

**PSYCHOSOCIAL IMPACT OF DIVORCE ON CHILDREN ACADEMIC  
PERFORMANCE: A CASE STUDY OF AMUFI COMMUNITY BENIN CITY,  
EDO STATE.**

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**BEING A PROJECT SUBMITTED TO THE DEPARTMENT  
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BENIN CITY**

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## CERTIFICATION

We certify that this research work was carried out by UWAKHONYE AIZE, SSC1510987 in the Department of Social Work, Faculty of Social Sciences, University of Benin, Benin City, Edo State.

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(Head of Department)

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Date

## **DEDICATION**

This project work is dedicated to the Almighty God who through his infinite mercy I was able to complete my studies and to my family.

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## TABLE OF CONTENTS

Title Page-	i	
Cover Page-	ii	
Certification -	ii	
Dedication	iii	
Acknowledgement	v	
Table of contents	-	vii
<b>CHAPTER ONE: Introduction</b>		
1.1 Background of the Study	1	
1.2 Statement of the Problem	8	
1.3 Research Questions	10	
1.4 Objective of the Study	10	
1.5 Significance of the Study	11	
1.6. Limitation-	12	
1.7 Scope of the Study/Limitation--	12	
1.8 Definition of Terms	10	
Reference	14	
<b>CHAPTER TWO: Literature Review</b>		
2.1 Introduction	15	
2.2 Concept of Divorce	17	
2.2.1 Father and Daughter Relationship after Divorce	29	
2.2.2 Father and Son Relationships after Divorce	32	
2.2.3 Increased Crime Rates	33	
2.2.4 Adult Children Affected by Divorce-	34	
2.2.5 Depressed Mothers and the Effects on the Children	36	
2.3 Theoretical Framework	40	
Reference	46	
<b>CHAPTER THREE: Methodology</b>		
3.1 Introduction	47	
3.2 Research Design	47	
3.3. Scope of the Study-	48	
3.4. Population-	48	
3.5. Method of Data Collection	50	
3.6. Method of Data Analysis	51	
3.7. Reliability of the Instrument	51	

**CHAPTER FOUR: Data Analysis, Result and Finding**

4.1 Introduction - - - - - 52  
4.2. General Information - - - - - 52  
4.2.1 Gender of the Respondents- - - - - 52

**CHAPTER FIVE: Summary Conclusion and Recommendations**

5.1. Summary - - - - - 63  
5.2. Conclusion - - - - - 64  
5.3. Recommendation - - - - - 64  
5.4 Suggestions for Further Studies- - - - - 65  
    References - - - - - 66  
    Appendix - - - - - 69

## **CHAPTER ONE**

### **INTRODUCTION**

#### **BACKGROUND OF THE STUDY**

Divorce for Hornby (2001) is the legal ending of a marriage. Mirror (2003) defined divorce as the complete break up or dissolution of marriage through legal means. Divorce is the only ceremony that marks the official end of marriage, just like a wedding ceremony marks the official beginning of the same marriage. Divorce is caused by so many things. Some of the common causes of marital problems or divorce as noted by Arowolo (2002) are, abuse, power tussle between couples, poor financial management, infidelity, infertility/childlessness, hot temper, influence of mother-in-law, influence of bad companies, influence of alcohol, improper use of language, impotence, poor communication between couples, early marriage, prolonged sickness, prolonged hardship and maltreatment.

The phenomenon of divorce is receiving increasing attention as a stress-inducing factor or a life crisis that affects over two million adults and one million children world wide annually (Dohrenwend & Dohrenwend, 2004; Norton & Glick, 2003). Marriage breakdown presently appears to be on the increase. Available literature such as Nwoye (1999), Omeje (2000), Aroh (2001), Asogwa (2003), Mirror (2004) and researcher's

observation from the Nigerian society indicate that marriage breakdown appears to be on the increase and it is becoming increasingly stressful on the part of the divorcees, their children and the society.

According to National Centre for Health statistics (2001), the divorce rate in United States has been steadily increasing during the past fifteen years and shows no sign of reduction. Similarly, Rice (2002), noted that as at 1999 the United States had a divorce rate of 5.0% per 1000 married persons, Australia 4.3% and Sweden 2.7%. Owing to the fact that issues on divorce in Nigeria context are not properly documented due to non-involvement of courts and welfare units in most divorce cases, because most Nigerians would like to treat their divorce issues in secret, determining the percentage rate seems to be difficult. Arowolo (2002) found that the incidence of divorce in Nigeria now compared to what it was in pre-colonial days has increased. Continuing, Arowolo found that this was due to pressure on the institution of marriage and the family arising from increased quest for money and having separate purse by couples, the Nigerian civil war and other agents of liberalization of women.

It is estimated that nearly half of marriages end in divorce; half of these divorces include an children (Potter, 2010; Lopez, 1987). It is important to understand the potential psychosocial and academic implications of parental divorce on children in

order to provide children and their families with supportive interventions.

Research has shown that divorce has a negative impact on an children psychosocial and academic functioning (Amato, Kane, & James, 2011; Kushner, 2009; Kim, 2011; ONDRUŠKOVÁ, 2013; Potter, 2010; Videon, 2002). Academic implications have been identified in the areas of mathematics and literature (Kim, 2011; Amato, Kane, & James, 2011; Potter, 2010). Research in the area of psychosocial functioning has explored the impact of divorce on children levels of depression, anxiety, self-regulation, increased/decreased ego, as well as triangulation, individuation, and lack of intimacy in current and future relationships (Ondruskova, 2013; Voursora, Verdeli, Warner, Wickramaratne, & Baily, C., 2012; Johnson, & McNeil, 1998; Kim, 2011; Kushner, 2009; Guentherman & Hampton, 1992; Drakulic, 2014; Aseltine, 1996; Richardson & McCabe, 2001).

Marriage is one of the oldest social institutions in any society. In Nigeria, the marriage institution is conceived as a primary and sacred institution through which a man and a woman enter into some forms of contract for reciprocal obligations as husband and wife. In Igbo cultural environment, marriage involves not only the individuals who enter into it but is seen as a social institution of mankind, which involves two families concerned (Omeje, 2000). According to

Aroh (2001), marriage has always been a partnership of survival with the preservation and improvement of the human species as its primary purpose. In line with this view, Obi (2006) sees marriage as an important social contract ordained by nature for the continuation of human race. For Okoh (2004), it is an institution, which guarantees the procreation, care and education of the young; the stability of the family; and the continuity of society upon which the survival of the human race depends. Marriage is an institution, which is culturally and socially recognized. It is a legal union of a man and a woman as husband and wife for the primary purpose of procreation, sexual and emotional gratification, social stratification and economic dependence.

The family is the child's first place of contact with the world. The child as a result, acquires initial education and socialization from parents and other significant persons in the family. Agulana (2010) pointed out that the family lays the psychological, moral, and spiritual foundation in the overall development of the child. Structurally, family/homes is either broken or intact. A broken home in this context is one that is not structurally intact, as a result of divorce, separation, death of one of parent and illegitimacy. Divorce is a legal termination of valid marriage.

According to Frazer (2004), psychological home conditions arise mainly from divorce and parental deprivation. According to him, such abnormal conditions of the

home, are likely to have a detrimental effect on school performance of the child.

Life, in a divorced or broken home can be stressful for both the child and the parent. Such families are faced with challenges of inadequate financial resources (Children Defence Fund, 2004). Schults (2006) noted that if children from unstable homes are to be compared with those from stable homes, it would be seen that the former have more social, academic and emotional problems. Rochlkepartain (2013) is of the opinion that the family and its structure play a great role in children's academic performance. Levin (2011) states that parents are probably the actor with the clearest interest in a high level of their children's academic performance. To some extent, there is simple evidence to show the marital instability brings about stress, tension, lack of motivation and frustration obviously, these manifestations act negatively on a child's academic performance.

