3. Grade level: -----

4. With whom you live? With my father and Mother with my Mother only
 With my father only

5. Family size: -----

6. Family economic status: low medium high

Part II: Psychological Well-Being Scales

The following 42 questions are designed to measure your psychological wellbeing. Please be informed that all the items are to be rated on five point scale (Strongly agree, agree, undecided, disagree, and strongly disagree). So you are supposed to show to what extent you agree on each item on space provided on right side of each item through making a tick mark (✓).

No	Items	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
	Autonomy items					
1	I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.					
2	My decisions are not usually influenced by what everyone else is doing					
3	I tend to worry about what other people think of me					
4	I tend to be influenced by people with strong opinions					
5	I have confidence in my opinions, even if they are contrary to the general consensus					
6	It's difficult for me to voice my own opinions on controversial matters					
7	I judge myself by what I think is important, not by the values of what others think is important					
	Environmental mastery items					
8	In general, I feel I am in charge of the situation in which I live.					
9	The demands of everyday life often get me down					
10	I do not fit very well with the people and the community around me.					
11	I am quite good at managing the many responsibilities of my daily life					
12	I often feel overwhelmed by my responsibilities					
13	I have difficulty arranging my life in a way that is satisfying to me					
14	I have been able to build a home and a lifestyle for myself that is much to my liking					

	Personal Growth items					
15	I am not interested in activities that will expand my horizons.					
16	I think it is important to have new experiences that challenge how you think about yourself and the world					
17	When I think about it, I haven't really improved much as a person over the years					
18	I do not enjoy being in new situations that require me to change my old familiar ways of doing things					
19	I have the sense that I have developed a lot as a person over time					
20	For me, life has been a continuous process of learning, changing, and growth					
21	I gave up trying to make big improvements or changes in my life a long time ago					
	Positive relations items					
22	Most people see me as loving and affectionate.					
23	Maintaining close relationships has been difficult and frustrating for me					
24	I often feel lonely because I have few close friends with whom to share my concerns					
25	I enjoy personal and mutual conversations with family members or friends.					
26	People would describe me as a giving person, willing to share my time with others					
27	I have not experienced many warm and trusting relationships with others					
28	I know that I can trust my friends, and they know they can trust me					
	Purpose in life					
29	I live life one day at a time and don't really think about the future					
30	I have a sense of direction and purpose in life					
31	My daily activities often seem trivial and unimportant to me					
32	I don't have a good sense of what it is I'm trying to accomplish in life					
33	I enjoy making plans for the future and working to make them a reality					
34	Some people wander aimlessly through life, but I am not one of them					
35	I sometimes feel as if I've done all there is to do in life.					
	Self-acceptance					

36	When I look at the story of my life, I am pleased with how things have turned out					
37	In general, I feel confident and positive about myself					
38	I feel like many of the people I know have gotten more out of life than I have.					
39	I like most aspects of my personality					
40	In many ways, I feel disappointed about my achievements in life					
41	My attitude about myself is probably not as positive as most people feel about themselves					
42	When I compare myself to friends and acquaintances, it makes me feel good about who I am					