

**EFFECT OF PARENTAL DIVORCE ON ACADEMIC PERFORMANCE
AMONG TEENAGERS FROM SELECTED PRIMARY SCHOOLS IN KAJIADO
CENTRAL ZONE KAJIADO COUNTY, KENYA**

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of the Degree of Master of Arts in Counseling Psychology in the Counseling
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DECLARATION

I declare that this document and the study are my own original work and have not been submitted at any other institution for academic use.

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This research was conducted under our supervision and is submitted with our approval as university supervisors.

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DEDICATION

This study is dedicated to my loving, caring, and ever-supportive husband, Patrick Melenta for his encouragement and to our three children Victor, Esther, and Emmanuel for their concern and understanding during this journey and moral support given to me whenever I needed.

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ABSTRACT

Divorce has such an adverse impact on children's general well-being, especially on how they perform their daily duties at home and in school, but with support systems this impact is likely to be altered. Children from divorced families continue to suffer inwardly without people realizing how harmful it can be to their academic goals. This study analyzed the psychological and emotional effects of divorce on teenagers and their subsequent influence on academic performance of teens, explored how changes in socio-economic status after divorce influence the academic performance of teens and evaluated the effectiveness of school-based counseling in mitigating the negative effects of divorce on the academic performance of teens from selected schools in schools in Kajiado Central Zone, Kajiado County. The study applied cognitive behavioral theory by Beck and social learning theory by Bandura. To collect relevant data, the researcher used a case study and descriptive factorial research design to collect data. The target population involved 500 teenagers from divorced families. Purposive and snowballing sampling methods were applied to select respondents. The sample size for effective research was 40 boys and 40 girls, 10 counsellor teachers and 10 parents from the targeted schools. Sample population comprised of 100 responders. The study obtained data through interviews and questionnaires. The research instruments were pilot tested to determine their validity and reliability. Data was collected and was analyzed statistically and thematically, and findings presented using tables. The findings showed that divorce can negatively impact children's moral and academic performance behavior and that academic support or counseling can have a favorable effect on their academic performance. This showed that the effectiveness of these kinds of treatments in raising academic performance is relevant. However, the results showed a lack of academic support programs and limited counselling services. Therefore, this study recommends academic support programs in schools, offering counseling and financial assistance to children adversely affected by their parents' divorce. Integrating moral education into school curriculum and strengthening family support network and promoting positive role modelling. The Ministry of Education introduces in-service training in guidance and counseling for all teachers who do not have basic training in guidance and counseling skills. This training would equip teachers with skills to handle pupils who require assistance.

DEFINITION OF TERMS

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 (Brooks, 2018) In this study it involves the changes experienced after divorce that include new households, changes in finances, changes in parents plus adolescents' mood or behavior and increased responsibilities causing stress to all the parties involved

Academic performance-measures how far a pupil, instructor, or institution has come in achieving their academic objectives in the short or long term, it includes Academic achievement: Grades from a child's school records, results of standardized tests, and aptitude tests scores in accordance with grade level expectations for the purpose of academic achievement. (Anthony, 2019), but in this study, it involves moral behavior, social behavior and cognitive behavior which determine the academic performance, example unethical moral behaviors like fighting may lead to expulsion from school for some time which may lead to poor performance.

Teenagers-This is a period in which a person is between thirteen and nineteen years old. This developmental stage is the transitional stage of growth between childhood and adulthood. The years for this stage of development are 13- 19 years though it may begin earlier and end later (Micheal, 2019). In this study the stage is characterized by physical changes, cognitive development, spiritual and emotional growth, newfound sexual interests as well as increased peer and social relations

A Criterion-referenced -A testing that is used to compare the academic performance of a student to some benchmark or criterion. (Ernest, 2019).The study includes most tests and quizzes that are written by schoolteachers.

Counseling – This is the intervention that uses counseling skills and techniques to support an individual undergoing normal challenges in their personal and professional life. It involves helping clients to set life goals and develop future coping mechanisms (Ashenafi A & Ayenew E, 2021). It is talking therapy between a counselor and a client (Kaye, 2018). In this study, we shall assess the effects of counseling on academic performance among students affected by their parents' divorce.

Moral Behavior – refers to prevailing standards of behavior that enable people to live cooperatively together. Moral refers to what societies sanction as right and acceptable (<https://dictionary.cambridge.org/dictionary/english/moral>). In this study, this term refers to the behavior exhibited by the teenagers affected by the divorce in a school environment and examining if it is moral or immoral.