According to Fraser (2013) performance and behaviour of children living with a single parent is below that of children living with the two parents. He observed that children who lives with a parent especially a divorced one, usually feels unsecured, always attention seeking and anxious that his/her education may be seriously hindered or disrupted through these feelings and at the end it would affect the child's total behaviour.

Johnson (2005) asserts that children of separated families often fail and are at risk emotionally. However, this may not be completely applicable in all cases of broken

homes. Some children irrespective of home background or structure may work hard and become successful in life. Moreover, Ayodele (2007) stated that the environment where a child finds himself/herself goes a long way in determining his learning ability and ultimately his academic performance in school. When a child's needs are not properly addressed, his learning ability could be affected due to lack of motivation. Generally, the home has been identified as an overwhelming factor affecting students' performance academically. It would appear, then, that broken homes may present a very serious danger to the emotional, personality, and mental adjustment of the child. This impinges on students' academic achievement.

According to Hargreaves (2011), student's resilience in a one-parent household is believed to be a significant indication of success in other areas of their lives, including academics. Students under emotional heartache and stress at home often have emotions that interfere with concentration during the school day. Students may have difficult times concentrating on school work from divorce-related stress occurring at home. Students may face unique challenges of completing homework, assignments, when organizing their homework, backpack, and paperwork between multiple homes (Akambi, 2014).

According to Smith (2009), some students are flexible and adapt well to change largely due to implementing effective coping strategies, while other students may react in

the opposite way. Students may lose confidence, blame themselves for the break-up, and see their parent's separation or divorce in a complicated way. The range of feelings that a student may encounter include: disbelief and denial, sadness, loss, loneliness, depression, anger, anxiety, fear, relief, and hope. Response to these feelings often results in different levels of intensity (Smith, 2009). While some students may experience mild anxiety and sadness, others may feel more intense emotions. Smith (2009) also found that students' reaction to their parent's divorce varies based on the student's gender and age.

Carlson and Hines (cited in Dykeman, 2013) determined that parents can help make a smooth transition for their children during a divorce. Parents can present a reliable and cooperative parenting style when providing their children with discipline and behaviour expectations. Putting the child in the middle and asking them to "spy" on the other parent or report back information regarding dating, finances, and life styles may hurt the student trying to cope with life in two different residences. Students tend to be more resilient when their parents offer strategies such as joint-parenting, similar discipline styles and not competing for child-loyalty with gifts and presents. Hargreaves (2011) documented behavioural issues and emotional problems exhibited by students preceding their parents' separation or divorce. Parents may also have different expectations and rules for their child presenting inconsistencies which may confuse the child. Research suggests that a

child's adaption to successful transition depends on each parent maintaining a healthy relationship between one another and with the child (Hargreaves, 2011).

Wilkinson (cited in Hargreaves, 2011) reported children's stressors throughout divorce may include disorganized daily routines, change in parenting style, reduced family income, parental conflict, limited resources, and parental accessibility. Families can usually maintain and adapt to the short-term changes of divorce in a two- to three-year span.

According to Hertherington et al. (cited in Hargreaves, 2011), students display problems during a variety of stages of family deterioration including times during this alteration period, either before parental separation, or directly subsequent to a parental separation. Students will sometimes experience delayed stress responses occurring years after a divorce in a form of post-traumatic stress (Hargreaves, 2011).

## **1.2 STATEMENT OF THE PROBLEM**

In today's society, divorce is becoming more and more common and is continuing to create a negative impact on adults and children. Cherlin et al. (1991) and Shaw (1991) state, according to local trends, it is likely that 40% of marriages will end in divorce. Runyon and Jackson, (1988) assert, each year, more than one million American youngsters are entangled in parental divorce. According to Cherline, Moreland, &

Schwebel, (1983); Shaw conservative estimates indicated that two out of five divorces will involve children.

Kurtz & Derevensky (1993) state that as much as 70% of marital ruptures will encompass young ones. Children can attempt to cope with the changes in their lives; however, their lives will forever be disrupted.

Divorce has been on the rise In Nigeria 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 life time 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.

Children 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 children. 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 Amufi, Edo state Nigeria.

### **1.3 RESEARCH QUESTIONS**

1. What is the relationship between parental divorce and the children education?
2. What is the relationship between parental divorce and children academic performance?
3. What is the relationship between parental divorce and healthy psychological growth of a child?
4. What is the relationship between parental divorce and the and family relationships

### **1.4 OBJECTIVES OF THE STUDY**

1. To determine the relationship between parental divorce and the children education.
2. To establish the relationship between parental divorce and children academic performance
3. To determine the relationship between parental divorce and the and healthy psychological growth of a child
4. To investigate the relationship between parental divorce and family relationships.

## **1.5 SIGNIFICANCE OF THE STUDY**

The results of this study may provide useful information that can be used as a guide in handling children that have experienced parental divorce. Divorce was not as common as it currently is in Nigeria (Tumuti, Ileri & 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 in case 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 help 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 children, 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 children on the expected possible changes during parental divorce (Strong et al., 2008).

## **1.6. LIMITATION**

Due to the following limitations, the researcher was faced with a lot of problems. Firstly, it was difficult to lay hand on books and other materials that deals on child abuse to review the study. Secondly, there was lack of time and financial resources, and thirdly, it was not easy for the researchers to be doing the research work and at the same time facing class works.

## **1.7. SCOPE OF THE STUDY/DELIMITATION**

The study seeks to lay emphasis on the Psychosocial Impact of Divorce on Children Academic Performance in Ikpoba Okha Local Government Area as a case study.

## **1.8 DEFINITION OF TERMS**

**Impact:** This is to have a strong and often bad effect on (something or someone).

**Divorce:** This is the legal dissolution of a marriage by a court or other competent body.

**Academic Performance:** This is the outcome of education the extent to which a student,

teacher or institution has achieved their educational goals.

**Students:** These are learners, or individuals who attends an educational institution.

**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

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## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

Children who have experienced a divorce frequently have lower academic achievement than children from non-divorced families (Wolchick, 2002). In a review done on family and school factors related to adolescents' academic performance, it noted that it is two times more likely for a child from a divorced family to drop out of high school than a child from a non-divorced family problem. These children from divorced families may also be less likely to attend college, resulting in the discontinuation of their academic career (Rodgers & Rose, 2001). The school as a system is confronted with large numbers of families coping with transitions created by divorce (Lamden et al, 2002). A few studies in Europe have also found the more negative effects of divorce than the death of a parent, especially among single-mother families (Borgers, Dronkers & Van Praag, 1996; Bosman & Louwes, 1988).

According to Stephens (1976) and Salami (1998), adolescents from broken homes are usually associated with antisocial behaviour and poor academic records.

Empirical research confirmed that children of divorce are at an increased risk for the development of psychological, behavioural, social and academic problems (Amato, 2000; Amato, 2001; Amato & Keith, 1991; Emery, 1999; Hetherington, Bridges & Insabella, 1998; Kelly, 2000).

Yongm and Yuanzhang, (2008) made it clear that in some cases children who experience separation or divorce do not always perform well or achieve academically.

According to Borgers et al. (1996), educational outcomes of children living with a divorced single mother were generally poorer than those of children living with two parents although fairly small in the magnitude. Amato and Keith (1991) and Amato (2001) found that, children of divorce with that of children of parents who were married to each other. According to Borgers, Dronkers and Van Praag (1996), educational outcomes of children living with a divorced single mother were generally poorer than those of children living with two parents although fairly small in the magnitude.

