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DEPARTMENT OF PSYCHOLOGY*

*PSYCHOSOCIAL PROBLEMS OF ADOLESCENTS WITH
SINGLE PARENT FAMILY*

*IN PARTIAL FULFILLMENT FOR THE BACHELOR OF
ARTS DEGREE IN PSYCHOLOGY*

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ABSTRACT

Living in single parent has a disadvantage in adolescent's psychosocial development. The psychosocial i.e. both psychological (depression, suicide attempt and high school dropouts) and social (delinquency and drug and alcohol abuse) problems of adolescents was studied to assess the psychosocial problems of adolescents who are living with single parent families in Jiren High school.

A case study of four adolescents from Jiren high school taken using random lottery method from those who are identified as living with single parent from the questionnaire they filled was employed. A descriptive analysis method, tables & charts, graphs & figures were in the analysis most adolescents who are living with single parent family have all psychological problems such as depression high school dropouts and suicide attempt. This means that adolescents from single homes felt depressed, dropout from school and attempt suicide. However, these adolescents do not have social problems like delinquency and drug and alcohol abuse. Thus they are not criminally delinquents are not drug and alcohol abuses. The family and psychologists should work to solve the problems (psychological problems) of these adolescents.

Acronyms

FBI: Federal Bureau of Investigation

FGD: Focused Groups Discussion

“SAD: PERSONS”: S=SEX

A=AGE

D=DEPRESSION

P=PREVIOUS ATTEMPT OF SUICIDE

E=ETHANOL ABUSE

R=RATIONAL THOUGHT LOSS

S=SOCIAL SUPPORT LACKING

O=ORGANIZED PLAN

N=NO SPOUSE

S=SICKNESS

US. United states

NGOs. Non governmental organizations

GOs . Governmental organizations

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1. INTRODUCTION

1.1 BACKGROUND OF THE STUDY

The word adolescence is from the Latin verb “adolescere” which refers to “to grow into adulthood.” In all societies adolescence is the time of growing up of moving from the immaturity of childhood to the maturity of adult hood (Steinberg, 1993).

It is a period of transitions: biological, psychological, social and economic. Individuals become interested in sex and become biologically capable of having children. They become wiser, more sophisticated and better able to make their own decisions. Adolescents are permitted to work, to get married and to vote. And eventually adolescents are expected to support themselves financially for example is a psychosocial issue because it involves psychological changes (changes in the individual emotion, motivation and behavior) as well as changes in individual’s social relations with others (Steinberg, 1993).

Theories use the word psychosocial to describe aspects of development that are both psychological and social in nature sexuality for example (Steinberg, 2002).

Although a great many of people move through adolescence without experiencing major problems, some adolescents encounter serious psychosocial (psychological and social) problems that disrupt not only their life but the life of those around them. Problems such as substance abuse, depression and suicide, eating disorders and disorders of conduct including crime and delinquency while certainly not the norm during adolescence do affect a worrisome number of teenagers. Moreover, the problems indirectly touches the lives of all of us either the personal

contact we may have with a trouble young person or through indirect ways like increased takes for community service or heightened anxiety about the safety of our neighbors. The young people who drop out of school before graduation for instance not only jeopardize his/her occupational career but also run the risk of falling into the welfare system and becoming dependent on public assistance (Steinberg, 1993).

Few adolescents live in idealized, perhaps romantized family structure that was common before 1960s; the two parent family with the father the only wage earner. In fact less than 15 percent of all adolescents live in this sort of arrangement. Today more adolescents live with single parent families (as cited on steamers 2002). In 1990, 74 percent of children live with two parents and 26 percent lived with single parents. Most often these singles are the mothers (12 percent) but a growing number of children live with single fathers (5 percent). Though most often single mothers are separated or divorced a growing numbers of single mothers have never married (Brook, 1994).

Some studies shows that individuals who are in single parent families during preadolescence continue to demonstrate adjustment difficulties during early adolescence even after two or three years. (e.g. Hetherington, 1990 as cited in Steinberg; 2002). These problems typically seen in greater frequency among adolescents from single parent families includes higher rate of drug and alcohol use, more behavior problems and poor school performances & dropouts from school in adolescence (Allison & Furstenberg, 1989, Weidman et. Al., 1991 cited in Steinberg, 1993: p-122) as well as a negative impact in interpersonal relationship with members of opposite sex at late adolescence and young adulthood including higher rate of divorce (Hetherington, 1972; Molanahan & Bumpass, 1988; Waller-stain & Blakeslee, 1989; cited in Benolonities 2005).

In addition youngsters growing up in single parent families are more likely than that intact home to be involved in delinquent activities (Pom Busch et. al, as cited in Steinberg, 1993).

1.2. STATEMENT OF THE PROBLEM

A smoothly functioning family can provide support and nurturance to adolescents during times of stress (young and others, 1997 as cited on Steinberg 2002). But when the family is in a state of disarray, not only is the support weakened but the family becomes a source of stress (Ferguson and Lynskey, 1996). Evidences show that the presence of serious increase in several types of high risk behaviors such as eating disorders, binge drinking, use of illegal substances and unprotected sex among a significant groups of today's adolescents (Johan, Decay,& John ,2002).

Nearly 60 percent of all children born in the 1990s will spend sometime in a single parent family (Hetherington et. al, 1999). In 1960, only 9 percent of children lived with one parent, usually a widowed one; now 24 percent live with a single parent, usually a never married or divorced one. Father headed single parent homes are more common than they used to be, now accounting for about 17 percent of all single parent families (Cabrera et.al., 2001as cited on Stenberg 1993).

BASIC RESEARCH QUESTIONS

The following are the basic research questions that were aimed by the researcher to be answered:

- Are adolescents from single parent family susceptible to depression?
- Are adolescents from single parent family high school dropouts?
- Is there a suicidal attempt by adolescents from single parent family?
- Do adolescents from single parent family commit delinquent activities?
- Do adolescents from single parent family engage in drug and alcohol abuse?

1.3. OBJECTIVES OF THE STUDY

1.3.1 General Objectives

The general objective of the study was to find out the psychosocial problems of adolescents living with single parent family in Jimma town Jiren high school.

1.3.2. Specific Objectives

- To assess whether adolescents with single parent family are depressed or not.
- To assess if adolescents with single parent family attempt suicide or not.
- To explore whether adolescents with single parent family are high school drop outs or not.
- To find out whether adolescents with single parent family engage in delinquent activities or not.
- To explore if adolescents with single parent family are alcohol & drug abusers?

1.4. OPERATIONAL DEFINITIONS

- **Psychosocial problems:** in this paper the term psychosocial problems refers to both psychological (such as depression, suicide attempt, drop outs from high school) and social (such as delinquency and drug and alcohol abuse) by adolescents.
- **Single parenthood:** single parenthood refers to those parents who are either father only or mother only and who live with the adolescent subject.

- **Adolescents:** are people living either with only their biological father or mother or between the ages 11-21 years.
- **High school dropouts:** In this paper high school drop outs are adolescents who leave either the class or the school compound before the regular time by which all the students go to home.
- **Drug and alcohol abuse:** In this paper drug and alcohol abuse means an excessive use of cigarette, 'chat; Bear.' 'Areke' 'Tej', 'Filter' and 'Tela'.
- **Delinquent Activities:** In this paper delinquent activities includes theft (i.e. pocket lifting, purse snatching, shop lifting), robbery, bicycle theft and other crimes including murder, rape, Kidnapping, affray & assault.

1.5. SIGNIFICANCE OF THE STUDY

All things remain constant this paper will enable the researcher to further develop his research skills. In addition, this study would be helpful in the following ways.

- It gives useful information on conditions of adolescents while they are in a single parent family structure.
- It will enable school professionals to consider such problems and to give due attention on adolescents problem with single parent family.
- It will give attention for counselors to do on the side of both parents and adolescents of single parent family.
- It will draw attention for couples who are going to marriage and family life to decrease psychosocial problems of adolescents by forming intact family.

- It may serve as a springboard for other researchers who might be interested to make further investigation on issues related to this topic.

1.6 DELIMITATION OF THE STUDY

This study was delimited in Jimma town, Oromiya region, south western Ethiopia in Jiren high school. Adolescents from Jiren high school has been taken or selected. The adolescents are those who are of single parent. The study was focused only on exploring the psychosocial problems of adolescents with single parent family.

