THE EFFECTS OF PARENTAL DIVORCE ON ADOLESCENTS: A FOCUS ON
THE DIMENSIONS OF THE WELLNESS MODEL

BY

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STUDENT’S DECLARATION

I, the undersigned, declare that this is my original work and that this work has not been submitted to any other college, institution or university other than the United States International University, Nairobi for academic credit.

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ABSTRACT

This study sought to examine the effect of parental divorce on adolescents while focusing on the dimensions of the wellness model. A sample of 100 adolescents was purposively selected for the study. The data collection instrument was a questionnaire. After data had been collected, data analysis was done in order to answer the research questions. The research findings and conclusions on the effect of parental divorce is on the well-being of adolescents will be reported. The study revealed that there was a positive significant correlation between parental divorce and social wellbeing, emotional wellbeing, intellectual wellbeing.

The study concludes that there was a positive significant correlation between parental divorce and social wellbeing. The study also concludes that there was a positive significant correlation between parental divorce and emotional wellbeing. It can also be concluded that there is a positive relationship between parental divorce and spiritual wellbeing. The study further concludes that parental divorce appears to lower the well-being of children. The study further concludes that the estimated effects are generally strong. These strong effect sizes can be interpreted in two ways.

The study recommends that in future studies, it would be important to account for a complete list of different family structures. For example, we could include same-sex families. In the current study we only accounted for single, married and divorced families which may have limited participants’ options if they described their family structure in a different manner. Also, for researchers interested in family relationships and attitudes, it is important to collect data from a diverse population of participants.
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DEDICATION

To my wonderful mother, Lucy. You have been a strong pillar throughout the seasons of my life; I truly appreciate your presence and support. Long live mama!
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Chapter 1

Introduction and Background

1.0 Introduction

This chapter presents the background of the study, the problem statement, the hypothesis, the objectives, scope as well as the significance and limitations of this study. The study investigates the effect of parental divorce on adolescents’ based on the wellness model.

1.1 Background of the Study

The marriage institution in the recent years has been facing increased cases of irreconcilable differences that have led to increased rates of divorce cases (Reiter, Hjorleifsson, Breidablik & Meland, 2013). In most cases, all the stakeholders who include the couple undergoing the divorce and the children involved in the divorce process are affected by the changes happening in one way or another.

According to Newman and Newman (2015), people get married with the hope of having a lifetime satisfying union with their partner. These people marry for love, for companionship, for friendship, for a family, for financial stability and for intimacy among other reasons. The idea of staying married and having children while growing old together is the image most people who get married have. This is however sometimes not the case. Marriage is an institution that has been facing numerous challenges in the past and many people end up getting into divorce which affects the well-being of their children.

Amato (2012) says that divorce has a great impact on children who are below the legal age of 18 years that are caught up in the middle of the fights between the divorcing parents;
these adolescents who are just beginning a crucial stage of their life which leads into adulthood on completion of adolescence are greatly affected by parental divorce.

Adolescence includes those between 12-18 years who are just starting to learn major life competencies such as managing emotions and all the changes going on in their bodies during this stage, developing a healthy lifestyle, concern about future career prospects, dealing with peer groups, dealing with family dynamics, learning interpersonal communication skills, self-awareness, growth and self-esteem issues among many other life competencies they have to develop as well as issues that are dealt with at this particular stage (Agochiya, 2010). The observation of a rise in divorce cases raises a major concern of its effect on adolescents at this particular developmental stage of life who are already facing very many changes happening in their life. This increases chances of parental divorce affecting their social, emotional, intellectual and emotional well-being (Adofo & Etsey, 2016).

There are increased cases of families breaking up in Nairobi and Kenya in general unlike in other regions in East Africa (Tumuti, Ireri & Tumuti, 2012). This makes it a unique location to conduct this study in. Children’s reactions to divorce vary depending on the family level and characteristics, the level of conflict, gender, individual temperament, parents’ emotional reactions and amount of time spent the adolescent spent with each parent (Brooks, 2011). Some adolescents become aggressive and insecure as a result of parental divorce while others become more caring and completely adjust to the new family set up especially if they were properly prepared for the divorce or if their family environment was filled with spousal violence, abuse or severe conflict divorce comes as a relief to such adolescents (Strong, DeVault & Cohen, 2008).
1.2 Statement of the Problem

Divorce has been on the rise in Kenya especially in the urban centres in the recent years. The children and adolescents entangled in parental divorce mostly have no say in the process yet the divorce equally affects them as much as it affects the parents involved. In some instances, the divorce affects an individual’s commitment to long term relationships for a lifetime where this commitment declines (Ackerman, 2006). There are varying reasons why some marriages have become ineffective in the current society leading to a breakdown of the marriage institution.

Adolescents who experience parental divorce are greatly affected by the changes happening in their families. In most cases, these children have been living together with both parents so parental divorce brings with it challenges and changes that they have to cope with such as living only with the custodial parent in addition to all the bodily changes they are dealing with as they get into puberty. The presence of a mother and a father are all crucial in bringing up a wholistic adolescent. The absence of one of the parents poses a major threat to the well-being of the adolescent in regards to their social, emotional, intellectual and emotional well-being according to Wolfinger (2005). This study will investigate the effect of parental divorce on adolescents’; the focus being on the social, emotional, intellectual and spiritual dimensions of the wellness model in Nairobi, Kenya.

1.3 Purpose of the Study

This study sought to investigate the negative effects that parental divorce has on the social, emotional, intellectual and spiritual well-being of adolescents. According to Ackerman (2006), both cooperative and adversarial divorce is harmful to adolescents. The consistent presence of the mother or father changes after divorce because the adolescent has
to live with one parent or alternate between living some periods with the mother and other times with the father. This affects the full time presence of both parents, which disorients the adolescent.

At this particular stage of development, the adolescent is maturing physically, intellectually, emotionally, socially, spiritually and in every other aspect. As this happens, they use both parents as consultants, coaches and a support system (Brooks, 2011). The exposure to divorce and the conflicts that come with the divorce process therefore greatly affect how the adolescent turns out after the divorce in terms of their social, emotional, intellectual and spiritual well-being as they observe what happens to their parents during the divorce as well as observing the conflicts that were happening between the parents during the period prior to the divorce.

In some cases, parental divorce is known to cause trauma to adolescents as they deal with the loss of one parent especially in cases where contact with that one parent is completely cut out. According to Rothschild (2011), trauma is defined as an experience that threatens life or bodily integrity and is associated with loss whether of property, a spouse, a parent or anything that is of value to the individual. This study will therefore help understand the effect of parental divorce inorder to be able to help the children of divorce.

1.4 General Objective

The general objective of this study was to investigate the effects of parental divorce on adolescents; the focus will be on the dimensions of the wellness model. The specific objectives of the study will involve investigating the relationship between parental divorce and the social, emotional, intellectual and spiritual well-being of adolescents.
1.5 Specific Objectives

1. To determine the relationship between parental divorce and the social well-being of adolescents.
2. To establish the relationship between parental divorce and the emotional well-being of adolescents.
3. To determine the relationship between parental divorce and the intellectual well-being of adolescents.
4. To investigate the relationship between parental divorce and the spiritual well-being of adolescents.

1.6 Research Questions

1. What is the relationship between parental divorce and the social well-being of adolescents?
2. What is the relationship between parental divorce and the emotional well-being of adolescents?
3. What is the relationship between parental divorce and the intellectual well-being of adolescents?
4. What is the relationship between parental divorce and the spiritual well-being of adolescents?

1.7 Significance of the Study

The results of this study may provide useful information that can be used as a guide in handling adolescents that have experienced parental divorce. Divorce was not as common as it currently is in Kenya (Tumuti, Ireri & Tumuti, 2012). This is because earlier on, people believed in patience, compromise, understanding and working on the marriage institution
during difficult times. The African culture also allowed for polygamy incase a man felt the need for a change and most of the times, the African women were accepting of this and even helped their partner in the search of a second wife (Makofane & Mogoane, 2012).

The polygamous culture has changed, tolerance in difficult times has been on the decline, women are now financially stable and are not scared of walking out of a dysfunctional marriage and the men will also serve divorce comfortably when they feel the union is no longer working (Strong, DeVault & Cohen, 2008). This study therefore becomes important in order to help understand the effects divorce has on adolescents with the aim of ensuring that this group is well dealt with during the parental divorce process.

The research findings helps ensure that adolescent’s wellness is fully taken care of so that they grow up as complete healthy wholistic human beings. This information will be useful to parents that have or are undergoing divorce, schools and teachers of adolescents, leaders such as judges tasked with divorce proceedings in courts, spiritual leaders, organizations that have to deal with parents undergoing divorce that have adolescent children as well as use the findings of the study to educate adolescents on the expected possible changes during parental divorce (Strong et al., 2008).

1.8 Scope of the Study

The scope of this study was one hundred adolescents in Nairobi County, Kenya who have experienced parental divorce. The sample size was selected by convenience through snowballing, which is a non-probability sampling. The data was collection by administering questionnaires.
1.9 Limitation of the Study

The method of data collection adopted was likely to pose a threat of bias to the validity of data obtained by self-report because some participants may not have been completely truthful in their responses. Some may twist the truth; others may hide some information when responding while others may completely lie about their experiences with parental divorce. To mitigate this, the adolescents were encouraged to speak the truth and the importance of sharing their experiences truthfully explained.

Another limitation was the fact that human beings prefer to leave the past where it belongs, in the past. This meant that some respondents were not willing to talk about their experiences with parental divorce or in some cases, the parents of the adolescents who had to sign consent forms on behalf of the adolescents were not comfortable having their children talk about all the bad things that happened before, during and after the divorce. To mitigate this, both the adolescents and parents were assured of confidentiality and that this was a safe process to help them feel comfortable and safe to participate. This was achieved by being objective and non-judgmental to the participants and their parents.

1.10 Definition of Terms

Adolescents

Adolescence is a stage that begins with the onset of puberty to legal adulthood. This developmental stage is the transitional stage of growth between childhood and adulthood. The years for this stage of development are 12-18 years though it may begin earlier and end later. The stage is characterized by physical changes, cognitive development, spiritual and emotional growth, new found sexual interests as well as increased peer and social relations (Newman & Newman, 2015). During this period, the adolescent’s main challenge is to
develop a meaningful sense of self while enjoying the thrills of this stage as their social networks widen, experience new levels of emotional intensity, develop new intellectual abilities and social skills. According to Newman and Newman (2015), a supportive environment is important during this period of life development inorder to help the adolescent acquire new appreciation of their interdependence with family, friends, community and culture.

**Parental Divorce**

Divorce is the legal dissolution of a marriage. Parental divorce is linked to children’s loss of the family unit of a mother, father and children. According to Brooks (2011), the changes of divorce that include new households, changes in finances, changes in parents’ plus adolescents’ mood or behavior and increased responsibilities cause stress to all the parties involved. The divorce can either be adversarial or cooperative divorce. According to Ackerman (2006), an adversarial divorce is one that leads to court battles because the parents are not able to agree peacefully while cooperative divorce is one that involves the parties involved meeting, discussing issues and peacefully divorcing without going through legal proceedings.

**Well-being**

Well-being refers to the state of being happy, healthy, or prosperous (Newman & Newman, 2015).

**Social Well-being**

Hettler (1976) defines social well-being as the power to make willful choices to enhance personal relationships and important friendships as well as build a better living space and community. This dimension states that it is better to live in harmony with others
and our environment than to live in conflict. Social well-being encourages better communication with those around us. This helps individuals attain peace and contentment within as they are socially connected to their community.

**Emotional Well-being**

Emotional well-being is defined as the awareness and acceptance of one’s feelings (Hettler, 1976). It involves the degree to which an individual generally feels positive about self and life which includes the ability to manage one’s own feelings, developing autonomy, the ability of an individual to be able to cope well with stress, being able to maintain satisfying relationships with others, ability to effectively manage conflicts and application of emotional intelligence on a day to day basis in various situations.

**Intellectual Well-being**

Intellectual well-being refers to one’s creative and stimulating mental activities an individual expands his or her knowledge, skills and engages in continuous learning while discovering their potential for sharing his or her gifts with others (Hettler, 1976). Every person needs to engage in activities that sharpen their brain and teach them new things consistently. This is linked to academic performance of an individual throughout their life.

**Spiritual Well-being**

Hettler (1976) states that spiritual dimension of the wellness model is linked to the search for meaning and purpose in human existence. This includes developing an appreciation for the natural forces that exist in the universe and as we do this, we achieve peaceful harmony between internal personal feelings and our external environment. Spiritual well-being involves individuals understanding the meaning of life and creating
own values or beliefs while being tolerant to the beliefs of others. This helps attain connectivity with self, those around and higher forces around us.