Children of divorce are at risk of lower academic performance than their peers from non-divorced families (Hetherington & Elmore, 2003; McLanahan, 1999; Mulholand, Watt, Philpott & Sarlin, 1994). The modest differences decrease but do not disappear when income and intellectual ability are controlled.

Teachers rate children from divorced families higher on factors such as

heightened anxiety surrounding academic failure, the inability to reflect, irrelevant talk, and inattention.

Research Evidence-Based Counselling 7 indicated that children of divorce attend school less, watch more television, do less homework, and have less parental supervision of their schoolwork (McLanahn, 1999). Academic functioning declines less precipitously when fathers are involved in the child's education and schoolwork after the separation (Nord, Brimhall & West, 1977).

There are five sections in this chapter. It will consist of meaning and concept of divorce, impact /effect of divorce, History, Father and Daughter relationship after divorce, Father and Son relationship after divorce. Adult children affected by divorce, Depressed mother's and the effects /impact on their children and theoretical framework.

## **2.2 CONCEPT OF DIVORCE**

Scholars have given varied definitions of divorce from their own perspectives. For Nwoye (1999:453), "divorce is the only ceremony that marks the official end of a marriage, just like a wedding ceremony marks the official beginning of the same marriage". He further noted that it takes place in the court presided over by a judge.

For Gahler (2006) divorce is the judicial separation of the spouses and completely disruption of their marital relations. He further noted that it is the dissolution

of marital relations, in this process marriage is completely broken down either in social or legal context.

Obiadi (2002) noted that divorce is the breaking up or dissolution or abrogation of marriage. According to Hornby (2001) divorce is the legal ending of a marriage. It is to end one's marriage to somebody by legal means. According to Mirror (2003) divorce is the complete break up or dissolution of marriage through legal means. According to Ochagha (1999), marriage is the legal union between a husband and a wife which manifests two most excellent properties of unity and perpetuity while divorce is a legal complete break up or end of the marriage. She further stated that as marriage resorts morality, fosters mutual love between spouses, confirms families with divine strength, fosters education and protection of offspring, restores the dignity of the woman and establishes the honour and prosperity of families and civil associations in a most excellent and beneficial way, divorce begets almost the exact opposite of the above marriage function

As noted by Dike (1999) divorce is not a new social phenomenon. It has always constituted the major source of family disintegration and thus has attracted much attention. Divorce is one aspect of marital disorganization which could among other things, frustrate the destiny of the children of such marriages.

Reichman, Corman, and Noonan (2004) conducted a longitudinal study of mothers and fathers who lived together 12-18 months after given birth to a baby with special needs. After completion of the study, they found that having a child with disabilities reduces the likelihood of the parents remaining in the same household together by 10 percent. However, parents desire to stay in the relationship increased by 6 percent.

In a similar study, the researchers (Hatton, Emerson, Graham, Blacher, and Llewellyn 2010) found that preschool children with a disability often reside in one parent households compared to couples whose children did not have special needs. These results applied to children between the ages of nine months to three to five years old.

A larger study conducted by Urbano and Hodapp (2007) discovered that families who had children with Down syndrome had a 7.6 percent divorce rate; parents who had children with other special needs experienced a divorce rate of 10.8 percent, and families that had children without any signs of disability had an 11.2 percent divorce rate.

Sabbeth and Leventhal (1984) conducted a comprehensive review on how the illness or disability of a child affects marriages. Out of the twenty-three studies they examined, only seven studies included measures of marital discord; four of the studies reported signs of stress within the marriage and while the other three studies found no significant difference.

Kazak and Clark (1986) completed a study that examined children who had spina bifida, and severe or mild impairments, and how it affected the marital status of parents. The families whose child (ren) had a disability exhibited higher levels of marital distress. Theoretically, the greater the impairment increases the level of marital discord. Kazak (1987) conducted another study analyzing the parents of 125 children with and without disabilities.

Impact/Effect includes

### **1. Economics**

#### **Decrease Funds:**

Divorce is a stressful event and affects many different aspects of living such as socioeconomic status. The standard of living after a divorce often changes bringing about a loss of income. Rodgers & Pryor (1998) state, children of separated families tend to grow up in households with lower incomes, poorer housing and greater financial hardship than intact families (especially those headed by lone mothers). Featherman & Hauser, (1978), Ferri, (1976), Guidubaldi, Perry, & Cleminshaw, (1984), Lambert & Hart, (1976), Zill, (1978) state that socioeconomic status is related to poor school achievement and correlated with single-parent status. However, when the effects of social class are taken into account, though academic differences are less, children from single-parent families

still show significantly poorer academic functioning than children from two-parent families.

Mclanahan and Sandefer (1994) states, that family disruptions also affect a child's school performance due to the, loss of certain resources, with the most significant resource being the loss of income. Parents with limited incomes experience fewer options concerning where they can send their children to school, and rarely can afford extra lessons or any extracurricular activities.

Fuller (1989) agrees that the differences in academic achievement or lower grades between children from two-parent homes and children from divorce could result from a lack of funds rather than lack of a second parent.

## **2. Less Food and Socializing**

Smith states, that children's nutrition and health may be affected if their custodial parent cannot provide the proper food and medical treatment. Academically, the parent will probably not be able to provide books, educational toys and private lessons or tutoring that the child may need. The child is ultimately missing out on hanging out with friends and item that some people take for granted. Hughes (2002) states, although family income is often associated with the children's studies have not found that improving income directly improves the children's welfare. Furthermore, Smith found in a study of

2400 women, couples who stay married through six-year period increased their income by 21.7 percent, while women who divorced experienced a 29.3 percent drop in income and men a 19.2 percent drop. This is an enormous loss for women of divorce to suffer.

### **3. Self-Motivation**

Along with academic achievement, McLanahan and Sandefur (1994) stressed that a child's self motivation can be affected due to the loss of economic and social resources. Children who do not expect to go onto college will be less motivated to excel in school.

Cherian (1989) also agreed that divorce could affect the child's ability and motivation to succeed in school. He states that, "with the absence of either parent, the child could be deprived of parental help, encouragement, and guidance conducive to schoolwork" (p.358).

### **4. Socializing Practice**

Emery (1988) and Haurin (1992) assert that the loss of income disrupts children's coping resources. Changes such as moving, changing schools, losing contact with friends, spending more time in childcare settings, grandparents and relatives while mother is working, and dealing with the parent's concerns over financial pressures affect the interactions children have with their custodial parents.

MacKinnon, Brody, & Stoneman, (1982) state that divorced, working mothers provide less cognitive and social stimulation to their children than both married nonworking and married working mothers. They state that children might be affected psychologically by the loss of income at two levels. The first level is indirectly through poorer parenting, as residential parents have less time and energy to give to their children because of the increased demands necessitated by the loss of income. The second is directly through the changes in environmental circumstances such as lower quality schools and neighborhoods, and the loss of friends. The loss of income and resources due to divorce may decrease a child's motivation which will affect the child's academic achievement.

## **5. Emotions**

Mkee (1992) states that children of divorce exhibit a host of emotional difficulties, which are far worse than children of intact families.

## **6. Aggression**

Robert Hughes, (1999) asserts that children from divorce are more likely to be aggressive and get in trouble with school authorities or the police. Through his research he found that boys are more likely to be aggressive and have problems getting along with their peers and teachers.

These problems could affect the amount of time the child spends in school or on their schoolwork.

## **7. Depression**

Robert Hughes, (1999) points out that aggressiveness and anti-social behavior is common among children. He also said that these children are more likely to have low self-esteem and feel depressed. Robert Hughes, (1999) asserts that girls, on the other hand, are more likely to experience depression, which may interfere with their ability to concentrate on schoolwork or to put as much effort into their work. School success has long-term implications for children's success in life, and so it is important to find ways to support children from divorced families.