1.7. LIMITATION OF THE STUDY

The lack of experience, adequate knowledge and practice in research precipitated by shortage of time and the coincidence of other extra activities such as learning and preparing for exams were the most terrible factors that limits the researcher from doing the research in appropriate manner. The respondents willingness to fill the questionnaire in a genuine and trusted manner and their willingness to spent their time and to purposely discuss on questions that have raised in the FGD, the budge constraint at least to have “a cup of tea” with the cases while they were discussing about their psychosocial problem were another challenges which may not be forgotten. In addition, finding the subjects of the study and were repeated absence of light not tasks that can be easily overlooked

1.8 Ethical Considerations

The permission from the school administrator was taken and the consent of adolescents from single parent family was asked. The information that is told for the researcher by respondents as secret is kept secret. And any kind of work with is against the respondents' dignity and privacy was out of practice. Among all the cases of this paper was not asked when and why they lost their parent because it may brought unconditional shock and disturbance for them when they remember the occasion. After the researcher has completed the data collection procedure proper acknowledgement has been given for the cases

2. METHODOLOGY

2.1 MAIN RESEARCH DESIGN

In order to achieve the objectives of the study the researcher have employed a case study of adolescents. This is because the population i.e. adolescents with single parent family were not simple for sampling so that another method of research design could be used. In addition, the researcher was interested to study them in depth.

2.2 Population

The populations of the study were adolescent students living with single parent family in Jiren High school. According to the Jiren high school registrar bureau of student's file, the total number of both grade nine and grade ten regular students are 3157 (i.e. 1843 grade nine students of this 931 are females and 912 are males; and 1314 grade ten students with 628 males and 686 females.

2.3 SAMPLES AND SAMPLING TECHNIQUES

The samples of the study were four single parent adolescents. Because the adolescents from single parent family did not found in a registered list form. So that, the researcher could not be able to find a sample from them. Therefore; to select them purposively was important.

2.4. SAMPLING PROCEDURE

In the questionnaire format forty questionnaires which requests the type of parenthood was developed along with other details. That means whether adolescents were in single parenthood or in intact parenthood was identified. Then, from the adolescents who filled the questionnaire in single parenthood that means ten, four adolescents were taken using random lottery method to fill the instruments prepared for data collection. This is because it is difficult to study all of them in depth. However, from the remaining adolescents who responded in intact family the researcher didn't use the data. Because it was not his mission or objective to study them.

2.5. RESEARCH VARIABLES

The research variables includes depression, suicidal attempt high school drop outs, delinquency, drug and alcohol abuse and other demographic variables such as sex, age, parenthood, and grade level.

2.6. DATA GATHERING INSTRUMENTS

The following instruments have been employed to assess the psychosocial problems of adolescents living with single-parent family:

- Interview: the four purposively selected adolescents with single parent families were interviewed using structured interview. This was because the researcher believes that using this kind of interview would be helpful to explore what the researcher wants to find out and it was simple.
- Questionnaires: both open ended and close ended questionnaires have been helpful and were used by the researcher so as to explore the psychosocial problems of adolescents living with single parent family.
- FGD (Focused Grouped Discussion)

2.7. DATA GATHERING PROCEDURE

In the data gathering procedure first, the permission from the director of the school was requested. Second, since the data collection has taken place only in the school compound, the teacher parent union and the chairmen of charity club which is found in the school were contacted to facilitate the collection process. Then, the respondents' willingness has been asked by introducing the researcher's name and objectives in depth. Then after, orientations have been given for participants as how to fill the questionnaire. After all the appropriate instrument were employed.

2.8. DATA ANALYSIS PROCEDURE

The collected data is edited and compiled and the results are presented using descriptive techniques of analysis. Hand tallies and calculator are used. The data is organized and presented in the form of tables, graphs and charts in to the corresponding variables.

3. LITERATURE REVIEW

3.1. CONCEPTUAL FRAMEWORKS

Adolescence is a period of transition from the immaturity of childhood to the maturity of adulthood (Stenberg, 1993). Adolescence frequently consider the precursors and outcomes of variety of transitions a constellation of events that define the transition period or the timing and sequence of school events that occur within transitional period (Gabber and Brooks-Gunn 1996).

According to the American psychologist G.Stanly Hall adolescence is a period of emotional stress, resulting from the rapid and extensive psychological changes occurring at pubescence (Steinberg; 1993).

Clinical psychologists and other experts on the development and treatment of psychosocial problems in adolescence typically distinguish between two broad categories of problems: internalized disorders and externalized disorders (Achenbach and Edelbrock, 1987). Internalized disorders are those in which the young person's problems are turned inward and manifested in emotional and cognitive symptoms such as depressions, anxiety or in psychosomatic disturbances. Externalized disorders, in contrast, are those in which the young person's problems are turned outward and manifested in behavioral problems 'acting out' to refer to this set of problems) common externalized problems in adolescence are delinquency and drug and alcohol abuse (Steinberg; 1993).

It should be noted that in the United States and a number of other countries a family form is gradually emerging; the single parent family. One parent family is created in a variety of ways; an unmarried person

adopts a child, an unmarried mother gives birth to a child; a married couple divorced one parent usually the women assumes custody of the children. Single parent families now comprise more than 20 percent of all families in the United States (Zastrow, 1996).

3.2. THEORETICAL CONSIDERATIONS,

3.2.1. THEORIES OF ADOLESCENCE

A. Anna Freud's psychological theory.

The daughter of Sigmund Freud, Anna Freud (1895-1983) saw that the major problem of adolescence as being the restoration of the delicate balance between the ego and id which is established during latency and disrupted by puberty. Latency she felt, is the time when children adopt the moral values and principles of people with whom they identify. Childhood fears are replaced with internalized feelings of guilt that are learned during this period. The id is controlled during latency by the strength of the super ego. At puberty, however, the force of the id becomes much greater and the delicate balance is destroyed. The problem brought about by this internal conflict cause the adolescent to regress to earlier stages of development (Dackey et.al, 2000).

B. Erik Erickson's psychosocial theory

According to Erik Erickson (1902-1994) the main task of adolescence is to achieve a state of identify, a general picture one has of oneself and a state of striving. Striving for identify means that we have to repudiate (give up) all other possibilities at least for the present i.e. repudiation of choice. He saw the adolescence period as a period of moratorium a 'time out' period during which the adolescent experiments with a varieties without having to assume the responsibility for the consequences of any particular one (Decay et.al, 2002).

C. John Hill's Biopsychosocial theory

Psychologist John Hill was one of the first to produce a biopsychosocial theory of adolescence.(Adams and others, 1996, Hill and Holmbeck, 1986). The interrelatedness of these three factors, biological factors are in the center because they are present at birth, as are some of the psychological factors. However; all psychological and social factors begin playing a part immediately after birth. The major point is that each is embedded in other two (Hill, et.al; 2002).

According to Hill to become intimate is basically tied to sexuality. It begins with feeling of affection for close friends (which are not overtly sexual but are more intimate than the feelings that characterized earlier relationships.) The integration of intimacy pulse sex Hill believed is, one of the basic tasks of adolescence (Hill, 2002).

Freudian Model theorized that the boy would have difficulty of adopting the adult male role if he could not see how his father behaved and if he was not subject to his father's authority. However, review literature in 1973 found little evidence to support this view point (Herzong & Sundial, 1973). Nevertheless, many observers believe that the loss of a parent of either gender makes the task of the remaining parent more difficult for other reasons. In other words the task of monitoring and supervising the behavior of children may be difficult if only one parent is present (Coltrane & Scott, 2002).

According to psychologist Judith Wallerstein, many divorcing parents do face the kind of difficulties. After she followed a group of children from divorced families for 25 years, her books about their well-being after 10 years (Wallerstein & Blakeslee; 1989) and 25 years (Wallerstein et al., 2001) report widespread lasting difficulties in personal relationships. Moreover, her basic point is that effects of divorce can sometimes last into adulthood; children who seem fine in childhood (in short term but experienced emotional difficulties later in adolescence or young adulthood) what she called this delayed reaction in the 'sleeper effect' (Wallerstein & Blakeslee, 1989).

Single parents often have no one with whom to share the burden of the day, and unless they live with their mother or other relatives there is no one to buffer them from the demands of their children when they come home from their job. As literature suggests that living in a single parent family has a disadvantage on the psychosocial development of adolescents, such psychosocial problems as greater number of dropping out of school results from single parent families (Banknotes Nijole, 2005).

The absence of a father can lead to aggressive behavior and poor adjustment. Adolescents who experience poverty as a result of increased financial stress on the family are more prone to depression and feeling of abandonment due to the new pressures of one of their single parents, usually their mother, having to get a job (Steinberg, 2002).