**Internalizing Problems**

Adofo & Etsey (2016) define internalizing problems as those issues whose central feature is disordered mood or emotion. This includes problems such as anxiety, depression, withdrawal, insecurity, nervousness and low self-esteem.

**Externalizing Problems**

According to Adofo & Etsey (2016), externalizing problems are those problems which are related to anti-social behaviour such as aggression and delinquency.

**Depressed Mood**

According to Newman & Newman (2015), this refers to feelings of sadness, a loss of hope, a sense of being overwhelmed by demands of the world, and a general unhappiness. This can be followed by depression or depressivity which is defined as feelings of being intensely sad, miserable, and or hopeless. Some individuals have an absence of feelings; difficulty recovering from such moods; pessimism about the future; pervasive shame or guilt; feelings of inferior self-worth; and thoughts of suicide and suicide behaviour (American Psychiatric Association, 2013).

**1.11 Chapter Summary**

This chapter serves as an introduction to the research proposal by introducing the topic of study, which is the effect of parental divorce on the social, emotional, intellectual and spiritual well-being of adolescents’. The first section provides the background information of the study. The second section discusses the problem statement. The third
The next chapter is chapter two which will provide literature review for the four specific objectives of the study. This literature review chapter will discuss the following:
The introduction of parental divorce, adolescence as a stage of development through life and the first research question on the relation between parental divorce and the social well-being of adolescents. The next part of the review will analyse the relationship between parental divorce and the emotional well-being of adolescents. The third part of literature review will discuss the relationship between parental divorce and the intellectual well-being of adolescents. Finally, the review will analyse the relation between parental divorce and the spiritual well-being of adolescents.
Chapter 2

Literature Review

2.1 Introduction

This chapter will present review of literature on the effect of parental divorce on the social, emotional, intellectual and spiritual well-being of adolescents. Theories, work done by other authors earlier on this topic and journals will be discussed with the aim of exploring what effect parental divorce has on adolescents. Section 2.2 will review the relation between parental divorce and the social well-being of adolescents. Section 2.3 will look at the relationship between parental divorce and the emotional well-being of adolescents. Section 2.4 will explore the relationship between parental divorce and the intellectual well-being of adolescents. Section 2.5 will discuss the relation between parental divorce and the spiritual well-being of adolescents. Lastly, section 2.6 will summarize the content discussed in this chapter of literature review.

2.2 Literature Review

2.2.1 The Relation between Parental Divorce and the Social Well-being of Adolescents

The institution of marriage involves two individuals who have come together in union with the hope of spending their whole life married and building a family together as a complete family unit comprising of the couple and their children. A fulfilling and highly satisfying marriage is a critical factor in achieving happiness throughout life (van Pelt, 2008). Staying married has however become a difficult task, challenges such as poor communication, living with an imperfect mate, nagging partner, destructive habits, lack of
coping skills in times of conflicts, unaddressed sexual issues, financial challenges and a busy work schedule have greatly contributed to the rise in marriages failing.

The failure of marriages has negatively affected the social well-being of adolescents caught up in the marital conflict that leads to parental divorce. The family is viewed as the basic unit of a society that provides growth and development of its members through human interaction, emotional bonding and enduring relationships (Agochiya, 2010). The family environment is very crucial for an adolescent in enabling them cope with life issues and day-to-day challenges during this crucial stage of development. Through guidance from parents, the adolescent is able to comfortably deal with conflicts, shape their behaviour and actions as well as learn how to effectively bond with both the family and those in the external world such as friends in school.

Social well-being means that the adolescent is healthy and happy in regards to relationships. Such an individual is able to make prudent choices in terms of forming personal relationships and building a better community. Wolfinger (2005) cites that parental divorce affects the offspring in that family social behavior largely. This also indicates that children who have experienced parental divorce have higher chances of experiencing divorce in their own marriages. The main focus of social well-being dimension is that the adolescent lives in harmony with others and the environment as stated by Hettler (1976).

The period of adolescence ranges from about twelve to eighteen years with onset of puberty to legal adulthood. It is a transitional period from childhood to adulthood. During this period, the adolescent is growing in terms of social skills. This is because they have to relate with those around them whether at home or away from home. The adolescent values peer relations and forms cliques which is a group of five to ten friends that creates a
framework for frequent interactions both when at school and in the neighborhood (Newman & Newman, 2015). These individuals may also fit into crowds which are based on similar characteristics such as looks, athletic interests, social economic class, race, academic objectives, future plans or any other interests that socially bring these individuals together.

Parental divorce during this stage of life has a great impact because the adolescent is still getting socialized into the society. Though peer relations are very crucial for an adolescent, those interactions still take place within continuing close relationship with family members. This depicts that the family unit is still considered very important for an adolescent and divorce destabilizes this by breaking up the ideal family set up. According to Newman & Newman (2015), adolescents try to achieve autonomy during this stage of development and may not seek advice from parents but mostly from their peers, which means having a social system is very crucial for them at this stage of life.

Though they prefer seeking help from peers, the closeness and union with parents is still valued and when a serious problem arises, they seek advice from the parents. Adolescents who continue to experience parental warmth also report lower levels of distress than those who report more distant relationship with parents. Those with distant parents may report depressed mood more than their peers who are enjoying the warmth of their parents. Conflicts arise regularly between adolescents and their parents as they interact such as on issues on household chores, curfews, friends, spending of money, going out to parties, school performance among other issues (Amato, 2012).

As the adolescents engage with their parents in resolving such problems, their social skills are being sharpened hence encouraging their social well-being. Secure attachments at home leads to better social skills with the world. Parental divorce disorganizes this process
because the adolescent’s normal growth process is affected as the individual focuses their energy on dealing with the current changes happening at home. Rosnati, Barni and Uglia (2014) state that adolescents from divorced families attribute great importance to hedonism whereby they indulge in activities focusing on self-indulgence and enjoying life, like stimulation by having a varied life and being daring. These adolescents adhere less to conformity, they may be disobedient and low on self-discipline as compared to their peers who are living with both parents in a marriage setting.

The adolescents who have experienced parental divorce experience significant loss of their close relationships such as close family friends, extended family members especially from the side of the parent that they no longer stay with and other social changes such as having to form new friends as they move school or homes if this comes with the divorce (Amato, 2012). Parental divorce destabilizes the teenager and affects their ability to form healthy social relationships and be in harmony with the community. As they lose these significant relationships, they start changing their perspective on social relationships.

Makofane and Mogoane (2012) state that parental divorce has a great impact on adolescents who start by grieving then begin on a journey of self-judgement, fear, guilt and anger. The process negatively affects how they relate with other people and the community with some of these adolescents becoming reserved and refusing to form any social relationships. In some instances, if the period before parental divorce was very difficult and domestic violence was involved, the adolescent will avoid forming friendships especially with the gender of the parent that was violent due to prejudices formed during the violent pre-divorce period.
Esmaeili (2011) says that adolescents that have been exposed to parental divorce are at a higher risk of delinquency, adjustment problems, aggression, antisocial behaviour, depression, anxiety and low self-esteem. These difficulties affect the adolescent negatively and lead to social problems. An adolescent that engages in delinquent practices will for example constantly find themselves in trouble with the law, school or community where they live in. Social well-being involves being in harmony with the community and those around and so delinquent behaviour takes away this harmony (Mucaj & Xeka, 2015).

The internalizing and externalizing problems are all associated with withdrawal of parental love and warmth especially the parent that moves away during the divorce (Mucaj & Xeka, 2015). The adolescent in some cases feels lost and confused with having to deal with the bitterness associated with the divorce process. Feelings of inadequacy may crop in some times which affects the social well-being of this adolescent. The feelings of inadequacy may make the teenager isolate themselves and not socialize with others if they feel they are not good enough or that the parent who left the home after divorce did so because they did not love this teenager.

Conflicts linked to parental divorce are characterized by parent’s communicating in a manner that is not polite, constant parental battles and hostility which can be traumatic and stressful for the adolescents (Esmaeili, 2011). Adolescents pick up this as a way of interacting since they are learning from the environment and those around them. They tend to view this as the norm in social interaction, which may lead them into trouble or having strained relationships with those around them if they use aggression on their friends which they have learnt from home.
The strained relationships cause an imbalance in their social well-being (Esmaeili, 2011). The lack of warmth of a father and mother are both independently related to externalizing problems. This means that the adolescents that receive both motherly and fatherly love are considered healthier in terms of social well-being. Sometimes the parents going through a divorce express their anger by being hostile to their children; the parents sometimes become withdrawn hence neglect the children and are inconsistent with control, monitoring and discipline on the adolescents as they dealing with the loss of their partner.

This neglect leaves the adolescent with no one to guide them socially thus affecting them negatively in terms of learning healthy social skills and living in harmony with those around and the community. Makofane & Mogoane (2012) state that parental divorce involves one parent moving out. If the adolescent has to move together with that parent, the move causes a change in the residence and school, thus destabilizes the current social networks of the adolescent. As this happens, the teenager has to adapt to another environment, new school, new neighborhood and all the changes that come with the divorce. Some adolescents have high coping mechanisms and will adjust to the changes quickly while others have low coping skills based on their personality which makes it difficult to adjust to the changes and hence negatively affecting their social well-being.

The impact in some instances affects the adolescents even as they move onto the next stages of development. According to Cui, Fincham and Durtschi (2010), adolescents that have experienced parental divorce as they grow up become young adults who are open to divorce and hence will not hold on to social relations that are not functional. The individual does not go out of their way to work extremely hard at relationships and having harmony with the community because they are open to the fact that if things do not work out
in friendships, community unions or any other aspect linked to their social well-being, they can comfortably walk away or abandon it.

Mucaj and Xeka (2015) suggest that the effect of parental divorce is highly associated with changes in perception, beliefs and attitudes by the adolescents. The adolescents are highly preoccupied with how others view them which makes them want to keep to themselves to avoid being judged based on their new status as children of divorce. The personality of the teenager may also change in a negative way as they experience parental divorce which eventually affects negatively their social well-being. The affected adolescents are at a higher risk of behavioral and social disorders in comparison to their peers who have both their parents still living together.

Marshall and Henderson (2014) cite that in parental divorce scenarios, the adolescents tend to believe that since the parents are not able to meet their social needs especially as they focus on the conflicts during divorce, other people will most likely be unable to meet their needs or provide any social support. This affects their social interactions because they have the perception that those around them cannot meet their needs which eventually affects their harmony with the community and those around. The lack or underutilization of social relations in some cases according to this research may contribute to depressive symptoms.

According to Adofo and Etsey (2016), adolescents after divorce experience anger, fear, loneliness, depression and guilt. These affect how the adolescent relates with others socially. In the case of depression for example, the adolescent may have depressed mood and be in a low mood all the time most days. They may also lose interest in activities which causes the adolescent isolated from usual social groups and interactions with others in the
community. This negatively affects their social well-being. Social interactions or affiliation need is one of the basic needs that an individual has. Every human being has the desire to interact with people and establish healthy functional relationships.

The first social encounter a child has is with the mother. As they grow up into adolescence and adulthood, the immediate social world comprises of the family members, social circles of the family members and the environment around. This means that if the family as a first social interaction is not doing so well, this will interfere and influence how the adolescent develops their social skills. McLahan and Sandefur (1994) state that inorder for an adolescent to grow up to be a successful adult; they need to acquire healthy social skills.

### 2.2.2 The Relationship between Parental Divorce and the Emotional Well-being of an Adolescent

Hettler (1976) defines emotional well-being as the awareness and acceptance of one’s feelings. As the individual becomes aware and accepts their own feelings, they develop emotional intelligence which enables them be able to effectively manage their feelings. This also increases the ability to cope with stress and different pressures of life whether internal or external as well as increases the ability to form and maintain healthy functional relationships with others. As this happens, the individual is able to effectively deal with other people by applying emotional intelligence when interacting with people on a day-to-day basis.

During adolescence, romantic relationships, sexual fantasies and sexual behaviors increase (Newman & Newman, 2015). This is due to the biological changes happening in their bodies as well as the social, cultural and historical context influences. Some
adolescents start dating during this age; some have their first sexual encounter during this developmental stage of life. Brownlee (2007) cites that adolescents that have experienced many pre-divorce disagreements between their parents tend to be emotionally unstable and have stress related issues that carry on even after the parental divorce has been finalized.

