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*The Impact of Divorce on the Academic Performance of Children: The Case of
Gulele Sub-City*

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THE IMPACT OF DIVORCE ON CHILDRENS' ACADEMIC PERFORMANCE

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The Case of Gulele Sub-City

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DECLARATION

I hereby declare that the dissertation entitled **THE IMPACT OF DIVORCE ON THE ACADEMIC PERFORMANCE OF CHILDREN: The Case of Gulele Sub-City** submitted by me for the partial fulfillment of the MSW to Indira Gandhi Open University, (IGNOU) New Delhi is my own original work and has not been submitted earlier, either to IGNOU or to any other institution for the fulfillment of the requirement for any other program of the study. I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this report from any earlier work done by me or others.

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CERTIFICATE

This is to certify that Mrs. Tibeab Abate student of MSW from Indira Gandhi National Open University, New Delhi was working under my supervision and guidance for her project work for the course **MSWP-001**. Her project work entitled **THE IMPACT OF DIVORCE ON THE ACADEMIC PERFORMANCE OF CHILDREN: The case of Gulele Sub-City** which she is submitting is her genuine and original work.

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Acronyms

ADP: Area Development Program

CDW: Community development Worker

CSA: Central Statistics Agency

FHH: Female Headed Households

HH: House Hold

NGO: Non-Governmental Organization

SNNPR: South Nations and Nationalities Peoples' Region

WVE: World Vision Ethiopia

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Abstract

Parental separation/ divorce is associated with academic difficulties, including lower grades and prematurely dropping out of school, and greater disruptive behaviors (e.g., being oppositional with authority figures, getting into fights, stealing, and using and abusing alcohol and illegal drugs). This paper specifically has assessed the impact of divorce on the academic performance of children.

And to come up with the intended results; the study has recruited 158 respondents; children from both divorced & intact families, mothers and teachers; from Gulele sub-city and used structured questioners, observation and case stories as primary data collection tool and different books, journals, brochures, web sites, different government organization reports and strategies, and other relevant sources were used as secondary data collection sources. Six Community Development Workers (CDW) from World vision Ethiopia (WVE);Gulele Area Development Program (ADP);were recruited to collect the required data from both mothers and children.

After data collection, data cleaning was made to reject substantially incomplete ones and also the process of coding instruments. A data analysis for the questionnaires was performed by using the SPSS statistical data analysis program, with frequencies and percentages as the main tools for summarizing the data. And as a result the study has identified that between divorced and married family, there is difference in income and in post-divorce the participation of divorced women in an employment is mainly in the informal sectors that include selling “enjera”, “ambasha”, and charcoal. And since these informal economic activities cannot support the whole family needs, children are forced to join this sector one way or another which has created a shortage in their study time.

CHAPTER ONE

1.1.Introduction

The history of human being is being structured and shaped by the means of production used to sustain life. The nature of means of production dictated the forms of social organizations started from hunting gathering to the era of industrialization. Of all systems and structures, family exists as the core element of all societies past and present. Therefore, family is the basic structure that serves the main function to meet the needs and necessities of its member and society in general(Serkalem, 2006).

In many societies family, which is the first social unit of organization, has given emphasis starting from its formation. The road to enter family life is marriage. Depending on the value and norms of the society there are different forms of arrangements to start family life. Its continuation ensured by teaching children values and by discouraging its dissolution according to societies beliefs and ideas. Marriage is union of couples commit to one another with the expectation of stable and lasting intimate relationship, and this is socially recognized and approved. A marital relationship usually involves some kind of contract, either written or specified by tradition, which defines the partners' rights and obligations to each other, their children, and relatives (Serkalem, 2006).

Regardless of all efforts made by the community and state to protect marriage and family from dissolution divorce is unavoidable reality for many families. The agreement of spouses and /or a petition for divorce is the outcome of malfunction of family for personal, social and economic factors. Divorce has negative impact on the divorcees and their children socially, economically and psychologically. Divorce greatly affects children than it affects the spouses and is associated with approximately a one-and-half to two-fold increase in the risk for impairing outcomes in the offspring, such as dropping out of school or experiencing their own divorce (Emery, 2011).

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The direct implication of divorce is the disruption of family function fulfilling the basic social and psychological needs of its members. Therefore, to the continuation of family as social unit and for the maintenance of healthy family relationship the problem of divorce needs priority attention. According to Walsh (1999) (as cited in Serkalem, 2006), divorce has psychological, economic and social impacts on the divorcees. The negative impact of divorce is much higher on women in countries like Ethiopia where they have had lower participation and status in education and employment.

Parental divorce is also associated with negative outcomes and earlier life transitions as offspring enter young adulthood and later life. Children from a broken family are more likely to experience poverty, educational failure, early and risky sexual activity, non-marital childbirth, earlier marriage, cohabitation, marital discord and divorce. In fact, emotional problems associated with divorce actually increase during young adulthood. Understanding the magnitude of these problems and the causal mechanisms through which divorce influences these behaviors, therefore, has important social consequences (Emerly, 2011).

According to Artis (as cited in Emerly, 2011), Children from divorced homes perform more poorly in reading, spelling and math and repeat a grade more frequently than children from intact two-parent families; Data from the Early Childhood Longitudinal Study (n = 11,519) showed children in families with their married, biological parents to have, on average, higher reading achievement scores than peers living with cohabiting parents or in stepfamilies, even when parents' education, family income and poverty status are taken into account.

Children from one-parent families do less well than their peers on test scores, expectations about college, grades, and school attendance; 86% of children from a broken home demonstrate lowered academic achievement. Children aged 3 to 12 in families with married, biological parents

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performed, on average, better on a mathematical calculation test than peers in families with a biological mother and a stepfather, families with an unmarried biological mother and a cohabiting partner, or families with a biological father only (Oppawsky, 2009).

When the marriage is dissolved women leave with more responsibility. In almost 87% of the divorce cases women are sole custodians of children and only in half of the cases are given child support payment (Trask & Semhal, 2007). When support is given in most cases it is less than 100 Birr per child and it is not regularly paid. Children become one of the income contributors (Serkalem, 2006). Divorce is stated as one reason for dropping out of children from school (MOE, 2004).

Therefore, women become affected severely economically, which make the post-divorce adjustment difficult for both the mothers and children (Daniel, 1994, p.51). Especially for children, it is stressful experience although the form of reaction may vary depending on their age of developmental level (Eleoff, 2003). According to Sisay(1997), children whose parents divorced are being exposed to a greater risk of psychological and social adjustment than from intact families (Sisay, 1997, p. 71). The negative effect of parental divorce on the psychological and social adjustment of children has much stronger effect when the child is younger when the parental divorce occurs (Sisay, 1997, p.69). According to Walsh F (as cited in Serkalem, 2006), the negative impact of divorce continue to the adult hood where adults from divorced family found to have problem in intimate relationship and work than those adults from non-divorced family.

GuleleSub-city is one of the ten sub-cities of Addis Ababa with an aerial extent of 31,237, 071 meter square. It is located in the northern part of Addis Ababa surrounded in the north by Oromiya Region, in the south AradaSub-city, in the east YekaSub-city and in the west by Kolfe-KeraniyoSub-city (Addisu, 2008).Gulele Sub-city is one of the poverty stricken sections of the

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capital, Addis Ababa. Nearly half of the sub-city's population lives in abject poverty or below the poverty line are characterized by high deprivation of access to facilities and basic services (Gulele Sub-city Strategic Plan 2000-2003, 2000).

According to Selamawit (2011); out of the 92 female headed HH respondents from Gulele sub-city included with in the survey; 53 were found to be divorced; which is about 57.6%. And hence most of the single parent households are female headed households; this means that the women are faced with the multiple burdens of income generation, house work and taking care of the children. Income of a house hold is one of the indicators of wellbeing. Poverty is highly related with the level of one's income. The distribution of income among household heads shows that the majority of divorced female heads (35.9 %) earn 500-1000 birr followed by 33.7% that earn less than 500 birr per month. The survey further indicated that own business is the major source of income in the study area and 70.1% of these Female Headed Households (FHH) indicated that their monthly income do not cover their expenses for the whole month. However this is because a large number of female headed households are engaged in small business. The major source of income is different among female and male headed households. Majority of male headed households earn their income from salary while female headed households state that they obtain their income from their own business. About 46.5% of the male respondents and 28.3% of female respondents earn their income from salary while 36.8% of male heads and 47.8% of female heads earn their income from their own business.

The figures above indicate that the share of men heads engaged in the formal sector is higher than the share of female heads. This may indicate that females have limited access to formal employment opportunities. It has already been indicated that the informal sector is seen as a way out of poverty for those who otherwise would become unemployed. As it has already been

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indicated the majority of those who are engaged in self-employment are involved in the informal sector. More female heads hence are engaged in low paying informal jobs and generating their income from their own business. With regard to having more than one source of income; 72 of the FHH out of the 92 have indicated that they don't; which is about 81.5%. Hence the burden of income generation and house work rests on their shoulders without having anyone to help them. Female headed households stated 'child support' as their source of income. Children at their early age are expected to be in school and other constructive activities like playing with their peer groups. But in developing countries like Ethiopia they are forced to take up responsibilities at their early age either because of pressures from their parents, or their relatives, or other individuals, or their own respective living situations.

In the context of Gulele Sub-city, there are different factors that contribute for the involvement of children in child labor. These children perform from 'simple' to hazardous tasks. Some of these activities are detrimental to their holistic personality development. As many studies from different parts of the world indicated poverty, migration, lack of educational opportunities, population growth and unemployment, family disintegration, social and cultural pressures, armed conflict, etc are the main reasons behind child labor (Azeb, 2011).

When we come to the availability of basic necessities; according to Selamawit(2011); 35.9% of the female respondents have faced food shortage (12 months prior to the time of survey), hence in situations where households are not even able to meet basic food needs, likelihood of putting away part of earning for future use is very minimal. Moreover, 75.6 % of the FHH have indicated that they have housing access from the kebele administration with a minimum rental rate and 88% of these houses are constructed from wood and mud and almost 75% of these house use shared toilet and the inadequacy of toilet has an impact on the health of the society. Those who don't have toilet

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are forced to use public places, which will lead to deteriorated health and living condition of the society due to sanitary problems.

The survey further indicated that; when asked if there are any children who have dropped out of school; 25% of the FHH indicated that at least one child has left school. The major reasons cited as to why the children drop out of school are inability of parents to pay for school fee, engagement of children in income generation activities, and engagement of children in the house hold chores. About 47.8% of the respondents stated that they were unable to pay for the school fee, 39.1% of the total households cited engagement of children in income generating activities as the main reason for dropping out, and 13% cited engagement of children in the household activities as a reason.

In the study area also, children's engagement in income generating activities is the one of the major reasons cited for dropping out of school. In households where parents struggle to meet the daily needs of the family, children are forced to engage in income generating activities in order to support the family financially. Here, the main concern of the family is not to pay for the school fees of the children, but to meet their daily needs; specifically food needs.

Therefore, the children engage themselves in informal jobs like shoe shining, petty trades, vending, etc. And this study area was chosen to show the depth of the problem that is being manifested on children's academic performance that came from a divorced family.

1.2.Statement of the Problem

According to Tilson and Larsen (2000), in Ethiopia ``forty-five per cent of all first marriage end in divorce or separation within 30 years, 28% of first marriages within the first 5 years, 34% within

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10 years and 40% within 20 years`. In addition, the same study stated that two-third of women divorced within the first five years of marriage (p.355). Children at their early age are expected to be in school and other constructive activities like playing with their peer groups. But in developing countries like Ethiopia they are forced to take up responsibilities at their early age either because of pressures from their parents, or their relatives, or other individuals, or their own respective living situations.

As most of the children gain custody to their poor mothers, they find it difficult to continue in their education due to the demand of producing an adequate income. As a result, they quit their education and join their mothers in income generating activities. Being raised by women is usually related to having bad behavior. They are usually labeled as “set yasadegew” (Bogale, 2008).

According to the survey conducted by Selamawit in 2011; out of the 92 female headed households (HH) respondents from Gulele sub-city included with in the survey; 53 were found to be divorced; which is about 57.6%. And hence most of the single parent households are female headed households; this means that the women are faced with the multiple burdens of income generation, house work and taking care of the children. Income of a house hold is one of the indicators of well-being. Poverty is highly related with the level of one's income. The distribution of income among household heads shows that the majority of divorced female heads (35.9 %) earn 500-1000 birr followed by 33.7% that earn less than 500 birr per month. The survey further indicated that own business is the major source of income in the study area and 70.1% of these FHH indicated that their monthly income do not cover their expenses for the whole month. However this is because a large number of female headed households are engaged in small business.

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as to why the children drop out of school are inability of parents to pay for school fee, engagement of children in income generation activities, and engagement of children in the house hold chores. About 47.8% of the respondents stated that they were unable to pay for the school fee, 39.1% of the total households cited engagement of children in income generating activities as the main reason for dropping out, and 13% cited engagement of children in the household activities as a reason.

Hence to meet the already set objectives of the study, the research will answer the following questions:-

- ✓ Does divorce have a negative impact/ psychological, economic and social/ on the academic performance of children?
- ✓ Does the educational attainment of divorced parents have an effect on the academic performance of children?
- ✓ Are female children or male children from a divorce family more subjected to poor academic performance?

1.3.Objective of the study

The main objective of the research is to assess the impact of divorce on the academic performance of children and mainly the study has tried to:

- ✓ Assess the academic performance of children from the divorced families

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- ✓ Assess the impact of divorce on the economic status of divorced parents and later- on the academic performance of children
- ✓ Explore on which sex/ girls or boys/ does divorce's significant negative impact manifested

1.4. Significance of the study

Out of the 92 female headed HH respondents from Gulele sub-city included with in a survey; 53 were found to be divorced; which is about 57.6% Selamawit (2011). The study further indicated that, 72 of the FHH out of the 92 have indicated that they don't more than one source of income; which is about 81.5%. Hence the burden of income generation and house work rests on their shoulders without having anyone to help them and these female headed households stated 'child support' as their source of income. Although children at their early age are expected to be in school and other constructive activities like playing with their peer groups, in developing countries like Ethiopia they are forced to take up responsibilities at their early age either because of pressures from their parents, or their relatives, or other individuals, or their own respective living situations. With the existence of this amount of parental divorce and most of the children being left with their mothers; whom majorly have no more than two income sources and being engaged in informal economic activities that cannot be able to cover necessary expenses throughout the month; taking a depth study with regard to the impact of divorce on the academic performance of children is very important as children are the future resources for the ongoing country's development goal.

Hence the study is conducted with the aim of putting a spot light on the major impacts of divorce on children's academic performance and also on other extended effects of divorce like exposure to subsistence economic crisis, child labor and gender imbalance. Hence getting to know this major root cause and extended contributing actors to the low academic performance of children from a

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broken home, will give a way forward on which specific areas do relevant gov't agencies and stake holders need to act on; as knowing the cause to a problem is like solving 50% of the problem itself.

1.5.Scope of the study

The study area covered a total of 6 kebeles; among the 10 kebeles found in the sub city; with the objective of assessing the direct impact of divorce on the academic performance of children and also other related extended impacts of divorce; like economic stagnancy and psychological impact. The study has utilized a total of 158 respondents;50 divorced women, 50 children from these divorced families, 50 children from intact families and 8 teachers teaching on four different subjects/ science, mathematics, geography, physical education and supporting extra school tasks like drama club, environmental club, students parliament and girls club/ were selected as respondents. The study has utilized both primary and secondary sources of data collection; as a primary data collection, interview using a structured survey questionnaire for both mothers and children, observation and case study were used and as a secondary data collection source it has utilized books, journals, brochures, web sites, different government organization reports and strategies, and other relevant sources to enrich the general information related to this issue. For the process of data collection, 6 Community Development Workers (here on CDW) who have a vast experience in conducting an interview with mothers and children at World Vision Ethiopia; Gulele Area Development Program, were selected for the data collection. The CDWs were provided with the necessary orientation on how to conduct the data collection process. Children's', mothers' and teacher questionnaires were coded and entered into the SPSS computer program. Observations made through interviews discussions were properly categorized and discussants were used as entries.

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As a final product the study has clearly shown the negative impact of divorce on the academic performance of children; being more pronounced on girls; and also has run a flag on the extended negative impacts of divorce on children leading to unstable personal and social relationship in their future endeavor.

1.6.Limitation of the Study

This study was conducted with the aim of examining the impact of divorce on the academics performance of children better yet in girl students and also the impact of the educational background of mothers on the academics performance of children. However, in the process of collecting data, the researcher was constrained by inability to acquire necessary data on time and also loss of student annual result score card records during the time of transition after the divorce.