Depression contributes to a person's potential to commit suicide. Depression doesn't involve simply feeling bad. Rather it involves a collection of characteristics, feelings and behaviors which tend to occur in conjunction with each other, people experiencing this collection are referred to as depressed. These characteristics and feelings includes a general feeling of being unhappy or blue, a low level of physical energy, problems in relating to and interacting with others, guilt feeling, feelings of being stressed and burdened, loss of appetite, pessimism and hopelessness, apathy and boredom, difficulties in sleeping and headaches (Zastrow, 1996).

Over 25,000 suicides occur every year, making suicide one of the top ten causes of death in U.S. Suicide can occur during almost any time of life. According to Patterson et.al, there are risk factors for suicide what he has put in a term known as "SAD PERSONS" each letters standing for S= sex, A= age, D = depression, p = previous attempt, E = Ethanol abuse, R = Rational thinking loss, S = Social support lacking, O=Organized plan N= No spouse and S = sickness (Zastrow, 1996).

There are several risk factors characteristics of individuals or the environments that increase the likelihood of their feeling or suffering from a particular problem or engaging in a particular problem in this case attempting suicide. The four established sets of risk factors for attempted suicide during adolescence are: a psychiatric problem

especially depression or substance abuse, having a history of suicide in the family, being under stress, experiencing parental rejection, family disruption or extensive family conflict (Blumenthal and Kaptur, 1988; Rubenstein et. al, 1989).

Adolescents who have one of these risk factors are significantly more likely to attempt suicide than their peers. And adolescents who have more than one risk factor are dramatically more likely to try to kill themselves (Steinberg; 1993).

Although social scientists disagree about the cause and treatment of delinquent behavior during adolescence, there is one point on which there is tremendous agreement-violations of the law are far more common among adolescents and young adults than among any other age segment of the population. Even if we discount status offenses, however research shows that both violent crimes, such as assault, rape, murder, kidnapping and property crimes such as robbery, theft (purse snatching, pocket picking, shoplifting, bicycles...), arson and burglary, increase frequently between the preadolescent and adolescent years, peak during the high school years and declines some what during young adulthood (FBI 1986).

During Adolescence drug and alcohol abuse are associated with a host of other problems. Young people who abuse drugs and alcohol are more likely to experience problems at school, to experience psychological distress and depression, to engage in “unprotected” sex, and to become involved in dangerous deviant activities, including crime & delinquency (Irwin, 1986; Jessor and Jessor 1997; Mensch & Kandel, 1988; Newcomb and Benter, 1989).

Four main sets of “risk factors” for drug and alcohol abuse have been identified, and the more risk factors that are present for an individual the more she or he is to use and abuse drugs (Newcomb et.al, 1986).

Individuals with certain personality characteristics including anger, impulsivity, depression and achievement problems are the first risk factors (Brook et.al, 1986, Shedler & Block, 1990). The second risk factor is that individuals with distant, hostile or conflicted family relationships are more likely to develop drug and alcohol abuse (Barnes et.al, 1984). The third risk factor is that individuals with drug and alcohol abuse are more likely to have friends who also use and tolerate drugs, because they are influenced by these friends (Combs et.al, 1991). Finally, adolescents who begin to use drugs a good deal are generally at a point in their own psychological development when they are susceptible to the influences around them may lead them to make transitions in to drug abuse and other deviant behaviors (Jessor & Jessor, 1977).

Given the findings on school achievement, the research evidence on the other correlates of dropping out comes as no surprise. In addition to the prevalence of dropping out among Hispanic youngsters and among youngsters who are not fluent in English, adolescents who leave school before graduation are more likely to come from lower socio economic levels, poor communities, large families, single parent families and households where little reading materials are available (Steinberg, 1993).

Generally, the words that some individuals use to express their emotion and anger against adolescents who are from single headed homes in our country as “yeset lij”. “Asadagi yebedelew/yebedelat” can still prove that there is something wrong on the psychosocial development of these children or adolescents.

3.3 EMPIRICAL FINDINGS

With the increase in proportion that are living with just one parent in 1995 63 percent of poor children, lived with one parent-up from 40 percent in 1969 (US Bureau of census, 1966). By 1965, Report of Daniel Moynihan, then a labor department official, wrote on a black families alarmed by rising a umber of single families he learned of disorganization and a “tangible of pathology”

Demographers estimate that nearly half of all American children born during the late 1970s and early 1980s the teenagers of the 1990s will experience their parents divorce and will spend approximately five years in single parenthood. In addition, a sizeable number of adolescents will spend time in single parent household from birth since they are born outside of marriage (Furstenberg, 1990). All told about 60% of children born in early 1980s will spend sometime in single parent household before the end of adolescence, well over half of all African-American children at any given time are residing with one parent, the percentage is about one in three among Hispanic- American adolescents and about one in five among white youngsters (Furstenberg, 190 cited in Banknotes, Nijole; 2005).

According to a recent survey 15 percent of American 10th graders, attempted suicide in 1987. Fortunately the vast majority of these attempts- over 98 percent- are not successful. Nevertheless, the fact that one of three adolescents has contemplated suicide, and one in six has attempted suicide, is frightening and distressing (Gans, 1990).

There is a positive relationship with parents and others are important in reducing adolescent’s drug abuse (Emshaff & Others; 1996). In one

study, social support which consists of good relationship with parents during adolescence substantially reduces drug abuse (Newcomb& Bentler, 1998). In another study, adolescents were most likely to take drug when both of their parents took drugs such as amphetamines, tranquilizers, alcohol or nicotine (Kande, 1974).

Parental monitoring of adolescents is especially important in whether adolescents become delinquents. In one investigation, parental monitoring of adolescents' where about was the most important family factors in predicting delinquency. The parents of delinquents are less skilled in discouraging antisocial behavior than parents of non delinquents (Patterson and southlander et.al, 1984).

Research literature suggests that living in single parent has a disadvantage in adolescents. By one estimate about half of the undesirable consequences (e.g. a greater risk of dropping out of school) results from the low incomes that are typical of single parent families (Coltrane, 2001).

According to one study of large scale survey, more than half of all adolescents occasionally feel sad and hopeless, more than one third say they "have nothing to look forward to," and one third have seriously thought of committing suicide (Gans, 1990).

4. DATA PRESENTATION INTERPRETATION AND ANALYSIS

To investigate the psychosocial problems of adolescents living with single parent families four adolescents has been selected to fill questionnaire, to be interviewed and to discuss in group through their psychosocial problems. The result of the study is presented as follows.

Variable	Characteristic	No
Sex	M	3
	F	1
Grade	9 th	2
	10 th	2
Age	10-15 years	1
	16-21 years	3

Table 1” Personal profile of respondents in terms of age, sex and Grade Level.

Most single parent adolescents or respondents who fill the questionnaire, three are between the age of 15 -21 years of these number the remaining one, was between the age of 10-15 years of age. And most of the respondents three are males putting the remaining respondent females. An equal number of adolescents lies in grade nine and ten i.e. two of respondents are grade nine and two of the respondents are grade ten. And respondents who are taken to fill the questionnaire are all single parent adolescents. This means that four of respondents are adolescents who are living with single parent family.

A. DEPRESSION

All of the respondents from single parent family four responded that they felt depressed. By the attempt to assess reasons why they felt depressed, almost two of respondents responded that they felt depressed in relation to their family. one of these respondent said that he felt depressed because he do not live with his parent and when ever he remember his father most of the time he feel depressed. The other respondent said that he felt depressed because he haven't father. However, the reason that the remaining two of respondents responded may or may not have a relation with their family form or structure. From the indicated two above, one of the subjects responded that she felt depressed because she can't be what she wants to be or she can't be winner and another one said that he felt depressed because he is addicted to 'chat' and if he couldn't chew, he will be depressed.

B. SUICDE ATTEMPT

Only one of respondents from single parent homes responded "Yes" if he have ever attempted to kill themselves. But most three of respondents said that they never attempted to kill themselves by responding "No" for the above question.

" SAD PERSONS" risk factors	No	
	"Yes"	"No"
Nothing forward to live	1	3
Drink excessive alcohol	-	4
Having lost rational thought in life	3	1
Having strong social support	2	2
Feelings of loneliness & depression	3	1
Organized plan to kill oneself	-	4
Having spouse (a girl or boy friend)	-	4
Sickness	-	4
Suicide attempt	1	3

Table 2: Risk factors for a person to commit suicide

As indicated on table '2' above Adolescents from single parent homes were asked if they have ever thought that they have nothing to live forward and most of the respondents three replied that they haven't ever thought of that they have nothing forward to live. However, one of the respondent responded that he have thought he have nothing forward to live.