Strong et al. (2008) say that divorce is a long complicated process which starts way before the legal divorce process. The emotional processes involved when the conflicts prior to the divorce begin all take a toll on both the couple and their adolescent children who are aware of what is going on. Emotional issues such as undermining the other spouse’s self-esteem, indifference and destructive criticism in the end all affect the children experiencing parental divorce. As parents’ divorce, there are many issues that arise that could affect the emotional well-being of adolescents such as issues of dealing with step parents, feeling unwanted by the parent that files for divorce, issues of child custody, visitation and support matters among other issues.

Parental divorce causes separation distress which needs to be dealt with to avoid adolescents getting into emotional stress. The worst nightmare is a child finding out that their family will no longer be together in the family structure of father, mother and children. According to Strong et al. (2008), many adolescents view parental divorce as very traumatic. These adolescents experience a lot of emotional turmoil during the period before parental divorce which sometimes becomes a part of how they will later view life, relationships or friendships. The adolescents may sometimes become emotionally angry with their parents for interfering with their life and the comfort they were enjoying before the marital conflict began.
Rosnati et al. (2014) argue that though adolescents from divorced families are similar to their peers in some ways, they exhibit certain emotional variations which are developed over time as they experience parental conflict which ends up in the divorce of their parents. They have experienced loss of security emotionally as they lost the parent that is non-resident, this makes them change the way they view life and emotional connections. They will for example display non-conformity in many situations such as refusing to be emotionally fully available in their personal relationships as a result of the loss they have experienced.

Esmaeili and Yaacob (2011) state that parental conflicts whether pre or post-divorce have a negative impact on the adolescents emotional well-being. As the parents continuously fight, this affects the time they spend with their adolescent children. The quality of the child-parent relationship is thus greatly affected because the adolescents are neglected in some ways as the parents navigate through the marital problems they have to deal with. This emotional unavailability of the parents negatively affects their children as they are left to find their way around all by themselves. This may lead the adolescent into making mistakes whether emotionally, academically, socially or in any other way because their executive brain functions such as decision making are not fully developed.

Parental conflicts are known to have a high positive influence on adolescent delinquency and is all linked to the adolescents feeling emotionally stressed as a result of their parents unavailability, lack of parental warmth, parental hostility and rejection especially during the period just before and during the divorce, parental rejection and parental withdrawal. During adolescence according to Newman and Newman (2015), an
adolescent is described based on the Erikson psychosocial stages of development to be going through a period of identity versus role confusion.

The adolescent is trying to figure out what their identity is and is faced with issues such as bodily changes and societal expectations that can all be a source of confusion at this particular time of their life. The emotional well-being during this period of adolescence is greatly affected by conflicts at home and may become an additional source of confusion for the adolescent. If these negative effects of the parental divorce are not addressed and the teenager does not get the emotional problems and confusion they experience as a result of the parental divorce dealt with, they may get into their young adulthood with distorted views on emotional relationships (Esmaeili & Yaacob, 2011).

The adolescents may exhibit either externalizing or internalizing behaviour or both as they try to get rid of all the emotional baggage inside them. These emotional problems may strongly create emotional instability for such an adolescent to the point of messing any possible future relationships that this adolescent may aspire to have. As the adolescent matures, they move into the next stage of development which is the young or emerging adulthood. Newman and Newman (2015) discuss the Erikson psychosocial stages of development and states that young adulthood which is right after adolescence is the stage of intimacy versus isolation. It is the period that the adolescent who has just become a young adult would desire to have intimate relationships. However, the effect of parental divorce during their adolescence years may interfere with their ability to emotionally form attachments with other people. Their first-hand experience with their parents’ divorce may prevent them from fully forming healthy relationships. They may also see it as acceptable to
emotionally abuse other people or leave when problems begin because they learnt that from their parents.

Esmaeili and Yaacob (2011) indicate that there are certain factors that may help ensure that the adolescent does not negatively get affected emotionally by parental divorce. Such factors include social support by parents and those around during this difficult period and psychoeducation or therapy by a therapist with the aim of forming new ways of coping with the parental divorce. As the adolescent gets the support, they are able to stabilise their emotions and have an open and clear mind through the parental divorce. Most parents have post-divorce conflicts for about two to three years. This extends the stress period for the adolescent hence making it difficult for them to adjust to their new situation emotionally.

Parents are sometimes too busy in their fights and settlement of the divorce that they forget that their children are part of this process too and that their emotions should be taken care of (Makofane & Mogoane, 2012). Divorce is viewed as a process that is linked to emotional distress, it causes growth for some adolescents but developmental vulnerabilities for most because they are not able to effectively handle this process and who most of the time experience shock as they lose the non-custodial parent from their day to day interactions. Both parents are independently very important to the adolescent as they grow.

Each parent has a separate role that they play and contribute on a daily basis to ensuring that the adolescent emotionally matures to be a stable adult. However, as the adolescents are subjected to parental divorce, they lose the non-custodial parent who now becomes non-resident and so this adolescent does not have the chance of interacting with this particular parent on a daily basis. Their emotions are affected and become unstable as they try to understand why that parent left, was the adolescent responsible for them leaving
and many other questions which they may never get answers to. As they engage in self-recrimination, this naturally affects their self-esteem and the kind of adolescents and adult they turn out to be later (Cui et al., 2010). As these adolescents grow up, they have problems with commitment in their own romantic relationships and genuinely connecting with a romantic partner in their adulthood.

The adolescents that experience rejection by their parents sometimes develop negative identity which thereafter affects their emotional well-being. Boys and girls are all affected by parental divorce in equal measures. Esmaeili and Yaacob (2011) states that girls mostly have internalizing problems due to parental divorce while boys have externalizing problems. This means that adolescent girls will have more problems than boys handling things like their emotions, anxiety, depression and all internal problems.

Marshall and Henderson (2014) state that depression in now a common mental illness in adolescents. This is mainly due to the lack of family support and guidance and the adolescent being neglected during parental divorce. The family unit is very crucial to an adolescent experiencing all the confusion that comes with this stage of life. Despite the fact that the adolescent may not inform his or her parents of most things happening in their life during this period as is typical and in most adolescents, they still view the presence of both parents as a sign of stability for them and so when parental divorce happens, this destabilizes them. Parental divorce has generally been known to bring confusion in terms of adolescents understanding their feelings and those of the people around them.
2.2.3 The Relationship between Parental Divorce and the Intellectual Well-being of Adolescents

McLahan and Sandefur (1994) state that in order for an adolescent to grow up to be a successful adult, they need intellectual stimulation by understanding that working hard has benefits and pays off. In order for them to feel that confidence as they study, they need a close fulfilling relationship with their parents who are committed to their well-being, a parent that constantly supervises their work guiding them to ensure they remain focused and on the right path. Single parenthood sometimes affects the quality of education for children of divorce because in some cases, it is only one parent who has to take up the full responsibility of financing everything.

Single parenting affects the quality of education because such parents are sometimes faced with a lot of stress, depression and anxiety which affects the quality of life for the adolescent. Hettler (1976) cites that intellectual well-being involves an individual continuously engaging in learning and activities that help grow their mind. An adolescent is in a stage of their life whereby they are working at getting good grades that will help them get admission into a university so that they can train for the career they desire. It is during the adolescence years that the adolescents have to choose the course they would like to undertake in college.

Adolescence is a time when adolescents are in the formal operational stage of thinking, they are questioning things and they want to understand issues from their own perspective. Kalat (2013) states that the prefrontal lobe of the brain has not been fully developed by adolescence stage and will only get fully developed by the time they get to 25 years. Their amygdala, which is responsible for emotions is however fully developed by this
time of adolescence. Their corpus callosum has thickened by this time and there is synaptic pruning in the brain whereby the connections that are not being used are pruned. The adolescent brain continues to consolidate and practice information even when the adolescent is asleep. The adolescent brain is therefore continuously working and learning even during sleep time. This means that their brain is quite active. Parental divorce during the developmental stage of adolescence destabilizes intellectual well-being greatly in many different ways. Esmaeili and Yaacob (2011) state that girls who experience parental divorce have internalizing problems such as depression, anxiety and low self-esteem.

The internalizing problems have a huge impact on the intellectual well-being of the girl. Instead of focussing on acquiring new knowledge or polishing up the knowledge they have already acquired in order to be healthy intellectually, this girl will instead spend most of her time feeling anxious about the situation at home and the parental conflict. Newman and Newman (2015) describe adolescence as a stage that is more difficult for the girl than the boy. This is mostly due to the physical changes happening to the girl such as the widening of hips, the appearance of breasts and all the internal changes happening within the girl such as hormonal changes. This makes dealing with early adolescence more difficult for the girl than for the boy.

Adding parental divorce onto these pubertal changes that the girl is facing complicates their learning and concentration levels. The girl will appear to be distant and very distracted during learning periods, which makes it difficult to stay focussed. Depression as an internalizing problem comes with low concentration, low mood and lack of interest for activities (Esmaeili and Yaacob, 2011). There is loss of sleep that may interfere with the alertness of the girl the next day in class. An adolescent requires about
9hrs 25minutes of sleep inorder to function effectively the next day as they learn. Depression causes sleep disturbance, either sleeping too much or the lack of sleep which works against their learning in class the next day. This affects their ability to learn as they spend a lot of time dealing with the symptoms associated with depression and anxiety. Boys on the other hand exhibit externalizing problems mostly such as aggression, antisocial behaviour and indulging in delinquent activities (Esmaeili & Yaacob, 2011). This is their way of dealing with parental divorce. As they get into trouble due to the externalizing behaviour, their academic performance is affected greatly. Most schools do not take kindly to any acts of aggression and will take measures such as suspension or expulsion.

The boy ends up losing crucial school time that they would have utilised in making themselves intellectually better. When suspended from school, the boys will spend about a week or two at home. In some instances if the crime was not too bad, they get punishments that they have to do while their peers are learning. The punishments end up wasting their class time, which would have been used acquiring new knowledge that helps their intellectual well-being. Vanassche, Sodermans, Matthijs and Swicegood (2013) indicate that adolescents from broken families indulge in alcohol and drug consumption more than their peers from intact families.

Boys that use drugs get into trouble with their teachers and the consequences thereafter such as getting punished leads to loss of important school time that could have been used for learning. The brain functioning is greatly affected by use of alcohol and other drugs as indicated by Kalat (2013). These drugs end up slowing down the brain performance. In most cases, these adolescents engage in alcohol consumption as a way of dealing with the frustrations as a result of the parental divorce. Their schoolwork gets
affected and starts to deteriorate as they get deeper and deeper into these externalizing behaviours. In most cases, these boys keep bad company that may also influence them to get into delinquent behaviours such as stealing from their peers.

Adofo and Etsey (2016) suggest that boys are more likely to exhibit externalizing behaviour than girls due to parental divorce. However, times are changing and girls are also exhibiting externalizing behaviour such as drinking and sexual aggression just like the boys. They feel lost and are trapped on how to find maturity identity with all the family problems around them. Both boys and girls end up being trapped in problems as they try to find ways to help in coping with parental divorce, which in the end affects their intellectual well-being and generally their success later in life. Good education is known to give an individual better chance of understanding the world and having knowledge that helps them whether in self-employment or as they seek jobs.

If this process of acquiring knowledge is affected, the adolescent is negatively affected in totality. Parental divorce in some cases means that the adolescent’s custodial parent may not be able to pay school fees once the non-custodial parent leaves. Anxiety is very high and common in adolescents who are experiencing parental divorce (Pálmarsdóttir, 2015). The anxiety is as a result of the uncertainty that comes with parental divorce. The adolescent may not be sure of what is going to happen to them now that the parent that was paying their school fees is not going to be present any more.

The uncertainty affects their level of concentration in school and affects the way the adolescents concentrate in their academic work. Ahiaoma (2013) indicates that parental divorce has psycho-social effects on adolescents. This in turn affects their school performance. As the adolescents are preoccupied with their psychological, social, emotional
and spiritual challenges during their parent’s divorce, their mind naturally starts slowing down in terms of performing cognitive tasks. Their mental processes are greatly affected. Their ability to analyse, be critical, reason or perform intellectual activities gets affected and hence their intellectual well-being gets affected too. Unfortunately, most of the parents do not prepare their adolescent children when filing for divorce.