1.7. Definition of terms

There are terms that need to be defined for further understanding on this topic.

Edir: Community Help Group which is established by the community members living in a close area and deliver services and supports during close family member funerals and close family losses.

Ezin: Is a personally initiated act of will to provide condolences to family members mourning through different acts of love; bring food, hot drinks, bread, coffee berry and sugar and even money.

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Wedding Gifts: Are gifts expected to be given to close family members or friends on their wedding day.

Tella: Is locally made beverage.

Ambasha: Is locally backed bread.

Enjera: Is locally backed stable food in the Ethiopian food culture.

Gulit: Street markets

AtikiltTera: main fruits and vegetables market center in Addis Ababa

TsebelTsedik: Religious celebrations honoring saints

Set Yasadegew: raised by a single mother

CHAPTER TWO

2. Literature Review

The purpose of this chapter is to assess related researches in relation to divorce and its impact on the academics performance of children. Research and materials review contributed to build a foundation for the current study and to identify gaps. The review focused on the theoretical explanation of divorce and its impact on women and children, then on studies done on impact

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assessment, finally about the cause and consequences of divorce from other countries experience and few local studies.

2.1. Socio Economic Profile

Ethiopian economy largely depends on small holding agriculture where 85 percent of the population is living in rural areas. Agriculture regardless of productivity problem engages 80 percent of total employment. The imbalance between the increasing population growth and economic growth create widespread poverty. The current economic circumstances has brought change to family life and weakened the capacity of the family to support and sustain its members. In case of Ethiopia, the arguments about the increasing number of divorces are both internal to the family and external. The reasons peculiar to the situation of the country are 18 ethnic politics, job displacement, economic crises and changing attitude towards divorce (Daniel, 1994; cited in Serkalem, 2006, p. 18). The agreement of spouses and /or a petition for divorce is the outcome of a malfunction of family for many personal, social and economic reasons. According to Pankhurst (as cited in Tilson&Larsen, 2000), on study divorce in Ethiopia, the most common reasons women indicated among the Amhara people in North Shewa province as causes of divorce were childlessness, physical abuse, maltreatment, wasting money, adultery, exerting too much control over personal activities, forcing intercourse, homesickness, and a large difference in age. The same study by Pankhurst about the causes for divorces from men's point of view were childlessness, adultery, not keeping house correctly and wives not obeying them or challenging their authority. Beside to the above causes of divorce discussed in similar study, some social and economic factors considered as contributor for the increasing number of divorces. The empowered position of women, very little social stigma towards divorced women and high remarriage rate of divorced

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women presented to explain the increasing number of divorce by Tefera, 1994 & CSA, 1993 (as cited in Serkalem,2006,p.18). In addition, the increasing rate of divorce analyzed in relation to ethnic and religious background. In reference to the result of Pankhurst, 1992a, and 1992b: Beckstrom 1969, CSA, 1993(as Cited in Tilson& Larsen, 2000, p. 145) the increasing divorce rate have significant difference between Amhara and Oromo, between Orthodox Christian and Muslim. Divorce is more common among Amhara group than Oromo group and more common among Orthodox Christian than Muslim groups (Tilson& Larsen, 2000). Even though both group of religion discourage divorce the variation of divorce rate between the groups is explained in relation to the extent of roles both religion plays in the lives of the believers.

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2.2. Consequences of Divorce

Regardless of couples and individual difference in cultural, economic and other variables, divorce creates change in all aspect of divorcees and their children lives. The emotional separation starts before the declaration or pronouncement of divorce by concerned body. Feelings of failure, anger, frustration, fear and relief of the discomfort able situation can make mixed of feeling in the couple. After separation, the emotional effect may or may not aggravate with context divorce that can change the way of living. In addition, the separation of child from one parent shows the devastating and traumatic effects of divorce on children.

After all, processes of initiation and completion of divorce for divorcees and children of divorcees socially and cultural will make changes in their position in the environment. These cultural and economic situations are important to determine their adjustment in their future life.

The effects of divorce on children as many researchers agree is not uniform due to age of developmental stage, nature of temperament, the way their parents handled the process and post-divorce changes including the economic and social changes (Furstenberg & Kiernan, 2001). Among much theoretical explanation, the economist and sociological and developmental psychologist frame of analysis included.

To explain the impact of parental divorce on children the economist theory focuses on the accumulations of resource and access in the family will change by divorce. According to Furstenberg & Kiernan, "Divorce disrupts the transfer or sharing of income between parents, diminishes economies of scale, may reduce investment in the children by nonresidential parents, and diminishes the possibilities of specialization in parental contributions afforded by marriage." Costs that have been shared and resources that have been accumulated in the family depleted due

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to divorce. The sign of depression extended ranging from moderate to severe form more than one third of the children in the study; even symptoms five years after their parent's divorce. The study also found extended effect of divorce on children emotion and capacity of divorcees up to 15 years after divorce.

Recent research has focused on identifying the family processes that specifically account for (or mediate) the association between parental divorce and offspring impairment. The research has highlighted the role of ongoing (or perhaps increased) parental conflict after the divorce, poorer parenting before and after the separation, subsequent economic stressors, lack of contact and meaningful parent-child interactions with the nonresidential parent, and increased residential mobility. The research suggests that these family processes account for most of the increased risk associated with parental divorce. There is strong support that targeting these processes will consequently reduce the problems seen in offspring of separated/divorced parents (Emirly, 2011)

In a study conducted by Sisay in Dessie on the impact of parental divorce on children, he showed that adolescents from divorced family had more psychological and social adjustment problems than children from stable families. The impact of divorce is further complicated as indicated in the study that adolescents from stepmother families had psychological adjustment problem grater more often than those from single- mother families.

According to Amato and Booth (1997), the educational attainment, social life, and self-esteem of children have a relationship with the educational attainment of the parents. The higher level of parent education positively affected the children educational attainment and their quality of personal and social life. It is estimated that eradicating the detrimental impact of divorce on children

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could lead to a 30% reduction in rates of mental health difficulties in young adults, a 30% decline in teenage pregnancies, and a 23% cutback in school dropouts (Emirly, 2011).

2.2.1.Economic Impact of Divorce on Divorced Women and their Children

When family dissolution occur a family relationship between members of the family changed in all aspect of relationship including the economic one. Family in the term of economic scale builds capital, skill and investment and is basic economic set, which is the subset of the larger economic set.

According to Daniel's study, he found out that the average monthly income of divorced women when compare with during marriage significantly decreased. This directly affects the standard of living and the adjustment after divorce. Daniel further indicated from the study that among divorced women only 14 %were indicated being economically well adjusted. The majority of divorced women have faced housing problems, inability to send their children to school, difficulty of covering medical expenses, inability to cover food and clothing. The economic impact associated with divorce in relation to the burden of responsibilities most of the time carry because of child custody and the responsibility of taking care of children alone. All expenses food, clothing, schooling and health care are covered by custodial mothers themselves. This is due to lack of child support and unshared properties accumulated during marriage.

The Revised Family Code (RFC) and the old Civil Code have given clear legitimacy to both partners sharing their property based on the initial agreement. However, the majority of divorced women did not get the justice to share what they deserve. This is due to the usual process of property settlement, which is following after divorce pronounces, and after the maintenance fee for the women stopped. Therefore, whether the women get the maintenance fee or not, even before

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the legal pronouncement of the divorce she has to work and raise income to maintain herself and the children. This responsibility interferes with the long process of property settlement and often is not achievable except in few cases where the husband became willing to help and agreed to share. In addition, the processes of legal settlement incur cost, which become difficult to cover in the situation of many divorced women. Even in the RFC, settling the conditions of divorce can go to six months (RFC, 2000).

Daniel (1994) further indicated that legally the issue of child custody is the decision of the court based on the income, age, health and condition of living of the spouses as well as the age and interest of the children. Even this decision will revise according to Article 113, RFC (2000), with the change of circumstances. Some parents may make agreement based on their consent and the family arbitrators confirm this before the court decision and the problem of lack of child support in addition to the time legal procedure took aggravated the situations women enter after divorce. After divorce, women strive for survival by engaging in many activities that raise income to cover daily bread. Their education level determines their lives after divorce particularly their capacity and opportunity to be engaged in some employment to raise income.

Daniel (1994, pp.23, 39), study clearly indicate the likely hood of divorced women can face after divorce economically through comparative study of their economic status before and after divorce again their previous and later economic status can be explained in terms of their educational level. The primary source of income during marriage for about 82% of women was salary from ex-husband. The occupation of these women during marriage about 62.44% of them were housewives and did not engaged in work out side home while 15.45 % were civil servants and 15 % had engaged in activities like spinning, selling charcoal and wood, selling Tella, Areke, Injera. After divorce this figure changed where the majority women in the study who were only house wife

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about 62.4% decreased to 27 %, while women who were doing some economic activities from home by selling homemade drinks and foods and selling wood and charcoal increased from 15 % to 41.5 %. Nevertheless, the share of these women in the civil service that require a minimum of primary school did not increase after divorce. Their chance and opportunities were limited in the economic sector for employment due to education level where about 89 % of them had maximum of elementary education. From this group 41 .2 %; almost half of them had basic education.

In another view Serkalem(2006, p.51) study pointed out that difficulty of covering house rent reported by divorced (9.8%) and married (7.9%). In addition, the problem of inability to get food on time indicated among divorced (3.5%) and married (4.2%) women. In addition, the problem of getting sufficient food is reported from married (3.2%) and divorced (1.0 %) group. Problem to cover medical expenses is among married (6.2%) and in divorced (7.8%) women. Inability to cover expenses of clothes is in married (1.5%) and in divorced (2.6%) and school fee in married (4.4%) and in divorced (6.5%) women. Among economic problems difficulty of paying water and electricity bill in married (8.25) and in divorced (8.5%), communal association expenses in married (2.3%) and in divorced (2.0%) and holyday expenses in married (2.6 %) and in divorced (4.2%) are stated by married and divorced families respectively.

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2.2.2.Social Impact of divorce on divorcee and children

In Serkalem's study (2006, P. 52), it was indicated that the condition of support in relation to change in marital status of respondents indicated that 79.8 % of the married group have continuous and unchanged support after marriage while it is 66.8% in divorced group of women. In addition, 30.0% of divorced women indicated that the support they had been getting from families and friends stopped after they became divorced. The available person in times of problem reported in higher percentage to married women is their husband (42.5 %) while for divorced women it is their children (38.1 %).According to the respondents, married women share their ideas and problems frequently with their husband (40.2 %), family (23.2%) and children (12.3 %). However, divorced women frequently share their ideas and problems with their children (32.2%), family (25.1 %) and friends (14.0%).

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2.2.3. Possible social, emotional and physical health consequences of divorce

It's common for children to "lose" a parent, usually the father, from divorce. While many fathers try to stay actively involved in the lives of their children, research shows that after a couple of years most fathers—maybe as many as 70%—do not have much contact with their children. Of course, if mothers are working more (or get involved in dating again) after the divorce then children may feel a loss of time with their mothers, as well. Perhaps the loss of time with fathers and mothers explains that, later in life, adult children of divorce are about 40% less likely to say they see either their mother or father at least several times a week, and they rate their current relationships with both mother and father less positively than do children from intact marriages. Children of divorce also can lose contact with grandparents. Also, it is common for children to have to move when their parents' divorce. This can result in a loss of friendships that contributes to children's feelings of loneliness (Serkalem, 2006).

Divorce impacts children in many different ways. Literature detailing the effect of emotional, social and behavioral, and academic stressors of divorce that children may experience in the home and later spill over into the school classroom will be presented. There are many emotional variables that play a role in how a child feels prior to divorce during separation, throughout the process of a divorce, and after the divorce is finalized. Some impacts of emotional issues may occur long after the divorce happens. The impact a divorce has on a child are often influenced by the following factors: age (stage of development), gender, and maturity (Golden & Henderson, 2007). A child's emotional security also becomes more fragile during this difficult time of divorce. Fears that both parents will abandon the child are common. Depending on the age of the child, some of the ways a child might express this emotional insecurity may be:

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- ✓ large amounts of anger, directed both toward others and themselves
- ✓ frequent breaking of rules
- ✓ sleep problems
- ✓ defying parents or teachers
- ✓ frequent guilt
- ✓ increasing isolation or withdrawal from friends and family
- ✓ drug and/or alcohol abuse
- ✓ early sexual activity
- ✓ thoughts of suicide or violence

Many children of divorce believe that they caused the divorce or that they did something wrong that made one or both parents not want to be with them. These feelings can cause a child to feel sad, depressed, and angry. These negative emotions can contribute to other problems, such as poor health, difficulty in school, and problems with friends, to name a few. Parents can help their children avoid some of the negative consequences of these emotions by using “emotion coaching,” a process of helping children to be aware of and talk about their emotions.

Children who experience the divorce of their parents generally are more likely to struggle socially compared to children from intact families. They are more likely to be aggressive, have poorer relationships with same-age children, and have fewer close friends. Also, these children and teenagers appear to be less involved in extracurricular activities, such as sports or music, and other enrichment programs, such as after-school classes or summer programs. This is likely due to less money to pay for such activities, less availability of parents to drive the child and attend lessons

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and events, more frequent moves, and visiting and custody schedules that interrupt participation in team sports and other activities.

Children and teenagers who experience the divorce of their parents may end up getting less parental supervision. As a result, some scholars believe that these children may be more susceptible to the influence of their peers and this increases the chances of them getting involved in deviant behavior, including drug and alcohol use and smoking.

2.2.4. Children's Feelings and Behaviors

Parental separation may negatively influence children in a variety of ways, and problem behavior of children and adolescents is a warning sign that a child is having trouble adjusting; according to Amato and Simon. Children may be disruptive, misbehave, and ignore parent requests as a way of showing frustration or anxiety regarding the pending divorce. Younger, less mature children act out and regress more than older children who are developmentally capable of understanding what is happening in the family (Smith, 1999). During this early stage, some children find it difficult to speak to their parents about how they are feeling and may seem uncomfortable talking about the divorce. Still other children are worried about one parent in particular and sometimes are hesitant to show their concern toward them. Loyalty issues may also surface during this stage if the courts pressure the child to choose which parent he or she wishes to reside with.

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2.2.5. Age and sex of Children and Response to Divorce.

According to Tilson and Larson (2000), girls tend to internalize their emotions, whereas boys tend to act out emotions through externalized problem behavior. Most children are impacted by divorce in a variety of ways; however, particular age groups may suffer from specific reactions. Generally, research has not found large differences in how boys and girls tend to adjust to divorce. However, it seems that boys, more than girls, tend to be more aggressive toward others and this can lead to their friends and peers rejecting them. Boys may be somewhat more likely to act in defiant ways at home and in school; girls may be somewhat more likely to experience anxiety and depression. A child's age; when his or her parents' divorce; is another factor that parents worry about. But overall, research on how a child's age might increase or decrease the effects of divorce on children has not shown a consistent pattern.

During middle childhood, both boys and girls may find it challenging to focus in school because of the stressors at home. Forgetting assignments, leaving homework at the 12 other parents' home or daydreaming in school contribute to lack-of-focus in the classroom. Permission slips may go unsigned or are lost in the movement from half a week in one household and the remainder of the week with the other parent. It is a big to keep track of homework, paperwork, and assignments at this age with a family in transition.

When the teen acknowledges that the separation is permanent, unhappiness and loss are the emotions most likely to follow. Sadness, loss, and loneliness result when grief is too devastating to comprehend. Sadness represents the loss of the two-parent home they are missing. Depression is the feeling of isolation from the world and the sensation of loneliness. Anger results when teens

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feel they have failed to keep the parents together. Teenagers may also feel ineffective, attacked, unloved, or insufficient as a result of the trauma of divorce (Smith, 1999). Smith (1999) further found teens may encounter guilt as they may blame themselves for their parents' decision to divorce. Anxiety, fear, and confusion often surface in some children as well but eventually, most will encounter feelings of relief and hope. In time, children accept they cannot change their parent's marriage situation and may realize they will no longer encounter anger, embarrassment, or confusion.

2.2.6. Parental Influences.

Children are often more resilient when their parents offer dependable, constant, and similar parenting styles when providing their children with guidance, discipline, and expectations according to Carlson and Hines. It is important for parents to put aside their personal conflicts while they are around their children and avoid including children in parental differences. Communication among divorced parents is essential and will require a business-like relationship without conflict in front of their children.