As it is depicted on table '2' above, all of respondents from single parent family replied that they did not drink excessive alcohol more than the amount which their body and their mind have control over it. On the same table, most respondents i.e. three have responded "Yes" for the question if they have lost rational thought in their life which means they lost rational thought in their life. But only one of the adolescents responded "No" for the same question which means they haven't lost rational thought in their life.

While two of respondents from single parent family responded that they haven't strong social support especially from the family, relatives and friends, an equal number of respondents i.e. two said that they have a strong social support especially from the family, relatives and friends.

Adolescents from single parent family were also asked if they have feelings of loneliness and depression. Three of them responded that they felt lonely and depressed while one of the adolescents responded that he do not felt lonely and depressed.

As shown in table '2' above, all of the respondents responded "No" for the question that asks if they have interested to kill themselves in an organized manner. The same number of adolescents i.e. four responded 'No' to the question if they have spouse or a boy or a girl friend. This means that all of adolescents with single parent family responded that they have no spouse Similarly, as we can see from the table above, all of the respondents said that they have sickness now and then, this means four of single parent family structure adolescents have not gone a recurrent sickness.

Three of the respondents responded "No" for the question asked whether these respondents have attempted suicide in the past years or not. And the remaining one responded "Yes" which means that he have attempted suicide in the past years.

C. HIGH SCHOOL DROPOUTS

Adolescents from single parent family were also asked if they leave the class before the regular time when all of the students leave it. And three of the respondents responded "Yes" that means they leave the class before the regulate time when all of the students leave it while the remaining one of respondents responds "No" in that she does not leave the class before the regular time. The researcher also tried to assess the reason why these adolescents leave the class before the regular time when all of the students leave it. However, all of the respondents who say that they leave the class have given idiosyncratic reasons which may or may not have a connection (relation) with their family structure. That means each of the three adolescents who said that they leave the class before the regular time gives different reasons. Therefore, while one of the respondents responded that he leaves the class before the regular time because he is addicted for different drugs so that he can't seat and learn

especially in the afternoon. The other respondent replied that he cannot continue learning unless he leaves the class before the regular time because of his depression. Still the remaining respondent responded his reason in away that he leaves the class because he is learning by working in other people house so, in order to accomplish his duties he leaves the class before the regular time when all of the students leave it.

The researcher was tried to investigate the time when these students leave the class and two out of three respondents from single parent family responded that they leave the class at the break time. The remaining, one out of three respondent responded that he leave the class right after the home room teacher enters and calls the student's name or after the attendance has registered.

Where students will go after they leave the class	No
Go to home	1
Stay outside	-
Went to chewing rooms and cinema houses	1
Other places specify (work areas)	1

Table 3: Types of places where students went after the leave they class.

As it is indicated in the above table from the three respondents who leave the class, an attempt was made by the researcher to investigate the destination of these respondents after leaving the class before the regular time. As these respondents filled the questionnaire all of them have different destination areas. One went to chewing rooms and cinema houses as he is addicted with drugs, the other went only to his house and the remaining respondent went to working areas to generate income as his family do not suffice the money he and they need.

In an attempt to investigate absenteeism the researcher has asked respondents if they make themselves absent or not. And as we can observe from the fig. above most respondents from single parent family responded that they make themselves absent from coming to school i.e. three respondents. The remaining respondent living with single parent family that is one does not make herself absent from coming to school.

D. SOCIAL PROBLEMS (DELINQUENCY AND DRUG AND ALCOHOL ABUSE)

To investigate social problems like delinquency and drug and alcohol abuse, the researcher has developed of questionnaire and distributed the questionnaire for adolescents who are living with single parent family or to the adolescent subjects. The following analysis is made based on the answers they filled on the questionnaire format.

All of respondents from single parent family responded that they neither break down the other person's dwelling nor burn it down so as to take property from them.

As any one can easily understand from the above graph, the majority of respondents i.e. three responded that they never ever attempted to take another person's property by the threat of force or violence. However; only one of the respondent said that he have engaged to take another persons property by the threat of force or violence. The researcher also attempted to assess the reason why these respondents wants to take another person's property by the threat of force or violence and found an answer that he engage himself in taking another person's property because he is addicted to alcohol and chat.

Types of delinquent activities	No
Affray	-
Assault	3
Rape & attempt of rape	1
Attempt of murder	-
Kidnapping	

Table 4. Some delinquent activities which are practiced or which are not Practiced by adolescents from single parent family.

The researcher also tried to investigate delinquent activities and as it's indicated in the above table, three of the respondents from single parent family responded that they have practiced in assault and only one of the respondents from single parent homes responded that he has practiced in the attempt of rape. However, none of the respondents have never engaged in delinquent activities such as Affray, Attempt of murder and kidnapping.

Delinquent activities	No	
	Yes	No
Purse snatching	-	-
Pocket lifting	-	-
Shoplifting	-	-
Bicycles	-	-
None	3	-
Another	1mobile	-

Table 5. Practices of delinquent activities by adolescents who are living With single parent family in Jiren high school.

On an attempt to assess another version of delinquent activities the researcher has asked the respondents from single parent family if they have been participated or if they are practicing purse snatching, pocket lifting, shoplifting, Bicycles or another type of delinquent activates to mention by themselves. And as the result or the answer provides that three of the respondents responded that they haven't practiced in purse snatching, pocket lifting, Shoplifting and Bicycles by responding "None" in the questionnaire format. But one of the respondent responded another delinquent activity that is he took mobile phone from students. After he sells it he will use the money.

To investigate drug and alcohol abuse the researcher has developed a questionnaire. So that, respondents from single parent family were asked if they chew chat or not. An equal number of respondents' i.e. two-two responded "Yes" and "No". This means that two of adolescents living with single parent family responded that they do not chew chat while the same number, two of respondents responded that they chew chat. In relation to this the researcher also asked the respondents who chew chat to differentiate or to assess and investigate the frequency of chewing and the reason of chewing.

All the respondents who chew chat responded that they usually chew chat. When we came to the reason of chewing one of the respondent said that he chew chat because he wants to read and he used chewing for reading and the other respondent said that he is chewing chat usually because he gets relief from his feelings of depression and to get relaxed.

On an attempt to investigate whether there is alcohol abuse by the respondents or not, the researchers have developed a questionnaire to be filled. And it is founded that equal percentage and number of respondents replied “Yes” and “No”. That means two of the respondents responded that they drink alcohol and the same number of respondents responded that they do not drink alcohol. From the adolescents who responded that they drink alcohol the type of drink they take are ‘Tela’ and ‘Filter’ and ‘Beer i.e. one of the respondent responded that he drinks ‘Tela and Filter’ and the other respondent responded that he drinks beer.

In conjunction with the attempt to assess alcohol abuse and the type of alcohol they drink the researchers have also tried to investigate the frequency and the reason of abusing alcohol from those adolescents who drink alcohol, and all of the respondents who drink alcohol said that they drink alcohol sometimes. And when we come to the reason of drinking alcohol one of them said that as far as he is addicted to chewing chat, he wants to drink after he reaches to a stage of what we call “Markiana” for the term what he has called “chebse” and the other responded that he drinks alcohol because he is angry in his fathers death.

INTERVIEW PART

A structured interview with two parts, one to assess depression and the other to assess suicidal attempt was developed. Respondents were only requested if they have experienced the filling which the researcher reads for them or not. And the following analysis is made based on the answer the respondents gave me.

All of the respondents from single parent family replied that they have feelings of unhappiness and feelings of pessimism and hopelessness. Only one of the respondents responded that he have a low level of physical energy and loss of appetite.

Most of respondents it means three, from single parent family responded that they have feelings of being stressed and burdened. As these number and percentage of respondents responded that they have feelings of irritability. Equal number of respondents responded that they have sleep disturbances and do not have sleep disturbances. This means that two of respondents said that they have sleep disturbance that is insomnia. However; two of these respondents never responded that they have sleep disturbances.