Odenweller (2014) states that teachers have observed that adolescents from divorced families have more difficulties than their peers from intact families. These adolescents while in school are preoccupied with the many problems their parents are facing and sometimes shy off from interacting with their peers because of the fear of being mocked or made fun of. They will also tend to interact with their peers who have also experienced parental divorce only which isolates them from the real world where there are also functional families. The preoccupation with their issues robs them of crucial learning time that could have been used to improve their grades in school and healthy intellectual interactions with peers from normal families as they isolate themselves and interact with peers from divorced families only.

2.2.4 The Relation between Parental Divorce and the Spiritual Well-being of Adolescents

Kaufmann (2009) states that couples start out on a blank page where everything seems possible. Later on, irritation arises from internal dissonance. Conflicts that cause ambivalence begin destabilizing both the couple and their children spiritually. According to Van Pelt (2008), the things that build spiritual oneness in a family are attending church together, praying together and becoming engaged in service ministry. As this happens,
spiritual bonds and a good foundation is built in encouraging the adolescents to have a connection with an inner higher power that watches them and guides their step.

This spiritual connection brings with it peace to the adolescents. However, as divorce happens, this affects the teenager spiritually. Adolescents of families that had high conflict during divorce period tend to have many issues and doubts of God or any higher power after experiencing divorce as they mature from adolescence into young adulthood (Ellison, Walker, Glenn & Marquardt, 2011). As compared with those adolescents that have experienced divorce but in a low conflict set up, those in high conflict begin doubting the existence of any super power that takes care of human beings and protects individuals from any harm.

The adolescents are in a stage where they are trying to understand everything around them. Parental divorce complicates their spiritual belief system. According to Hettler (1976), spiritual well-being refers to the belief that there is a higher power or connection that an individual has whether with God, the universe, the environment or any other super power. The individual beliefs that the super power takes care of them, protects them from evil, guides them in every situation of their life, gives peace and harmony in every circumstance in life.

Spirituality is different from religiosity (Kalat, 2013). Religiosity involves the indulgent in religious activities such going to church, being a member of the community groups that do religious work and all practices that have affiliations to religion. An individual can be religious yet not spiritual and vice versa. One does not necessarily automatically qualify the presence of the other. Every family has its unique set of spiritual or religious beliefs. The beliefs are passed on to the children who will mostly likely practice
what they have learnt from their parents. The adolescents mostly usually witness the
conflicts between parents before, during and after divorce firsthand. The parents could have
for example been spiritual before the marital conflicts began. However, as the abuses begin
the physical fights in some cases, the back and forth between the parents and the continuous
parental conflicts that affect the adolescent negatively makes the adolescent to begin
questioning the spirituality of their parents. The casualties of these bitter exchanges are
usually the children of these couple (Haimi & Lerner, 2016).

According to Strong et al. (2008), most adolescents are affected spiritually by
parental divorce and whatever happens in their families. Most of them lose their connection
with God during this difficult period wondering why God or the supernatural power they
always believed in does not come in to help their parents resolve their marital difficulties.
They are filled with questions such as if there was a higher power, why does it let bad things
happen to people. The doubts of spiritual forces begin at this and damages their spirituality
for a very long time or even forever. Such individuals may go to extremes of believing that
there is no super or higher power in the world as a result of their personal experiences.

In some cases, where the adolescent had been taught by their parent to believe, they
may have internal conflicts during this period. Fagan and Churchill (2012) state that parental
divorce leads to individuals praying less and having diminished recourse plus worship of
God and higher beings that those individuals believed in before the divorce. This is because
the adolescents begin to wonder where God was all that time as the bad things happened to
them and their loved ones. The effect of parental divorce is viewed to range from mild to
severe in terms of how the spiritual well-being is impacted as parents dissolve their union
and start a new life. There are varying spiritual reactions to divorce however, not everyone gets affected negatively.

Some individuals may become more spiritual and therefore turn to God or deity whom they believe in begging for power to help them through the difficult situation (Strong et al., 2008). As they do this, they increase their faith and hope in the Supreme Being and belief that the Supreme Being will help them navigate this difficult stage of their life successfully. The adolescents use biblical verses that help them feel more connected to their protector and calm them in this difficult situation. This group of adolescents that embark in believing that everything happens for a reason and that in the end everything will work out all right end up strengthening their spiritual beliefs.

The parental divorce experience in this case ends up being one that makes this individual stronger and better in their belief system. Individuals react differently when faced with challenges of life according to Ambert (2009). It is however important for parents to prepare their children beforehand. This makes it easier for the adolescents to adjust better when the marriage is finally dissolved. The parents that had instilled spiritual values in their children should remember that if they do not explain to their adolescent children the logistics related to the divorce and why it has to happen, the negative impact of divorce is higher.

Hettler (1976) cites that spiritual well-being also involves searching for meaning and a reason to live. It involves appreciating the environment and living in harmony with everything that is in the surrounding. As an individual achieves spiritual well-being, they have internal peace that helps them attain external harmony as well since they are at peace within themselves. Spiritually healthy individuals are accepting of others’ beliefs and
values. They do not view their beliefs as the only acceptable beliefs or that their religion is the only one that is okay. They are more accepting of other spiritual or religious views. Adolescents that learn to be accepting of others live a happier life because they are open minded and more accepting of their peers.

However, if parental divorce happens at this stage of their life, their harmony with the world and those around is greatly affected. This is because the conflicts at home expose them to lack of harmony as the parents fight over and over about the issues that lead to their divorce (Strong et al., 2008). They begin questioning issues of how feasible it is to live in harmony with the surroundings while their home is in a great mess and no one is living in harmony. Maddox (2010) states that divorce makes an adolescent to close off from the outside world. They do not want to interact and communicate with others and keep all those negative emotions building up in them within.

The divorce disturbs their harmony with the outside world as well as destabilizes their internal peace. This means that their spiritual well-being is affected as a result of dissolution of their parent’s marriage. Failure to address these issues that an adolescent faces during parental divorce in relation to spiritual matters may make them have permanent spiritual damage to the point of sometimes believing that there is nothing like a supreme being, or a higher power or a God that protects them from the problems associated with the world. Strong et al. (2008) state that it is important to help children adjust comfortably to parental divorce.

The help can be provided by engaging in open discussions with the adolescents on the separation as a result of the divorce and the expected changes as a result of the marriage dissolution. Issues of the custodial and non-custodial parent including the role of each
should be discussed in details with the adolescent beforehand. As the parents dissolve the marriage, hostility and animosity should be avoided because the adolescents will take it in which may negatively affect them. The parents should provide a stable environment for the adolescent during and after divorce by offering good parenting and continued involvement of all the parents. The parents should endeavor to ensure that the adolescents are not caught in between the fights (Strong et al., 2008).

2.3 Chapter Summary

The focus of this chapter was review of literature on the effect of parental divorce on the well-being of adolescents’ based on the wellness model. The review discussed the relation between parental divorce and the social well-being of adolescents, the relationship between parental divorce and the emotional well-being of adolescents, the relationship between parental divorce and the intellectual well-being of adolescents and finally the relation between parental divorce and the spiritual well-being of adolescents.

The next chapter will be chapter three. The chapter will discuss the research methodology that will be used in conducting the research on the effect of parental divorce on the well-being of adolescents. This will explore the most appropriate methodology the research will adopt inorder to achieve the research objectives effectively.
Chapter 3

Research Methodology

3.1 Introduction

This chapter presents the research design proposed for the study, the chosen sample population that will be used for the research, the sampling procedure, the data collection procedure and data analysis. The variables used are described in this chapter as well as the measurement tools. Confidentiality issues as well as other ethical considerations will be discussed.

3.2 Research Design

Cooper and Schindler (2013) define research design as the framework that is used for the collection and analysis of data obtained to help meet the objectives of the study. The purpose of this research is to investigate the effect parental divorce has on the well-being of adolescents’. The research will be based on the social, emotional, intellectual and spiritual dimensions of the wellness model. This study will be a descriptive research aimed at describing adolescents that have experienced parental divorce and involves conducting a survey using questionnaires. This descriptive research design has been chosen due to its ability to help establish relationships between variables and describe its characteristics. This exploratory study will help provide answers on how parental divorce affects the well-being of adolescents.
3.3 Population

The study was conducted on a population of specific adolescents from different families in Nairobi County that have experienced parental divorce. The participants were part of a mentorship program that helps both girls and boys who are in their adolescence learn skills of navigating through adolescence especially when they face difficulties and problems along the way such as issues on peers, relationships, career choice, drug use and abuse. The main age group boundary will be 12-18 years.

3.4 Sample Size

The population sample comprised of 100 adolescents who have experienced parental divorce. According to Saunders, Lewis and Thornhill (2012), a population is the complete set of cases or group members in this case being all adolescents in Kenya that have experienced parental divorce while a sample is a small part of the population selected for the study to act as a representative of the population. It is difficult to conduct a study using the whole population in Nairobi County of adolescents that have experienced parental divorce and hence the reason why a sample from the population is selected and the results of this smaller group used to represent the whole population. These adolescents selected as the sample group filled in questionnaires on their experiences with parental divorce in terms of how it has affected their social, emotional, intellectual and spiritual. The sample size was determined using formulae Yamane’s formula (Singh & Masuku, 2014).

\[ n = \frac{N}{1+N(E^2)} \]

The population (N) is 200 adolescents that are in the mentorship programme. The estimate error in the sample is 10% hence, E=0.1
Using the above formula,

\[ n = \frac{200}{1+200(0.1)^2} \]

Thus, the sample size of 100 adolescents was used as participants for this study.

### 3.5 Sampling Technique

The sampling technique used for this study was selected by convenience at the beginning of the study and snowballing for the rest of the participants because there was no need for referral for extra participants with the aim of achieving the target sample population of 100 students. This sampling was non-randomized and a non-probability selection. Babbie (2007) defines snowballing as a non-probability sampling method whereby each participant interviewed is requested to suggest other people that they know that can be also interviewed for the research.

The researcher discussed this study with the adolescents who have experienced parental divorce and invited them to participate in the study. Once they agreed and signed up for the study by giving verbal assent, their parents were requested to sign consent forms authorizing their child/children to participate in the study.

### 3.6 Inclusion Criteria

The inclusion criteria for this study was:

- Ages 12 to 18 years (inclusive)
- Have experienced parental divorce
- Male or female
- Currently attending school
- Any nationality or ethnicity
• Any spiritual/religious beliefs origin

3.7 Permissions

The proposal for this study was submitted to the Institutional Review Board (IRB) USIU-A for their approval (See Appendix H). Once IRB had approved the proposal, discussions were held with the first group of adolescents requesting them if they could participate in the research. After the adolescents confirmed that they are comfortable participating, permission was sought from their parents. Once the parents agreed, a consent form was issued for the parents to sign authorizing their child to participate in the research. The adolescent and their parent were informed on the purpose of the research, ethical considerations, data collection methods and all the information relating to the research such as funding and the dates of research. This was to ensure that the participants were aware of all the facts relating to the study.

3.8 Ethical Considerations

3.8.1 Confidentiality

The adolescents participating in the research as well as their parent who signed the consent form were assured of confidentiality and that the information they shared during the research will be kept private and confidential. A number was assigned to participants to ensure that their information was kept very confidential during the whole research process. This was to ensure anonymity for the participant. The signed consent and assent forms were stored in a secure cupboard under lock and key to ensure that the process adheres to confidentiality. Tinson (2009) states that it is very important to carefully think of all the ethical considerations applicable to children and adolescents if they are used in research.
The researcher was the only person with access to information such as forms that come directly from the participants.

3.8.2 Withdrawal Rights

The adolescent had a right to withdraw from the research at any time if they felt uncomfortable with the process or if they felt that they would not able to continue with the research for whatever the reason. As the research began, the participants were informed of this ethical consideration so that they are aware of their rights as they commit to participate in the research.

3.8.3 Informed Consent

The participant and their parent were informed of all the facts about the research before they signed the consent and assent forms. This was to ensure that they were fully aware of what they were signing up for so that they can do so after thinking clearly about all the information that they had been provided with and deciding if they still wanted to participate in the research. Informed consent was signed by a person who has attained legal age. Those below the legal age are allowed to give assent.

3.8.4 Feedback of Results

Once the research was completed, data analysis done and the final findings with conclusions made, the participant was informed of the results of the research. There had been no lies told during the research where saying the truth would have affected the research outcome, hence there was nothing to inform the participant about this at end of the research as debriefing was done.
3.8.5 Risk Assessment

Assessment of potential risks in this study had been done and was considered low. The research was safe and did not harm the adolescent psychologically, emotionally or in any other way. This research was viewed as a good avenue where the adolescents got a chance to express their feelings on their parents’ divorcing and so was considered to be of low risk and therapeutic to the participants.