ABBREVIATIONS AND ACRONYMS

ANU:	African Nazarene University
ASAL:	Arid and Semi-Arid Land
CBT:	Cognitive Behavioral Therapy
NACOSTI:	National Commission for Science, Technology and Innovation
S.L.T:	Social Learning Theory
T.S.C:	Teacher Service Commission
U.S.A:	United State of America

CHAPTER ONE: INTRODUCTION AND BACKGROUND INFORMATION

1.1 Introduction

The study investigated the effects of parental divorce on academic performance among teenagers in selected primary schools of Kajiado County, Kenya. This section discussed the study background, problem statement, research objectives, research question/hypotheses, study significance, study scope, research limitations, delimitation, and conceptual framework. A marriage can officially terminate by divorce. It requires a legal procedure and is more lasting than a separation. This study focused on the effects of divorce on the academic performance of teens from Kajiado Central Zone, Kajiado County. It also investigated the effect of counseling on academic performance and intervention strategies that would work in such situations.

1.2 Background of the Study

Globally, divorce has been a great concern, especially on how children are affected negatively by multiple hidden distresses that gradually affects their academic performance. Teenagers from divorced families continue to suffer inwardly without people realizing how harmful it can be to their academic goals. Divorce is reported to have multiple trauma symptoms, in most youngsters under the age of 18 years (Anthony, 2019).

According to (Harlod, 2017), in United States, 60% of children live with their married biological parents, while 40% of children live with a divorced parent. Parental divorce is reported to have significant mental health implications for children, thus lowering their grades, lack of mental stability in making healthy choices, mood disorders, engagement in

maladaptive self-defeating behaviors possibly getting in negative peer groups for where in most cases, abuse of drugs and substance abuse may be reported.

In Canada and United States, fifty percent of marriages culminate in divorce and by the time children reach the age of 8 years, 45% would live in a divorced family (Chimienti, 2021). Regarding the negative consequences of divorced families, researchers are paying much attention to the academic success of children from divorced families. There were increased number of divorces among families and in society have been reported to affect academic performance in and out of class, as a result of the emotional and psychological distress that children experience from divorce. Teenagers from divorced families may sometimes seem detached from their friends, specifically whenever they hear others talking about their individual families and parents. The majority of teenagers from divorced families are reported to have disdain regarding the parent they believe is the reason for the divorce.

According to (Zeratisation, The influence of divorce on education ambition 18\19 years old adolescence from osio, 2020), children of divorced parents in Norway have more devastating education implications than children from stable marriages. Teenagers from divorced parents are reported to have multiple negative behavior changes, and difficulty to adjusting the gap of having one parent, particularly when confronted by other peers about why they have one parent. Teenagers between the ages of 13 and 16 who are just starting to develop life skills, for instance handling all body changes and emotions, socialization, and academic goals achievements, communication skills and dealing with family dynamics among others.

According to (Rodgers, 2018), most stakeholders in Dodoma, who are not limited to educators, parents, fellow citizens, and students are cognizant of the detrimental consequences that children may have faced from divorced families. This has contributed to teachers providing guidance and counseling interventions to the affected children. This study is an indication that children who are affected by divorce may lack psychological support, hence affecting their mental wellness. In this case, most teenagers may suffer depression and esteem problems both in school and in their social life.

Statistics in South Africa shows that young South Africans within the ages of 14 and 24 ranging from 20,000 to 39,000 suffer parental divorce. The study above indicates that children and youth are affected by divorce, from their parents, which makes it difficult for them to concentrate and focus on studies and school work as a result of lack of support from family (Eyo, 2018). Divorce is likely associated with a negative impact on older children in South Africa. Teenagers from divorced families may tend to suffer discrimination, and, rejection from their peer groups. This may also pose a major threat to their psychological, emotional, physical, spiritual, and behavioral changes, thus leading in increasing cases of school dropout, suicidal thoughts and ideation. Teenagers may express anxiety and anger difficulties at the same time. How parents relate and the functionality of family systems relationships may influence children's character, socialization, and academic performance. However, studies according to (Andrew & Segun, 2019) show children's academic performance can be affected by parents who divorce.

Divorce may cause many problems for children where majority develop stress-related problems which include depression, low esteem problems, academic performance challenges, insomnia problems, poor concentration, learning difficulties, forgetting, and lack of interest (Bevcar & Raphael, 2014). Children should be protected from all forms of harm. Children act in Kenya reports that divorce is a major concern to children who suffer innocently and who continue to face huge academic challenges. This is as a challenge that should be taken considerably for the sake and for the benefit of a child.