2.2.7. Academic Impact of Divorce

According to Dacey and Travers (as cited in Serkalem, 2006), there are many contributing factors that impact children who have experienced divorce: the age and gender of the child at the time of the separation, the level of collaboration among the divorced or separated parents, and the intensity of conflict within the family. All of these factors may influence the mental health of the child, and additionally may influence the child's academics. Poor attendance, decline in grades, and inability to concentrate are often warning signs that may show up in the classroom. Teachers may observe these behaviors and refer the child to the school counselor for help. When children experience the

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trauma of divorce, their emotional state may impact interactions with their classmates. Students may wish to have alone-time to reflect and think about life at home. Other students may choose one or two close friends with whom they can identify and with whom they trust to talk to about the divorce. Children of divorced parents may also see a change in academic success.

According to Hargreaves (1991), children adjust more effectively, learn successfully, and misbehave least when home and school are both consistent, predictable and proactive in meeting the child's needs. A significant predictor of the child's academic success is continuing a consistent, cooperative, and beneficial relationship with both parents. Some one-parent families can also put children at risk for academic difficulty. Children who struggle in the classroom may encounter themes related to grieving over their parents' separation, concern about financial problems at home, or living in stressful or emotionally tense households.

Carlson found children who have experienced a recent divorce in their family may have more difficulty academically at school than children from intact families (Carlson, 2008). Children from one-parent families may have more difficulty adapting their behavior to teacher expectations than children from two-parent households. Teachers reported negative behavioral changes in two-thirds of the children after divorce. These changes consisted of an increase in impatience, inattentiveness, unhappiness, lack of concentration, and more need for attention from their teacher (Hargreaves, 1991).

According to Wallerstein (1991), when children experience divorce, they may also experience a significant impact upon their school performance. Some children may experience long-lasting emotional effects into their adulthood that damage their ability to preserve relationships. The result of parental divorce shapes children emotionally and may impact self-esteem, future relationships, dating and marriage.

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2.2.8.Perceptions of teachers towards Children with Single Parents

Teachers may have pessimistic views concerning children from single-parent families. In some cases teachers might expect negative behavior from one-parent children and react to their behavior issues in a negative way. Teachers may also perceive children's intellectual ability in a stereotypical way as well, and teachers may also expect less from children who have encountered a parental divorce, according to Stedman. According to Hetherington(2002), children may experience mood changes, anger and frustration while at school and children from divorced parents may be more disorderly in class, have less proficiency in study habits, and be tardy or absent more frequently than children from two-parent families.

Children in one-parent families may have more household tasks and chore responsibilities adding to their stress level than children from two-parent families. Hetherington that indicated children who have behavior problems in the classroom tend to show less quality work in the classroom and have more unfinished homework assignments. Hetherington further found children in a single-parent family may be more likely to underachieve due to the anxiety related to the major changes within the family.

CHAPTER THREE

3. Research Methodology

3.1.Design of the Study

The study is quantitative research that primarily relies on survey as the primary data source to describe and explore the impacts of divorce on the academics performance of children. To supplement the quantitative data qualitative methods are included. These qualitative methods include recording case histories, key informant interview, document analysis and observation at court level.

This particular study has utilized case study methodology of quantitative research. In this study, a focus was given in exploring how divorce would influence the educational performance of children by observations, case study and interviews through structured survey questionnaire. Rather than using large samples and following a rigid protocol to examine a limited number of variables, case study methods involve an in-depth, cross sectional examination of a single instance or event: a case. They provide a systematic way of looking at events, collecting data, analysing information and reporting the results. As a result a sharpened understanding of why the instance happened as it did, and what might become important to look at more extensively in future research was gained. The case study offered a method of learning about a complex instance through extensive description and contextual analysis. The product articulated why the instance occurred as it did and what one might usefully explore in similar situations as these can generate a great deal of data that may defy straightforward analysis (Yin, 2002).

The survey questionnaires used in this study have pointed out to the comments and experiences of children with regards to the child's ability to perform successfully in his/her

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academic performance. Furthermore, the teachers were also asked to rate the participants regarding their academic performance. For the survey, a total of 50 families with teenage children were used as participants. In this study, the study population was the target population. These were the preteens and adolescents whose parents have undergone divorce. All the selected participants were examined, observed, and questioned through structured survey questionnaires with regards to the dependent and independent variable. In the analysis, the prevalence rate was computed. Quantitative research uses methods adopted from the physical sciences that are designed to ensure objectivity and reliability. These techniques cover the ways research participants are selected randomly from the study population in an unbiased manner, the standardized questionnaire and the statistical methods used.

3.1.1. Study area.

In 2003, the Charter of Addis Ababa City Government, Proclamation No. 1/1995 E.C, divided the city into ten parts and structured in sub-cities for the purpose of realizing good governance and administration (Gulele Sub-city Strategic Plan 2000-2003, 2000). These ten sub-cities are Bole, Nifas Silk-Lafto, Kolfe-Keraniyo, Yeka, Akaki-Kaliti, Arada, Gulele, Addis Ketema, Kirkos and Ledeta Sub-city. Gulele Sub-city is one of the ten sub-cities of Addis Ababa with an aerial extent of 31,237, 071 meter square. It is located in the northern part of Addis Ababa surrounded in the north by Oromiya Region, in the south Arada Sub-city, in the east Yeka Sub-city and in the west by Kolfe-Keraniyo Sub-city (Addisu, 2008).

As cited in Azeb, 2011; the sub-city has ten *weredas* with a total area of 30.18 K.m (GSC). The sub-city is bordered by Oromiya regional state in the north, Arada and Addis Ketema sub-cities in the south, Kolfe Keranio in the west, and Yeka sub-city in the east. The sub-city accounts for 10.91 percent of the total population of Addis Ababa. It is a home to about 284,865 (Female=147,175,

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Male=137,690) people and is among the poorest cities in Addis Ababa (CSA 2007). It is estimated that, more than 55% of the total population in the sub-city are engaged in the informal sector (Addisu, 2008).

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3.1.2. Sample Size Determination.

The method used to select the sample elements is stratified random sampling to come out with result that will represent the population. The method allows giving equal chance of selection for all elements of the population in each study area. The sample size determined using random sampling. To determine the size of population having each attribute that is divorce and married there is no available current data. Therefore, to derive the sample size in relation to the total populations size the proportional distribution of the attributes taken in to consideration i.e. 50 % for each groups. Thus 50 divorced women, 50 children from these divorced families, 50 children from intact families and 8 teachers teaching on four different subjects/ science, mathematics, geography, physical education /and also in areas like supporting extra school tasks like drama club, environmental club, students parliament and girls club/ were selected as respondents. Hence the total number of respondents was 158.

3.1.3. Sample Selection Process.

Fifty families with teenagers were recruited for the study through a family court in the area and from divorced families being referred for counseling. A comparison sample of families not undergoing separation or divorce also took part. Almost all of the families were from middle-class and some from upper-middle-class found through a family court judge. For families who have two or more children that are eligible for the sample size, only one child was picked and gets to be included in the study. To avoid a single age range representation; families whom have two children; children were chosen randomly.

According to the study made by National Network for Child Care, preteens and adolescents are found to be in the understanding of the overall divorce situation and show reaction as compared to

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the rest of age groups. Although there is no definite age when it begins and no definite age when it ends, adolescence usually begins after age 10 and ends by age 20, so it comprises most of the second decade of life (Eleoff, S.,2003). Hence the target sample for the adolescent study consisted of children at or between the ages of ten and twenty regardless of whether they are male or female. And all of the participants were studying in school.

3.1.4.Tools for Data Collection.

As a primary data collection, interview using a structured survey questionnaires, observation and case study were used. Through observation the participants' behaviour was watched or their physical characteristics were noted within their natural setting. The observation was overt where the participants (both children and teachers) will know that they are being observed. The observation was both direct and indirect where during an interview the body languages and gestures were noted specific to each questionnaire and also each participants living condition, house and the kebele he/she is living in, were also observed. During observation field notes with an open-ended narrative data that can be written were used. The 50 participants, from the 50 divorced families were assessed with a structured survey questionnaire in private offices. The same procedure was done to the 50 teenagers from intact families not undergoing separation or divorce.

In relation to the main research question, the educational achievement levels of the children were measured in two ways. First, end-of-second-semester scores for the following 6 subject areas: Biology, Chemistry, Physics, mathematics, Geography and physical Education were obtained for the last four years of academic achievement. Second, the subject area teachers were asked to rate the children with respect to the following 9 outcomes: achievement in science, mathematics, Geography and physical education; attendance record, effort spent on school tasks, age-appropriate

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behavior and happiness level in school and the findings from both ends were incorporated as one. Each of these ratings were made on a 5-point scale ranging from extremely below average of peers (1), moderately below average of peers (2), average of peers (3), moderately above average of peers (4), to extremely above average of peers (5). All teachers were blind to the objective of the study so that their ratings would not be affected subjectively.

One of the instruments used for the data collection is for divorced women to reflect on the impact of divorce on the academics performance of children in comparison to performance of their children before and after the divorce. The strategy followed in collecting data from these mothers was conducting an interview by an experienced enumerators being followed by filling the checklist by the enumerators themselves. This was planned to increase the quantity and quality of data to be collected by giving clarification on the items to minimize misinterpretation.

The questionnaires had incorporated both open and closed end questions. The majority of questions were objective with open space to allow the respondents express their personal view. In addition, for all section of questionnaires the respondent was given space to explain their situation in relation to the particular section. Basic assumptions and many of variables used to measure the economic and social impact of divorce on women and children were adapted from the study made by Daniel T., (1994) which assessed the impact of divorce on women in Addis Ababa.

In this particular study, the questionnaires included in their first section background information (age, educational level, occupation, religion, ethnicity,) and items related to the form and time of marriage and divorce. The second section of women questionnaires in general is about their current economic situation including whether children are involved in any extra economic activities to support the family, how the overall divorce process was handled and how children got to be involved and how the needs of children are being handled by the mother. The third section has

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items of mother-child issues majorly focusing on the current behavioral changes being observed as compared to the times before the divorce took place.

The questionnaires were used to collect data from children of divorced and intact families. The objective was to measure the social relation, psychological situations and academics performance. The questionnaire is self-administered, with Amharic version were intended to protect privacy and encourage the children to answer their personal attitudes and feelings honestly. This was because the questionnaires were about self-assessment on the social and psychological issues and items were more personal. The children's questionnaire has four sections where the first dealt with the backgrounds of the respondent (sex, age, academic ranking, educational level, ethnicity religion and personal behavior.). The second, third and fourth sections of questionnaire focused on the children psychological status, social relationship with their peer both at school and within their current living area.

Secondary material on the subject of divorce and its impact on the academic performance of children were reviewed to supplement the primary sources of information. Such information was obtained from books, journals, brochures, web sites, different government organization reports and strategies, and other relevant sources to enrich the general information related to this issue.

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3.1.6. Data Collection Procedures

After the processes of sample selection and assignment to Kebeles included in the study; with the help of world vision Ethiopia; Gulele Area development program; 6 Community Development Workers(here on CDW) who have a vast experience in conducting an interview with mothers and children were selected for the data collection. These CDWs were assigned to conduct the data collection where one CDW was assigned to collect the data from one kebele; 1 for each kebele. All CDWs had educational level above grade 10 and many had been trained and working on child well-being and different developmental aspects like food security, water and sanitation, education, HIV/AIDS, economic development and health.

In the compound of Gulele ADP a half-day discussion and orientation on the objective of the study, nature of the study and on administrative questionnaire was provided for all CDWs. The CDWs critically evaluated the questionnaires based on their experience and looked at the questionnaires from different perspective including economic, traditional and political viewpoints. The discussion was contributed to make improvements in the questionnaire. A page of procedures and statement was prepared for interviewer to introduce the objective and the nature of the study and themselves to the households. First the selected households were requested for their consent to participate. All interviews were conducted in private the majority of questioners were filled and administered with the presence of the interviewer for both children and divorced women.

After the data collection questionnaire were checked for completeness. From the distributed questionnaires completed data was collected from 100% of children and women from both intact

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and divorced families. This study incorporated three cases of divorced women and children from divorced families. The inclusions of these cases help to identify the impact of divorce on their lives and to give meaning and clear picture to the survey result. The key informants included in the study were teachers from W/rokelemework Secondary School. Further, the research analyses documents that are files of divorce cases some were complete and some were in the process of divorce examined.

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3.1.7.Data Analysis

After data collection, data cleaning was made to reject substantially incomplete once. The process of coding instruments is done that is converting responses to numbers for the data entry. In addition, organizing open-ended and unstructured information was made to analyze the contents. This study attempted to catch the required information by using observation and interviews through structured questioners as techniques of data collection from the children themselves, mothers and also teachers. Children's', mothers' and teacher questionnaires were coded and entered into the SPSS computer program.

Observations made through interviews discussions were properly categorized and discussants were used as entries. A data analysis for the questionnaires was performed by using the SPSS computer data and statistical analysis program, with frequencies and percentages as the main tools for summarizing the data. Since the aim of the study was to create an in-depth understanding by reaching across multiple data categories and through description, it was deemed appropriate to use these techniques. As far as the qualitative data collected from interviews and observations were concerned, the most common qualitative data analysis technique called interpretive technique was used where the observer impression was given a major slack and bystander observers examine the data, interpret it via forming an impression and report their impression in a structured and sometimes quantitative form.

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3.2. Organization of the study

This paper is classified in to five chapters. The first chapter deals with the introductory part, the statement of the problem, the significance of the study, the scope, objective and methodology of the study. Chapter two deals with the review of literature, the third chapter discusses research methodology used for the study, the fourth chapter deals with data analysis and presentation and the fifth chapter with the conclusion and recommendations of the study.

CHAPTER FOUR

4. Data Analysis and Presentation

4.1. Socio Demographic Characteristics of Respondents

This section tries to show the different socio demographic characteristics of respondents in the study area. Characters like sex, age of respondents, educational attainment, Ethnicity, religion, personal characteristics, academic performance of children and mothers' employment status are discussed in this section. Examining the age distribution of respondents is helpful to understand the contribution made by age for the poor performance or excellence of children at school. That is, the academically performance of children may be affected by the age of their mothers; with whom the children are living with after divorce; and also the age at which children themselves were at during the divorce.

The research has included a total of 100 children (50 from a divorced family and 50 from intact family) and from the divorced family 33 were male; which is about 66% and 17 female; which accounts to 34%. And from the intact family; 28 were male; which is about 56% and 22 were female; which is about 44%. Table 4.1 shows that majority of children respondents are found in the age category of 15-17 years, out of the total respondents, 20(52%) are found in this category. Among the 50 children respondents, 17(34%) are found in the age group 17 & above, followed by 13(26%) in the age category of 13-15.

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Table 1

Age Distribution for Children

S/N	Age Distribution	Frequency	Percentage
1	Early(13-15)	13	26%
2	Middle(15-17)	20	52%
3	Late(17& above)	17	34%
	Total	50	100%

With regard to mother respondents' age distribution, Table 4.2 shows that, the majority are found in the age category 36-45 and 23-35 constituting 26(52%) and 17(34 %) respectively. The age category that takes the smallest share among the respondents is 18-22. Only 7(14%) of them are found in this category. This might be due to the fact that women don't actually get involved in to marriage at this young age and this percentage is actually obtained from mothers who got pregnant and gave birth without having any formal and documented marriage and got end up with the child and left alone by their partners after living together not more than a year.

Table 2

Age Distribution for Mothers

S/N	Age Distribution	Frequency	Percentage
1	18-22	7	14%
2	23-35	17	34%
3	36-45	26	52%
	Total	50	100%

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As shown under the tables 3 & 4, the academic performance of both groups of children was indicated as ranking student, middle performing student and poor performing student. The ranking was given by reviewing the yearly score cards of the children for the past four years bearing in mind that since the divorce took place for most of the respondents within the last two years, comparing the academic performance of the last two years with the previous two years before the divorce would give a clear picture. And from the 50 respondents, 10 were found to have lost their yearly score cards for the early two years and hence were not included with in this particular survey. And with regard to children's' academic performance form the divorced family, the majority of the respondents has fallen under the category of poor performance; 20(50%); followed by medium performance; 11(27.5) &; and 9(22.5%) under the ranking category.

Table 3

Academic Performance of Children from Divorce Family

S/N	Academic status	Frequency	Percentage
1	Ranking(1-10)	9	22.5%
2	Medium(10-20)	11	27.5%
3	Poor(above 30)	20	50%
	Total	40	100%

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And when we come to the academic performance of children from intact family, the majority of the respondents fall under the category of medium performance; 33(66%); followed by ranking; 11(22%); and then lastly under the poor performance; 6(12%).