3.9 Data Collection Methods

The researcher conducted participant recruitment meetings which took about 10 minutes. The participants were given the consent form for the parent, the assent form for adolescents below 18 years, the consent form for those above 18 years and the invitation to participate in the research form (See Appendix A, B, C and E respectively). The researcher was available for the parents who needed to ask questions or certain clarifications regarding the research or any other issue that would make them feel comfortable as they participated in this research. The adolescents brought back the duly filled and signed forms in the next session which was the session when the data was all collected. Participation in this study was completely voluntary and the participants were made aware of this fact. They participated in this research out of their own will. The parent/s of the adolescent were also comfortable with the idea of their child participating in this kind of research.

3.9.1 Data Collection Sessions

The process of data collection from the 100 adolescents who were the sample group for this study took five and a half weeks. This time was within the earlier estimated period for data collection and only extended by three days. For each session, the researcher welcomed the adolescent and collected the consent forms before the data collection began.
The researcher confirmed that the forms had been correctly signed. Thereafter, the researcher handed in the data sets to the adolescent so that the data collection can begin.

The research instrument required approximately 20-25 minutes for all the questions to be fully answered. The adolescent all stayed seated in the room where the questionnaire was being administered until they completed answering all the questions. The researcher then picked the questionnaire after the adolescent completed filling it. This was followed by a debrief form; the researcher went through the debrief form together with the participant (see Appendix D). In case there was need for referral to a psychologist for the adolescent, the researcher then did the referral. The data collection session was concluded after this.

3.10 Instrumentation

This study utilized a questionnaire that was comprehensive to cover all areas that help in achieving the objectives of the study on the effect of parental divorce on the well-being of adolescents based on the wellness model. The questionnaire were administered to each individual adolescent and collected back by the researcher. Confidentiality was highly observed to ensure that the information obtained remains very private and confidential.

3.11 Chapter Summary

This chapter presents the research methodology used for the study in order to obtain information on the effect of parental divorce on adolescents; a focus on the dimensions of the wellness model. Section 3.1 covers the Introduction of Chapter Three, Section 3.2 reviewed the Research Design to be used, section 3.3 discussed the Population, section 3.4 discussed the Sample Size, section 3.5 analyzed the Sampling Technique, section 3.6 highlighted the inclusion criteria, section 3.7 reviewed Permissions for this study, section 3.8 discussed the Ethical Considerations, Section 3.9 reviewed Data Collection issues and
section 3.10 discussed the Instrumentation to be used for this study. The Chapter after this is Chapter Four which discusses the results and findings of the study.
Chapter 4

Results and Findings

4.1 Introduction

This chapter presents the processes, techniques and procedures adopted to analyze, present and interpret data gathered using the questionnaires. The chapter elaborates quantitative data analysis, cross tabulation tables, percentages and mean. Analysis was performed with a view to answer all the research questions stated.

4.2 General Information

The following subsection presents a summary of findings with regards to the background information. This includes age of the respondents, gender as well as the level of education. In chapter three it was projected that the respondents will be aged between 12 and 18 years (inclusive), have experienced parental divorce, male or female, currently attending school, any nationality or ethnicity and of any spiritual/religious beliefs origin.

4.2.1 Gender of the Respondents

Table 4.1 shows that male respondents constituted 49% of the respondents while the female respondents accounted for 51%. This indicates that majority of the respondents were male.
Table 4.1: Gender of Respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>Female</td>
<td>51</td>
<td>51</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

4.2.2 Age Category

Table 4.2 shows that 33% of the respondents were of age 12-14 years while 67% were of the age 15-18 years. These findings imply that adolescents’ age lies within this age category and therefore the respondents were a good representation.

Table 4.2: Age Category

<table>
<thead>
<tr>
<th>Age Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-14 Years</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>15-18 Years</td>
<td>67</td>
<td>67</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

4.2.3 Number of years parents have been Divorced

Table 4.3 shows that 12% of the respondents stated that their parents have been divorced for less than 2 years, 18% for 3-5 years, 28% for 6-10 years and finally 42% for over 10 years. This implies that majority of the parents have been divorced for more than 5 years.
Table 4.3: Number of years parents have been Divorced

<table>
<thead>
<tr>
<th>Number of Years Parents have been Divorced</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 Years</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>3-5 Years</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>6-10 Years</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Over 10 Years</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

4.2.4 Adolescents who live with their Parents

Table 4.4 shows that 54% of the respondents stated that they live with their mother after the divorce while 46% of the respondents stated that they live with their fathers. This implies that majority of the adolescents live with their mothers as compared to those who live with their fathers.

Table 4.4: Adolescents who live with their Parents

<table>
<thead>
<tr>
<th>Adolescents who Live with their Parents</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td>54</td>
<td>54</td>
</tr>
<tr>
<td>Father</td>
<td>46</td>
<td>46</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

4.2.5 Having Siblings

Table 4.5 reveals that a substantial majority of the respondents (91%) have siblings, while 9% have no siblings at all.
Table 4.5: Having Siblings

<table>
<thead>
<tr>
<th>Having Siblings</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>91</td>
<td>91</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

4.2.6 Living with Siblings

Table 4.6 further shows that 83% of the respondents who have siblings live with their siblings while 17% stated that they do not live with their siblings.

Table 4.6: Living with Siblings

<table>
<thead>
<tr>
<th>Living with Siblings</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>83</td>
<td>83</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

4.2.7 Mode of Acquiring Education

Table 4.7 shows that a substantial majority of the respondents (98%) are enrolled in a school, while 2% stated that they are home schooling. This implies that in most cases school enrollment is the most adopted mode of acquiring education.
Table 4.7: Mode of Acquiring Education

<table>
<thead>
<tr>
<th>Mode of Acquiring Education</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled in a School</td>
<td>98</td>
<td>98</td>
</tr>
<tr>
<td>Home Schooling</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.2.8 Spending Time with Parents not living with them

Table 4.8 further shows that 43% of the respondents do not spend time with the other parent that do not stay with them while 57% spend time with the parents that do not live with them.

Table 4.8: Spending Time with Parents not living with them

<table>
<thead>
<tr>
<th>Spending Time with Parents not Living with Them</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>No</td>
<td>57</td>
<td>57</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.3 Effects of Parental Divorce on the Social Well-being of Adolescents

The first objective of the study was to examine the relationship between parental divorce and the social well-being of adolescents. However, we first start by determining the effects of parental divorce on the social well-being of the adolescents. The following subsection looks at how the responses were given in line with this objective. Values closer to 5 indicate strong agreement while low values indicate disagreement. As seen in Table 4.9,
majority of the respondents (60%) were in agreement about how parental divorce affects their social well-being. It was revealed that for most respondents on normal circumstances an extroverted person and highly enjoy being in the company of others (m= 4.12, SD=1.123). The respondents are mostly introverted and prefer being in their own pace alone (m= 4.07, SD=1.008). After their parents divorced, they have become more quiet (m= 3.95, SD=0.996). They speak a lot more than usual since their parents divorced (m= 4.01, SD=1.107). It is so hard making new friends since their parents divorced (m= 4.11, SD=0.887). Societal and communal activities and meetings have become so hard for them to keep up with since the divorce of their parents (m= 3.87, SD=1.321). Talking with their friends in school has become a hard task due to parent’s divorce, they avoid situations that require interaction with friends a lot more (m= 3.77, SD=1.204). Managing conflicts has become a challenge for them after the divorce of their parents (m= 4.08, SD=1.234). They are not very comfortable attending family gatherings since their parents divorced (m= 3.85, SD=0.994).
Table 4.9: Effects of Parental Divorce on the Social Well-being of Adolescents

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am on normal circumstances an extroverted person and highly enjoy being</td>
<td>4.12</td>
<td>1.123</td>
</tr>
<tr>
<td>in the company of others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am mostly introverted and prefer being in my own place alone</td>
<td>4.07</td>
<td>1.008</td>
</tr>
<tr>
<td>Since my parents divorced, I have become more quiet</td>
<td>3.95</td>
<td>0.996</td>
</tr>
<tr>
<td>I speak a lot more than usual since my parents divorced</td>
<td>4.01</td>
<td>1.107</td>
</tr>
<tr>
<td>It is so hard making new friends since my parents divorced</td>
<td>4.11</td>
<td>0.887</td>
</tr>
<tr>
<td>Societal and communal activities and meetings have become so hard for</td>
<td>3.87</td>
<td>1.321</td>
</tr>
<tr>
<td>me to keep up with since the divorce of my parents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking with my friends in school has become a hard task due to my</td>
<td>3.77</td>
<td>1.204</td>
</tr>
<tr>
<td>parent’s divorce, I avoid situations that require interaction with my</td>
<td></td>
<td></td>
</tr>
<tr>
<td>friends a lot more.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing conflicts has become a challenge for me after the divorce of my</td>
<td>4.08</td>
<td>1.234</td>
</tr>
<tr>
<td>parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am not very comfortable attending family gatherings since my parents</td>
<td>3.85</td>
<td>0.994</td>
</tr>
<tr>
<td>divorced</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.4 Effects of Parental Divorce on the Emotional Well-being of Adolescents

The second objective of the study was to examine the relationship between parental divorce and the emotional well-being of adolescents. Table 4.10 shows the effects of parental divorce on the emotional well-being of adolescents. The results suggest that majority of the respondents agreed that their parents’ divorce has made them a sensitive person emotionally (m= 4.08, SD=1.107), they hardly understand themselves and their feelings since their parents divorced (m= 4.13, SD=1.007), It has become harder resolving their personal everyday life challenges since their parents dissolved their marriage (m= 4.07, SD=0.997), nowadays, they get angry quicker than they used to when their parents were still married (m= 3.96, SD=0.865), the respondent has now become mostly an extremely fearful
person in most situations since their parents started their divorce proceedings (m= 4.01, SD=1.11), happiness has become elusive for me after my parent’s divorce (m= 3.99, SD=1.02). After parental divorce, hopelessness has engulfed me and I can’t find a way of getting rid of it (m= 4.52, SD=1.154), it has become harder for them to admit their feelings whether good or bad since their parents divorced (m= 4.07, SD=0.8254), they do not want to emotionally get involved to anyone since the divorce of their parents (m= 3.99, SD=1.002), it has become harder trusting anyone since the divorce of their parents (m= 4.17, SD=1.234), in school, 

Those that avoid any friendships that involve them putting in any emotional effort (m= 3.65, SD=0.995), they do not value marriages anymore and don’t want to get married when they grow up (m= 4.01, SD=0.883). It is now harder for them to believe what anyone says since their parents divorced (m= 4.07, SD=0.825), they do not want to be close with their siblings because they know they will in the end hurt me like their parents did when they divorced (m=0.3521, SD=0.852), their parents and everyone else around me is not genuine, everyone is dishonest just like their parents who had promised that they would always stay together as a family (m= 3.93, SD=0.881),

Adolescents that do not want school mates and teachers love or sympathy in school about their family situation (m= 3.76, SD=0.756), Life has generally become more full of sadness since the parents divorced (m= 4.02, SD=0.800), they find it so hard to control what they feel and be in a good place emotionally since the divorce of their parents (m= 3.94, SD=0.763).
Table 4.10: Relation between Parental Divorce and the Emotional Well-being of Adolescents

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>My parents’ divorce has made me a sensitive person emotionally</td>
<td>4.08</td>
<td>1.107</td>
</tr>
<tr>
<td>I hardly clearly understand myself and my feelings since my parents</td>
<td>4.13</td>
<td>1.007</td>
</tr>
<tr>
<td>divorced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It has become more hard resolving my personal everyday life challenges</td>
<td>4.07</td>
<td>0.997</td>
</tr>
<tr>
<td>since my parents dissolved their marriage.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nowadays, I get angry quicker than I used to when my parents were still</td>
<td>3.96</td>
<td>0.865</td>
</tr>
<tr>
<td>married</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have become an extremely fearful person in most situations since my</td>
<td>4.01</td>
<td>1.111</td>
</tr>
<tr>
<td>parents started their divorce proceedings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Happiness has become elusive for me after my parent’s divorce</td>
<td>3.99</td>
<td>1.002</td>
</tr>
<tr>
<td>After parental divorce, hopelessness has engulfed me and I can’t find a</td>
<td>4.52</td>
<td>1.154</td>
</tr>
<tr>
<td>way of getting rid of it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It has become harder for me to admit my feelings whether good or bad</td>
<td>4.07</td>
<td>0.8254</td>
</tr>
<tr>
<td>since my parents divorced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do not want to emotionally get involved to anyone since the divorce of</td>
<td>3.87</td>
<td>1.005</td>
</tr>
<tr>
<td>my parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do not want to control what I feel and be in a good place emotionally</td>
<td></td>
<td></td>
</tr>
<tr>
<td>it has become more full of sadness since my parents divorced</td>
<td>3.76</td>
<td>0.7561</td>
</tr>
<tr>
<td>I do not want my school mates and teachers love or sympathy in school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>about my family situation</td>
<td>4.11</td>
<td>0.3521</td>
</tr>
<tr>
<td>It is now harder for me to believe what anyone says since my parents</td>
<td>4.07</td>
<td>0.8254</td>
</tr>
<tr>
<td>divorced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do not want to be close with my siblings because I know they will in the</td>
<td>3.93</td>
<td>0.8812</td>
</tr>
<tr>
<td>end hurt me like my parents did when they divorced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My parents and everyone else around me is not genuine, everyone is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dishonest just like my parents who had promised me that we would always</td>
<td>3.94</td>
<td>0.7632</td>
</tr>
<tr>
<td>stay together as a family</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.5 The effect of Parental Divorce on the Intellectual Well-being of Adolescents

The third objective of the study was to examine relationship between parental divorce and the intellectual well-being of adolescents. Table 4.11 reveals that majority of the respondents agreed that school work has become a tiring chore since their parents divorced (m= 4.09, SD=1.095), the teachers in school keep complaining that my school work is getting worse day by day for the last couple of semesters (m= 4.02, SD=0.992), It has become so difficult to focus in class since the divorce of their parents (m= 3.93, SD=1.001), they are no longer internally motivated in the pursuit of knowledge since the divorce of their parents, they no longer internally motivated in the pursuit of knowledge since the divorce of their parents (m= 3.55, SD=1.321).