Teenagers from a divorced family apparently suffer multiple academic challenges as early as the divorce begins, indicating the number of kids from divorced homes is rising with an alarming rate, thus leading to some adolescents taking it negatively or positively depending on how the divorce occurred (Njeru, 2018) in Nairobi, Kenya. Some adolescents from divorced parents may adjust and cope well in academics, and the divorce comes as a relief for them, while for other adolescents, divorce of parents may considerably contribute to aggressiveness and insecure behaviors', if their parents and the family setting was filled with spousal violence, or abusive relationship.

Teenagers from divorced families who experience social developmental difficulties can be subjected to academic performance difficulties' relationship difficulties, concentration, and mental issues. Research according to (Andrew T and Segun O, 2020), divorce impacts on children's performance academically showed that children are significantly affected

socially, an indication that this research would be vital to bridging the gap between parental divorces on academic performance of children, in Kajiado sub-County, Kenya. This study would focus on teens from divorced parents because the children at this age are vulnerable hence empowerment and psychosocial support would be provided to children to enhance their self-esteem and confidence, thus, giving them an opportunity to acquire academic excellence. Few studies regarding divorce and its effect on performance of children in academics have been conducted in Kenya. According to (Amato, 2019), research about effects of divorce on academic performance of children has not been conducted in Kajiado yet increasing divorce cases about 80% continue to affect the academic life of Kenyan children. Regarding moral behavior, teenagers need to have a sense of right and wrong, have empathy and compassion and develop good moral values and avoid unethical behavior. Strategies like support from the community in case there is no school fees, a fund raiser can be done, regular exercises and self-care is another strategy. In Counselling, management skills like coping with stress and good study habits and handling personal issues have been addressed.

1.3 Statement of the Problem

When a marriage ends in divorce all individuals connected to the relationship are affected. Children are affected most, especially teenagers, because of their innocence, immaturity and the changes they are going through, and they are unable to process stressful events like adults do. Divorce negatively affects parental involvement in their teenager's schoolwork, which may make them feel unwanted and not loved and this can lead to poor performance

in their academic work. This usually can lead to them expressing anxiety and anger at the same time (Amato, Consequences of divorce for children and adults, 2019).

Parents' interactions with their children have a significant impact on their academic success and both parents make vital contribution to the cognitive, psycho-social and emotional wellbeing regarding children. There are many factors that affect adolescents, and a relationship is just one of them. Adolescents are going through a period of critical mental abilities psychosocial, and emotional change. Teenagers must deal with all these effects, and a parental divorce may make the process more challenging during these transitions. Teenagers have so many adjustments to make hence they would be the main concern of the study.

According to (Harlod, 2018), based on the studies done in America, conflicts between parents affects academic performance leading to school dropout and kids with parents who have divorced are more prone to have problems, mental distress, at the same time emotional disturbance, thus leading to academic decline. According to (Lee and Chung, 2018), observing parental disputes in Korea increases a teenager's stress level, making it difficult for them to concentrate on their academic work and, they develop poor problem-solving skills through modeling poor parental behavior. The environment a child grows up in and the makeup of their family have an influence on how well they do in school.

Studies and research which are documented are mostly done in the USA and mostly the type of family is a nuclear family while in Africa communal and extended family component whereby very little is done. and most studies have focused on effects of divorce on academic performance in Nairobi, Kenya for example according to (Omoro, 2018) who

did research in Nairobi County confessed that not much have been done in ASAL whereby Kajiado is one of them. The study tends to evaluate effects of divorce on teens on academic performance in Kajiado Central Zone, Kajiado County.

1.4 Purpose of the Study

Research purpose was to investigate the effects of parental divorce and counseling support on academic performance in school among teenagers in the county of Kajiado, Kenya.

1.5 Objectives of the Study

The following objectives served as a guide for this research:

- i. Analyze the psychological and emotional effects of divorce on teenagers and their subsequent influence on academic performance of teens
- ii. Explore how changes in socio-economic status after divorce influence the academic performance of teens
- iii. To evaluate the effectiveness of school-based counseling in mitigating the negative effects of divorce on the academic performance of teens

1.6 Research Questions

Research question entails:

- i. What are the psychological and emotional effects of divorce on teenagers and their subsequent influence on academic performance of teenagers?
- ii. How do changes in socio-economic status after divorce influence the academic performance of teenagers?

- iii. How effective is school-based counseling in mitigating the negative effects of divorce on the academic performance of teenagers?