## **8. Sadness**

Nadia Garnefski and Rene F. W. Diekstra (1997) state, Immediately upon the breakup of their families through divorce, children experience reactions ranging from anger, fear, and sadness to yearning, worry, rejection, conflicting loyalties, anger, lowered self-confidence, heightened anxiety and loneliness, more depressed moods, more suicidal thoughts, and even more attempts to commit suicide (p.201-208).

Over the years, Garnefski and Diekstra (1997) found that these feeling do not disappear. Wallerstein and Kelley (1980) also agree that emotions such as pervasive sense

of loss, anxiety, feeling rejected, lonely, being angry, and conflicting loyalties continue through the years.

Benedeck (1998) confirms these beliefs that children whose parents are divorced experience higher feelings of guilt, loneliness, sadness, fear, and anger than children of intact families.

In contrast, Wallerstein, et. al. (1988) believe that children retaining bad memories from divorce may be more consciously troubled. These emotional problems can ultimately escalate into behavior problems.

Paul R. Amato (2001) asserts that children who experience parental divorce, compared with children who live with both parents, exhibit more conduct problems, more symptoms of psychological maladjustment, lower academic achievement, more social difficulties, and poorer self-concepts.

## **9. Academics**

### Lower Grades

Call, Beer and Beer (1994) and Cherian (1989) found that children of divorced parents obtained a lower grade point average than children of non-divorced parents.

Cherian (1989) confirmed these findings regardless of the socio-economic status.

Molhalland, Watt, Philpot, Sarlin (1991) assert, data that children from divorced

parent ranging from 10-14, displayed significant performance deficits in academic achievement which was a reflection of grade point averages and scholastic motivation. There is an agreement that children raised in single-parent families perform more poorly than children from two-parent families in a number of academic areas, although the magnitude of these differences tends to be small.

In reviews by Hetherington, Camera, Featherman (1981) and Shinn (1978), children from single-parent families show deficits in IQ scores, ranging between 1 and 7 points, school achievement scores averaging less than one year in school and grade attainment of three-quarters of a year. However, not all of these families attained single-parent status via divorce.

Oppawsky, (1991) found that 86% of children of divorce experienced a fall in academic achievement.

In the "Impact of Divorce Project," a survey of 699 elementary students nationwide conducted by Kent State University in Ohio, Patrick Fagan & Robert Rector (2000) assert that children from divorced homes performed more poorly in reading, spelling, and math and repeated a grade more frequently than did children from intact two-parent families. Fagan & Rector (2000) found that in general, cognitive test scores for young children are lower when they experience the absence of the father, especially

the mathematics scores of daughters. In comparison, verbal capacities in girls increase, especially when the father reads aloud starting at a young age. “ By age 13, there is an average difference of half a year in reading abilities between children of divorced parents and those who have intact families. Even the most effective preventive work on reading and math skills does not eliminate the drop in performance at school among children of divorce”.

## **10. Relocation**

Likewise, Fagan & Robert (1998) assert that frequent relocation, due to divorce, affects a child’s school performance, regardless of family background. The moving tends to increase the incidence of behavioral, emotional, and academic problems for all children, regardless of family structure. Specifically they stated that, “Very young children are especially susceptible, since they are usually more attached to their home than older children are. Leaving their family home for another after their parents' divorce becomes even more traumatic because they tend to become more attached to their home during the breakup of their parents”.

## **11. Increased Absences**

Long and Forehand (1987) assert that children from single-parent homes demonstrate higher rates of absenteeism and truancy, have lower achievement scores, and

higher dropout rates than those from two-parent families.

Hetherington (1989) also noted that children of divorce are more apt to be absent from school and tardy than children from two-parent homes.

## **12. Increased Drop Out**

Paul R. Amato (2001) asserts that children from divorce are more likely to drop out of high school, are less likely to attend college, are more likely to be unemployed, and enter adulthood with fewer financial resources than children of two-parent households.

Cherlin, et. al (1991) confirm these findings, stating that children of divorced parents experience more emotional and behavioral problems and far worse in school than children of intact families.

Runyone and Jackson (1988) assert that divorce may affect a child's ability to freely participate in the learning process, as evidence by a decline in academic achievement, less time on task, and inability to concentrate, and increased distractibility. Furthermore, children of divorce have a variety of problems, both internal and external, which affect ultimately, affect their academic achievement.

### **History**

The first occurrence of divorce in the American colonies is said to have occurred around 1643, at a Puritan court in Massachusetts. Since then, there has been an

increase in the number of kids who now live in single-parent households. In the 1960's, Census data showed that 9 percent of children were a product of single-parent families. In some of these cases, the parents were never married while in other cases the parents divorced. Over the last several decades, this percentage has increased by 28 percent (McLanahan and Percheski 2008). In fact, Sheela Kennedy and Stephen Ruggles from the University of Minnesota found that the divorce rate hasn't declined since 1980, "And when they controlled for changes in the age composition of the married population (the U.S. population was younger in 1980, and younger couples have a higher risk for divorce), they found that the age-standardized divorce rate has actually risen by an astonishing 40 percent since then" (The Washington Post 2017).

The African American community suffers from the highest percentage of divorce. According to Cherlin (1992) and to Farley and Allen (1987) in the 1970's over 68 percent of African American couples were married and lived together; this number has dramatically decreased over the years. "According to the 2000 U.S. Bureau of Census, "16% of African American males were married, compared to 60% of White males. On the other hand, 37% of Black females were married in comparison to 57% of White females" (Harris & Bradley p.2. 2004).

### **2.2.1 FATHER AND DAUGHTER RELATIONSHIP AFTER DIVORCE**

Father-daughter relationships are likely to suffer more emotionally prior to the divorce than father-son relationships (Cooney 1994; Frank 2007; Hetherington and Elmore 2004; Nielson 2011). Some fathers find it difficult to maintain a relationship with their children, which results in fewer visitations (Cooney and Uhlenberg 1990; Umberson 1987). Fathers may ultimately feel they have less in common with their daughters due to gender differences, and because girls are generally closer to their mothers, their relationship with their fathers is often underdeveloped. The fact that most men don't seek a support system and internalize their problems means they often experience increased levels of mental stress and health (Reissman ,1990), which can make it difficult to be actively involved with their children. Studies show that men often experience higher levels of emotional distress and some experience suicidal thoughts (Reissman & Gerstel 1985; Rosengren et al. 1989;

Wallerstein and Kelly 1980), while daughters often suffer from emotional and psychological problems (Amato & Dorius 2010; Carlson 2006; King and Soboboleski 2006; K. Stamps, Booth and King 2009; Stewart 2003). Often earning bad grades, in some cases, they drop out of high school. (Chadwick 2002; Krohn and Bogan 2001; Menning 2006).

This study also provided insight into the girls who do not have regular contact with

their fathers and who are more likely to participate in rebellious acts and to be arrested for breaking the law (Coley and Medeiros 2007; C. Harper & McLanahan 2004); they have greater self-esteem issues (Dunlop, Burns and Bermingham 2001) and partake in substantial drug and alcohol use (Hoffmann 2002; Lerner 2004), engage in sexual activity at an early age and are more likely to become pregnant as teenagers (Ellis et al., 2003; Nielson 2011).

It is a crucial part of a young girl's development to womanhood that she develops a stable relationship with her father. Girls are emotional beings who crave intimacy and closeness, and if their relationship with their father seems out of place, it could have profound effects on them psychologically and in their relationships with other people. Low levels of fatherly interactions with daughters can result in insecurity issues, along with promiscuity at an early age (Ellis et al., 2003; Nielson 2011). Such behavior interrupts the development of the child, and they can experience externalized and internalized turmoil for the rest of their life.