The study shows that it does not interest them any more to search for a career path and choosing courses that will give them a better future or a chance to get into a good university since their parents dissolved their union (m= 3.77, SD=0.923), since the divorce of their parents, they have become more closed minded and are no longer open to new ideas (m= 3.91, SD=1.177), new experiences don’t excite them any more since the divorce of their parents (m= 3.83, SD=0.897), they now avoid group interactions since the divorce of parents (m= 3.66, SD=0.897), they no longer interested in learning new concepts after parental divorce (m= 4.01, SD=1.122), their desire for learning new skills has declined since the parents stopped being married to each other (m= 4.26, SD=1.237).
Table 4.11: Effects of Parental Divorce on the Intellectual Well-being of Adolescents

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>School work has become a tiring chore since my parents divorced</td>
<td>4.09</td>
<td>1.095</td>
</tr>
<tr>
<td>The teachers in school keep complaining that my school work is getting</td>
<td>4.02</td>
<td>0.992</td>
</tr>
<tr>
<td>worse day by day for the last couple of semesters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It has become so difficult to focus in class since the divorce of my</td>
<td>3.93</td>
<td>1.001</td>
</tr>
<tr>
<td>parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am no longer internally motivated in the pursuit of knowledge since</td>
<td>3.55</td>
<td>1.321</td>
</tr>
<tr>
<td>the divorce of my parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It does not interest me any more to search for a career path and choosing</td>
<td>3.77</td>
<td>0.923</td>
</tr>
<tr>
<td>courses that will give me a better future or a chance to get into a good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>university since my parents dissolved their union</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Since the divorce of my parents, I have become more closed minded and I</td>
<td>3.91</td>
<td>1.117</td>
</tr>
<tr>
<td>am no longer open to new ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New experiences don’t excite me any more since the divorce of my parents</td>
<td>3.83</td>
<td>1.002</td>
</tr>
<tr>
<td>I now avoid group interactions since the divorce of my parents</td>
<td>3.66</td>
<td>0.897</td>
</tr>
<tr>
<td>I am no longer interested in learning new concepts after parental divorce</td>
<td>4.01</td>
<td>1.122</td>
</tr>
<tr>
<td>My desire for learning new skills has declined since my parents stopped</td>
<td>4.26</td>
<td>1.237</td>
</tr>
<tr>
<td>being married to each other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The fourth objective of the study of the study was to examine the relationship between parental divorce and the spiritual well-being of adolescents. Table 4.12 reveals that majority of the respondents agreed that their parents were spiritual people as they grew up (m= 4.10, SD=1.007), they have always believed that there is a higher power that takes care of them and keeps them safe (m= 4.06, SD=1.213), since the divorce of their parents, their belief system is changing and they no longer believe as much that there is a higher power taking care of them (m= 4.09, SD=1.071), they nowadays find themselves wondering where the higher power was when their family was undergoing family
difficulties (m= 3.88, SD=1.321), they no longer enjoy peace since their parents ended their marriage (m= 3.97, SD=1.012), there is no harmony between myself and the external world since my parents divorced (m= 4.21, SD=0.831), the actions lately after parental divorce do not match the values they have always held on to (m= 3.71, SD=0.852), the belief that we are all human beings and one creation no longer makes sense after their parents’ divorce (m= 3.92, SD=0.981), they criticize people’s spiritual and religious views a lot more since their parents divorced (m= 3.67, SD=0.893), spiritual and religious gatherings have become boring for them since the divorce of their parents (m= 4.07, SD=1.331), they no longer create some quite time to meditate and connect themselves with the higher power (m= 4.13, SD=1.305), when someone talks about spiritual matters, they easily get angered lately after the divorce of my parents (m= 4.21, SD=1.874), spirituality and religious matters no longer make sense to me after my parents divorced (m= 4.19, SD=1.618).
Table 4.12: Effects of Parental Divorce on the Spiritual Well-being of Adolescents

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>My parents were spiritual people as we grew up</td>
<td>4.10</td>
<td>1.007</td>
</tr>
<tr>
<td>I have always believed that there is a higher power that takes care of us and keeps us safe</td>
<td>4.06</td>
<td>1.213</td>
</tr>
<tr>
<td>Since the divorce of my parents, my belief system is changing and I no longer believe as much that there is a higher power taking care of us</td>
<td>4.09</td>
<td>1.071</td>
</tr>
<tr>
<td>I nowadays find myself wondering where the higher power was when my family was undergoing all these family difficulties</td>
<td>3.88</td>
<td>1.321</td>
</tr>
<tr>
<td>I no longer enjoy peace since my parents ended their marriage</td>
<td>3.97</td>
<td>1.012</td>
</tr>
<tr>
<td>There is no harmony between myself and the external world since my parents divorced</td>
<td>4.21</td>
<td>0.831</td>
</tr>
<tr>
<td>My actions lately after parental divorce do not match the values I have always held on to.</td>
<td>3.71</td>
<td>0.852</td>
</tr>
<tr>
<td>The belief that we are all human beings and one creation no longer makes sense after my parents’ divorce</td>
<td>3.92</td>
<td>0.981</td>
</tr>
<tr>
<td>I criticize people’s spiritual and religious views a lot more since my parents divorced</td>
<td>3.67</td>
<td>0.893</td>
</tr>
<tr>
<td>Spiritual and religious gatherings have become boring for me since the divorce of my parents</td>
<td>4.07</td>
<td>1.331</td>
</tr>
<tr>
<td>I no longer create some quite time to meditate and connect myself with the higher power</td>
<td>4.13</td>
<td>1.305</td>
</tr>
<tr>
<td>When someone talks about spiritual matters, I easily get angered lately after the divorce of my parents</td>
<td>4.21</td>
<td>1.874</td>
</tr>
<tr>
<td>Spirituality and religious matters no longer make sense to me after my parents divorced</td>
<td>4.19</td>
<td>1.618</td>
</tr>
</tbody>
</table>

Table 4.13: Correlation Analysis

In order to determine the relationship between parental divorce and the four major variables in this research, a correlation coefficient was computed. Table 4.13 presents the correlation analysis of the various variables under study. There was a positive significant correlation between parental divorce and social wellbeing (r= 0.858), emotional wellbeing (r= 0.639), intellectual wellbeing (r= 0.537), spiritual wellbeing (r= 0.524).
Table 4.13: Correlation Analysis

<table>
<thead>
<tr>
<th>Factors</th>
<th>Parental Divorce</th>
<th>Social Well-being</th>
<th>Emotional Well-being</th>
<th>Intellectual Well-being</th>
<th>Spiritual Well-being</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental Divorce</td>
<td>Correlation</td>
<td>1</td>
<td>0.858</td>
<td>0.639</td>
<td>0.537</td>
</tr>
<tr>
<td></td>
<td>Significance (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.001</td>
</tr>
<tr>
<td></td>
<td>Df</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Social Well-being</td>
<td>Correlation</td>
<td>0.858</td>
<td>1</td>
<td>0.61</td>
<td>0.494</td>
</tr>
<tr>
<td></td>
<td>Significance (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.002</td>
</tr>
<tr>
<td></td>
<td>Df</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Emotional Well-being</td>
<td>Correlation</td>
<td>0.639</td>
<td>0.861</td>
<td>1</td>
<td>0.878</td>
</tr>
<tr>
<td></td>
<td>Significance (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.002</td>
</tr>
<tr>
<td></td>
<td>Df</td>
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<tr>
<td>Intellectual Well-being</td>
<td>Correlation</td>
<td>0.537</td>
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<td>0.878</td>
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<td></td>
<td>Significance (2-tailed)</td>
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<td>0.002</td>
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<tr>
<td>Spiritual Well-being</td>
<td>Correlation</td>
<td>0.524</td>
<td>0.427</td>
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<td>Significance (2-tailed)</td>
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4.6 Chapter Summary

This chapter explained the processes, techniques and procedures adopted to analyze, present and interpret data gathered using the questionnaires. The chapter elaborated quantitative data analysis, cross tabulation tables, percentages and mean. This was attained through the specific objectives. The next subsection presents discussion, conclusion and recommendations.
Chapter 5

Discussions, Conclusions and Recommendations for further Research

5.1 Introduction

This chapter presents a summary of findings, discussion and conclusions as well as the recommendations. The first section provides a summary of the study, while section two presents a discussion of the major findings of the study. The third Section offers a discussion as well as the conclusions based on the specific objectives, and finally the last sub-section provides the recommendations for improvement which are indeed based on the specific objectives.

5.2 Summary of key findings

The study revealed that there was a positive significant correlation between parental divorce and social wellbeing (r= 0.858), emotional wellbeing (r= 0.639), intellectual wellbeing (r= 0.537) and spiritual wellbeing (r= 0.524). The study also revealed that there is a relationship between parental divorce and the social well-being of adolescents. It was further revealed that there is a relationship between parental divorce and the emotional well-being of adolescents. The study further revealed that there was a relationship between parental divorce and the intellectual well-being of adolescents. Finally the study revealed that there was a relationship between parental divorce and the spiritual well-being of adolescents.
5.3 Discussions

The study revealed that there was a positive significant correlation between parental divorce and social wellbeing ($r=0.858$). The findings affirm that divorce has negatively affected the social well-being of adolescents caught up in the marital conflict that leads to parental divorce. The family is viewed as the basic unit of a society that provides growth and development of its members through human interaction, emotional bonding and enduring relationships (Agochiya, 2010). The family environment is very crucial for an adolescent in enabling them cope with life issues and day-to-day challenges during this crucial stage of development. Through guidance from parents, the adolescent is able to comfortably deal with conflicts, shape their behaviour and actions as well as learn how to effectively bond with both the family and those in the external world such as friends in school.

The findings also affirm that social well-being means that the adolescent is healthy and happy in regards to relationships. Such an individual is able to make prudent choices in terms of forming personal relationships and building a better community. Wolfinger (2005) cites that parental divorce affects the offspring in that family social behavior largely. The study also indicates that children who have experienced parental divorce have higher chances of experiencing divorce in their own marriages. The main focus of social well-being dimension is that the adolescent lives in harmony with others and the environment as stated by Hettler (1976).

The study revealed that there was a positive significant correlation between parental divorce emotional wellbeing ($r=0.639$). The findings agree with Rosnati et al. (2014) who argue that though adolescents from divorced families are similar to their peers in some
ways, they exhibit certain emotional variations. These emotional variations are developed over time as they experience parental conflict or the divorce of their parents. They have experienced loss of security emotionally as they lost the parent that is non-resident, this makes them change the way they view life and emotional connections. They will for example display non-conformity in many situations such as refusing to be emotionally fully available in their personal relationships as a result of the loss they have experienced. The findings also agree with Esmaeili and Yaacob (2011) who state that parental conflicts whether pre or post-divorce have a negative impact on the adolescents emotional well-being.