16.1 Hypothesis

Ho1: There is no statistically significant difference in the effects of divorce on academic performance in school among teenagers.

1.7 Significance of the Study

Divorce is a significant human problem that can affect the academic performance of children globally, at a regional level, national and local levels. The finding of the study would benefit the counselors to deal with children from divorced families for quality counseling and academic performance improvements. The study would help the teachers in understanding the current situation in the families that are affected by divorce and be able to address children with issues of divorce. The study was useful to parents, to enable them gain insights on how to handle divorce issues on their children. The study could be of benefit to scholars who could expand the body of knowledge by identifying new fields for investigation, as described in the present study. The study could be of benefit to the government, learning institutions, and children's office with information that could sensitize them on the need for designing and implementing healthy measures that could be relevant in addressing divorce effects on children's academic performance.

1.9 Delimitations of the Study

The researcher was not able to go beyond the schools in the Kajiado Central Zone due to time and doing thorough work. The researcher concentrated on extended families in rural areas because many researchers concentrated with nuclear families and mostly in urban centers. The researcher concentrated on public schools only but not private schools.

1.10 Limitation of the Study

Research was constrained due to the many factors which include Gathering data was challenging given that divorce is a delicate subject and telling the parents and teenagers about experience was not simple. However, the researcher assured the study participants that data was kept private and used exclusively for educational reasons. Additionally, it was true that elements including tradition and faith have an impact on how children develop socially whereby some culture may not allow children to talk about tradition and religion. This was addressed by choosing respondents who span all social aspects. Time limitations posed considerable constraint while undertaking this current study. The matter was solved by rearranging the time schedule in order to complete the scheduled tasks in the allotted amount of time.

1.8 Scope of the Study

The research target population was teenagers in Kajiado Central zone, Kajiado County. The researcher focused on the effects of divorce on academic performance among children in selected primary schools in Kajiado central zone, Kajiado County. This is because

Kajiado Central is a sub-county which is relatively vast and characterized by people who live in urban, semi-urban areas but in Kajiado many people live in rural areas. According to Omoro (2018), Kajiado is a metropolitan area with a considerable divorce and separation rate. The extent of the phenomena to be examined consequently influences the choice of study region.

Children's performance could be affected by parental divorce. Divorce is something parents, teachers, social workers, and other stakeholders need to know. The researcher enabled effective strategies for children from divorced families, hence enabling better academic performances. Informed consent was given into consideration for the children to feel valued as well as give their contributions towards the study more freely without feeling judged.

1.11 Assumptions of the Study

The researcher assumed that participants would be transparent and eager to answer research questions truthfully, all the targeted parents, children, and teachers and would be available and wounding to cooperate. The researcher assumed that time would be enough to carry out this study. The researcher assumed that children from divorced families are affected academically.

1.12 Theoretical Framework

1.12.1 Cognitive Behavioral Theory

The movement for cognitive behavior theory was started by Beck (1960), with the conviction that an individual's experiences influence cognition or thinking. People's vision of the world, as well as their emotional states and behavioral choices, are shaped by these cognitions in conjunction with our schema, which are ingrained basic beliefs that we began to form at a young age. He believed that unfavorable attitudes and faulty thinking sustain illnesses.

Cognitive behavioral theory was used in the study to assist children adopt positive mindset, positive self-talks to enhance better academic performance of children from divorced parents. Children who experienced divorce from parents are likely to be stressed due to unaccomplished academic performance goals. Divorce could contribute to lack of self-awareness, negative self-image, hence, engaging in negative peer groups that affect their academic performances in schools. The effect of divorce on children may increase stress levels, thus causing mood disorders among children and making it difficult to study. Cognitive-behavioral theory (CBT) was therefore vital to treat the child's distorted thoughts, hence treating children's negative behaviors. Children who are experiencing negative emotional and behavioral reactions might benefit from CBT because it helps change the way they recognize, understand, and assess such behaviors. CBT would allow children from divorced families to adopt healthy coping mechanisms hence allow improvement on their academic performance

1.12.2 The theory of Social Learning

Bandura's (1977) social learning theory, which emphasizes the value of observing, modeling, and mimicking the actions, mindsets, and emotions of others, was also employed in the study. The concept of social learning theory (SLT) examines the interaction of environmental and cognitive elements that affect human cognition and behavior.