On the other objective of developing this interview the researcher has developed an interview to assess whether respondents from single parent family have attempted suicide or not, on an attempt to investigate whether these respondents have psychiatric problems like depression and substance abuse, having a history of suicide attempt in the family, experiencing family rejection or family disruption or extensive family conflict or not, one of respondents responded that he have a psychiatric problems including depression and substance abuse, two of respondents

responded that they have experience of family rejection or family disruption. And three of the respondents from single parent family responded that they have an extensive family conflict. However; none of the respondents have said that they have a history of suicide in the family.

Characteristics feelings & behaviors of depression		No
A. Feelings of being unhappy		4
B. Low level of physical energy		1
C. A problem in relating and interacting with others		-
D. Feeling of Guilt		-
E. Feeling of being stressed and burdened		3
F. Loss of appetite		1
G. Pessimism & hopelessness		4
H. Apathy and boredom		2
I. Head-aches		-
J. Irritability		3
K. Difficulty of sleeping	Insomnia	2
	Hypersomnia	-

Table 6: The number of respondents in characteristics, feelings and behaviors of depression.

Focused Group Discussion

The following statements were given by the respondents during F G D.

Case 1: “Most of the time I’m depressed. I just do not follow classes attentively. I feel lonely and when I think something in the future it is dark. I don’t think a bright future and people do not show empathy for me if so I start chewing and drinking.”

Case 2 “This is what God wants me to be. He knows what he is doing. I’m just depressed and sometimes I become angry. Do not sleep... Any how God knows, I’m not felling always good because important people I need like my dad is dead.”

Case 3: “I feel only the loneliness; the depression and the unhappiness when it invades my mind. I have lack of money and no one who support me so I’m afraid. I want to drink and chew because it is drinking and chewing which sets me free and relaxed.”

Case 4. “I’m not happy but depressed. I hate to live in the absence of my father. The whole things he has made for our family was memorable. I just want to remember that always but what I can get from it.... When I’m learning, I just remember my dad. And a lotd of responsibilities I handle for the family I work outside in others home so it is boring.”

As we can understand from the above cases almost all of the respondents from single parent family have psychological problems like depression, the most frequently observed, loneliness and feelings of being unhappy. Some of the respondents said that they have feelings of anger, pessimism and hopelessness. Still others have sleep disturbances that they are not are able to sleep.

During the discussion the same respondents have said that they have also social problems. Some lacks social support while others chew chat and drink alcohols so as to be free from tension. This shows that there is no as such a prevalent social problem they have faced as they are from single-parent family.

5. DISCUSSION

Most single parent respondents who fill the questionnaire i.e. three between the ages of 15-21 years. And the remaining one is also 10-15 years. This indicates that all of the respondents are in the age of adolescence which was operationalized as 11-21 years. Thus, it is the age where a person can be criminally delinquent and who can make decision about himself/herself.

As three of respondents are males and the remaining one of the respondent is a female. We can say that these adolescents selected for study were both sexes. In addition, the respondents are distributed in to grade nine and grade ten equally. That is, two of the respondents are from grade nine and two of the other respondents are from grade ten.

5.1. SUICIDE ATTEMPT

Three of adolescents responded that they have had lost rational thoughts, two of them do not have a strong social support, three of them have feelings of loneliness and depression and all or four of the respondents do not have spouse. This implies that almost all of the respondents who were asked to fill the questionnaire to assess their tendency level of suicide attempt, have said that they have lost rational thoughts, no strong social support, feelings of loneliness and depression and no spouse. This implies that according to Paterson et.al as cited in Zastrow (1996). People who feel loneliness and depression are more likely to committee suicide. Thus as there are three respondents who feel loneliness and depression it means that they are more likely in committing suicide. In addition people who have no spouse have a greater likelihood of committing suicide than people who are married,

people who feel no one cares about them may begin to feel useless and hopeless and eventually suicidal potential becomes high and finally people who loss a rational thought are more prone to committee suicide than people who do not loss a rational thought (Paterson et.al 1996). Therefore, adolescents living with single parents have an attempt of committing suicide may be because they dislike life after one of their family have lost or because they have lack of money to fulfill their basic needs due to their parent death.

In general according to Patterson, the more an individual have one or more than one risk factors like the one which are indicated on table 2, the more likely the suicidal thought to come true. This is if a person has more than one risk behaviors, then the likelihood of a person to committee suicide is more. And as we can see from table '2', Almost all respondents from single parent home have more than one or two risk behaviors of committing suicide including having lost rational thought ,not having strong social support especially from the family, the feelings of loneliness and depression and no spouse. This means that adolescents who are living with single parent family do attempt suicide.

5.2. HIGH SCHOOL DROP OUTS

Three respondents said that they leave the class before the regular time when all of the students leave it. Only one of the respondents said that, she doesn't leave the class before the regular time. From the three of respondents who leave the class, two of them leave the class at the break time. This implies that almost all of the respondents who are living with single parent family drop- out from school. Dropping outs are one of the typical problems which are seen in greater frequency by the adolescents who are living in a single parent family as it is indicated in Manalapan & Bumpass et.al. as cited in Benokonites (2005).

According to Steinberg adolescents who leave the school before graduation are more likely to come from lower socio-economic levels, poor communities' large families, single- parent families and households where little reading materials are available. More importantly, most of these adolescents or respondents are from single-parent family and lower socio economic level putting the remaining unknown. Three of them for example, may make themselves absent and leave the class to accomplish certain jobs at home, to generate income or because of the depression due to their lost parent.

From those respondents who said that they leave the class before the regular time, some responded that they will go to chewing rooms and cinema houses, others go to their home, still others said that they went to working places. This imply that some respondents go to chewing rooms may be to be relaxed, others go to home may be they are unable to seat and learn while others went working places may be to generate income.

Literature suggests that living in a single parent family has a disadvantage on the psychosocial development of adolescents. Such problems as greater number of dropping out of school result from single parent families (Benokoites, 2005), Generally, adolescents who are living with single parent family do have a school drop-outs. So that, they are high school drop outs. Thus, close follow up and supervision by counselors and families is important.

5.3. DELINQUENT ACTIVITIES

Literature suggests that parental monitoring of adolescents is especially important whether adolescents become delinquents. According to Patterson parental monitoring of adolescents was the most important

family factor in predicting delinquency, the parents of delinquents are less skilled than the parents of non delinquents. However; adolescents who are living with single parent and selected as a subject and case for this paper do not demonstrate delinquent activities (acts). That is adolescents or respondents from single parent family are not criminally delinquent. This is because three of the respondents responded that they neither break down the other person's dwelling nor burn it down to take property which means that they do not commit arson.

Most adolescents from single parent family are not also criminals of burglary because they said that they did not attempted to take another person's property by the threat of force or violence. So, it should be strengthened.

Almost all of the respondents have never engaged themselves in both violent crimes (such as affray, rape and attempt of rape, attempt of murder and kidnapping) and property crimes (such as arson, pocket lifting, purse snatching, shoplifting and bicycles).

Despite most respondents responded that they haven't involved themselves in violent crimes. Almost all i.e. three of them responded that they have been involved in one type of delinquent activity that is assault This may include simple conflicts like class room disputes. And only one adolescent responded that he takes the students mobile and sell it. In addition, there was an attempt of suicide by one of the respondents. However; Irrespective of this number and despite literature suggests adolescents from single parent are criminally delinquent, we can not say that they are criminally delinquent. This may be due to strong social forces or life style or it may be due to the strong side of the police commission if so, it should be appreciated.

Parents and others are important in reducing adolescent's drug abuse; social support which consists of good relationship with parent during adolescence substantially reduces drug abuse (Newcomb & Bentler as cited in Benokonities 2005). However; equal number of respondents two-two said that they chew chat and do not chew chat. This implies that growing in a single parent family is not a pre-request or determinant factor to make adolescents chew chat. Because, it may be the personality of the respondents who chew chat. As Brooks et.al. indicate that individuals with certain personality characteristics including anger, impulsivity, depression and achievement problems is one risk factor for them to be addicted to drugs. In connection with chewing the researcher had asked the respondents the reason of chewing and as they said, one of them chew chat for reading purpose and the other one chew chat to get relief and be relaxed. And both respondents who chew chat said that they usually chew chat. This is not an indication to conclude that they chew Chat because of their single parent hood. Because peer pressure, experimentation and purpose of the adolescent may contribute to chewing.

The same response was given by the adolescents from single parent family in assessment of alcohol abuse. That is two of them said that they drink alcohol and the remaining two said that they don't drink alcohol. Equal number and percentage of respondents responded differently; half drink half not drink means that we can not conclude that adolescents from single parent family drink alcohol or abuse alcohol. But to make the frequency of drinking alcohol brief or to investigate the intensity of drinking the researcher has asked the respondents and both of them drink alcohol sometimes. This implies that they are not alcohol abusers.