The parent’s continuous fights affect the time they spend with their adolescent children. The quality of the child-parent relationship is thus greatly affected because the adolescents are neglected in some ways as the parents navigate through the marital problems they have to deal with. This emotional unavailability of the parents negatively affects the children thus leaving them to navigate the way on their own. As they do this, they do not have the guidance of their parents who are preoccupied with divorce issues which may lead the adolescent into making mistakes whether emotionally, academically, socially or in any other way.

Parental conflicts are known to have a high positive influence on adolescent delinquency which is linked to the adolescents feeling emotionally stressed as a result of their parents unavailability, lack of parental warmth, parental hostility and rejection especially during the period just before and during the divorce, parental rejection and parental withdrawal.
The study further revealed that there was a positive significant correlation between and intellectual wellbeing ($r=0.537$). The findings are in line with McLahan and Sandefur (1994) who state that in order for an adolescent to grow up to be a successful adult, they need intellectual stimulation by understanding that working hard has benefits and pays off. In order for them to feel that confidence as they study, they need a close fulfilling relationship with their parents who are committed to their well-being, a parent that constantly supervises their work guiding them to ensure they remain focused and on the right path.

Single parenthood sometimes affects the quality of education for children of divorce because in some cases, it is only one parent who has to take up the full responsibility of financing everything. In addition, one parent taking all the responsibility affects the quality of education. Such parents are sometimes faced with a lot of stress, depression and anxiety, which affects the quality of life for the adolescent. Hettler (1976) cites that intellectual well-being involves an individual continuously engaging in learning and activities that help grow their mind. An adolescent is in a stage of their life whereby they are working at getting good grades that will help them get admission into a university so that they can train for the career they desire.

It is during the adolescence years that the adolescents have to choose the course they would like to undertake in college. Finally the findings revealed that there was a positive significant correlation between and spiritual wellbeing ($r=0.524$). According to Van Pelt (2008), the things that build spiritual oneness in a family are attending church together, praying together and becoming engaged in service ministry. As this happens, spiritual bonds and a good foundation is built in encouraging the adolescents to have a connection with an
inner higher power that watches them and guides their step. This spiritual connection brings with it peace to the adolescents. However, as divorce happens, this affects the teenager spiritually.

Adolescents of families that had high conflict during divorce period tend to have many issues and doubts of God or any higher power after experiencing divorce as they mature from adolescence into young adulthood (Ellison, Walker, Glenn & Marquardt, 2011). As compared with those adolescents that have experienced divorce but in a low conflict set up, those in high conflict begin doubting the existence of any super power that takes care of human beings and protects individuals from any harm. The adolescents are in a stage where they are trying to understand everything around them. Parental divorce complicates their spiritual belief system.

The findings also agree with Strong et al. (2008), who argued that most adolescents are affected spiritually by parental divorce and whatever happens in their families. Most of them lose their connection with God during this difficult period wondering why God or the supernatural power they always believed in does not come in to help their parents resolve their marital difficulties. They are filled with questions such as if there was a higher power, why does it let bad things happen to people. The doubts of spiritual forces begin at this stage damaging their spirituality for a very long time or even forever. This means that parental divorce leaves adolescents with damages spiritually which affects their spiritual well-being. In some cases, where the adolescent had been taught by their parent to believe, they may have internal conflicts during this period.
5.4 Conclusions

The study concludes that there was a positive significant correlation between parental divorce and social wellbeing. The study also concludes that there was a positive significant correlation between parental divorce and emotional wellbeing. It can also be concluded that there is a positive relationship between parental divorce and spiritual wellbeing.

The study further concludes that parental divorce appears to lower the well-being of children. The study further revealed that the estimated effects are generally strong. These strong effect sizes can be interpreted in two ways. First, parental divorce may be a stressor that, in the larger scheme of things, has relatively major effects on most children. Second, children of divorce may be seriously affected. This latter possibility may exist for three reasons. First, the measurement of many dependent variables is often crude, resulting in a good deal of random measurement error. Less-than-perfect measurement attenuates associations between divorce and children's well-being and leads to an underestimate of the true effect size. Including effect sizes based on all of these measures in a meta-analysis dilutes the mean effect size considerably.

5.5 Recommendations

The study recommends the need for the churches and other stakeholders to continuously counsel partners before and after marriages to enable them overcome any marital challenges that can lead to divorce. The husband and wife should be made to realize that it is their joint responsibilities that can see their children through their educational achievement. Therefore when marital conflicts arise which do not threat the life of one partner or both, they should not use divorce as the option when settling such rising tensions.
In instances where divorce is the only way out, the children in these families should be communicated to, well prepared and helped through the parental divorce process. Children from single parent homes should be taught to have faith in a super power to build self-esteem and control their emotional traumas.

The study recommends that in future studies it would be important to account for a complete list of different family structures. For example, same-sex families could be included in studies. The current study only accounted for single, married and divorced families, which may have limited participants’ options if they described their family structure in a different manner. Also, for researchers interested in family relationships and attitudes it is important to collect data from a diverse population of participants.

5.6 Chapter Summary

This chapter presented a summary of findings, discussion, conclusions as well as recommendations. The first section provides a summary of the study, while section two presents a discussion of the major findings of the study. The third Section offers a discussion as well as the conclusions based on the specific objectives, and finally the last sub-section provides the recommendations for improvement which are indeed based on the specific objectives. The study revealed that there was a positive significant correlation between parental divorce and social wellbeing, emotional wellbeing, intellectual wellbeing.

The study concluded that there was a positive significant correlation between parental divorce and social wellbeing. The study also concludes that there was a positive significant correlation between parental divorce and emotional wellbeing. It can also be concluded that there is a positive relationship between parental divorce and spiritual
wellbeing. The study further concluded that parental divorce appears to lower the well-being of children. The study further concluded that the estimated effects are generally strong. These strong effect sizes can be interpreted in two ways.

The study recommended that in future studies, it would be important to account for a complete list of different family structures. For example, we could include same-sex families. In the current study we only accounted for single, married and divorced families which may have limited participants’ options if they described their family structure in a different manner. Also, for researchers interested in family relationships and attitudes, it is important to collect data from a diverse population of participants.
REFERENCES


Maddox, J. M. (2010). Breaking down the walls: divorce and the effects it had on a child’s communication in relationships outside of the family. *Journal of communication, 8.* Retrieved from http://newfirstsearch.oclc.org/Webz


APPENDICES

Appendix A: Parent Consent Form

My name is Ms. Mercy Wawira Njeru. I’m a graduate student at United States International University-Africa pursuing a Master of Arts in Clinical Psychology. As part of my degree requirements, I am undertaking research on the effect of parental divorce on the well-being of adolescents’. I would like to seek your permission to involve your teen in this study. The research will involve your teen filling in a questionnaire. This will take between 20-25 minutes. This study poses no risk to the participants and there will be debriefing after the session.

There are no monetary benefits associated with participating in this study. The identity of your child will remain confidential and will not be disclosed to anyone under any circumstance. In addition, the information obtained in this study will be kept confidential and your child’s privacy protected. Participation in the research is on voluntary basis. In addition, the child can withdraw from this study any time without any consequences incase the study becomes uncomfortable for him or her as we continue with the research. Your acceptance for your child to participate in the study is also on voluntary basis.

In case you have concerns that require clarifications or any questions regarding this study, feel free to contact my research professor in USIU- A, Dr. Michael Kihara by email on mkihara@usiu.ac.ke or the researcher, Mercy W. Njeru by email: wnjeme@gmail.com or on +254 700 513 580.
I hereby confirm that I authorize for my child to participate in this research. I have clearly read the above information regarding the research and fully understand the terms and conditions of my child participating in this study.

_______________________________              _________________
(Parent/Guardian Signature)                                       (Date)

_______________________________             _________________
(Child’s Name)                                             (Age)

______________________________             _________________
(Principal Researcher Signature)                                  (Date)

Participant Number assigned to this participant and to be used on all other documents:

___________
Appendix B: Participant Informed Consent Form for Adolescents who are 18 Years of Age

My name is Ms. Mercy Wawira Njeru and I am a graduate student in USIU undertaking a Master of Arts in Clinical Psychology. In order to fulfill my degree requirements, I am conducting research and would kindly like you to participate in the study. This research aims at providing insight on the effect of parental divorce on the well-being of adolescents. There will be a questionnaire to be filled to help understand your experiences with parental divorce. The questionnaire takes about 20-25 minutes.

All the information obtained in this study will be kept confidential and your privacy highly maintained. A number will be assigned to you that will be used in all your research documents in order to uphold privacy of your name and information provided. Your written consent is required in order to participate in this study. Participation is voluntary and you have the right to withdraw from the research without any consequences even when the research is still on going. Feel free to contact my research professor in USIU-A Dr. Michael Kihara by email on mkihara@usiu.ac.ke, or you can contact me on wnjeme@gmail.com or on +254 700 513 580 for any clarifications.
My Consent to Participate:

By signing below, I consent to participate in this study.

______________________________                       _________
(Signature of Participant)         (Date)

______________________________                      ___________
(Principal Researcher)                        (Date)

Participant Number to be used on all documents: _____________
Appendix C: Sample Participant Debrief Form

Thank you for agreeing to participate in this study. The purpose of the study is to gain insight on the effect of parental divorce on the well-being of adolescents. Your contribution to this discussion is highly appreciated and will help the researcher in finding out what the consequences of parental divorce are at this stage of development when the adolescents are at a stage of finding their way around in their own unique way.

In the event that this study elicits strong emotions in you that make you feel the need to seek help in addressing those emotions, a list of referrals is provided below where you can get further support. Once again, I’m truly grateful, thank you for your participation and making this study a success.

Yours Sincerely,

Mercy Wawira Njeru.

+254700513580/ wnjeme@gmail.com
Referral Contacts:

1. Oasis Africa Counseling Center and Training Institute
   
   Regent Court, Suite B7
   
   Argwings Kodhek Rd,
   Hurlingham, Nairobi, Kenya
   
   Cell Phone: 254-725 366614/254-733 366614
   www.oasisafrica.co.ke

2. Amani Counselling Center

   Head Office
   
   Mbagathi Way, Off Langata Road
   P.O. Box 41738 - 00100, Nairobi, Kenya.
   
   Tel: +254 02 6002672 / 3
   Fax: +254 02 6002674
   Cell Phone: Safaricom: 0722 626 590
   Airtel: 0733 263 870
   Email: info@amanicentre.org

   Town Office
   
   Nairobi CBD Office,
   KCS House 7th Floor,
   Mama Ngina Street
   
   Cell Phone: Safaricom: 0718 225 627
   Airtel: 0733 388 200
   SMS Line: 0722 797 068
Appendix D: Invitation to Participate in a Research Study

Hello,

My name is Ms Mercy Wawira Njeru. I am a graduate student at USIU- A undertaking a Masters of Arts in Clinical psychology. I would like to invite you to take part in a research that I am conducting as part of my degree fulfillment requirements. The study is aimed at investigating the effect of parental divorce on the well-being of adolescents between the age of 12 and 18 years.

As a participant in this study, you will help the researcher understand your experience of undergoing parental divorce by describing how this divorce experience has impacted your life as an adolescent. Your information will be kept confidential and your names will not be shared with anyone or in any publication. You will be assigned a number that is used in all your documents inorder to uphold your privacy. The research will involve you filling in a questionnaire that takes about 20- 25 minutes.

The general findings of the study will be used by scholars, clinicians, psychologists, consultants and professionals that would find the results of the study useful in the course of their practice or learning. This will be with the aim of helping other adolescents during periods of parental divorce to overcome the challenges associated with their parents divorcing. Kindly communicate to me if you would be interested in participating in this research on wnjeme@gmail.com or on +254700513580.