Observational learning is the process through which behavior is acquired from the environment. Teenagers watch how those around them interact and behave. Models are people who have been observed. Children are exposed to a variety of powerful role models every day in society, including their parents, siblings, peers from their peer group, and instructors at school. Teenagers pay attention to some of these role models and memorize their behavior in order to perform better academically. They could mimic the conduct they have seen in the future.

Additionally, reinforcement can be internal or external, positive or negative, as Albert Bandura emphasized. An external reinforcement is when a teen seeks praise from parents or classmates, which is required to progress academically. An internal reinforcement is when a teen feels joyful about receiving approval. Teenagers would act in ways they think would win them favor because they want to be liked and this would help them to improve academically,

This technique is particularly important in situations when social learning is not always immediate. There must be a memory to recall even if the action is imitated right away, and

when the adolescents copy bad behavior from the divorced family it would affect them academically negatively.

The cognitive theory and the social learning theory both have an impact on behaviorism since they contend that a student's environment has a significant impact on how well they succeed in various spheres of life. All of this comes down to the personality hypothesis, which holds that conduct is influenced by one's surroundings. The teenager's surroundings are very important because if it is conducive, they will perform well and if it is not conducive, they will perform poorly. Teenagers watch how those around them interact and behave and they are exposed to a variety of powerful role models every day in society, including their parents. The fights and abuse by the parents affect their performance in class. Parents should behave well and conduct divorce process having in mind it can affect teenagers and, they can copy some of the parent's behavior whereby even academically they can be affected.

1.13 Conceptual Framework

The conceptual framework depicts how both independent and dependent variables affect each other. The independent variable in this study is divorce the indicators includes Parental negligence, financial constraints, Lack of parental guidance and the dependent variable is academic performance, and the indicators includes moral, social and cognitive behavior, The study would be affected by intervening factors such as religious status, government policies and personal values and counselling.

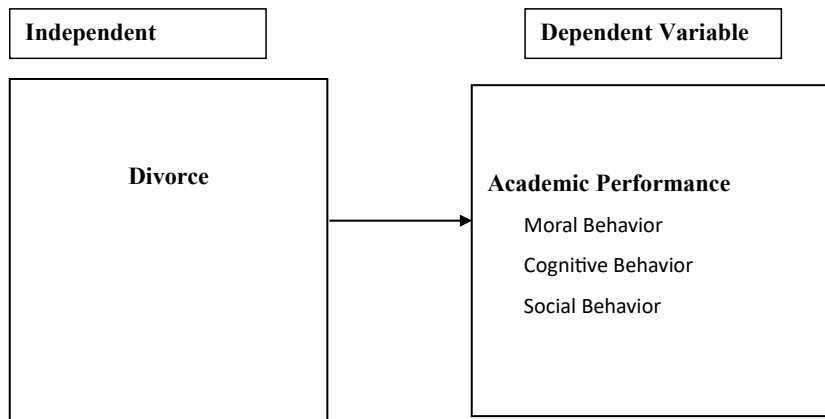


Figure 1.1: Conceptual Frameworks and Effects of Divorce on the Academic Performance among Teenagers

Divorce may affect academic performance of teenagers due to indicators like absence of parental guidance and nurture reduced parental involvement and related financial issues of school fees, money to buy uniform and sometimes food, family problems like fights which causes stress to the teens, Not having pastoral assistance and psychological encouragement since teenagers may have no one to turn to when they're stressed out, which can happen when they have too much school work all these factors contributing to poor academic performance (Andrew T & Segun O, 2019).

Teenagers may score low marks, sometimes absent due to lack of school fees, repeat grades and poor interpersonal skills hence ways to tackle the negative consequences of divorce on academic success would be addressed after the study. All parents should, despite their conflicts, carry out their parenting duties. Teenagers shouldn't be penalized because of

parental separation. The teenagers need both parents' support so that they should help them with their academic tasks, refrain from fighting in front of their kids, and take care of them regardless of their circumstances (Ashenafi & Ayenew, 2021).

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The researcher in this study reviewed academic work written by different scholars about, the effects of divorce on academic performance of teenagers. This study analyzed the psychological and emotional effects of divorce on teenagers and their subsequent influence on academic performance of teens, explored how changes in socio-economic status after divorce influence the academic performance of teens and evaluated the effectiveness of school-based counseling in mitigating the negative effects of divorce on the academic performance of teens from selected schools in schools in Kajiado Central Zone, Kajiado County. This chapter is reviewed based on the above research purpose and objectives.