Despite the literature asserts that individuals with distant, hostile or conflicted family relationships are more likely to develop drug and alcohol abuse and these adolescents who abuse drug and alcohol are associated with a host of other problems, the respondents or cases of this paper are not drug and alcohol abusers in spite of their family structure. This may be due to lack of money, or the culture of the respondents that prevented them from being abusers of alcohol and drugs.

Respondents from single parent family were also requested to be interviewed in the four established sets of risk factors to investigate further if they attempt suicide or not. The four established sets of risk factors according to Steinberg include extensive family conflict, having experience of suicide in the family. family rejection and family disruption, and having psychiatric problems such as depression and substance abuse. These risk factors can indicate whether an individual attempt suicide or not.

Therefore, two respondents said that they have both family rejection and family disruption and an excessive family conflict. Three of the respondents said that they have extensive family conflict and only one of the respondent said that he has a psychiatric problems like depression and substance abuse. This means that each of the respondents have at least one risk factor from the four established sets of risk factors for attempting suicide. According to the literature this means that people who have one of this risk factor are significantly more likely to attempt suicide than their peers. And adolescents who have more than one risk factor are more likely to attempt suicide and dramatically attempt to kill themselves (Steinberg 1993). This implies that adolescents who are living with single parent family have a suicide attempt.

In addition, depression contributes to a person's potential to commit suicide (Zastrow) and all of the respondents said that they felt depressed. This implies in general that adolescents from single parent family do attempt suicide. However; none of the respondents have responded "yes" to the question "Have you ever attempted suicide "What makes these respondents restrained to say "Yes" directly even if they have the feeling? Anyhow counseling should be delivered to them.

Depression doesn't involve simply feeling bad. Rather it involves a collection of characteristics, feelings and behaviors which tend to occur in conjunction with each other. People experiencing this collection are referred to as depressed. These characteristics, feelings and behaviors includes a general feeling of being unhappy or blue, low-level of physical energy, problems in relating and interacting with others, guilt feeling, feeling of being stressed and burdened loss of appetite, pessimism and hopelessness, apathy and boredom and difficulty in sleeping (Zastrow). All respondents responded that they have feelings of being unhappy and feelings of pessimism and hopelessness. Three of the respondents have feelings of being stressed and burdened as well as irritability. In addition two have feeling of apathy and boredom and a sleep disturbance which is insomnia. Still one of the respondents have replied that they have loss of appetite and low level of physical energy. However, as we can insist from here none of the respondents replied or said nothing from the above characteristics, feelings and behaviors rather each of respondents have replied that they have more than at least three characteristics, feelings and behaviors. This implies that the adolescents are depressed. This may be due to the absence of one parent, the income difficulty to meet some physiological needs or the society attitude towards them. So, these factors have to be examined.

Some studies shows that individuals who are in single parent families during preadolescence continue to demonstrate adjustment difficulties during early adolescence even after two or three years. These problems typically seen in greater frequency among adolescents from single parent family includes higher rate of drug and alcohol abuse. More behavior problems and dropouts from school and a negative impact in interpersonal relationship with members of opposite sex (Hetherington as cited in kimml Dougales 1995).

As we can understand from the focused group discussion most of the cases or respondents from single parent family have psychological problems like feelings of depression, loneliness and feelings of being unhappy. Some respondents said that they have feelings of anger pessimism and hopelessness; still other has said that they have feelings of a sleep disturbance which is insomnia. This implies that adolescents from single parent family have faced a psychological problem. This may be due to the absence of their parent.

However, small numbers of respondents have said that they face a kind of social problem; lack of social support in the focused grouped discussion this may be because of the absence of their parent. This implies that there is no social problem they faced.

6. SUMMARY CONCLUSION AND RECOMMENDATION

6.1 SUMMARY

Some adolescents encounter serious psychosocial problems that disrupt not only their life but the life of those around them. Problems such as substance abuse, depression and suicide, eating disorders and disorders of conduct including crime and delinquency do affect a worrisome number of teenagers.

Some studies shows that individuals who are in single parent families during preadolescence continue to demonstrate adjustment difficulties during early adolescence even after two or three years. These problems typically seen among adolescents from single parent families includes higher rate of drug and alcohol abuse more behavior problems, poor school performance and drop out from school and a negative impact in interpersonal relationship with opposite sex in adulthood including higher rate of divorce.

The psychosocial problems of adolescents from single parent families in Jiren high school were identified aiming to investigate the psychosocial (psychological such as depression, suicide attempt and high school dropout and social such as delinquency and drug and alcohol abuse) problems of these adolescents.

A case study was employed to assess the psychosocial problems of adolescents living with single parent family in detail at Jiren Highs School. Due to the difficulty of sampling the subjects purposive non-probabilistic sampling technique was used aiming to get these adolescents directly. Questionnaires, interview and FGD (Focused group

discussion) were the Instruments used for data gathering. The questionnaire was also used to differentiate whether the adolescent's parenthood is intact or single.

Using Descriptive analysis methods (charts, tables, graphs and figures) it is identified that adolescents living with single parent families have psychological problems. This means, they are depressed, they attempt suicide and they are high school dropouts. However, the researcher assessed that they do not have social problems which means that they are not criminally delinquent and they are not drug and alcohol abusers.

Generally, Despite literature review asserted that adolescents who are living with single parent family have all psychosocial problems, it is identified that the subjects of this paper have only psychological problems. But social problems are not seen by these adolescents. This may be due to strong social bond which pertained them from engaging in social problems, or cultural barriers that prohibit or protect social problems.

6.2. CONCLUSLON

Aiming to investigate whether adolescents from single parent family are susceptible to depression, attempt suicide, are high school dropouts, are criminally delinquents and drug and alcohol abusers or not the researcher has employed a case study research desing.

Four purposively selected adolescents who are living with single parent family by non-probabilistic sampling technique has been studied in detail for the psychosocial problems they might have. This is due to the difficulty of finding the adolescents with single parent families that push the researcher to employ a case study rather than other research designs.

Descriptive analysis methods such as charts, tables, graphs and figures has been employed to present the data which is collected from the subjects and to give meaning to the data that is obtained from adolescents who are living with single parent family at Jiren high school.

As a result the adolescents who have been taken as cases of this paper have psychological problems. In other words; adolescents living with single parent family are susceptible to depression, the adolescents living win single parent family do attempt suicide and the adolescents living with single parent family are high school dropouts.

However, these adolescents do not have a social problem as the researcher have investigated. This means that adolescents from single parent family are not criminally delinquents and adolescents living with single parent family are not drug and alcohol abusers.

6.3 RECOMMENDATION

After conducting the research the researcher recommended the following points.

- For those who have suicide attempt assess the seriousness of the suicidal intent by asking questions about feelings, important relationships, who else the person has talked with and the amount of thought given to the means to be employed. If gun, pills and rope or other means has been procured and specific plan has been developed this is dangerous and it is recommended
 - √ To stay with the person
 - √ To help the person to have a professional counseling help.
- Psychologists should provide counseling services for adolescents living with single parent families to alleviate their psychological problems
- There should be counselor at school to deal with their personal and social problems
- Psychologists should attentively follow the adolescents and give counseling service because psychological problems may appear and reappear in their life later
- Family counseling is important and it is recommended that these adolescents should take family counseling.
- There should be a close follow up and supervision for these adolescents in proximity by families, counselors and the friends and relatives as well as the society as a whole to protect them from committing suicide.
- Both gos and NGOs should support those adolescents who are living with single parent family to solve their income difficulties.

- The School Teachers and professionals should help these adolescents in collaboration with the counselor to handle their problems.
- Families should discuss a problem together or “Enabling interactions” such as explanation, problem solving and empathy should exist.
- It is recommended to forget the popular stereotype of adolescents as “Normally Disturbed” by parents and teachers because they may fail to recognize genuine psychological problems when they appear.

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ANNEXES

JIMMA UNIVERSITY
FACULTY OF HUMANITIES AND SOCIAL SCIENCE
DEPARTMENT OF PSYCHOLOGY

Research questionnaire to be filled to assess the psychosocial problems of adolescents living with single-parent family in Jimma town a case of Jiren high school.