Table 4

Academic performance of Children from intact family

S/N	Academic status	Frequency	Percentage
1	Ranking(1-10)	11	22%
2	Medium(10-20)	33	66%
3	Poor(above 30)	6	12%
	Total	50	100%

In general; the academic performance of majority of the children from the divorced family falls under the poor performance and for the children from intact family under the medium performing category; which is a clear indication of the negative impact of divorce on children's academic performance. The educational background of divorced mothers and mothers from intact family was categorized as illiterate, read and write only, primary education, secondary education, vocational/certificate, diploma, and first degree and above.

When we see the above two tables, there is a clear indication that the educational background of majority of Mothers' from divorced families lies under primary education; which is 14(28%); which is followed by illiterate;12(24%). But when we come to the educational background of mothers' from intact family, majority of the mothers' have completed secondary education; 14(28%) of them; which is then followed by completion of primary education; 13(26%). It is

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clearly indicated that the illiteracy rate is low with regards to mothers from an intact family; 4(8%); as compared to the illiteracy rate of mother's from divorced family; which is 12(24%). Moreover; mothers from intact family are found to be on a better education background than mothers from divorced family, which in turn clearly indicates that it has a profound negative impact on the educational performance of children at school.

Table5

Educational background of Divorced and Married Mothers

S/N	Educational background	Divorced Mothers		Married mothers	
		frequency	Percentage	frequency	Percentage
1	Illiterate	12	24%	4	8%
2	Read and write only	9	18%	9	18%
3	Primary Education	14	28%	13	26%
4	Secondary education	6	12%	14	28%
5	Vocational/Certificate	5	10%	5	10%
6	Diploma	4	8%	3	6%
7	First Degree & above	0	0%	2	4%
	Total	50	100%	50	100%

The personal behavior of children from both groups was categorized under settled, medium and unsettled. The category of each child under each category was made based on the observations made during the interview. As per the figures indicated under table 6, majority of the children from divorced family fall under unsettled personal behavior; 22(44%) being followed by medium personal behavior; 19(38%). Based on the observations made most of the children from divorced family do not act as per their age and are eager to finish the interview as to there is something

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ahead of them that needs to be done and waiting for their responsibility to take action. But when we come to children from intact family, majority of the children fall under the category of “settled”; 21(42%); being followed by medium; 20(40%).

Table 6

Personal behavior of Children from Divorced and Intact families

S/N	Personal Behavior	Children from Divorced Family		Children from Intact Family	
		Frequency	Percentage	Frequency	Percentage
1	Settled	9	18%	21	42%
2	Medium	19	38%	20	40%
3	Unsettled	22	44%	9	18%
	Total	50	100%	50	100%

When we see the ethnic structure of both families as indicated on table 7; the figure for all ethnic categories for both families seems to be the same which might indicate that ethnicity has an insignificant impact on the academics performance of children who went through divorce and who are still living with both of their parents.

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Table 7

Ethnicity of Children from Divorced and Intact family

S/N	Ethnicity	Ethnicity of Children from Divorced Family		Ethnicity of Children from Divorced Family	
		Frequency	Percentage	Frequency	Percentage
1	Amhara	15	30%	12	24%
2	Tigre	9	18%	11	22%
3	Oromo	7	18%	9	18%
4	SNNPRS	19	38%	18	36%
	Total	50	100%	50	100%

As indicated on table 8; assuming that both mothers and children have the same religion as the children are under the guardian of their mothers; the religion of children/mothers from both divorced and intact family seems to have the same percentage range where majority from both groups fall under orthodox being followed by Catholic. Hence it can clearly be indicated that the impact of religion on the divorce rate and also on the academic performance of children from divorced family is minimum.

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Table 8

Religion of Children/Mothers from Divorced and Intact Family Groups

S/N	Religion	Religion of Mothers/children from Divorced Family		Religion of Mothers/children from Intact Family	
		Frequency	Percentage	Frequency	Percentage
1	Orthodox	31	62%	29	58%
2	Protestant	4	8%	6	12%
3	Muslim	5	10%	7	14%
4	Catholic	10	20%	8	16%
5	Others	0	0%	0	0%
	Total	50	100%	50	100%

When we come to the occupation of both mother groups; majority of the divorced mothers which accounts to 26(56%) engage in self-help activities to support their family which is then followed by being a house wife; 13(26%). And those who have claimed to be self-employed are engaged in these small businesses as a means of generating a living. Most are engaged in petty trading; mostly these petty traders use not only the market place but also their living area as a market place; and selling of food and drinks like “tella”, “areke”, ”enjera” and “ambasha”.

The type of jobs that one will be engaged in is related to the educational status acquired by that person. Hence, the limited participation of women in education will prevent them from enjoying a decent employment opportunity. And as explained above majority of the divorced mothers have completed primary education being followed by illiterate. This can be cited as a reason why more than 50% of female heads are engaged in self-employment activities which mostly are informal

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and low paying jobs. Hence these mothers have no any other secondary income source and hence are faced with multiple burdens of raising children, breadwinning, and taking care of house chores. However, here are times in which they fall short of providing all these. In such cases they turn towards their children for assistance, taking their children out of school and making them help in household activities. In addition, the lack of awareness about importance of education among female heads may also contribute to higher dropout rates of their children. In such cases, it is possible to see that the lack of education among heads may translate into undermining the value of education, depriving the children of proper education.

And when we come to the occupational status of mothers from intact family, 26(56%) of them are found to be professional; working both at private sector and NGOs; being followed by self-help. From the survey these mothers provide extra source of income for the family apart from the income generated by the family head. Hence it is obvious that these families are better off and can be able to cover all the necessary expenses required to be able to send their children to school.

Table 9

Occupation of Divorced and Married Mothers

S/N	Occupational Status	Occupation of Divorced Mothers		Occupation of married Mothers	
		Frequency	Percentage	Frequency	Percentage
1	Professional	2	4%	26	56%
2	Self help	26	56%	11	22%
3	House Wife	13	26%	10	26%
4	Menial jobs	9	18%	3	18%
	Total	50	100%	50	100%

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As table 10 indicates, about 33(66%) of the children have changed the areas they live in after the divorce where according to the children the area they live in is slum with no availability of services like toilet, bathrooms and play ground. The respondents have also indicated that the house they live in is under the kebele administration with low rental accommodation which is constructed from mud and wood.

Table 10

Change of living Area after Divorce

S/N	Is there a change of the areas you live in after your parents' get divorced?	F	%
1	Yes	33	66%
2	No	17	34%
	Total	50	100%

As indicated on table 11, 30(60%) of the respondents have indicated that the area they currently are living in is far from school as compared to the previous one and it does affect their being on time at school. All of the respondents included with in this survey are currently living with their mother after the divorce and they have left their previous home with their mother which is far from where their school used to be. The children were cross examined why they couldn't be able to join the nearby school with in which they are currently living in and majority of the children has indicated that transfer from one school to another can be made at least once in every six month and the timing at which the divorce has taken place did not align with this schedule. Moreover; according to the children; most of the schools found within their current living area were already full by then so that they got stuck and were forced to finish at their previous school.

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Children were also cross examined if they got to be transferred when the time was right; half of the students have indicated that they are still learning their previous school due to the fact that some of the nearby schools remained full and some request for the attainment of some grade marks for the students to be able to join the school. As the stress and anxiety during the first year of parent divorce is high; together with the family changes that come along with economical and psychological strains; most of the children could not be able to meet the grade bench mark to be able to join the schools.

Table 11

School Distance from Home after Divorce

S/N	Is the area you live in now far from school as compared to the previous one?	F	%	If yes, does it affect on your being on time at school?	F	%
1	Yes	30	60%	Yes	30	60%
2	No	20	40%	No	20	40%
	Total	50	100%	Total	50	100%

Table 12 indicates that half of the respondents have indicated that they have not yet made any new friends. And handling HH chores; especially for girls; being engaged in other income generation activities like shoe shining; especially for boys; and also the children with in the area they are currently living in being more engaged in other income generating activities and HH chores; there is no one to be friends and play with; are the main reasons behind pointed out by the respondents. Children being able to play with their friends be able to engage in a social activities is one part of their healthy growing process and based on the survey half of the children are being forced to take a responsibility beyond their capacity which will translate in to being poor academically performer.

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Table 12

New Friends Made by Children at the New Living Area

S/N	Do you make friends with in the new area u r living in?	F	%
1	Yes	25	50%
2	No	25	50%
	Total	50	100%

Case Study of AbiyuWondimu

Abiyu is 15 year old student who have already completed 8th grade and lives in a slum area of Gulele called with two of his younger sisters, a divorced mother and his grandmother. Abiyu used to live around Birchiko before his parents gets divorced with in a house with 4 rooms. Abiyu said” I had lots of friends with whom I get to be played on every weekend and also at noon when I get back from school which was at a walking distance from our home”. Abiyu is observed to be excited when he talks about his previous living area. Currently Abiyu is living in a two room kebele rental house together with his grandmother from his mother’s side. Abiyu further explained that

I don’t get to play with any friends now because of the fact that I don’t have that much friends here, there is no a playground and I am expected to look after my younger sisters and my grandmother until my mother gets home from ”Gulit” and fetch water.

According to Abiyu petty trading/”Gulit” on the streets of Guleleby his divorced motheris the only source of income for the whole family. According to Abiyu, his parents got divorced a year and half years ago when he turns to grade 7and was forced to complete until grade 8 at his former school which was far and transportation was required to get there on time.

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For a whole year right after the divorce my father covered for my transportation but then he got married and cut back the support and I was forced to use the bus. Most of the time I get to school late and missed one or two classes.

It is clearly indicated on table 13 that children get to under better care when their parents were together where all of the respondents have indicated that they get to eat food before they go to school. And the only thing that was expected from the children is to get ready for school ahead of time. Right after divorce, majority of the students; about 32(64%); still get to eat food before going to school but the main difference here is that they are the one who are expected to cook and serve oneself especially for girls which ends up taking a lot from their study time and also exposing them to physical exhaustion leading to poor performance and passive attention at school.

Table 13

Availability of Food before going to School

S/N	Do you get to eat food before you leave to school when your parents were together?	F	%	What about now?	F	%
1	Yes	50	100%	Yes	32	64%
2	No	0	0%	No	18	36%
	Total	50	100%	Total	50	100%

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Case study of FanosMekonen

Fanos is a 16 years old girl who lives with her mother and a little brother. After the divorce;which was two years ago;Fanos's mother started to generate a daily income working as a daily laborer at the road construction with a coble stone. Fanos said that " Before the divorce my father was the only bread winner and works as a driver for a government agency and my mother was a house wife but used to sell "enjera" from home". Currently Fanos is expected to run the household chores every single day except Sunday where her mother gets to be at home.

Now I am expected to clean the house, cook and feed my little brother and I before going to school and I usually get time to study at night and usually I get tired. Before the divorce; since my mother was a house wife she gets to do the whole household chores and I get to play with my friends and support my mother by delivering 'enjera' to some nearby small restaurants and cafes.

Base on the figures indicated on tables 14 and 15, about 33(66%) of the children got to play with their friends almost daily prior to their parent's divorce which has decreased to 4(8%) after their parent's divorce. And the reasons behind were indicated in order as: 24(48%) of them being engaged with extra economic activities to support their family; 15(30%) supporting their mother with chores and 11(22%) not having any friend to play with. When we come to the gender disaggregation, both sex groups examined an equal share of being engaged in an extra economic activity to support their family but when we come to the support being provided by each sex in supporting their mothers with HH chores, girls seems to be more engaged than boys; which is 11(22%) are girls and only 4(8%) are boys who gets to be engaged in helping their mothers with HH chores. Here it can clearly be seen that girls got to be taking a lot of share in both areas; being

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engaged in extra economic activities and supporting their mothers with HH chores; than boys which makes them more vulnerable to be poor performer at school than boys as boys seems to be getting some slack in supporting their mother with HH chores.

Table .14

Frequency of play times by children

S/N	How often do you play with your friends before your parents get divorced?	F	%	After your parents got divorced?	F	%
1	Daily	33	66%	Daily	4	8%
2	Weekly	13	26%	Weekly	29	58%
3	Less than one week	4	8%	Less than one week	10	20%
4	Never	0	%	Never	7	14%
	Total	50	100%	Total	50	100%

Table 15

Reasons behind for low frequency of play time by children

S/N	Reasons behind for the reduction in frequency of playing after their parent's divorce	F	%	Gender Distribution			
				M	%	F	%
1	Have no friends to play with	11	22%	7	14%	4	8%
2	Engaged with other extra economic activities to support my family	24	48%	13	26%	11	22%
3	Support my mother with chores	15	30%	4	8%	11	22%

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4	Others	0	%	0	0%	0	0%
	Total	50	100%	29	58%	21	42%

There was a clear indication as explained earlier that most of the children inculcated with in this survey are elder siblings to their family and mostly spend their time at home alone taking care of their little siblings. As indicated on the HH demographic profile, only 13 (26%) of divorced mothers are house wife and hence stay at home and hence; as indicated on table 16 and 17; 13(26%) of the respondents have indicated that if they got in a problem there is someone one; whom is their mother; to offer them any kind of help. But the rest 37(74%) have indicated that they got no one to offer them any help. And it is clear that most of the mothers are bread winners and spend most of their time outside their home and hence the help that can be provided through them is expected to be when they return to home which makes it not quick enough hence children will start to get adapted to it and start to solve the problems they are facing on their own which is far beyond their capacity and exposure. This further will lead them to stress and anxiety further leading to passive attention at school and poor academically performance.

Table 16

Person Available to Offer help in time of need

S/N	If you had a problem, is there someone who could help you?	F	%
1	Yes	13	26%
2	No	37	74%
	Total	50	100%

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Table 17

Person who offers Help

S/N	If you do, who is this person?	F	%
1	Mother	12	92%
2	Father		
3	Sister/brother	1	8%
4	Grand parent		
5	Friends		
	Total	13	100%

Teachers' Response Regarding Academic and Behavioral Performance of Respondents

As only 30(60%) of the respondents are still attending at their school found at their former living area; these respondents were used in this particular case to compare and contrast their academic performance before and after the divorce as the teachers know them on both time frames. The academic performance of these 30 students with in the area of achievement in Science, mathematics, Geography, attendance record, effort spent on school tasks, age appropriate behavior and happiness level in school were collected from the respective and relevant teachers. As explained earlier this chapter, 30 of the respondents among the 50 were found to be exhibiting poor academic performance when going through their annual academic score for the last four years; bearing in mind that since the divorce took place for most of the respondents within the last two years, comparing the academic performance of the last two years with the previous two years before the divorce would give a clear picture. And coincidentally these 30 students are found to be those students who got stuck at their school found in their previous living area. But unfortunately we were able to find the annual score cards for only the 20 of them as the rest 10 have lost their

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yearly score cards for the early two years during the time of transition. But their records were obtained from their school/teachers and hence all the 30 students are included for this particular case.

Based on the figures indicated within each time category, one can clearly see how the academics score of the respondents; particularly in Science, Mathematics and Geography; decreased right after the divorce. Right before the divorce only 54.4% of the respondents has fallen under the “moderately below average of peers” category but right after the divorce this figure has increased to 82.2%. Moreover, percentage of children under the “average of peers” category has decreased from 45.56% to 17.8% through out those four years of study. The issue of being engaged in other economic activities to support their family and supporting their mother by doing their chores for majority of the respondents together being exposed to different psychological traumas, stress and anxiety have clearly indicated its negative impact on the academics performance of the children. The same goes to their performance with regard to attendance records where majority of the respondents before the divorce took place ; which is 22(73.3%); has fallen under the category of “average of peers” and the figure under the category of “moderately below average of peers” has increased to 18(60%) after the divorce took place. As discussed earlier, all of these respondents have left their previous living area and started living in another area which by much far from their school they got to be vulnerable for being late most of the time and had exhibited a lower attendance record. The teachers were asked to further explain the change observed in physical appearance for the last couple of years. Majority of the teachers have indicated that most of the students came exhausted with a lot of sweat, with no clean uniforms even on Monday, take a nap in class and mostly they are not focused in class.