Yours Sincerely,

Mercy Wawira Njeru.
Appendix E: Questionnaire

Section A: General Information

1. Participant name ……………………………..

2. Please state your gender

   Male  ☐   Female  ☐

3. Kindly indicate your age category

   12-14 years  ☐   15-18 years  ☐

4. How long have your parents been divorced?

   Less than 2 years  ☐   3-5 years  ☐

   6-10 years  ☐   Over 10 years  ☐

5. Who have you been living with since the divorce was effected?

   Mother  ☐   Father  ☐

6. Do you have any siblings?

   Yes  ☐   No  ☐

7. If yes in the above question, are you living together with them with the custodial parent?

   Yes  ☐   No  ☐

8. What mode of acquiring education are you using?
Enrolled in a school □ □ Home schooling □ □

9. Do you ever get to spend time with your other parent that does not stay with you?

   Yes □ □   No □ □

10. Who has the responsibility of taking care of you after your parents’ divorce?

   Mother □ □   Father □ □   Both □ □

Section B: The Relation between Parental Divorce and the Social Well-being of Adolescents

Please state the extent to which you agree with the below statements using a scale of 1 to 5 whereby 1= strongly disagree and 5 = strongly agree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tr>
<td>11. I am on normal circumstances an extroverted person and highly enjoy being in the company of others</td>
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<td>12. I am mostly introverted and prefer being in my own pace alone</td>
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<td>13. Since my parents divorced, I have become more quite</td>
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<td>14. I speak a lot more than usual since my parents divorced</td>
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<td>15. It is so hard making new friends since my parents divorced</td>
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16. Societal and communal activities and meetings have become so hard for me to keep up with since the divorce of my parents.

17. Talking with my friends in school has become a hard task due to my parent’s divorce, I avoid situations that require interaction with my friends a lot more.

18. Managing conflicts has become a challenge for me after the divorce of my parents

19. I am not very comfortable attending family gatherings since my parents divorced

20. How do you think your ability to manage social relationships has been affected by the divorce of your parents?

Section C: The Relationship between Parental Divorce and the Emotional Well-being of Adolescents

Please indicate to what extent do you agree with the following statements, use a scale of 1 to 5 where 1= strongly disagree and 5 = strongly agree.
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<td>21. My parents’ divorce has made me a sensitive person emotionally</td>
<td>Strongly Agree</td>
<td>Strongly Disagree</td>
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<td>22. I hardly clearly understand myself and my feelings since my parents divorced</td>
<td>Strongly Agree</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
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<td>Agree</td>
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<td>23. It has become more hard resolving my personal everyday life challenges since my parents dissolved their marriage.</td>
<td>Strongly Agree</td>
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<td>24. Nowadays, I get angry quicker than I used to when my parents were still married</td>
<td>Strongly Agree</td>
<td>Strongly Disagree</td>
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<td>25. I have become an extremely fearful person in most situations since my parents started their divorce proceedings</td>
<td>Strongly Agree</td>
<td>Strongly Disagree</td>
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<td>26. Happiness has become elusive for me after my parent’s divorce</td>
<td>Strongly Agree</td>
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<td>27. After parental divorce, hopelessness has engulfed me and I can’t find a way of getting rid of it.</td>
<td>Strongly Agree</td>
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<td>28. It has become harder for me to admit my feelings whether good or bad since my parents divorced</td>
<td>Strongly Agree</td>
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<td>29. I do not want to emotionally get involved to anyone since the divorce of my parents</td>
<td>Strongly Agree</td>
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<td>30. It’s become harder trusting anyone since the divorce of my</td>
<td>Strongly Agree</td>
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<td>31. In school, I avoid any friendships that involve me putting in any emotional effort</td>
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<tr>
<td>32. I don’t value marriages anymore and don’t want to get married when I grow up</td>
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<tr>
<td>33. It is now harder for me to believe what anyone says since my parents divorced</td>
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<td>5</td>
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<tr>
<td>34. I do not want to be close with my siblings because I know they will in the end hurt me like my parents did when they divorced</td>
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<tr>
<td>35. My parents and everyone else around me is not genuine, everyone is dishonest just like my parents who had promised me that we would always stay together as a family</td>
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<td>4</td>
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<tr>
<td>36. I do not want my school mates and teachers love or sympathy in school about my family situation</td>
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<td>5</td>
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</tr>
<tr>
<td>37. Life has generally become more full of sadness since my parents divorced</td>
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<td>5</td>
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<tr>
<td>38. I find it so hard to control what I feel and be in a good place emotionally since the divorce of my parents</td>
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<td>4</td>
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<tr>
<td>39. In your opinion, has parental divorce changed you emotionally for the good or bad?</td>
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</tr>
</tbody>
</table>

81
40. What do you think your parents would have done differently during parental divorce to keep you safe emotionally?

Section D: The Relationship between Parental Divorce and the Intellectual Well-being of Adolescents

Indicate the extent to which you agree with the following statements by using a scale of 1 to 5 where 1 = strongly disagree and 5 = strongly agree.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>41. School work has become a tiring chore since my parents divorced</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>42. The teachers in school keep complaining that my school work is getting worse day by day for the last couple of semesters</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>43. It has become so difficult to focus in class since the divorce of my parents</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>44. I am no longer internally motivated in the pursuit of knowledge since the divorce of my parents</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>45. It does not interest me any more to search for a career path and choosing courses that will give me a better future or a chance to get into a good university since my parents dissolved their union</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
</tr>
</tbody>
</table>
46. Since the divorce of my parents, I have become more closed minded and I am no longer open to new ideas
47. New experiences don’t excite me any more since the divorce of my parents
48. I now avoid group interactions since the divorce of my parents
49. I am no longer interested in learning new concepts after parental divorce
50. My desire for learning new skills has declined since my parents stopped being married to each other

51. Do you feel like your desire to seek new challenges has changed with the divorce of your parents and if yes, how?……………………………………………………………………..

52. In your opinion, Is there something that your parents could have done to safeguard your intellectual wellness during their divorce?……………………………………………………………………..

Section E: The Relation between Parental Divorce and the Spiritual Well-being of Adolescents

Indicate the extent to which you agree with the following statements by using a scale of 1 to 5 where 1= strongly disagree and 5 = strongly agree.
<p>| | | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>53. My parents were spiritual people as we grew up</td>
<td>Strongly</td>
<td>Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
</tr>
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<td>1</td>
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<td>5</td>
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<tr>
<td>54. I have always believed that there is a higher power that takes care of us and keeps us safe</td>
<td>Strongly</td>
<td>Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>1</td>
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<td>5</td>
</tr>
<tr>
<td>55. Since the divorce of my parents, my belief system is changing and I no longer believe as much that there is a higher power taking care of us</td>
<td>Strongly</td>
<td>Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
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<td>5</td>
</tr>
<tr>
<td>56. I nowadays find myself wondering where the higher power was when my family was undergoing all these family difficulties</td>
<td>Strongly</td>
<td>Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
</tr>
<tr>
<td>57. I no longer enjoy peace since my parents ended their marriage</td>
<td>Strongly</td>
<td>Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>58. There is no harmony between myself and the external world since my parents divorced</td>
<td>Strongly</td>
<td>Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>59. My actions lately after parental divorce do not match the values I have always held on to.</td>
<td>Strongly</td>
<td>Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>60. The belief that we are all human beings and one creation no longer makes sense after my parents’ divorce</td>
<td>Strongly</td>
<td>Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>1</td>
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<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>61. I criticize people’s spiritual and religious views a lot more since my parents divorced</td>
<td>Strongly</td>
<td>Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
62. Spiritual and religious gatherings have become boring for me since the divorce of my parents

63. I no longer create some quite time to meditate and connect myself with the higher power

64. When someone talks about spiritual matters, I easily get angered lately after the divorce of my parents

65. Spirituality and religious matters no longer make sense to me after my parents divorced

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**Section F: General Data**

66. Please give your views on parental divorce

67. Do you think there is a better way that parents can help adolescents overcome the pain of parental divorce?

68. If you have siblings, how has been their reaction to the divorce of your parents?

69. Would you like to get into a marriage setting as you grow old or do you think that your parents’ divorce has changed your perspective on this?

70. Do you feel like your parents need to help you get psychological help to deal with their divorce or do you feel like you are handling it well so far?
### Appendix F: Research Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost in Kshs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Development of the Proposal</td>
<td></td>
</tr>
<tr>
<td>- Materials used for the Proposal</td>
<td>2,000</td>
</tr>
<tr>
<td>- Printing</td>
<td>1,000</td>
</tr>
<tr>
<td>- Photocopying</td>
<td>500</td>
</tr>
<tr>
<td>- Binding Document</td>
<td>500</td>
</tr>
<tr>
<td>2. Data Collection</td>
<td></td>
</tr>
<tr>
<td>- Photocopy of Material</td>
<td>4,000</td>
</tr>
<tr>
<td>- Travelling (within Nairobi)</td>
<td>5,000</td>
</tr>
<tr>
<td>3. Data Analysis &amp; Interpretation</td>
<td>--------</td>
</tr>
<tr>
<td>4. Report Writing &amp; Dissemination</td>
<td>--------</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13,000</strong></td>
</tr>
</tbody>
</table>
Appendix G: IRB Approval Letter

My name is Ms. Mercy Wawira Njeru and I am a graduate student in USIU-A undertaking a Master of Arts in Clinical Psychology. In line with fulfilling my degree requirements, I would like to conduct a research for my thesis. My research topic is the effects of parental divorce on adolescents’: a focus on the dimensions of the wellness model. The research will be conducted on adolescents in the age bracket of 12-18 years. The focus will be on the social, intellectual, emotional and spiritual well-being of the adolescents.

The sample size will be 50 adolescents that will be selected by convenience at the beginning and snowballing which is a non-probability sampling for subsequent additional participants required to meet the sample group for this study. The first group of adolescents that will be used to lead me if there is need to other adolescents they know such as their family friends have already been identified. This is from a group of adolescents that I am currently mentoring some of whom have undergone parental divorce. The instrument to be used for this research will be a questionnaire.

Adolescents below the age of 18 years have not acquired legal age yet to give informed consent. Respective measures to obtain informed consent from their parents have been put in place while the adolescents will give verbal and written assent. Those who are 18 years will give informed consent themselves. Other ethical requirements in conducting research have also been taken care of such as issues of confidentiality among other ethical considerations. The participants will be duly informed of this before they participate in the research. I shall also work closely with your team as well as my research supervisor, Dr.
Michael Kihara to ensure that I stay focused and remain on the right path as I conduct this research.

The goal of the research is to look at parental divorce which is on the rise in Kenya and the effect this has on the well-being of their adolescent children. The study will be conducted in Nairobi County, Kenya. Our culture is now becoming more accepting of the fact that married couples can divorce. However, the children of divorce in most cases have not been carefully thought of and are left in the middle of it all with no one to guide them. As the parents are busy fighting, the children have no one to look after their well-being. I specifically chose adolescents because it is a crucial stage of life whereby the children of parental divorce are at a stage of identity versus role confusion. There are so many changes happening to an adolescent such as bodily physical changes, hormonal changes and emotional changes.

The study will help find out if parental divorce comes as an extra burden to adolescents in addition to all the changes happening in their life at this particular time and if so, how does the divorce affect their social, emotional, intellectual and spiritual health. These are the people that are going to be leaders of the world, families, institutions, groups and hence keeping them safe in terms of their psychological health becomes very crucial. Divorce would be one of the issues that would interfere with their health and well-being. Individuals handle challenges differently and hence parental divorce could affect some negatively while others obtain positive gains from the process. For those affected negatively by parental divorce, it would be important to offer them help in dealing with the parental divorce.
It is in this regard that I would like to seek your approval to conduct this research. I am positive the findings of the study will be of interest to many stakeholders who have an interest in this area such as scholars, other students interested in this field, psychologists that handle family issues, counsellors, clergymen who advice their followers on a daily basis on family matters, the USIU-A library as a resource centre and myself because I have a high interest in the general well-being of adolescents. In case you need clarifications on any issue, don’t hesitate to contact me through my supervisor or on my email which is wnjeme@gmail.com or on +254 700 513 580.

Thanking you in advance.

Yours Sincerely,

Mercy Wawira Njeru.
Appendix H: IRB APPROVAL

20th February 2017
USIU-A/IRB/17/S02,

MERCY WAWIRA NJERU,
Master of Arts in Clinical Psychology,
Student ID No. 627748
Email: wnieme@gmail.com

IRB-RESEARCH APPROVAL.

The USIU-A IRB has reviewed and granted ethical approval for the research proposal titled ‘The Effects of Parental Divorce on Adolescents: A Focus on the Dimensions of the Wellness Model’. The approval is for six months from the date of IRB. Please submit a completed copy of the study to the IRB office, soft copy is acceptable.

You are advised to follow the approved methodology and report to the IRB any serious, unexpected and related adverse events and potential unanticipated problems involving risks to subjects or others.

Should you or study participants have any queries regarding IRB’s consideration of this project, please contact irb@usiuc.ac.ke.

[Signature]
Prof. Damary Sikalieh,
Chair | IRB | USIU-Africa,
dssikalieh@usiuc.ac.ke
Office 20 3600 112.

CC: Research Office