This questionnaire is demanded to be filled by sincerely respondents only for academic reason. That is the intention behind developing this questionnaire is only to fulfill the senior essay requirement for B.A in psychology. Dear respondents knowing the sole purpose of this questionnaire please fill appropriate and relevant information following the instructions each question has. Any kind of information will be kept secret:

N.B. The more you give appropriate information, the better it will be for
The researcher to investigate!!

PART ONE

1. Personal details: put a “√” mark on the box provided

- | | | |
|----------------|---|--|
| 1.1 Age | A. 10-15 years <input type="checkbox"/> | B. 15-21 years <input type="checkbox"/> |
| 1.2. Sex | A. Female <input type="checkbox"/> | B. Males <input type="checkbox"/> |
| 1.3. Grade | A. 9 th <input type="checkbox"/> | B. 10 th <input type="checkbox"/> |
| 1.4 Parenthood | A. single <input type="checkbox"/> | B. intact <input type="checkbox"/> |

PART TWO

2. Questions to assess psychological problems of adolescents with single- Parent family (i.e. depression, suicide attempt and high school dropouts).

2.1 Do you think that you feel depressed? A. Yes B. No

2.2 If the answer for the above question is 'yes' then why do you think that you felt depressed? _____

_____.

2.3. Have you ever attempted to kill yourself? A. Yes B. No

2.4 If your answers is 'Yes' for the above question, then why do you think that you attempted to kill yourself? _____

_____.

2.5. Have you ever thought that you have nothing forward to live?
A. Yes B. No

2.6 do you drink excessive alcohol or more than amount that your body and mind have control over it? A. Yes B. No

2.7 do you managed having lost rational thought on your life?
A. Yes B. No

2.8 Do you have a strong social support especially from the family relatives and friends? A. Yes B. No

2.9 Do you have feelings of loneliness and depression?
A. Yes B. No

2.10. Have you ever been interested to kill yourself in an organized?
Manner? A. Yes B. No

2.11 Do you have a boy or girl friend? A. Yes B. No

2.12 Do you have sickness now and then? A. Yes B. No

2.13 Have you ever attempted suicide in the past years?

A. Yes B. No

2.14 Do you leave the class before the regular time when all of the Students leave it? A. Yes B. No

2.15. If the answer for the above question is 'Yes', then why?

_____.

2.16 If the answer for the question 2.14 is 'Yes' then at what time do you leave it? Please encircle the letters for your answer!

- A. Right the home room teacher call our name
- B. in the second period C. At the break time
- D. In the fifth period

2.17. Do you make yourself adolescents from going to school?

A. Yes B. No

2.18. Where will you go to after you leave the class?

- A. I will go to home
- B. I stay outside the class but not intended to seat and learn
- C. I went to chewing rooms or cinema houses
- D. Pleas specify if any _____

_____.

2.19. Why do you think or what is your reason for leaving the class before the regular time. _____

_____.

INTERVIEW PART

Put a '√' mark on the box for the following characteristics that best describes your own feeling

1. To assess depression

- A. A feeling of being unhappy B. Low level of physical energy
C. A problem in interacting and relating with others
D. Feeling of Guilt
E. Feeling of being stressed and burdened
F. Loss of appetite G. Pessimism and hopelessness
H. Apathy and boredom I. Headaches J. Irritability
K. Difficulty in sleeping: Insomnia Hypersomnia

II. To assess suicide attempt

- A. Psychiatric problems (Depression or substance abuse)
B. Having a history of suicide in the family
C. Experiencing family rejection or family disruption
D. Extensive family conflict

PART-THREE

Questionnaire to assess the social problems (i.e. delinquency and drug and alcohol abuse by adolescents who are living with single parent family in Jiren high school:

3.1 From the following by which type do you find yourself?

- A. Purse snatching
- B. Pocket lifting
- C. Shoplifting
- D. Bicycles
- E. None
- F. If any please specify _____

_____.

3.2. Do you break down the other person’s dwellings or burn it down so That you want to take property from them?

- i. Burn down A. Yes B. No
- ii. Break down A. Yes B. No
- iii. Neither break down nor burn down

3.3 Of the following which one was practiced or being practiced by you?

- A. Affray B. Assault C. Rape or attempt of rape
- D. Attempt of murder E. Kidnapping

3.4. Have you ever engaged to take another person’s property by the threat of force or violence. A. Yes B. No

3.5. If the answer for the above question is ‘Yes’; then why?

_____.

3.6. Do you chew chat? A. Yes B. No

3.7. If the answer for the above question is ‘Yes’ then how often do you Chew chat?

- A. Always B. Usually C. Sometimes D. Never

3.8 Can you tell me your reason for chewing chat please?

3.9 Do you drink alcohol? A. Yes B. No

3.10 Which type of alcohol A. Tej B. Tela & Filter
C. Beer D. Areke E. All of them

3.11 If your answer for the above question is 'Yes' then how often do you
drink alcohol? A. Always B. Usually C. Sometimes

3.12. What is your reason for abusing alcohol? Please write down your
reason _____

FGD (focused Group Discussion)

1. What kind of psychological problems do you face because you are living with single parent family?
2. What kind of social problems do you face because you are living with single parent family?

Joyful life for you. Thank you!!

ጅማ ዩኒቨርሲቲ

ሒውማኒቲ እና ህብረተሰብ ሳይንስ ፋኩልቲ

ገቢያት ትምህርት ጽ/ቤት

በጅማ ከተማ ጅሬን ሁለተኛ ደረጃ ትምህርት ቤት ውስጥ ያሉ ከእናታቸው ወይንም ከአባታቸው ጋር ብቻ የሚኖሩትን ወጣቶች ስነልቦናዊ እና ማህበዊ የሆኑ ችግሮችን ለመለየት የተዘጋጀ መጠይቅ

ይህ መጠይቅ በውድ ተጠያቂዎች እንዲሞላ የተፈለገው ለትምህርት ጉዳይ ብቻ ነው። ማለትም ይህንን መጠይቅ ለማዘጋጀት እና ለመጠየቅ የተፈለገው በሳይኮሎጂ የመጀመሪያ ደገሪን ለማግኘት የሚያሟላ ጥናታዊ ፅሁፍ ለማዘጋጀት ተብሎ ነው። ውድ ተጠያቂዎች የዚህን መጠይቅ ዋና አላማ በጥልቅ በመገንዘብ ጠቃሚ እና አስፈላጊውን መረጃ እንድትሰጡ ስል በትህትና እጠይቃለሁ። ማንኛውም መረጃ እያንዳንዱ ጥያቄ በያዘው ትዕዛዝ መሰረት መልስ በሚስጠርነቱ ይጠበቃል።

ማሳሰቢያ: አስፈላጊውን እና ጠቃሚውን መረጃ በሰጣችሁ ቁጥር ጥናቱን ለማሳካት ሰው ጥሩ ነገር ያገኛል።

ክፍል አንድ

1. ፅላ ር ር / መልክት በተሠጠው ሳጥን ውስጥ ያስቀምጡ
 - 1.1 ት-ሜ ከ 10 - 15 ዓመት ከ15 21 ዓመት
 - 1.2 ኖታ ሴት ወንድ
 - 1.3 ር ር 9ኛ 10ኛ
 - 1.4 የወላጅ ሁኔታ 1 አላባት ወይም አእናት ብቻ ጋር የሚኖር
2 ከሁለቱም

ክፍል ሁለት

2. ከእናታቸው ወይም ከአባታቸው ብቻ የሚኖሩ ወጣቶችን ስነ ልቦናዊ ችግር ለመለየት የተዘጋጀ መጠይቅ ማለትም ድብርትን፣የራስ ማጥፍትንን እና ከትምህርት ቤት መውጣትን:

2.1 የድብርት ስሜት ይኖረኛል ወይም አለኝ ብለህ ሰባለህ/ሽ?

1 አዎ 2 አይደለም

2.2 ከላይ ለተሰጠው ጥያቄ መልስህ/ሽ አዎ ከሆነ ለምን ይመስልህል/ሻል

ትብርት ስሜት የተሰማህ/ሽ?-----

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2.3 ራስህን /ሽን ለመፅ ል ሞ ረህ /ሽ ታወቃለህ /ቂያለሽ ? 1 አዎ 2 አይደለም

2.4 ከላይ ለተሰጠው ጥያቄ መልስህ/ሽን አዎ ከሆነ ራስህን/ሽን ለማጥፋት

የሞከርከው/ሽው ለምን ይመስልህል /ሻል/ _____

2.5 ወደፊት ስለምንም አልኖርም ብለህ/ሽ አስበህ/ሽ ቃለህ (ሽ) ?