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But to the contrary, the achievement in physical education seems to be the reverse as compared in between the two time frames. Before the divorce took place, 23(76.7%) of the respondents fall under the category of “average of peers” but for the last couple of years these same numbers of respondents were observed to fall under the category of “moderately above the average of peers”. According to the physical education teacher, these particular students are still under the category of “average of peers” regarding the theoretical achievement but they show more interest and enthusiasm when it comes to the practical sessions; they get to be more participatory, right on time for the session with all the necessary suits and more voluntary to take a step in trying out new moves or exercises. As discussed earlier, 58% of the respondents got to play with their friends once in a week and 14% of them not at all due to the fact that 48% of them got engaged in extra economic activities to support their family and 30% of them in supporting their mother with chores. And the practical sessions of physical education are the only ways that they got to play with their peers and they take it as a suitable privilege and take their urge to play on it.

Before divorce 22(73.3%) of the respondents have found to be involved and show an effort in spending time on extra school activities like girls club, environment club, students' parliament and drama club as the same involvement as average of peers. But after divorce this figure has decreased to 2(6.67%) and the majority of the respondents; which is about 28(93.33%); has fallen under the “moderately below average of peers” category. Usually these extra school activities are usually performed on the students' spare time and as indicated earlier 48% & 30% of the respondents got engaged in extra economic activities and also supporting their mothers with chores respectively and hence getting involved in these extra school activity is not an option for this students since they got to be home as early as possible.

Table 18

Academic Performance of Children before Divorce

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S/N	Performance Indicators	Academic Performance Before Divorce							
		Moderately below Average of Peers		Average of peers		Moderately Above Average of peers		Too extremely above average of peers	
		F	%	F	%	F	%	F	%
1	Science	19	63.3%	11	36.7%	0	0%	0	0%
2	Mathematics	17	56.6%	13	43.4%	0	0%	0	0%
3	Geography	13	43.3%	17	56.6%	0	0%	0	0%
4	Physical Education	0	0%	23	76.7%	7	23.3%	0	0%
5	Attendance Record	8	26.7%	22	73.3%	0	0%	0	0%
6	Effort spent on extra school tasks	8	26.7%	22	73.3%	0	0%	0	0%
7	Age appropriate Behavior	7	23.3%	23	76.7%	0	0%	0	0%
8	Happiness level exhibited at school	6	20%	24	80%	0	0%	0	0%

Table 19

Academic Performance of Children after Divorce

S/N	Performance Indicators	Academic Performance After Divorce							
		Moderately below Average of Peers		Average of peers		Moderately Above Average of peers		Too extremely above average of peers	
		F	%	F	%	F	%	F	%
1	Science	25	83.3%	5	16.7%	0	0%	0	0%
2	Mathematics	27	90%	3	10%	0	0%	0	0%

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3	Geography	22	73.3%	8	26.7%	0	0%	0	0%
4	Physical Education	0%	0%	7	23.3%	23	76.7%	0	0%
5	Attendance Record	18	60%	12	40%	0	0%	0	0%
6	Effort spent on extra school tasks	28	93.33	2	6.67%	0	0%	0	0%
7	Age appropriate Behavior	17	56.6%	13	43.4%	0	0%	0	0%
8	Happiness level exhibited at school	18	60%	12	40%	0	0%	0	0%

When we come to the impact of divorce on the academic performance of both sex separately, the impact is found to be more magnified towards girls. As indicated on the above table, prior to divorce only about 4(13.3%) of girls and 6(20%) of boys have fallen under the category of “moderately below average of peers” and majority of the girls; 9(30%); has fallen under the category of “average of peers”. But after divorce the situation totally turns the other way; here majority of girls; 11(36.7%); are found to be fallen under the category of “moderately below average of peers” and their share from the category of “average of peers” has decreased to 5(16.7%). As discussed under the reasons behind for the reduction in frequency of playing after their parent’s divorce; it was indicated that 22% of girls got to be engaged in supporting their mother with chores unlike boys where only 8% of them spend time in doing the same activity. Beside to this again 22% of the girls got to be engaged in extra economic activities to support their family besides to supporting their mother with chores. Although 26% of boys have indicated that they engage in extra economical activities to support their family, their engagement in supporting their mothers with chores is found to be much lower than a girl; which is only 8%. Hence it is clear that being engaged in two different extra school activities puts a lot of pressure on girls than boys which obviously becomes a constraint to be able to study, do homework or even play with their peers.

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Table 20

Academic performance by Sex Disaggregation

S/ N	Performance Ratings	Academic Performance by Sex Before and After Divorce							
		Before Divorce				After Divorce			
		Boys		Girls		Boys		Girls	
		F	%	F	%	F	%	F	%
1	Moderately below Average of Peers	6	20%	4	13.3%	8	26.7%	11	36.7%
2	Average of peers	10	33.3	9	30%	3	10%	5	16.7%
3	Moderately Above Average of peers	1	3.4	0	0%	0	0%	3	10%
4	Too extremely above average of peers	0	0%	0	0%	0	0%	0	0%
	Total	17	56.7%	13	43.3%	11	36.7%	19	63.3%

When we come to issue on how much children are engaged in any informal economic activities; table 21 clearly shows that; 24(48%) of mothers have indicated that their child get engage on other extra economic activity to support the family. As explained under the HH demographic profile; 56% of the mothers support their family through self-help by selling “enjera”, “tella”, “areke” and “ambasha” which is usually not enough to cover the family expenses for the whole month hence mothers usually tend to turn to their teenaged child to chip in which would actually put children to be on the spot light of becoming shorthanded in studying, doing homework and also participating on extra school activities. This would actually put a lot of both psychological and physical pressure on the children which would eventually make them poor performers at school.

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With regard to serious debt; only 9(18%) of mother respondents have indicated that they are and according to them all of these mothers have taken a credit from the kebele credit association to be able to start their self-help business through which they are supporting their family with. These mothers have made an agreement to be able to return the credit taken by depositing a total of 50 Birr on monthly bases until the whole credit amount payment is finalized including interest rate. Hence these mothers are expected to meet this agreement besides to meeting the family expenses on monthly bases.

Table 21

Mothers' Response Regarding Academics and Behavioral Performance of Respondents

S/N		Responses			
		Yes	%	No	%
1	Does your child recently engage in any formal or informal activities for money or goods?	24	48%	26	52%
2	After the divorce, does he/she become angry every time something goes wrong?	26	52%	24	48%

Case Study of W/roAsnakechRetta

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W/roAsnakech is a divorcee since February 2011 and currently is living with her elder daughter and a son; a teenager and a toddler. W/roAsnakech's ex-husband used to be a driver in some local NGO (Non-Governmental Organization) and got to be on the field quite for a while and W/roAsnakech took this opportunity to her advantage and hence started selling "raw butter" from home to neighbors and friends and her ex-husband used to support her in bringing the butter while he was at the fields; especially in the SNNPR (South Nations, Nationalities, and Peoples' Region).

"I used to make a contribution to my family and cover all the social obligations like "Edir", "Ezin", "wedding gifts", "celebrating child births" and also conducting "TesebelTsedik" on my own without my ex-husbandssupport".

According to w/roAsnakech right after the divorce she found herself being stuck with two of her sons and a monthly 500 Birr child support from her ex-husband. W/roAsnakech said that

500 Birr is my only monthly income and was left out without any support and I have lost my business as it was my ex-husband used to be the source of it. But then I hear that the kebele administration with in which am currently living in provides an opportunity to support female headed HHs with a credit for them to be able to start a business of their own and after a lot of thought I have decided to give it a try and took 2000 Birr credit and started selling "enjera" and "ambasha" at the streets and also to my neighbors.

W/roAsnakech further added that

Through this entire struggle and the monthly child support I couldn't be able to cover the entire family expenses as expected with the relentless living condition hence I had to involve my elder daughter in selling "enjera" and "ambasha" at the streets when she comes back from school so that I can be able to bake more "enjera" and "ambasha" for the next day.

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Through all the economical strains and family changes; all of the mothers were able to keep their children at school hence 100% of the respondents have indicated that their children are currently at school. But most of the mothers do not believe their children are being provided with all the necessary support like transportation fee, clean uniforms and a time of study.

One particular mother said that

Since I got to stay out the whole day selling vegetables and charcoal at “Gullit” my elder son got to be the one to take care of his little brother, clean the house, fetch water, wash his uniform and supports me in buying and carrying vegetables from “atikilttera” on every Wednesday and Saturday.

With regard to behavioral changes observed by mothers on their children; 44% of the respondents have indicated that their children got to cry a lot as compared to the time before the divorce took place and all of these mothers further indicated that it is their female child who exhibits this emotion as compared to their male child. And to the contrary 52% of the respondents have indicated that their boys got to be angry on every little thing right after the divorce took place.

Analysis made from the notes taken during the interview with mothers

Based on the analysis made on the open ended questions forwarded to divorced mothers, majority of the mothers have indicated that the decision was mostly initiated by the husband and through all the quarrels that followed the announcement of the divorce, then the mothers were then forced

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to admit to it. Prior to the divorce the only action taken was being consulted by family members from both sides which seems to be not making any good. Other than this no action with a professional support was taken by both parents like marriage counseling. The mothers were crosschecked about why they haven't considered that but no mother was found to be aware about its existence.

With regard to the participation of children through all the divorce process, it was found to be minimal where majority of mothers took the responsibility in telling their children about the divorce which only covers about their father's no longer coming to home to live together with them and they are shifting to a new living area to live with their mothers. But other than these the reason for the divorce was not even mentioned to the children which clearly indicates that why

27(54%) of the children respondents have indicated that the divorce is their fault which puts them under a lot of pressure, stress and anxiety.

With regard to the issue of dealing with one's own feeling while going through the divorce, majority of the mothers have indicated that they use their elder children a shoulder to cry on and mostly take their anger on their children which can clearly indicate the psychological disturbance the children have to go through in dealing with their feelings as well as their mother's.

Extended Impact of Divorce on Children

As an extended impact of divorce, the study has further put a light on the psychological effects of divorce which seemed to be one contributing factor for the low academic performance of children on their current state and in their future relationship expected to be part of their life and social obligations. Based on case studies conducted and also observations made with in the study, most

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of the children have suffered a lot of stress, trauma and anxiety which clearly will have effect on their psychological, physical and mental health leading to poor academics performance.

Some quick and dirty indicators; which were expected to deliver just glimpse of any psychological disturbance; were used to give a clear indication on whether the children undergoing parental divorce are actually suffering psychological disturbance because of it; which will later lead to low academics performance. The indicators revolve around areas like expectation of their parents' marriage to work again, blame as if it's their fault, worry; for the party who left the house and whether he/she is being taken care of or not; feeling ashamed, the feeling of rejection and the feeling of being responsible for everything. And all in all it seem like most of the children are going under psychological disturbance which makes them more vulnerable to low academics performance.

Twenty one(42%) of the respondents still expect for their father to come back to home which will later will put them in a position of losing hope and become sad, aggressive and less attentive at school. 31(62%) of them worry about money for their survival and also who will cook and take care of their father as they know that their fathers are not yet married and started a new family which puts them in a lot of stress beyond their scope of handling such matters also leading to poor academics performance. To the contrary fathers of 19(38%) of the respondents got married again and started a new family and hence the children do not worry about their fathers. 27 (54%) of them believe that is their fault that their parents got divorced.

According to Henok; One of the respondent; his parents used to fought a lot when his mother asks for money to buy some groceries and his dad becomes angry and blame her for spending more. His mother usually answers that she did it for the children and it is not her fault and he do believe that somehow it is his fault.

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Thirty Four(68%) of the respondents have indicated that they are ashamed of their parent's divorce which has a direct implication that they are forced to went through stress and somehow count themselves as being worthless and they missed out something their other friends have. As explained earlier 30(60%) of the respondents have indicated that they are still learning at the school where they used to before their parent's divorce which exposes them to get in touch with their former friends at school which could psychologically affect them as they know their family is going under change and everybody is aware about it. This clearly puts them on the spot of going under depression back school when they come in contact with the cause of the depression; their former living area and friends. Moreover, due to the fact that 29(58%) of the children witnessed their parents having a fight after the divorce makes it even worse for the children to keep up with all the learning process at school as they know that there is no any comfort place where they can process what is happening in their life; they got to be triggered by the situations and contacts made with their former living area and friend at school and the fight that is still going on between their divorced parents.

What makes it even worse is that, 37(74%) of the respondents have indicated that they have not been visited by their father; as all of them are currently living with their mother; for a while now. According to the respondents their fathers used to visit them for a while right after the divorce and as indicated on the table below, the fathers' of the 31(62%) respondents got married again and started a new family which has shifted their father's attention towards the new family. Hencealmost 37(74%) of respondents were found with a feeling of rejection by their fathers.

The case study of AbiyuWondimu reinforces this fact that his father used to pay for the transportation for Abiyu to get to school on time which has stopped after a while as his father got married and Abiyu was forced to take public bus to school which is usually full of people and not

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always on time at the bus stop; which further put Abiyu to miss out one or two classes and put him on the spot light of being interpreted as being lazy in the eyes of his teachers; which will further be explained below in detail.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

5.1. Summary

According to Kelly and Emery (2003) (as cited in Hickman, 2007), parental divorce is a potentially tragic life event causing disruption and upheaval in children's lives. Parental divorce is believed to, on average, cause a range of behavioral and emotional problems in children and adolescents. This can be partially attributed to the fact that the end of marriage is associated with negative outcomes in the quality of children's household environment as a result of changes in the ways that children and parents interact with each other. This study attempts to investigate the impacts of divorce on the academics performance of children at school; the economic, social impact and psychological impacts of divorce. In addition, the study tries to assess degree of impact of parental divorce on both boys and girls and also the impact of the educational background of divorced mothers on their children's academics performance.

The study is conducted based on a comparison of the life of children from divorced and married families to identify the effect of divorce clearly. The subjects of the study were women in married

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and divorced family and children from both families. The samples selection was guided by principle of drawing representative sample. The method used is stratified random multiple level selection using administrative structures of the sub-city as sample framework. In addition, case studies of divorcees and children from divorced families, key informants, observation and document analysis was done to support the survey.

To collect data from the above respondents through the structured survey questionnaires, trained and experienced CDWs from World vision Ethiopia, Gulele ADP were used who made the interviews with all mothers, children and teachers and filled the checklist based on the responses obtained. After going through data verification and cleaning, data analysis was made using SPSS software to come up with the results.

Hence based on the study findings, children who came from divorce families are found to be negatively affected by the psychological, economic and social impacts of divorce ultimately leading to poor academics performance. Here is the summary of findings obtained from this study.

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5.1.1. Economic impact of Divorce

The negative impact of divorce on the lives of women is dependent on their background. The educational level of respondents seems to determine the economic status. The low economic status of women is the result of their low level of education. The comparison between two groups of women, divorced and married illustrated that married women have better educational level than divorced women.

The study has indicated that about 28% of divorced mothers have only completed primary education being followed by illiteracy; 24%; but when we come to mothers from intact family 29% of mother respondents are found to be completed their secondary education and the illiteracy rate is found to be much lower than divorced mothers which is only 8%. the fact that most of the divorced mothers being able to complete only their primary education clearly indicates that their opportunity of being able to avail themselves to the formal job market is minimum; hence majority of the divorced mothers were forced to be involved in informal job sectors. Based on the study findings 56% of divorced mothers are found to be supporting their family through self-help being followed by a house wife; 26%. The self-help sectors indicated by

the respondents includes selling food and beverages like “ enjera”, “ ambasha” , vegetables at the streets of gulele/”gulit” and from home. And with regard to mothers from intact family, 56% of them are found to be professionals being followed by 26% of them as house wives.

According to this study, divorced women have become the sole source of income contributor for the family after divorce. The sole responsibility to raise children is fully on the mother with limited child support from ex-husbands. Even among those who reported getting support (mostly in terms of money) from their children's fathers they are not getting it regularly.

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Most respondents indicated that the support is not continuous. From cases observed in the Gulele Family Court, those who presented problem of not getting support on time were many. As one of the key informant judges indicated that of interruption of child support is one of major post-divorce reported problems. This is due to the changing of address and work place of fathers and nature of some employment (informal sector employment). The study further indicated that the inefficient and less secured income from the informal sector, which rose by divorced women, children become one of household income contributor. 48% of the children from the divorced family have indicated that they are engaged in extra economic activities to support their family being followed by 30% of the children supporting their mothers by doing their chores which has led to poor performance academically as they have no enough time to study.

Furthermore the study has indicated that 60% of the children have left their former living area and are now currently living in another area which is far from school. As indicated above mothers are barely covering the basic necessities through informal economic activities and ex-husbands are found to be inconsistent with the child supports and hence children are forced to use public transportation; especially city bus; which usually are over flooded with people and not always on time which forced children to be late at school and miss one or two classes and also become physically exhausted and lose focus in class.