Moreover, if fathers have been active in girls' lives, they often look to their fathers for approval because they were the first males to love them and their opinions and thoughts are valued. Children may look to their role models to determine what acceptable behavior actually looks like. Certainly, one can see how divorce can directly affect the

father-daughter relationship due to the change in circumstances. On the other hand, why do some fathers feel the need to distance themselves when the love for the children remains the same? In an episode of Oprah's Life Class, Bishop T.D. Jakes concluded, "It's not a lack of love that stops an estranged father from reconnecting with his child; it's the fear of rejection." Knowing that divorce could change the dynamics of the nuclear family, some fathers are unaware of how to form stable relationships with their children outside of the household. Bishop Jakes recommends that every dad needs to "court" his child so that the lines of communication remain open. In the book *Always Dad*, Paul Mandelstein (2006) advises divorced dads to find ways to stay relevant in their daughter's lives.

He suggests that if divorced parents find a way to work together, father-daughter relationships could potentially be saved. Although father-daughter relationships are often strained, throughout history, substantial evidence has also been gathered on the effects that divorce has on father and son relationships.

## **2.2.2 FATHER AND SON RELATIONSHIPS AFTER DIVORCE**

A longitudinal study was conducted that tracked over 6,400 boys for more than 20 years. Findings suggested that children who grew up in a household without their biological father were more prone to commit crimes that led to incarceration (Harper and

McLanahan 1998). Other studies show that children of divorced parents are up to six times more likely to experience delinquent behavior than children from intact families (Larson Swyers and Larson 1995). Boys raised without their fathers were more than twice as likely to end up in jail as those who lived with their fathers, and 70 percent of incarcerated adults come from single-parent homes (Georgia Supreme Court Commission on Children, Marriage and Family Law 2004). In one study, children in single-parent and kinship families were “significantly more likely than children in intact families to report having been in a serious physical fight, shot, or stab someone,” with the challenges of divorce for children are often manifested in their actions (Franke 2000). Anger and frustration are key examples of the emotional and psychological trauma that children of divorce face. These feelings are often connected to insecurities and fears. The fact that a child who is of age has to witness their home fall apart can create levels of uncertainty and fear about the future.

### **2.2.3 INCREASED CRIME RATES**

In single-parent households, families often experience substantial financial distress compared to married households (Garfinkel and MacLanahan 1986). Systemically, more mothers are granted custody while fathers are granted visitation rights (Weitzman 1985). The rise in divorced and single parent household's rates has led to the accumulation of

non-custodial fathers' refusal to pay child support which has resulted in a \$4-billion deficit in the U.S. In turn, the change in economic stability frequently draws these families into more affordable but 'bad' neighborhoods (Wilson 1987). Demographically, these children attend schools where a high number of students live in single-parent households and have significantly higher rates of violent offenses than students attending schools where more students came from two-parent families (Anderson 2002).

A policy brief completed in 2005 by the Institute for Marriage and Public Policy (IMAPP), discovered that there is a significant decrease in both the individual risk and rates of crime when children come from a two-parent household, indicating that a healthy family structure and support are instrumental in the development of children's overall behavior.

#### **2.2.4 ADULT CHILDREN AFFECTED BY DIVORCE**

As children moved into the adult phase, also considered the intimacy versus isolation stage by researchers, those who are able to go through this juncture without conflict are known to connect with others more effectively. Unfortunately, young adults who are children of divorced parents have difficulty developing these skills, which could lead to isolation and loneliness throughout adulthood. The relationships of young adults are directly correlated to what they have witnessed as children (Erickson 1980).

“Erikson emphasized three elements of the capacity for intimacy: the willingness to make a commitment to another person, ability to share at a deeply personal level, and capacity to communicate inner thoughts and feelings. Individuals who favorably resolve the so-called ‘Intimacy vs. Isolation’ psychosocial crisis is, then, high on these three components. Isolation, at the opposite pole of the spectrum, is characterized by an inability to commit, share deep feelings, and communicate.” (Kacerguis and Adams 1979)

These issues related to intimacy can continue throughout adulthood (Whitbourne, Sneed, and Sayer 2008). Those adults who witness their parents’ divorce also experience emotional and psychological effects that can impede their ability to sustain a relationship that requires intimacy and companionship later (Duran-Aydintug 1997). When parents’ divorce while their children are young adults, Erikson (1980) theorized that these young adults are extremely vulnerable to the implication of divorce, which could hinder intimacy and may serve as a predictor for divorce in their life. Thus, Erickson suggests that those individuals who can cope with any intimacy issues as a young adult are often able to maintain stable marital relationships when they get older.

Conversely, young adults who are isolated are less likely to sustain a relationship, even if they enter a marriage. Psychologist Albert Bandura’s theory on social cognitive

and social learning argues that a person's individualistic behavior is influenced by environmental and personal factors such as personal beliefs, and expectations (Corey 2009). To interpret the relationships and attitudes of adult children who were victims of divorce, Segrin, Taylor, and Altman (2005) applied the theory of social cognition to their research. They discovered that adult children who had experienced their parents' divorces were less likely to engage in long-term, committed relationships because of the hostile environment they had endured as children. As a result of observing contentious relationships between their parents, adult children learn from an early age that marriage does not always lead to lifelong commitments and accept that divorce is an option when marriage is unstable (Corey 2009; Segrin et al. 2005).

### **2.2.5 DEPRESSED MOTHERS AND THE EFFECTS ON THE CHILDREN**

The fear that a mother is unable to provide for her family can lead to excessive anxiety, anger, and resentment. It can bring forth emotions that are difficult to handle and can result in depression, social isolation, and health issues. During and after a divorce, parents can experience an array of problems. Sometimes these problems can affect them mentally and how parents handle these problems determines how stable their relationships with their children will be.

In the United States, over 20 million people have been diagnosed with a mood disorder.

Those who experience the hardship of divorce have a higher degree of depression and bipolar disorder than those who do not (Kessler, Chiu, Demler and Walters 2005). Because these disorders have been recognized as a contributor to mental instability during and following a divorce, there have been considerable studies on the illness.

Depression contributes to 30 percent of marital dissolutions and has a direct effect on each party (Gotlib and Hammen 1992) and often leads to marital dissatisfaction. Anyone can be diagnosed with depression and mood disorder; depending on the severity of the illness it can cause persistent feelings of sadness and apathy. Depression affects people's emotions, how they feel, think, and handle daily activities; sometimes, these individuals even lack the desire to interact with other people. The illness can lead to a host of other emotional and physical problems, which require long-term treatment. Most people with depression use medication, or psychological counseling to manage the illness (mayoclinic.org). Depression is often triggered by a chain of events that are emotionally and psychologically overwhelming. When this occurs within a marriage, rather than sympathizing with their partner, spouses often feel angry, discouraged, and stressed as they witness their partner becoming more distant, hopeless, and tired; these individuals often lose interest in social interactions, as the symptoms become more recognizable and

increase over time (Rosen and Amador 1996). Rotermann (2007) conducted a study over a two year period using longitudinal data from the National Population Health Survey.

Examining how marital discord is directly associated with depression amongst Canadians between the age of twenty and sixty-four. Results determined that women of divorce are more likely in the two years following their divorce to be depressed than married women. Whereas divorced men had six times the occurrence of depression when compared to men who remained married.). “Nationally representative cross-sectional and longitudinal studies from the United States and Europe suggest that, compared with people who remain together, those who have experienced marital breakdown are at increased risk of mental health problems.” Symptoms include:

1. persistently sad, anxious, or “empty” mood (or just feeling numb);
2. feelings of hopelessness and pessimism
3. the sense of guilt, worthlessness, or helplessness
4. children were once enjoyed but less so when depressed
5. decreased energy, fatigue, being “slowed down.”
6. difficulty concentrating, remembering, and making decisions;
7. insomnia, early-morning awakening, or oversleeping;
8. appetite or weight loss or, conversely, overeating and weight gain

9. thoughts of death or suicide, or suicide attempts;

10. restlessness or irritability;

11. persistent physical symptoms that do not respond to treatment, such as headaches, digestive disorders, and chronic pain

According to Weissman and Paykel (1974), the emotional and psychological discord a mother goes through during depression could interfere with her mother-child relationship.