አዎ አይደለም

2.6 ከመጠን ያለፈ አልኮል ማለትም አካልህ/ሽ እና አእምሮህ/ሽ ከሚቆጣጠረው በላይ

ትጠጣለህ/ሽ ? አዎ አይደለም

2.7 በህይወትህ/ሽ ለመኖር መሰረታዊ ምክንያት አጥተሽ/ህ ታወቃል / ቂለሽ ?

አዎ አይደለም

2.8 ከቤተሰቦችሽ ከዘመዶችሽ ወይም ከጋደኞችህ/ሽ ጠንካራ የሆነ ድጋፍ አለህ/ሽ ?

አዎ አይደለም

2.9 የብቸኝነት እና የድብርት ስሜት አለህ/ሽ? አዎ አይደለም

2.10 በተደራጀ መንገድ ማለትም ለምሳሌ ጊዜ ሰጥተህ/ሽ አስበህበት/ሽበት እራስህን/ሽን

ለማጥፋት ሞክረህ/ሽ ቃለህ/ሽ አዎ አይደለም

2.11 የህይወት ጓደኛ አለህ /ሽ ? አዎ አይደለም

2.12 ተደጋጋሚ የሆነ ህመም አለብህ ? አዎ አይደለም

2.13 በአለፉት ዓመታት ውስጥ ራስህን/ ሽን ለማጥፋት ሞክረህ /ሽ ታውቃለህ /ሽ?
አዎ አይደለም

2.14 ሁሉም ተማሪዎች ከሚወጡበት የተለመደ ሰዓት ውጭ ትምህርት አቋርጠህ/ሽ
ትወጣለህ/ሽ? አዎ አይደለም

2.15 ከላይ ለተሰጠው ጥያቄ መልስህ/ሽ አዎ ከሆነ ለምን?

2.16 ለጥያቄ ቁጥር 2.14 መልስህ /ሽ አዎ ከሆነ መቼ ነው ትምህርት አቋርጠህ/ሽ
የምትወጣው/ጭው? መልሱን የያዘውን ፊደል አክብብ /ቢ

ሀ/ የስም ጠሪው ገብቶ ስም እንደተጠራን

ለ/ ለሁለተኛው: አ ለ ቺ

ሐ/ በእረፍት ጊዜ

መ/ በአምስተኛ አ ለ ቺ

2.17 ትምህርት ቤት ከመምጣደት ቀርተህ ታውቃለህ/ሽ አዎ አይደለም

2.18 ትምህርት መማር አቀርተህ ከክፍል ከወጣህ/ሽ በኋላ የት ትሄዳለህ / ጃለሽ ?

መልሱን የያዘውን ፊደል ክብብ/ቢ

ሀ/ ወደ ቦታ ሄቴለው:

ለ/ ከክፍሉ ውስጥ እወጣለሁ ነገር ግን ቁጭ ብሎ መማር አልፈልግም

ሐ/ ወ መቃሚ እና ፊልም ቤቶች ሄቴለሁ

መ/ ሌላ መልስ ካለ እባክን ይዘርዝሩ _____

2.19 ከተለመደው ሰአት ውጭ ክፍሉን ለቅቆ ለመውጣት ምንድነው ምክንያትህ/ሽ

ቃለ መጠይቅ

ለሚከተሉት ባህሪያት የራሴን ስሜት በሚገባ ይገልጹልኛል በምትለው /ይወ. የ/√/ ምልክት አስቀምጥ /ጭ

I. የድብት ስሜትን ለመለየት

- ሀ/ ስተኛ ያለመሆን ስሜት
- ለ/ ትካም ስሜት
- ሐ/ ከሰዎች ጋር ለመቅረብም ሆነ ለመግባባት መቸገር
- መ/ ያተኛነት ስሜት
- ሠ/ የውጥረትና የጫና ስሜት
- ረ/ የምግብ ፍላጎት መቀነስ
- ሰ/ ተስፋ የመቁረጥና የጨለምተኝነት ስሜት
- ሸ/ የደንታ ቢስነት እና የስልጅነት ስሜት
- ቀ/ ራስ ምታት
- በ/ የመበሳጨት ስሜት
- ተ/ እንቅልፍ መዛባት ሀ/ እንቅልፍ ማጣት ለ/ በጣም መተኛት

የራስ የማጥፋት ሙከራን ለመለየት

- ሀ/ የአእምሮ ችግሮች እንደ ድብርት እና ሱሰኝነት
- ለ/ ለቤተሰብ ውስጥ ራስ ለማጥፋት ሙከራ ከነበር
- ሐ/ ቤተሰብ መተወ፤ እና ያለ ማስቀረብ
- መ/ ከባድ የሆነ የቤተሰብ ግጭት

ክፍል ሶስት

ከአባታቸው ወይም ከእናታቸው ጋር ብቻ የሚኖሩ የጅሬን ሁለተኛ ደረጃ ትምህርት ቤት ወጣቶች ማህበራዊ ችግሮች እንደ ስህተቶችና ወንጀሎች፣ ሀላፊነት አለመወጣት አልኮል መጠጣት ወይም መቀም

3.1 ከሚከተለው ውስጥ በየትኛው ትሳተፋለህ/ሽ የ√ ምልክት አስቀምጥ/ጭ

ሀ/ የገንዘብ ቦርሳ መቀማት

ለ/ ከኪስ ውስጥ ገንዘብ መውሰድ

ሐ/ ሱቅ መገረስ

መ/ ሳጠጠ መስረቅ

ሰ/ ምንም

ረ/ ሌላ ካለ እባክህን/ሽ ዘርዘር _____

3.2 የሌላን ሰው መኖርያ ወይም ቤት ሰብረህ ገብተህ ወይም አቃጥለህ ንብረት

ለመገረስ ሞረሀል /ሻል ወጣም ርጋሀል/ሻል?

ሰብሬ ገብቻለሁ አዎ አይደለም

አቃጥያለሁ አዎ አይደለም

ሰብሬም አልገባሁ አላቃጠልሁምም

3.3 ከሚከተሉት መካከል የትኞቹ በአንተ ወይም በአንች ሲሠሩ ነበሩ ወጣም

ሠሩ ናቸው የ ምልክት አስቀምጥ/ጭ

ሀ. ብጥብጥ ማስነሣት ለ. ድብድብ

ሐ. ጠለፋ ወይም የጠለፋ ሙከራ መ. የግድያ ሙከራ

ሠ. አፍኖ መውሰድ

3.4 በኃይል ወይም በግርግር የሌላን ሰው ንብረት ለመውሰድ ሞክረህ ታውቃለህ

ሀ. አዎ ለ. አይደለም

3.5 ከላይ ለተሠጠህ ጥያቄ መልስህ “ አዎ “ ከሆነ ለምን?

3.6 ጫት ትቅማለህ? ሀ. አዎ ለ. አልቅምም

3.7 ከላይ ለተጠቀሰው ጥያቄ መልስህ አዎ ከሆነ ለምን ያህል ጊዜ ነው የምትቅመው

ሀ. ሁልቺ ለ. አብዛኛውን ጊዜ ሐ. አንዳንዴ መ. ምንም

3.8 ለምንድን ነው ጫት የምትቅመው/ሚው _____

3.9 አልኮሆል ትጠጣለህ/ሽ? ሀ. አዎ ለ. አልጠጣም

3.10 የትኛውን? ሀ. ላ እና ፍልተር ለ. ሐ. አረቄ

መ. ቢራ ሠ. ሁሉንም

3.11 ከላይ ለተራ ቁጥር 3.9 ለተሠጠው ጥያቄ መልስህ/ሽ አዎ ከሆነ ለምን ያህል ጊዜ

ነው የምትጠጣ/ጭ? ሀ. ሁልቺ ለ. አብዛኛውን ጊዜ ሐ. አንዳንዴ

3.12 የአልኮሆል ሱሰኛ ለመሆንህ ምክንያትህ/ሽ ምንድን ነው?

ቡድን ተኮር ወይይት

1. ከአባታችሁ ወይም ከእናታችሁ ብቻ በመኖራችሁ ያጋጠማችሁ ስነ-ልቦናዊ ችግሮች ምን ምን ናቸው?
2. ከአባታችሁ ወይም ከእናታችሁ ብቻ በመኖራችሁ ያጋጠማችሁ ማህበራዊ ችግሮች ምን ምን ናቸው?

ስተኛ ህይወት ለእናንተው ትሁን!! አመሰግናለሁ::