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5.1.2. Social Impact of Divorce

Divorce affects the relationships of divorced women and children with relatives and friends. The study has indicated that 22% of the children have not made any new friends since they got to their new living area and has been indicated as the reason behind for the reduction in frequency getting to play with their peers. The study further indicated that, in addition to the economic problem, divorce has affected the relationship between parents and children. Divorce has changed the family role and relationship where the quality time between children and mother has reduced. The percentage of women who reported having enough time with their children is higher in married group than in divorced group while those who did not have enough were found to be larger in divorced group than married group. Divorced women are largely consumed to full fill the basic needs of children includes food, clothing and education. Due to lack of enough time with their children, they have difficulty to share opinions, feelings of their children and to make day-to-day follow upon the activities of children in and outside home/school. Hence from the study, 74% of the children have indicated that if they come across any conflict or problem, they have no one to offer some help and stand by their side. The role of children in divorced family change and they start to supplement household income and supporting their mother in the house chores.

The finding of the study clearly shows that girls in both groups of study have more share and responsibility in household chores than boys. As discussed under the reasons behind for the reduction in frequency of playing after their parent's divorce; it was indicated that 22% of girls got to be engaged in supporting their mother with chores unlike boys where only 8% of them spend time in doing the same activity. Beside to this again 22% of the girls got to be engaged in extra economic activities to support their family besides to supporting their mother with chores. Although 26% of boys have indicated that they engage in extra economical activities to support

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their family, their engagement in supporting their mothers with chores is found to be much lower than a girl; which is only 8%. Hence it is clear that being engaged in two different extra school activities puts a lot of pressure on girls than boys which obviously becomes a constraint to be able to study, do homework or even play with their peers.

Access to visit children was reported and observed as one of the problems during post-divorce. This is usually due to the unsettled parents personal issues. And the study has indicated that 58% of the children respondents have indicated that their parents kept fighting even after the divorce and visitation was impossible, hence 74% of the children have indicated that they haven't got any visitation from their father and made them feel like rejected by them. From observation in Gulele Family Court, there were cases of having problems to visit children. In addition, the study group indicated problems of visiting children who are living with their father as well as fathers' refusal to visit their children who are living with their mothers. From the cases of children of divorcees they expressed fear to show their love to none custodial parent so that they hide inside their feeling of loss. Children from divorced families in the case study reported that usually custodial parents afraid to deal with the fact openly with their children due to the nature of divorce issue.

Therefore, they could not treat children feelings and emotions rather many custodial parents encourage children to forget their non-custodial parents as coping mechanisms. Thus, many children are not allowed to talk and remember about the other parent. In addition, they are not allowed to remember about life before divorce. Mostly they encouraged and told to remember only the mistakes or bad things of the non-custodial parents. Children in addition to contributing to the income of the family they try to comfort their parent rather than expressing their anger, loss and discomfort. These all will pile up and will ultimately lead to psychological disturbance and poor academics performance.

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5.1.3. Psychological Impact of Divorce

As the consequence of parental divorce children of divorcees deprived of care, love and protection they need from parent. In support of the findings the analysis of cases explained that children from divorced families starting from childhood, they feel something goes wrong in their lives. They fail to grow with confidence to name and identify their parent identity, in fact 48% of the respondents have indicated that they got to be picked up by their peers about their parents' divorce and also called by names "set yasadegew" and 68% of them have clearly pointed out that they feel ashamed of their parents' divorce. They are forced looking after their lives assuming "child-adult" role to support the income of household, to avoid emotionality, not to disclose discomfort, fear and worry. Children in the process of divorce and post-divorce affected also due to unanswered question of the causes of divorce of their parents, which is usually secret for them.

Some are associating themselves with the problem of their parents and as a result blaming themselves because of inability to reunite their parents. The study reinforces this with the fact that 54% of the child respondents have stated that they feel that the divorce is their fault and blame selves for it. As a coping mechanisms for the guilt, shame, fear, feeling of inferiority, inability to do something about it they usually bury their mind in denial. Hence with all these piled up negative impact on children caused by divorce, the study has clearly indicated that children from divorced parents are poor performers as compared to children from intact families; where going through the academics performance of children for the last four years, two years before divorce and two years after divorce, 38% of the children has fallen under the category of "average of peers" before divorce from which 18% are recorded to be girls. But after the divorce the same percentage of

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children has fallen under the category of “moderately below average of peers” among which 22% are recorded to be girls.

Moreover, the study has shown that the academics background of mothers has a huge implication and also affects the performance of children at school, since got to be able to get involved in informal sectors to earn money for the family which cannot even cover the expenses for the whole month inhibiting them from being able to fulfill all the necessary requirements like school fee, transportation, stationary and also being able to have a reasonable amount of time with their child to have a conversation and share love and concerns. In addition to this, mothers with low educational background tend not to give the necessary attention and support to their children to give focus to their education and also to give encouragement as needed.

The study also has clearly indicated that the impact of divorce on the poor academics performance of children is very much infested in girl students than boys as girls forced to spend a lot of their time on being engaged on extra economic activities to earn extra money and also on supporting their chores as compared to boys, as they tend to get a significant amount of time to be able to study and do their homework at least.

5.2. Conclusions and Recommendations

5.2.1. Conclusions

Divorce is negatively affecting the social, economic and psychological aspects of divorcees and their children which ultimately were observed having a huge negative impact on the academics

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performance of children at school. The separation of a child from his/her parent creates devastating and traumatic effects on his/her lives after. Children from divorced families deprived of love, care and support of their non-custodial parent. It is affecting the healthy growth and functioning of their psychology, social life and ultimately their academics performance.

The emotional separation between the divorcees starts before the declaration or pronouncement of divorce. After separation the emotional effect may or may not aggravate with degree of economic and social factors prevail. After all process of initiation and completion of divorce, divorcees and children of divorcees socially and cultural will make change of their position in the environment. The environment, which is including cultural, economic and social situations, predestines their adjustment in their future life.

Divorced women capacity to raise income is negatively affected by their low educational level. Their opportunity to raise income is only through informal works include selling homemade food products like “enjera”, “ambasha” and vegetables on the streets and “gulit”. Furthermore, the lives of divorce women are burden with the sole responsibility to raise children after divorce. Most of divorced women in the study do not have child support, hence children take their share in making a contribution to the family expenses by engaging in extra economic activities and also supporting their mothers with house hold chores.

The economic and social problem of divorce has created psychological problem on children from divorced families. Children do not get to play as much as they do before the divorce due to the fact that they have other responsibilities in feeling the family necessities and also due to the fact that they cannot be able to make new friends as most of they get to be exposed to changing living areas

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and making new friends is not an easy task and majority of the children tend to take an advantage of the physical education class session to the fullest to take out their urge to play.

Moreover, children from divorced family tend to be called by names like "setyasadegew" by the community around them and as their guardians; in this case their others; got to be engaged in winning the bread the whole day away from home, children get to be forced to take care of themselves and their little ones in any problematic situation which is way beyond their capacity.

Hence with all these piled up negative impact on children caused by divorce, the study has clearly indicated that children from divorced parents are poor performers as compared to children from intact families.

Furthermore, the study has shown that the academics background of mothers has a huge implication and also affects the performance of children at school, since got to be able to get involved in informal sectors to earn money for the family which cannot even cover the expenses for the whole month inhibiting them from being able to fulfill all the necessary requirements like school fee, transportation, stationary and also being able to have a reasonable amount of time with their child to have a conversation and share love and concerns. In addition to this, mothers with low educational background tent not to give the necessary attention and support to their children to give focus to their education and also to give encouragement as needed.

The study also has clearly indicated that the impact of divorce on the poor academics performance of children is very much infested in girl students than boys as girls forced to spend a lot of their time on being engaged on extra economic activities to earn extra money and also on

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supporting their chores as compared to boys, as they tend to get a significant amount of time to be able to study and do their homework at least.

5.2.2. Recommendations

During the time of study, there was no institution or body to help divorcees and their children before and after the divorce. The problem of divorce is increasing where the traditional social support and care is weakening from time to time. To prevent and reduce divorce, and to help the divorcees and their children in the post-divorce processes the attention and effort of the state, relevant NGOs religious institutions and helping professions is crucial.

The function of family directly affects negatively and or positively the social system. As ecological perspective explains, people and environment each interrelated continually. The particular relationship of the person and environment is expressed in circle. The causes of any kind of problems or stress arise from the limitation of environmental and or personal resources to manage stressors. Within this framework the problem of divorcee and malfunction of family are outcome of the social processes in which deprivation of means and opportunities disabled the person and the family to cope with the situations. Therefore, parents are socially victimized and left to take responsibilities of their life and children.

Therefore, the role of social workers in crisis intervention, care management, conciliation, mediation, connecting people to resource, awareness raising and advocacy are needed in many ways to reduce divorce rate and its negative consequence on the lives of divorcees and their children. The preventive work should start before the formation of family to reduce divorce. The promotion of family education and information will enable the community from maladjustment and enhancing healthy function of individual, family and the society. The target should focus to increase the engagement of youths in the educational awareness of healthy behaviors about

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relationships through premarital counseling service. In addition, promoting the value system of legal, traditional, cultural and religious institutions can strength family roles.

The rehabilitative process in post-divorce is to alleviate the socio-economic and psychological impact of divorce on divorcees and their children. It includes rendering appropriate and sustainable care and support to the divorcees and their children by creating easy access to all kinds of basic services through creating a network with other helping organizations. The rehabilitative work in the process of divorce and its settlement by social worker most importantly include the role of reconciliation and mediation. To reduce the divorce rate reconciliation of couples should be considered as one alternative before pronouncement of divorce.

Furthermore, to reduce the effect of divorce on the divorcees and their children in the process, the role of mediation is important. Mediation will help to re-establish the contact between the parties and to provide a neutral forum where the parties may meet face to face.

In the process, the social worker can provide an impartial presence being supportive of negotiation. This will facilitate the exchange of information between the parties within a structured framework. As a result, the parties will examine their common interests and objectives and the possibilities for reaching agreements that are practicable, acceptable and beneficial to themselves and their children.

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5.2.3. Research Implications

The instrument employed to identify and assess the impact of divorce have limitation in relation to the nature of the problem. Marriage is not the union of two individual rather it is the union of families and friends similarly divorce is not only the issue of couples. In addition, divorce and post-divorce adjustment is a complex process, which varies due to many internal and external factors to individuals. The study tried to assess using structured and unstructured instruments for interview, recording cases, observation of court and document analysis. However still there is a need to involve in-depth study of cases to identify the life process of divorcees and their children that are important but difficult to disclose. In addition, the involvement of relative, friends and neighbors of divorcee's views and opinions is important.

Therefore, future studies are better to be in-depth to follow the divorce impacts and process in detail in the lives of divorcees and their children. In addition, a longitudinal study will enable to examine variation in occurrence of divorce and its negative impact with time and place and associated concurrent environmental factors.

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Appendices

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A Research Questionnaire

Confidential Statement. Dear participant, I am a graduate student of Social Works at the University of Indira Gandhi; national Open University. I am currently conducting a research entitled 'The Impact of Divorce on the Academic Performance of Children: The Case of Gulele Sub-City'.

Your participation will be very helpful to reach at genuine research finding. Any information you provide is absolutely confidential and will not be used for any purpose other than the research.

Thank you very much in advance for taking your time to fill in the questionnaires.

Questioners for Children

1. Gender

Male

Female

2. Age

Early (13-15)

Mid (15-17)

Late (17 & above)

3. Grade

Primary

Secondary

High School

4. Academic Performance

Ranking

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Medium

or Performer

5. Personal Behavior

Se ed

M um

Unsettled

6. Ethnicity

Amhara

Tigre

Oromo

SNNPRS

7. Religion

Orthodox

Protestant

Muslim

Catholic

Others

8. Is there a change of the areas you live in after your parents' divorce?

Yes

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No

9. If yes, is the area you live in now far from school as compared to the previous one? Does it have effect on your being on time at school?

Yes

No

10. Do you get to eat food before you leave to school when your parents were together? What about now?

Yes

No

11. Do you make friends with in the new area u r living in?

Yes

No

12. How often do you play with your friends before your parent's get divorced?

Daily

Weekly

Less than once a week

Never

13. How often do you play with your friends after your parent's get divorced?

Daily

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Weekly

Less than once a week

Never

14. If the frequency of getting to play with your friends is lower, what is the reason behind?

Have friends to play with

Support my mother with chores

Engaged with other extra EA to support my family

Others

15. If you had a problem is there someone who would help you?

Yes

No

16. Who is this person?

Mother

Father

Sister/brother

Grand Parent

Friends

17. Do you think your father will come back?

Yes

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No

18. Do you worry about your dad, who will cook and care for your dad?

Yes

No

19. Do you believe that what has happened is your fault?

Yes

No

20. Have you tried anything to bring your parents together?

Yes

No

21. Do you feel ashamed of the divorce?

Yes

No

22. Did your parents keep on fighting after they got divorced?

Yes

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No

23. Did your mother/father visit you after they got divorced?

Yes

No

24. Do you feel rejected by your mom/dad?

Yes

No

25. Do you do chores that you were not performing before the divorce?

Yes

No

26. Do your friends in your village picked up on you or teased you because of your parents' divorce?

Yes

No

Questionnaires for Teachers

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1. Could you rate "Name" with respect to his/her achievement in Science, Mathematics, Geography and Physical Education?

Moderately below average of peers

Average of peers

Moderately above average of peers

Too extremely above average of peers

2. Could you rate "Name" with respect to her/his achievement in attendance record?

Moderately below average of peers

Average of peers

Moderately above average of peers

Too extremely above average of peers

3. Could you rate "Name" with respect to her/his effort spent on school tasks?

Moderately below average of peers

Average of peers

Moderately above average of peers

Too extremely above average of peers

4. Could you rate "Name" with respect to his/her achievement with age appropriate behavior?

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Moderately below average of peers

Average of peers

Moderately above average of peers

Too extremely above average of peers

5. Could you rate "Name" with respect to his/her happiness level in school?

Moderately below average of peers

Average of peers

Moderately above average of peers

Too extremely above average of peers

Questionnaires for Mothers

1. Age

18-22

23-35

36-45

2. Ethnicity

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Amhara

Tigre

Oromo

SNNPRS

3. Religion Orthodox Protestant Muslim Others Catholic

Orthodox

Protestant

Muslim

Others

Catholic

4. Educational Background

Illiterate

Read and Write

Primary Complete

Secondary Complete

Vocational/Certificate

Diploma

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Degree and Above

5. Occupation

Professional

Self help

House wife

Menial jobs

6. How was the decision to get divorced made?

7. How was conflict dealt with prior to getting divorced?

8. Describe the role of both parents in telling the children about the divorce.

9. How did you tell the children about the divorce?

10. What did u tell the children the reasons for the divorce were?

11. What did u do to minimize the impact of divorce on children?

12. How was the decision regarding the permanent residence of the children made?

13. How did you deal with your own feeling while going through the divorce?

14. Were children involved in the decisions resulting from the divorce? Please explain.

15. How do you arrange visitation?

16. How do you handle the children's needs with regard to communication with one or both parents?

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17. How do you meet the needs of children after divorce with regard to school fee, stationary, uniform and the like?

18. How do the needs of children after divorce met with regard to household needs?

19. Does your child recently engage in any formal or informal activities for money or goods?

Yes

No

20. Do you have any serious debts?

Yes

No

21. Does your child ever attend formal school?

Yes

No

22. If he/she does, was the school private or public?

Private

Public

23. Is your child currently in school?

Yes

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No

24. Is the school private or public?

Private

Public

25. What is the main reason why your child is not currently in school?

Cannot be able to afford the fee

Cannot be able to provide school materials

The child is engaged in another income earning activity

The child needs to look after his/her younger sister/brother

26. Does he/she cry a lot as compared to the time before the divorce?

Yes

No

27. After the divorce, does he/she become angry every time something goes wrong?

Yes

No

27. After the divorce, does he/she exhibit loss of appetite, complaints of stomach aches, sleep disturbances or develop school phobia?