Depressed mothers have little ability or desire to be active parents or to supply their children with the emotional support they need (Webster-Stratton and Hammond 1988). A depressed mother usually shows little or no interest in disciplining her children or having discussions about the consequences of misbehaving and the mother is often dismissive when the unruly behavior occurs (Kuczynski 1984). Bonding is also difficult for a mother who is dealing with depression.

They tend to be irritable and hostile toward their children (Cohn, Campbell, Matias and Hopkins 1990). Therefore, when dealing with a parent who suffers from severe depression, it is important to be aware of any signs that may signify child abuse, and whether or not the parent can use additional help. In a report by the National Research Council and Institute of Medicine, when a mother experiences depression while raising

her children, her children are more likely to feel the effects of her illness starting at infancy (Beardslee, Versage and Gladstone 1998).

According to the study, due to her inability to bond with the infant, the baby may cry more than other babies, have a greater fear of strangers, and could be easily frustrated. Moreover, when entering preschool, some children who have mothers who suffer from depression are more likely than their classmates to have an attention-span deficiency. The NIMH's longitudinal study showed that in five to seven year-olds, 64 percent of the older children and 55 percent of the younger children showed either depression, anxiety, or a disruptive behavioral disorder. Fear was present in one-third of children aged eight to eleven (Radke-Yarrow 1998). This study brings awareness of the psychopathological effects that depression has on children whose mothers suffer from the deadly disease. The symptoms that come with depression, such as mood disorders, bizarre thoughts, or lack of self-love, just to name a few, can easily be passed down to their offspring. Research suggests that during the processes of depression and divorce, it is important that parents have an open conversation with their children and inform them about what is happening while encouraging them to express their fears and emotions about the processes (Taylor 2001 Andrews 2002). Symptoms of depression should be discussed so that children are aware it has nothing to do with them. They should

understand that it is a sickness that cannot be fixed overnight but should also be reassured of their parents' unconditional love for them. Lastly, they should strive to have healthy relationships with their peers and other adults to assist with coping (Andrews 2002, 2003).

## **2.3 THEORETICAL FRAMEWORK**

A good research should be aware of its theoretical base and use it to collect and analyse data. Theory assists coherence and enables research to be in harmony (Orodho, 2004). This study is based on three theories, Attachment theory, Psychodynamic theory and Family system theory.

### **Attachment Theory**

The human child is according to Bowlby and his followers biologically destined to attach to her/his caregivers serving the evolutionary surviving function of keeping the child safe from danger. The child does not select the care-giving persons during the first half of the first year, but after that she/he starts to show preferences for the better known caregivers. The child seeks them and uses them as safe harbours or safe bases when stressful situations occur (Bowlby, 1969). The child can, depending on different circumstances, among other things deficient care, separations with long duration or loss of an attachment person, in opposition to secure development, develop an insecure

attachment that could characterize the child's interpersonal orientation for the rest of its life (Bowlby, 1973). Attachment means an enduring inner representation of the relation to the parent incorporating a strong tendency to seek closeness to the parent in case of danger. To be attached to somebody means more than the seeking of closeness to avoid danger; in the course of time attachment becomes a part of our personality, the way in which we organize our inner life (Carlberg, 1994; Broberg, Granqvist, Ivarsson & Risholm-Mothander, 2006).

Parental divorce could mean the loss of an attachment person with whom I will not have the possibility of being fully attached to, or to whom I will not have full access. Studies emphasize the advantages of secure attachment in coping with divorce among both children and adults and in the parenting before and after the divorce (Cohen & Finzi-Dottan, 2005). Birnbaum et al (1997) found that attachment style moderated a person's emotional reactions to a divorce and was significantly related to the appraisal and coping with the crisis, which in turn mediated the association between divorce and mental health (Ainsworth, 1989) and Cohn, Cowan, Cowan & Pearson (1992) found that when qualities associated with secure attachment such as good communication skills, use of constructive coping strategies, and ability to integrate contradictory emotions, regulate negative emotions, and solve conflicts constructively are present, they will, taken

together, enable divorcing parents with a secure attachment style to share the parenting with each other.

### **Psychodynamic Theory**

The basis for the psychodynamic developmental theory is the idea that humans are in constant psychological development (Carlberg, 1994).

Childhood is, however, the most intense developmental period and the psychological structure formed in childhood constitutes the foundation for an individual's future relation to others. The inner structure of the child is built through internalizing aspects of important persons and what they and the surrounding persons do with the child (Carlberg, 1994). The psychodynamic approach implies that disturbance can arise anywhere along the development of a person, and that the disturbance or deviation will have repercussions on the following development. The way in which the individual solves difficulties connected to different developmental stages will be decisive for the future. There will however always be possibilities to compensate for deficiencies in development and the fact that conflicts repeat themselves means there will be a possibility to solve the conflict (Carlberg, 1994).

Parental divorce in childhood could, according to the psychodynamic developmental theory among others, lead to disturbance or deviation possibly causing repercussions on

the following development. The inner structure of the child might be formed by parents whose presence and possibility of seeing the child might be disturbed by conflicts or marital dissatisfaction etc. The possibility of injurious effects on the child could depend, according to psychodynamic developmental theory, on the abilities of the parents but also on the developmental stage of the child. It is, however, possible that potential deficiencies might be compensated for later in life.

### **Family System Theory**

According to family system theory, families are systems of interconnected and interdependent individuals. To understand the individual we must understand the family system of that individual. People cannot be understood in isolation from one another. Each action or change affects every other person in the family. Within family systems theory the focus is on how we relate to one another. We build a collection of interactions called a system, and our focus is on the system rather than just the individuals (Broderick,1993).

Divorce results in a dissolution of the primary subsystem of the family causing changes in the family system. The process of divorce might result in changes in the characteristics of the family system, the rule by which the family members relate to one another. The loss of one parent might cause confusion in “who I am”, a sense of

being lost in relation to one or both parents resulting in disappointment and loneliness (Ängarne-Lindberg, Wadsby & Berterö, 2009). The child may also in some cases run the risk of filling the role of an adult in comforting an abandoned parent (Ängarne-Lindberg, et al., 2009).

The roles of the individuals in the family will probably change but this change does not necessarily eliminate the parent-child unit. It is not either evident that divorce will create a distance between the parents and the children (Broderick, 1993).

### **Chapter Summary**

The focus of this chapter was review of literature on the Psychosocial impact of divorce on children academic performance. The review discussed the relation between parental divorce and the academic performance of the child, the relationship between parental divorce and healthy psychology of the child, the relationship between parental divorce and children education and finally the relation between parental divorce and family relationships.

The next chapter will be chapter three. The chapter will discuss the research methodology that will be used in conducting the research on the psychosocial impact of divorce on children academic performance. This will explore the most appropriate methodology the research will adopt in order to achieve the research objectives

effectively.

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## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 INTRODUCTION**

This chapter deals with the methods that were used in collecting data on the

investigation of the Psychosocial impact of divorce on children academic performance, in Amufi community. The major purpose of this study is investigate the impact of parental divorce on children academic performance.