Yes

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No

28. After the divorce, does he/she exhibit a character of yelling, getting in trouble in class, pushing siblings?

Yes

No

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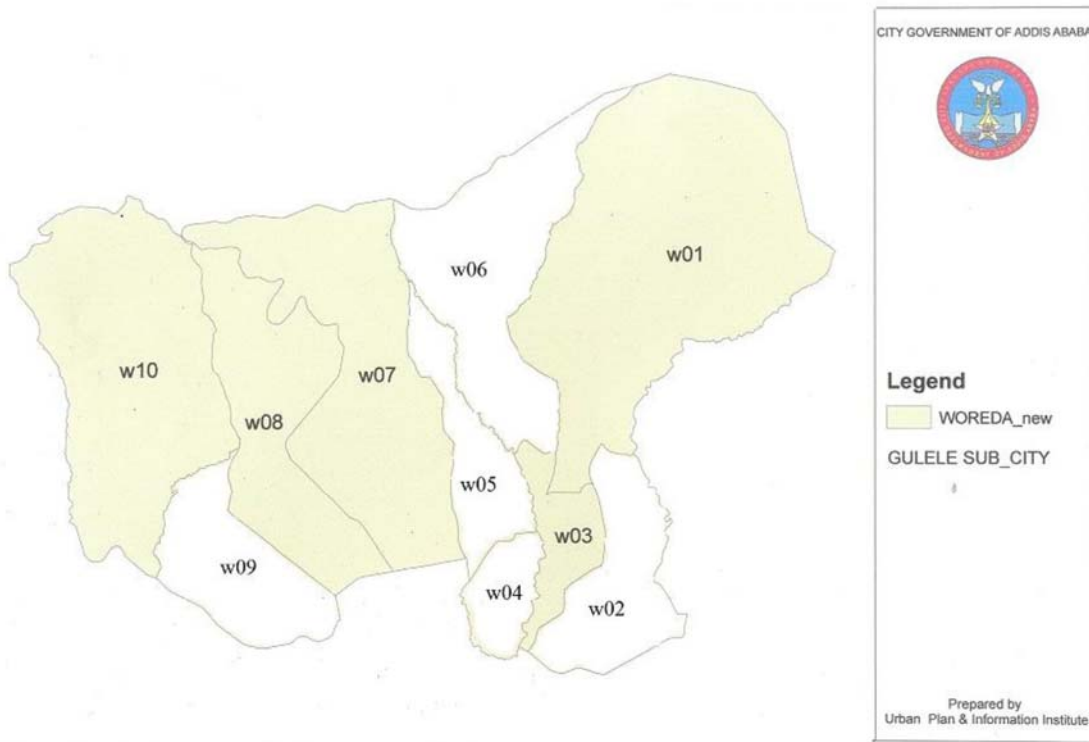


Figure 1. Map of Gulele Sub-City

THE IMPACT OF DIVORCE ON CHILDRENS' ACADEMIC PERFORMANCE
PERFORMA FOR SUBMISSION OF MSW PROJECT PROPOSAL FOR APPROVAL
FROM ACADEMIC COUNSELLOR AT STUDY CENTER

Enrollment No.: 099125625

Date of Submission: June, 2013

Name of the Study Center: St. Marry University

Name of the Guide: AssayeLeggese

Title of the project: The Impact of Divorce on the Academic performance of Children: The Case of Gulele Sub-City

Signature of the Student:.....

Approved/Not Approved

Signature:.....

Name & Address of the Student:

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Addis Ababa; Ethiopia

Addis Ababa; Ethiopia

Date: June, 2013

THE IMPACT OF DIVORCE ON CHILDRENS' ACADEMIC PERFORMANCE

A Proposal on

The Impact of Divorce on the Academic Performance of Children:

The case of Gulele sub-city

Tibeb Abate

Author Note

A Proposal Submitted to the Graduate School of Indira Gandhi National Open University in partial fulfillment of the requirements for the degree of Master of Arts in Social Work. June, 2013

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Abstract

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Parental separation/ divorce is associated with academic difficulties, including lower grades and prematurely dropping out of school, and greater disruptive behaviors (e.g., being oppositional with authority figures, getting into fights, stealing, and using and abusing alcohol and illegal drugs). This paper specifically will assess the impact of divorce on the academic performance of children. And to come up with the intended results; the study will recruit 50 divorced families and their children and also 50 intact families from Gulele sub-city and will use structured questioners, observation and case stories as primary data collection tool and different books, journals, brochures, web sites, different government organization reports and strategies, and other relevant sources will also be used as secondary data collection sources. Six Community Development Workers (CDWs) from World vision Ethiopia (WVE)Gulele Area Development Program (ADP) will be recruited to collect the required data from both mothers and children. After data collection, data cleaning will be made to reject substantially incomplete once. The process of coding instruments will be done; that is converting responses to numbers for the data entry. A data analysis for the questionnaires will be performed by using the SPSS computer data and statistical analysis program, with frequencies and percentages as the main tools for summarizing the data. And as a result the study is expected to identify the extent of impact of divorce on the academic performance of children. Hence the study is expected to point out how far do children of divorcees get to be involved in economic activity to support the household income and to what extent does this involvement expose children to low achievement in their academic performance.

CHAPTER ONE

1.1.Introduction

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The history of human being is being structured and shaped by the means of production used to sustain life. The nature of means of production dictated the forms of social organizations started from hunting gathering to the era of industrialization. Of all systems and structures, family exists as the core element of all societies past and present. Therefore, family is the basic structure that serves the main function to meet the needs and necessities of its member and society in general (Serkalem, 2006).

In many societies family, which is the first social unit of organization, has given emphasis starting from its formation. The road to enter family life is marriage. Depending on the value and norms of the society there are different forms of arrangements to start family life. Its continuation ensured by teaching children values and by discouraging its dissolution according to societies beliefs and ideas. Marriage is union of couples commit to one another with the expectation of stable and lasting intimate relationship, and this is socially recognized and approved. A marital relationship usually involves some kind of contract, either written or specified by tradition, which defines the partners' rights and obligations to each other, their children, and relatives (Serkalem, 2006).

Regardless of all efforts made by the community and state to protect marriage and family from dissolution divorce is unavoidable reality for many families. The agreement of spouses and /or a petition for divorce is the outcome of malfunction of family for personal, social and economic factors. Divorce has negative impact on the divorcees and their children socially, economically and psychologically. Divorce greatly affects children than it affects the spouses and is associated with approximately a one-and-half to two-fold increase in the risk for impairing outcomes in the offspring, such as dropping out of school or experiencing their own divorce (Emery, 2011).

The direct implication of divorce is the disruption of family function fulfilling the basic social and psychological needs of its members. Therefore, to the continuation of family as social unit and for

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the maintenance of healthy family relationship the problem of divorce needs priority attention. According to Walsh (1999) (as cited in Serkalem, 2006), divorce has psychological, economic and social impacts on the divorcees. The negative impact of divorce is much higher on women in countries like Ethiopia where they have had lower participation and status in education and employment.

When the marriage is dissolved women leave with more responsibility. In almost 87% of the cases women are sole custodians of children and only in half of the cases are given child support payment (Trask & Semhal, 2007). When support is given in most cases it is less than 100 Birr per child and it is not regularly paid (Trask & Semhal, Economics of Divorce 2007; Serkalem, 2006). Children become one of the income contributors (Serkalem, 2006). Divorce is stated as one reason for dropping out of children from school (MOE, 2004).

Therefore, women affected severely economically, which make the post-divorce adjustment difficult (Daniel, 1994, p.51). Especially on children, it is stressful experience for all where the form of reaction may vary depending on their age of developmental level (Eleoff, 2003).

According to Sisay(1997), children whose parents divorced are being at greater risk for psychological and social adjustment than from intact families (Sisay, 1997, p. 71). This negative effect of parental divorce on the psychological and social adjustment of adolescents has much stronger effect when the child is younger when the parental divorce occurs (Sisay, 1997, p.69).

1.2. Statement of the Problem

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According to Tilson and Larsen (2000), in Ethiopia ``forty-five per cent of all first marriage end in divorce or separation within 30 years, 28% of first marriages within the first 5 years, 34% within 10 years and 40% within 20 years``. In addition, the same study stated that two –third of women divorced within the first five years of marriage (p.355). Children at their early age are expected to be in school and other constructive activities like playing with their peer groups. But in developing countries like Ethiopia they are forced to take up responsibilities at their early age either because of pressures from their parents, or their relatives, or other individuals, or their own respective living situations. As most of the children gain custody to their poor mothers, they find it difficult to continue in their education due to the demand of producing an adequate income. As a result, they quit their education and join their mothers in income generating activities. Being raised by women is usually related to having bad behavior. They are usually labeled as “set yasadegew” (Bogale, 2008).

According to the survey conducted by Selamawit in 2011; out of the 92 female headed HH respondents from Gulele sub-city included with in the survey; 53 were found to be divorced; which is about 57.6%. And hence most of the single parent households are female headed households; this means that the women are faced with the multiple burdens of income generation, house work and taking care of the children. Income of a house hold is one of the indicators of well-being. Poverty is highly related with the level of one’s income. The distribution of income among household heads shows that the majority of divorced female heads (35.9 %) earn 500-1000 birr followed by 33.7% that earn less than 500 birr per month. The survey further indicated that own business is the major source of income in the study area and 70.1% of these FHH indicated that their monthly income do not cover their expenses for the whole month. However this is because a large number of female headed households are engaged in small business.

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The survey further indicated that; when asked if there are any children who have dropped out of school; 25% of the Female Headed Households (FHH) indicated that at least one child has left school. The major reasons cited as to why the children drop out of school are inability of parents to pay for school fee, engagement of children in income generation activities, and engagement of children in the house hold chores. About 47.8% of the respondents stated that they were unable to pay for the school fee, 39.1% of the total households cited engagement of children in income generating activities as the main reason for dropping out, and 13% cited engagement of children in the household activities as a reason.

Hence to meet the already set objectives of the study, the research will answer the following questions:-

- ✓ Does divorce have a negative impact/ psychological, economic and social/ on the academic performance of children?
- ✓ Does the educational attainment of divorced parents have an effect on the academic performance of children?
- ✓ Are female children or male children from a divorce family more subjected to poor academic performance?

CHAPTER TWO

2.1. Literature Review

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Ethiopian economy largely depends on small holding agriculture where 85 percent of the population is living in rural areas. Agriculture regardless of productivity problem engages 80 percent of total employment. The imbalance between the increasing population growth and economic growth create widespread poverty. The current economic circumstances has brought change to family life and weakened the capacity of the family to support and sustain its members. In case of Ethiopia, the arguments about the increasing number of divorces are both internal to the family and external. The reasons peculiar to the situation of the country are 18 ethnic politics, job displacement, economic crises and changing attitude towards divorce (Daniel, 1994). The agreement of spouses and /or a petition for divorce is the outcome of a malfunction of family for many personal, social and economic reasons.

According to Pankhurst (as cited in Tilson&Larsen, 2000), on study divorce in Ethiopia, the most common reasons women indicated among the Amhara people in North Shewa province as causes of divorce were childlessness, physical abuse, maltreatment, wasting money, adultery, exerting too much control over personal activities, forcing intercourse, homesickness, and a large difference in age. The same study by Pankhurst about the causes for divorces from men's point of view were childlessness, adultery, not keeping house correctly and wives not obeying them or challenging their authority.

Beside to the above causes of divorce discussed in similar study, some social and economic factors considered as contributor for the increasing number of divorces. The empowered position of women, very little social stigma towards divorced women and high remarriage rate of divorced women presented to explain the increasing number of divorce by Tefera, 1994 & CSA, 1993 (as cited in Serkalem,2006, p.18). In addition, the increasing rate of divorce analyzed in relation to ethnic and religious background. In reference to the result of Pankhurst, 1992a, and 1992b:

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Beckstrom(1969);CSA (1993) the increasing divorce rate have significant difference between Amhara and Oromo, between Orthodox Christian and Muslim.

Divorce is more common among Amhara group than Oromo group and more common among Orthodox Christian than Muslim groups by Tilson& Larsen. Even though both group of religion discourage divorce the variation of divorce rate between the groups is explained in relation to the extent of roles both religion plays in the lives of the believers.

Regardless of couples and individual difference in cultural, economic and other variables, divorce creates change in all aspect of divorcees and their children lives. The emotional separation starts before the declaration or pronouncement of divorce by concerned body. Feelings of failure, anger, frustration, fear and relief of the discomfort able situation can make mixed of feeling in the couple. After separation, the emotional effect may or may not aggravate with context divorce that can change the way of living. In addition, the separation of child from one parent shows the devastating and traumatic effects of divorce on children.

After all, processes of initiation and completion of divorce for divorcees and children of divorcees socially and cultural will make changes in their position in the environment. These cultural and economic situations are important to determine their adjustment in their future life.

The effects of divorce on children as many researchers agree is not uniform due to age of developmental stage, nature of temperament, the way their parents handled the process and post-divorce changes including the economic and social changes (Furstenberg & Kiernan, 2001). Among much theoretical explanation, the economist and sociological and developmental psychologist frame of analysis included.

To explain the impact of parental divorce on children the economist theory focuses on the accumulations of resource and access in the family will change by divorce. According to

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Furstenberg and Kiernan, "Divorce disrupts the transfer or sharing of income between parents, diminishes economies of scale, may reduce investment in the children by nonresidential parents, and diminishes the possibilities of specialization in parental contributions afforded by marriage." Costs that have been shared and resources that have been accumulated in the family depleted due to divorce. The sign of depression extended ranging from moderate to severe form more than one third of the children in the study; even symptoms five years after their parent's divorce. The study also found extended effect of divorce on children emotion and capacity of divorcees up to 15 years after divorce.

In a study conducted by Sisay in Dessie on the impact of parental divorce on children, he showed that adolescents from divorced family had more psychological and social adjustment problems than children from stable families. The impact of divorce is further complicated as indicated in the study that adolescents from stepmother families had psychological adjustment problem grater more often than those from single- mother families. According to Amato & Booth (1997), the educational attainment, social life, and self-esteem of children have a relationship with the educational attainment of the parents. The higher level of parent education positively affected the children educational attainment and their quality of personal and social life.

It is estimated that eradicating the detrimental impact of divorce on children could lead to a 30% reduction in rates of mental health difficulties in young adults, a 30% decline in teenage pregnancies, and a 23% cutback in school dropouts (Emirly, 2011).

According to Daniel's study, he found out that the average monthly income of divorced women when compare with during marriage significantly decreased. This directly affects the standard of living and the adjustment after divorce. Daniel further indicated from the study that among divorced women only 14 % were indicated being economically well adjusted. The majority of

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divorced women have faced housing problems, inability to send their children to school, difficulty of covering medical expenses, inability to cover food and clothing. The economic impact associated with divorce in relation to the burden of responsibilities most of the time carry because of child custody and the responsibility of taking care of children alone. All expenses food, clothing, schooling and health care are covered by custodial mothers themselves. This is due to lack of child support and unshared properties accumulated during marriage.

Divorce impacts children in many different ways. Literature detailing the effect of emotional, social and behavioral, and academic stressors of divorce that children may experience in the home and later spill over into the school classroom will be presented. There are many emotional variables that play a role in how a child feels prior to divorce during separation, throughout the process of a divorce, and after the divorce is finalized. Some impacts of emotional issues may occur long after the divorce happens. The impact a divorce has on a child are often influenced by the following factors: age (stage of development), gender, and maturity (Golden & Henderson, 2007). A child's emotional security also becomes more fragile during this difficult time of divorce. Fears that both parents will abandon the child are common. Depending on the age of the child, some of the ways a child might express this emotional insecurity may be:

- ✓ large amounts of anger, directed both toward others and themselves
- ✓ frequent breaking of rules
- ✓ sleep problems
- ✓ defying parents or teachers
- ✓ frequent guilt
- ✓ increasing isolation or withdrawal from friends and family
- ✓ drug and/or alcohol abuse

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- ✓ early sexual activity
- ✓ thoughts of suicide or violence

Many children of divorce believe that they caused the divorce or that they did something wrong that made one or both parents not want to be with them. These feelings can cause a child to feel sad, depressed, and angry. These negative emotions can contribute to other problems, such as poor health, difficulty in school, and problems with friends, to name a few. Parents can help their children avoid some of the negative consequences of these emotions by using “emotion coaching,” a process of helping children to be aware of and talk about their emotions.

Children who experience the divorce of their parents generally are more likely to struggle socially compared to children from intact families.

They are more likely to be aggressive, have poorer relationships with same-age children, and have fewer close friends. Also, these children and teenagers appear to be less involved in extracurricular activities, such as sports or music, and other enrichment programs, such as after-school classes or summer programs. This is likely due to less money to pay for such activities, less availability of parents to drive the child and attend lessons and events, more frequent moves, and visiting and custody schedules that interrupt participation in team sports and other activities.