### **3.2 RESEARCH DESIGN**

Research design has been defined as the process of creating an empirical test to support or refute a knowledge claim. Borg and Gall (1989) define research design as a plan showing how the problem under investigation will be solved. This study employed descriptive survey design. According to Orodho (2003), and Mugenda and Mugenda (2008), descriptive survey design is a method of collecting information by interviewing or administering questionnaires to a sample of individuals.

The research will be based on the social, emotional, intellectual and spiritual impact of the children. 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 Psychosocial impact of divorce on children academic performance.

### **3.3 SCOPE OF THE STUDY**

This study was delimited to psychosocial impact of divorce on children academic performance.

The scope of this study was one hundred children in Amufi community, Edo state, Nigeria, 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.

### **3.4 POPULATION**

The study was conducted on a population of specific children/adolescents from different families in Amufi community that have experienced parental divorce. The participants were part of a mentorship program that helps both girls and boys who are in their tender age 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 7-17 years.

According to Lewis and Thornhill (2012), a population is the complete set of cases or group members in this case being all children/ adolescents in Amufi 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 Edo state Nigeria of children/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 children,/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 also in their academic performance. The sample size was determined using formulae Yamane's formula (Singh & Masuku, 2014).

Thus, the sample size of 300 children and adolescents was used as participants for this study.

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 need for referral for extra participants with the aim of achieving the target sample population of 300 pupils/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 children and 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.

### **3.5 METHOD OF DATA COLLECTION**

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 children/adolescents below 17.

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.

### **3.6 METHOD OF DATA ANALYSIS**

The data collected for this study was analysed using Pearson correlation coefficient and multiple regression analysis. Pearson Correlation Co-efficient was adopted to answer

the research questions and to test hypotheses one to six while multiple regression analysis was adopted to test hypothesis .

### **3.7 RELIABILITY OF THE INSTRUMENT**

The data collected from the pilot study were statistically analysed for the purpose of gathering the reliability co-efficient. The Spear-man-Brown method was used to analyse the reliability co-efficient. Consequently, reliability co-efficient, of alpha level of 0.87 was obtained. This reliability co-efficient was considered adequate for the instrument. According Spiegel and Steven (1999) instrument is considered reliable.

## **CHAPTER FOUR**

### **DATA ANALYSIS, RESULT AND FINDING**

#### **4.1 INTRODUCTION**

This chapter presents data analysis, findings, presentation and interpretation of findings. The purpose of study was to find out the Psychosocial impact of divorce on children academic performance of some selected children in Amufi community. It present 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 7and 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 80% of the respondents while the female respondents accounted for70%. This indicates that majority of the respondents were male.

#### **4.2.1 Gender of the Respondents**

Table 4.1 Gender of Respondent

Gender	Frequency	Percent
Female	140	46.7
Male	160	53.3
Total	300	100

Table 4.1 shows that male respondents constituted 53.3% while the female respondents accounted for 46.7%. This indicates that majority of the respondents were male.

Table 4.2.2 Age Category

Table 4.2 Age Category

Age category	Frequency	Percent
7-11	60	20
12-14	110	36.7
15-17	130	43.3

Table 4.2 shows that 20 % of the respondents were of age 7-11 years while 36.7 were of the age 12-14 and 43.3% were of the age of 15-17. These findings imply that children/adolescent age lies within this age category and therefore the respondents were a good representation.

#### 4.2.3 Number of Years parents have been Divorce

Table 4.2.3

No of year parents have been divorced	Frequency	percent
---------------------------------------	-----------	---------

Less than 2 years	70	23.3
3-5 years	115	38.3
5-8 years	80	26.7
Over 9 years	35	11.7
Total	300	100

Table 4.3

Table 4.3 shows that 23.%of the respondents stated that their parents have been divorced for less than two years, 38.3% for 3-5years ,26.7%,6-10years and finally, 11.7% for over 10 years. This implies that majority of the parents have been divorced for 3-5years.

Table 4.4. Does your Parental Divorce Affect your Education?

Respondent	Frequency	Percentage
Strongly Agreed	120	40
Agreed	85	28.3
Strongly Disagreed	30	10
Disagreed	65	21.7
Total	300	100

Table 4.4 indicates that 120 respondent representing 40% strongly agreed that their potential divorce had effect on their education. 85 respondent representing 28.3% also agreed. 30 respondents representing 10% strongly disagreed and 65 respondents representing 21.7% disagreed as well. This shows that majority of the respondents agreed

that their parental divorce affect their education.

Table 4.5 Does your Parents Support your Education?

Responses	Frequency	Percentage
Strongly Agreed	55	18.3
Agreed	38	12.7
Strongly Disagreed	145	48.3
Disagreed	62	20.7
TOTAL	300	100

Table 4.5 shows that 55 respondents representing 18.3% agreed that their parents support their education. 38 respondents representing 12.7% also agreed that their parents support their education. 145 respondents representing 48.3% strongly disagreed that their parents do not support their education. 62 respondents representing 20.7% also disagreed that their parents do not support their education. This means that majority of the respondents do not agree that their parents are supporting their education.

Table 4.6. Are your Parents Divorced Because they are Poor?

Responses	Frequency	Percentage
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Strongly Agreed	50	16.6
Agreed	41	13.7
Strongly Disagreed	129	43
Disagreed	80	26.7
TOTAL	300	100

Table 4.6. Indicate that 50 respondents representing 16.6% agreed that their parents are divorced because they are poor. 41 respondents representing 13.7% also agreed that their parents are divorced because they are poor. But 129 respondent representing 43% strongly disagreed that their parents are divorced because they are poor, likewise 80 respondents representing 26.7% also disagreed that their parents are divorced because they are poor. This means that majority of the respondents in the study disagreed that their parents are separated because they are poor.

Table 4.7. Do you Lose Concentration in Class?

Responses	Frequency	Percentage
-----------	-----------	------------

Strongly Agreed	133	44.3
Agreed	72	24
Strongly Disagreed	43	14.3
Disagreed	52	17.4
TOTAL	300	100

Table 4.7. Indicates that 133 respondents representing 44.3% strongly agreed that they lose concentration in class. 72 respondents representing 34% agreed that they also loose concentration in class. 43 respondents representing 14.3% strongly disagreed that they lose concentration in class, while 52 respondents representing 17.7 also disagreed that they loose concentration in class. This means that majority of the respondents in this study strongly agreed that they loose concentration in class.

Table 4.8. Does your Parental Divorce Affect your Participation in Class Activities?

Responses	Frequency	Percentage
Strongly Agreed	162	54
Agreed	88	29.3
Strongly Disagreed	27	9
Disagreed	23	7.7
TOTAL	300	100

Table 4.8. Shows that 162 respondents representing 54% strongly agreed that their parental divorce affected their participation in class activities. 88 respondents

representing 29.3% agreed as well. 29 respondents representing 9% strongly dispute the fact likewise. 23 respondents representing 7.7% disagreed as well. This means that majority of the respondents in this study are affected by their parental divorce in terms of class activities.

Table 4.9 Does your Parents Provide all your needs in School?

Responses	Frequency	Percentage
Strongly agreed	70	23.3
Agreed	25	8.3
Strongly disagreed	110	36.7
Disagreed	95	31.7
Total	300	100

Table 4.9 shows that 70% representing 23.3% strongly agreed that their parents provide their school fees .25% representing 8.3 percent are also in support. 110 respondents representing 36.7% strongly disagreed, and 95 respondent representing 31.7 also disagreed. This shows that only a few respondent needs are meant academically.

Table 4.10 Does Parental Divorce Affect your Assignment in School?

Responses	Frequency	Percentage
Strongly agreed	145	48.3
Agreed	110	36.7
Strongly disagreed	15	5
Disagreed	30	10
Total	300	100

Table 4.10 indicate that 145 respondent representing 48.3 strongly agreed that their

parental divorce affected their assignment. 110 respondent representing 36.7 also agreed. 15 respondent representing 5% strongly disagreed and 30 respondent representing 10% also disagreed that their parental divorce affected their assignment. This indicate that majority of the respondent in this study believe that parental divorce affected their school assignment.