According to Dacey and Travers (as cited in Serkalem, 2006), there are many contributing factors that impact children who have experienced divorce: the age and gender of the child at the time of the separation, the level of collaboration among the divorced or separated parents, and the intensity of conflict within the family. All of these factors may influence the mental health of the child, and additionally may influence the child's academics. Poor attendance, decline in grades, and inability to concentrate are often warning signs that may show up in the classroom. Teachers may observe

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these behaviors and refer the child to the school counselor for help. When children experience the trauma of divorce, their emotional state may impact interactions with their classmates. Students may wish to have alone-time to reflect and think about life at home. Other students may choose one or two close friends with whom they can identify and with whom they trust to talk to about the divorce. Children of divorced parents may also see a change in academic success.

According to Wallenstein (1991), when children experience divorce, they may also experience a significant impact upon their school performance. Some children may experience long-lasting emotional effects into their adulthood that damage their ability to preserve relationships. The result of parental divorce shapes children emotionally and may impact self-esteem, future relationships, dating and marriage.

2.2.Objective of the study

The main objective of the research is to assess the impact of divorce on the academic performance of children and mainly the study has tried to:

- ✓ Assess the academic performance of children from the divorced families
- ✓ Assess the impact of divorce on the economic status of divorced parents and later- on the academic performance of children
- ✓ Explore on which sex/ girls or boys/ does divorce's significant negative impact manifested

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2.3. Universe of the Study

Description of the study area.In 2003, the Charter of Addis Ababa City Government, Proclamation No. 1/1995 E.C, divided the city into ten parts and structured in sub-cities for the purpose of realizing good governance and administration (Gulele Sub-city Strategic Plan 2000-2003,2000). These ten sub-cities are Bole, Nifas Silk-Lafto, Kolfe-Keraniyo, Yeka, Akaki-Kaliti, Arada,Gulele, Addis Ketema, Kirkosand LedetaSub-city. GuleleSub-city is one of the ten sub-cities of Addis Ababa with an aerial extent of 31,237, 071 meter square. It is located in the northern part of Addis Ababa surrounded in the north by Oromiya Region, in the south AradaSub-city, in the east YekaSub-city and in the west by Kolfe-KeraniyoSub-city (Addisu, 2008).

The sub-city is bordered by Oromiya regional state in the north, Arada and Addis Ketema sub-cities in the south, KolfeKeranio in the west, and Yeka sub-city in the east. The sub-city accounts for 10.91 percent of the total population of Addis Ababa. It is a home to about 284,865 (Female=147,175, Male=137,690) people and is among the poorest cities in Addis Ababa (CSA, 2007). It is estimated that, more than 55% of the total population in the sub-city are engaged in the informal sector (Addisu, 2008).

Gulele Sub-city is one of the poverty stricken sections of the capital, Addis Ababa. Nearly half of the sub-city's population lives in abject poverty or below the poverty line are characterized by high deprivation of access to facilities and basic services. (Gulele Sub-city Strategic Plan 2000-2003,2000).

Children at their early age are expected to be in school and other constructive activities like playing with their peer groups. But in developing countries like Ethiopia they are forced to take up responsibilities at their early age either because of pressures from their parents, or their relatives, or other individuals, or their own respective living situations. In the context of Gulele Sub-city, there are different factors that contribute for the involvement of children in child labor. These

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children perform from 'simple' to hazardous tasks. Some of these activities are detrimental to their holistic personality development. As many studies from different parts of the world indicated poverty, migration, lack of educational opportunities, population growth and unemployment, family disintegration, social and cultural pressures, armed conflict, etc are the main reasons behind child labor (Azeb, 2011).

And this study area was chosen to show the depth of the problem that is being manifested on children's academic performance that came from a divorced family.

2.4.Sample

The method which will be used to select the sample elements is stratified random sampling to come out with result that will represent the population. The method allows giving equal chance of selection for all elements of the population in each study area. The sample size will be determined using random sampling. To determine the size of population having each attribute that is divorce and married there is no available current data. Therefore, to derive the sample size in relation to the total population size, the proportional distribution of the attributes will be taken in to consideration i.e. 50 % for each group. Thus 50 divorced women, 50 children from these divorced families and 8 teachers teaching on four different subjects/ science, mathematics, geography, physical education and supporting extra school tasks like drama club, environmental club, students parliament and girls club/ will be selected as respondents. Hence the total number of respondents is expected to be 108.

Fifty families with children will be recruited for the study through a family court in the area and from divorced families being referred for counseling. A comparison sample of families' not undergoing separation or divorce also will take part. Almost all of the families will be from middle-class and some from upper-middle-class found through a family court judge.

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For families who have two or more children that are eligible for the sample size, only one child will be picked and gets to be included in the study. To avoid a single age range representation; adolescents; from families who have two; will be chosen randomly.

According to the study made by National Network for Child Care, preteens and adolescents are found to be in the understanding of the overall divorce situation and show reaction as compared to the rest of age groups. Although there is no definite age when it begins and no definite age when it ends, adolescence usually begins after age 10 and ends by age 20, so it comprises most of the second decade of life (Eleoff, S., 2003). Hence the target sample for the adolescent study will be consisting children at or between the ages of ten and twenty regardless of whether they are male or female. And all of the participants will be studying in school.

CHAPTER THREE

3.1. Methodology

3.1.1. Study Design. This particular study will be utilizing case study methodology of quantitative research. In this study, a focus will be given in exploring how divorce will influence the educational performance of children by observations, case study and interviews through structured survey questionnaire. Rather than using large samples and following a rigid protocol to examine a limited number of variables, case study methods will involve an in-depth, cross sectional examination of a single instance or event: a case. They provide a systematic way of looking at events, collecting data, analysing information and reporting the results. As a result a sharpened understanding of why the instance happened as it did, and what might become important to look at more extensively in future research will be gained. The case study is expected to offer a method of learning about a complex instance through extensive description and contextual analysis.

The study questionnaire that will be used are expected to pointed out to the comments and experiences of children with regards to the child's ability to perform successfully in his/her academic performance. Furthermore, the teachers will also be asked to rate the participants regarding their academic performance. For the study, a total of 100 families with teenage children; 50 from divorced family and 50 from intact family; and also 8 teachers will be used as participants. In this study, the study population will be the target population. These will be the preteens and adolescents whose parents have undergone divorce and also still living with both their parents. All the selected participants will be examined, observed, and questioned through structured survey questionnaires with regards to the dependent and independent variable. In the analysis, the prevalence rate will be computed.

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Quantitative research uses methods adopted from the physical sciences that are designed to ensure objectivity and reliability. These techniques cover the ways research participants are selected randomly from the study population in an unbiased manner, the standardized questionnaire and the statistical methods used. (Steckler, McLeroy, Goodman, Bird&McCormick, 1992)

3.1.2. Tools for Data Collection

As a primary data collection, interview using a structured survey questionnaires, observation and case study will be used. Through observation the participants' behaviour will be watched or their physical characteristics will be noted within their natural setting. The observation will overt where the participants (both children and teachers) will know that they are being observed. The observation will be both direct and indirect where during an interview the body languages and gestures will be noted specific to each questionnaire and also each participants living condition, house and the kebele he/she is living in, will also observed. During observation, field notes with an open-ended narrative data that will be written and be used. The 50 participants, from the 50 divorced families will be assessed with a structured survey questionnaire in private offices. The same procedure will be done to the 50 teenagers from intact families not undergoing separation or divorce.

In relation to the main research question, the educational achievement levels of the children will be measured in two ways. First, end-of-second-semester scores for the following 6 subject areas: Biology, Chemistry, Physics, mathematics, Geography and physical Education will be obtained for the last four years of academic achievement. Second, the subject area teachers will be asked to rate the children with respect to the following 9 outcomes: achievement in science, mathematics, Geography and physical education; attendance record, effort spent on school tasks, age-appropriate

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behavior and happiness level in school and the findings from both ends will be incorporated as one. Each of these ratings will be made on a 5-point scale ranging from extremely below average of peers (1), moderately below average of peers (2), average of peers (3), moderately above average of peers (4), to extremely above average of peers (5). All teachers will be blind to the objective of the study so that their ratings would not be affected subjectively.

Mothers' Questionnaire. One of the instruments that will be used for the data collection will be for divorced women to reflect on the impact of divorce on the academics performance of children in comparison to performance of their children before and after the divorce. The strategy that is going to be followed in collecting data from these mothers will be conducting an interview by an experienced enumerators being followed by filling the checklist by the enumerators themselves. This is planned to increase the quantity and quality of data to be collected by giving clarification on the items to minimize misinterpretation.

The questionnaires will incorporate both open and closed end questions. The majority of questions will be objective with open space to allow the respondents express their personal view. In addition, for all section of questionnaires the respondent will be given space to explain their situation in relation to the particular section. Basic assumptions and many of variables that are going to be used to measure the economic and social impact of divorce on women and children will be adapted from the study made by Daniel T. (1994) which assessed the impact of divorce on women in Addis Ababa.

In this particular study, the questionnaires will be including in their first section background information (age, educational level, occupation, religion, ethnicity,) and items related to the form

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and time of marriage and divorce. The second section of women questionnaires in general will be about their current economic situation including whether children are involved in any extra economic activities to support the family, how the overall divorce process was handled and how children got to be involved and how the needs of children are being handled by the mother. The third section will have items of mother-child issues majorly focusing on the current behavioral changes being observed as compared to the times before the divorce took place.

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Child questionnaire.The questionnaires will be used to collect data from children of divorced and intact families. The objective is to measure the social relation, psychological situations and academics performance. The questionnaire is self-administered; with Amharic version;are intended to protect privacy and encourage the children to answer their personal attitudes and feelings honestly. This is because the questionnaires are about self-assessment on the social and psychological issues and items which are more personal. The children's questionnaire has four sections where the first will be dealing with the backgrounds of the respondent (sex, age, academic ranking, educational level, ethnicity religion and personal behavior.). The second, third and fourth sections of questionnaire will be focusing on the children psychological status, social relationship with their peer both at school and within their current living area.

Secondary material on the subject of divorce and its impact on the academic performance of children will be reviewed to supplement the primary sources of information. Such information will be obtained from books, journals, brochures, web sites, different government organization reports and strategies, and other relevant sources to enrich the general information related to this issue.

3.1.3.Data Collection Procedures

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After the processes of sample selection and assignment to Kebeles included in the study; with the help of world vision Ethiopia; Gulele Area development program; 6 CDWs who have a vast experience in conducting an interview with mothers and children will be selected for the data collection. These CDWs will be assigned to conduct the data collection where one CDW will be assigned to collect the data from one kebele; 1 for each kebele. All CDWs to be chosen will have educational attainment level above grade 10 and whom have been trained and working on child well-being and different developmental aspects like food security, water and sanitation, education, HIV/AIDS, economic development and health.

In the compound of Gulele ADP a half-day discussion and orientation on the objective of the study, nature of the study and on administrative questionnaire will be provided for all CDWs. The CDWs will critically evaluate the questionnaires based on their experience and looked at the questionnaires from different perspective including economic, traditional and political viewpoints. The discussion is expected to contribute in making improvements in the questionnaire. A page of procedures and statement will be prepared for interviewer to introduce the objective and the nature of the study and themselves to the households. First the selected households will be requested for their consent to participate. All interviews will be conducted in private the majority of questioners will be filled and administered with the presence of the interviewer for both children and divorced women.

After the data collection questionnaire will be checked for completeness. From the distributed questionnaires completed data will be collected from 100% of children and women from both intact and divorced families. This study will incorporate three cases of divorced women and

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children from divorced families. The inclusions of these cases are expected to help in identifying the impact of divorce on their lives and to give meaning and clear picture to the survey result. The key informants to be included in the study will be teachers from W/rokelemework Secondary School. Furthermore, the research will analyze and examine documents that are files of divorce cases which can be complete and in the process of divorce.

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3.1.4.Data Analysis

After data collection, data cleaning will be made to reject substantially incomplete once. The process of coding instruments will be done; that is converting responses to numbers for the data entry. In addition, organizing open-ended and unstructured information will also be made to analyze the contents. This study will attempt to catch the required information by using observation and interviews through structured questioners as techniques of data collection from the children themselves, mothers and also teachers. Children's', mothers' and teacher questionnaires will be coded and entered into the SPSS computer program. Observations made through interviews discussions will properly be categorized and discussants will be used as entries.

A data analysis for the questionnaires will be performed by using the SPSS computer data and statistical analysis program, with frequencies and percentages as the main tools for summarizing the data. Since the aim of the study is to create an in-depth understanding by reaching across multiple data categories and through description, it is deemed appropriate to use these techniques. As far as the qualitative data collected from interviews and observations is concerned, the most common qualitative data analysis technique called interpretive technique will be used where the observer impression will be given a major slack and bystander observers examine the data, interpret it via forming an impression and report their impression in a structured and sometimes quantitative form.

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Curriculum Vitae

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II. EDUCATIONAL BACKGROUND

- Currently pursuing PhD in Social work and Social Development at AAU
- A Senior Researcher and Lecturer at St Mary's University since January, 2013
- March 2009- August 2009-Certified in Integrated Community Development & Child Welfare, from University of Illinois at Chicago, School of Social Work and AAU, School of Social Work.
- Oct-June 2006, Earned Higher Diploma from Adama Science and Technology University(ASTU)
- Sept 2002 - June 2004, Obtained M. A. in Educational Psychology from Addis Ababa University
- June 2000, Certified in Introduction to Computers, window's Microsoft word, Micro Soft Excel 7.0

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- February 28 - March 13, 2004, Certified in SPPS 8.0 from Professional Computer Training Center
- July 12-August 6, 1999-Certified in Gender sensitive Guidance and Counseling from MoE and Addis Ababa University
- Sep. 1991- July 1995, Obtained B.Ed. in Pedagogical Science with Minor in English from Bahir Dar Teacher's College
- Sep. 1986 –June 1990, Completed High School at BatuTarara Comp. School
- Sep. 1980- June 1985, Completed Elementary and Junior school at Gassera Primary and Junior School

III. WORK EXPERIENCE

- Currently Conducting Dissertation Research
- Supervised Social work MA students of IGNOU, at St. Mary's University
- Advised Social Psychology MA students' thesis at Adama Science and Technology University
- Since January 20013, Senior Researcher and Lecturer at St, Mary's University
- Since Sep.2004- June 2008, Lecturer at ASTU
- 2007 – 2008 , Head of the Registrar office of ASTU
- 2006, Associate Registrar of ASTU
- Produced Educational Teaching Materials (Modules) both for Regular and Evening Division for ASTU
- Edited Different Educational Teaching Materials (Modules) ASTU
- Aug.2006- 2008, Higher Diploma Leader and Tutor at ASTU

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- Offered guidance and counseling training for selected female students from nine universities- organized by MoE, AAU and ASTU
- Offered Assertiveness Training for Female Trainees at Bonga TTI
- Staff Development Unit Coordinator at Bonga TTI
- Produced Pedagogy Teaching Material(Module) for Bonga TTI
- Produced Teaching Practice Material for Bonga TTI
- Sep. 1999- Aug 2001, Pedagogy and Psychology Instructor at Bonga TTI
- Sep. 1996-Aug. 1998, English Teacher at MizanTeferi High School
- July 1995- July 1996 Acting School Director at MajiLewuit Fire Sec. School

III. PAPER PRESENTED

- Indigenous knowledge for sustainable Development: The Role of Higher Education in Ethiopia (- a paper presented at national conference at AAU, 2006)
- The practicum in Teacher Education: Its Concepts(Meaning), Nature and benefits(apaper presented at a Workshop Organized for Teachers and Directors of Practicum Hosting Schools) at ASTU
- Effects of Ability Grouping on the Academic Achievement of Students (B.A Thesis)

VI. PUBLICATION(Books)

- Early Adolescent' Perceived School Environment: Patterns of Cognition, Affects and Behaviors of Adolescents in Upper Primary Schools: A Path Analysis
- Homelessness: Issues and Insights: A Global Perspectives

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VII. RESEARCHS UNDERTAKEN(Unpublished)

- Effectiveness of Provisions and Life Skills Training Services for Street Children's Family Reunification: The Case of Forum on Street Children Ethiopia
- What Works? Service Provisions for Family Reunification of Children in Care System.
- The Role of Community University engagement in Solving Societal problems. The Case of St. Mary's University College.
- Higher Education Institutions Students Academic Dishonesty: Adama Science and Technology University students in Focus

VIII. ONGOING RESEARCH

- Interpretative Phenomenological Analysis of Street children's Resilience and Its Implications for Interventions: A strengths Perspective(-PhD Dissertation)

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