Table 4.11 Are you Comfortable with your Parental Divorce

Responses	Frequency	Percentage
Strongly agreed	12	4
Agreed	8	2.7
Strongly disagreed	165	55
Disagreed	115	38.3
Total	300	100

Table 4.11 shows that 12 respondent representing 4 percent strongly agreed that they are comfortable with their parental divorce. 8 respondent representing 2.7 agreed. 165 respondent representing 55% strongly disagreed. 115 respondent representing 38.3 disagreed. This mean that, majority of the respondent strongly disagreed that they are not comfortable with their parental divorce.

Table 4.12 Do you feel lonely and sad because your parent are separated?

Responses	Frequency	Percentage
Strongly agreed	113	37.7
Agreed	95	31.7
Strongly disagreed	42	14
Disagreed	50	16.6
Total	300	100

Table 4.12 shows that 113 respondents strongly agreed that they feel lonely and sad because of their parental separation. 95 respondent representing 31.7 agreed. 42 respondent representing 14 percent strongly disagreed. and 50 respondent representing 16.6 percent disagreed. This mean that majority of the respondent in this study are lonely and sad because of their parental separation.

Table 4.13 Did your Parental Divorce Affect your Personal Needs?

Responses	Frequency	Percentage
Strongly agreed	125	41.7
Agreed	89	29.7
Strongly disagreed	56	18.6
Disagreed	30	10
Total	300	100

Table 4.13 shows that 125 respondent representing 41.7 percent strongly agreed that their parental divorce affected t heir personal need. 89 respondent representing 29.7 percent also agreed. 56 respondent representing 18.6 strongly disagreed. And30 respondent representing 10 percent disagreed.

This mean that majority of the respondent strongly agreed their parental divorce affect their personal needs.

Table 4.14 Do your Parent still love you despite their Divorce

Responses	Frequency	Percentage
Strongly agreed	38	12.7
Agreed	20	6.7
Strongly disagreed	145	48.3
Disagreed	97	32.3
Total	300	100

Table 4.14 indicates that 38 respondent representing 12.7 percent strongly disagreed that their parents still love them. 20 respondent representing 6.7 percent disagreed. 145 respondent representing 48.3 strongly disagreed and 97 respondents representing 32.3 percent do not feel loved by their parents. This mean majority of the respondents do not feel loved by their parents.

Table 4.15 Do you want your Parent to get back Together

Responses	Frequency	Percentage
Strongly agreed	135	45
Agreed	65	21.7
Strongly disagreed	43	14.3
Disagreed	57	19
Total	300	100

Table 4.15 shows that 135 respondent representing 45 percent strongly agreed that their

parents should get back together. 65 respondent representing 21.7 percent agreed. 43 respondent representing 14.3 strongly disagreed with this fact. 57 respondent representing 19 percent also disagreed with this fact that their parents should get back together. This mean that majority of respondent in the study strongly want their parents to reconcile.

## **CHAPTER FIVE**

## **SUMMARY, CONCLUSION AND RECOMMENDATION**

This chapter presented the summary, conclusion and recommendations of the study.

The chapter was discussed under the following sub headings

### **5.1 SUMMARY**

The objectives of the study were to investigate the Psychosocial impact of divorce on children academic performance., to identify how divorce originated and Africa view of marriage , to examine the Impact/effects of divorce. It went further to examine the extent to which children are deprived of parental care , support and every other motivation they need from their parents. The study answered four research questions and tested four null-hypotheses. The study was delimited to Ikpoba Okha Local Government, Amufi to be precise,

Literature reviewed highlighted meaning of divorce, impact/effect of divorce, Father and daughter relationship after divorce, Father and son relationship after divorced., Depressed mother and the effect on the children. Parents should try to resolve conflict in their marriage,(,home), rather than choosing divorce as an option.

Descriptive survey design was used in carrying out the study. The population of the study was 300 which comprised of , male and female from Ikpoba Okha Local

Government Areas. A sample size was randomly selected using stratified random sampling.

The data collected were analysed using. Mean and standard deviation to analyze respondents' demographic variables, while Pearson Product Moment Correlation Coefficient was used to analyse the four Null hypotheses, which were all rejected.

## **5.2 CONCLUSION**

From the data analysed in this study children from divorce home has issues in their relationship with other children, they can't trust people anymore, they don't have balance psyche state. Once the individual lives under fear, and not be able to trust anyone as a result of his her divorce she/he cannot be free to contribute to the development of the family. Some impact/effect of divorce on children are lack of self motivation, Emotional instability, sadness, lower grades in academic performance e.t.c

## **5.3 RECOMMENDATIONS**

The following recommendations were thereby made as a result of the findings from this study.

- 1) The Edo State Government should set up guidance and counseling centres on family matters where Religious Leaders, elders in the communities and guidance and counselling experts will educate and counsel partners to live peacefully and arrived

of collective decision to improve family relationship and pre-couples as well on marriage what it takes to keep a home ,and making them to understand that divorce is the option to misunderstanding among them.

2) Religious leaders (both Christian and Islamic leaders) should give talks to their members on impact/effect of divorce and on children and they should try to discourage parents from taking divorce Adam option.

3) Social workers should give talks to people on family relationship during conferences, seminars, workshops and religious gatherings.

#### **5.4 SUGGESTIONS FOR FURTHER STUDIES**

The researcher suggested that further research should be conducted in the following areas:

i. Causes of parental divorce and its preventive measures in the home in the Southern States of Nigeria.

ii. Strategies for involving children in coping with life during and after parental divorce implementation to avoid anti-social activities of juvenile in Nigeria.

iii. Strategies to reduce the high rate of divorce cases in the families in Nigeria

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**APPENDIX**  
**QUESTIONNAIRE**

Department of Social Work,  
Faculty of Social Sciences,  
University of Benin,  
Benin City.

I am a final year student of the above institution. I am conducting a research on the topic:  
**Psychosocial Impact of Divorce on Children Academic Performance.** This is strictly  
for academic purpose: any information given will be treated as confidential.

Instruction: please tick (√) in the appropriate box applicable to your responses.

**Section A: Bio Data**

Age: 7-11yrs ( ) 12-14yrs ( ) 15-17 ( )

Sex: Male ( ) Female ( )

Religion: Christian ( ) Islam ( ) others ( )

Number of Years parents have been Divorce: Less than 2 years ( ) 3-5 years ( ) 5-8  
years ( ) Over 9 years ( )

**SECTION B**

Instruction: please tick (√) in the appropriate box applicable to your responses.

SA = Strongly Agree, A = Agree, UD = Undecided, D = Disagree, SD = Strongly

Disagree

Please tick (√) where appropriate in the spaces provided using any of options below.

S/N		SA	A	UD	D	SD
1	Does your Parental Divorce Affect your Education?					
2	Does your Parents Support your Education?					
3	Are your Parents Divorced Because they are Poor?					
4	Do you Lose Concentration in Class?					
5	Does your Parental Divorce Affect your Participation in Class Activities?					
6	Does your Parents Provide all your needs in School?					
7	Does Parental Divorce Affect your Assignment in School?					
8	Are you Comfortable with your Parental Divorce?					
9	Do you feel lonely and sad because your parent are separated?					
10	Did your Parental Divorce Affect your Personal Needs?					
11	Do your Parent still love you despite their Divorce?					
12	Do you want your Parent to get back Together					
13	Does your Parental Divorce Affect your Education?					
14	Does your Parents Support your Education?					
15	Are your Parents Divorced Because they are Poor?					