2.2 Review of the Literature

According to Zeratisation (2020), about 80% of the teenagers from divorced family look so stressed and are unable to concentrate in class hence they are not able to perform well academically. Previous research shows that while some people argue that there are no age disparities, the school-aged population is the most susceptible to divorce. The teenagers now are aware of what is happening between the parents, and they don't know what to do hence they feel frustrated which may affect their performance.

Teenagers from parents who have divorced exhibit both internalizing problems, such as emotional difficulties like sadness, fear, and grief, and externalizing problems, such as

aggression, and increased absenteeism which lower educational achievement to Chimienti (2021) divorce also have gender-specific impacts. According to his research Eight boys out of teenagers, aggression was more common, and for girls, seven out of ten teenagers they had increased depression. These problems may affect teenagers especially in academic performance whereby they are not able to concentrate in class. They may feel overwhelmed and discouraged and because the situation is unknown to the teachers, they may not be able to intervene and help them.

Commented [WU1]: Review literature using the funnel shaped approach

Divorce has a significant influence on the bond between parents and children, possibly as a result of the absence of social support inside the family. There are several long-term impacts of divorce, including lower educational achievement, but for two-thirds of children, its effects last no more than two years (Chimienti, 2021). Parental conflict is the most important component contributing to the negative impacts of divorce; family conflict is the most important mediating factor in the effects of divorce on children. When teens witness the conflicts between the parents, they are confused the parent they would side with and this affect them psychologically especially if they witness fighting hence when they go to class they were unable to concentrate w<https://dictionary.cambridge.org/dictionary/english/moral>hich may automatically affect their performance.

2.2.1 Effects of Divorce on Academic Performance

According to Njeru (2018), education is key to successful individuals, for a brighter tomorrow. Parental duty is key in moral and social support for raising children and the teens and the researcher strongly agree with him. Parents are role models to the children especially to the teenagers who are in adolescence stage, and they are going through changes physically, emotionally, socially. Teenagers need a lot of guidance hence when the parent is not there, they are affected especially academics. Everyone in the family finds divorce to be challenging Ashenafi and Ayenew (2021) especially for teenagers who are attempting to comprehend the shifting family dynamics, which can divert and perplex them. One of the repercussions of divorce on children might be noticed in their low academic achievement due to this disruption in their daily attention.

According to Cooper (2021) divorce leads to stress especially if one parent takes care of the children this may be because of financial problem because of the school fees, finances for catering for basic needs which includes food, clothing and also shelter in case of relocation. Children are less likely to be able to focus on their schoolwork the more distracted they are which lead to poor performance. Break up of relationships might kick off a variety of distressing and uncomfortable feelings, adjusting to the children which can lead to poor performance in the class. Harlod (2017) new circumstances and sometimes to environment in case there is relocation at once can be difficult which can lead to confusion, anger, and fear which can lead to poor performance in the class. Some parents put children in the

middle of their fights by blaming them, which affects the minds of the children hence when they go to school, they are not able to concentrate resulting in lackluster performance.

Absence of parental guidance and support may negatively influence a child's academic dream. Divorce is becoming a common practice in modern society. Divorce continues to have multiple effects on teen's life which include, psychological, emotional, spiritual, and social life. Teenager's life is at risk of declining in their academic goals (Lee and Chung, 2018)

Lack of parental supervision may affect academic performance since sometimes teenagers may stay with grandparents who have never gone to school. This may result if no one is available to provide informal schooling at home and help in schoolwork which are sometimes challenging. Eyo (2018) sometimes they may lose concentration in class because of thinking a lot concerning what the parent was undergoing after their breakdown in marriage. Most parents mostly look tense and may never help with academic work which may lead to poor performance.

2.2.2 Effects of Divorce on Moral Behavior

Morals are the prevailing standards of behavior that enable people to live cooperatively in groups. Moral refers to what societies sanction as right and acceptable. Most people tend to act morally and follow societal guidelines. Morality often requires that people sacrifice their own short-term interests for the benefit of society. People or entities that are

indifferent to right and wrong are considered amoral, while those who do evil acts are considered immoral (<https://dictionary.cambridge.org/dictionary/english/moral>).

The effects of divorce lead to teenagers being stressed, tense, nervous, anxiety, difficulties in concentrating which sometimes leads to behaviors like aggression and fighting in school. Sometimes teenagers may experience, an overwhelming distress that affects their personal upkeep and socialization which may lead to abnormal behaviors leading to poor performance (Omor, 2018).

According to Byran (2020), the relationship between both parents affects to the way the teenagers would behave, if they fight and abuse one another the teenagers would imitate the can lead to the being expelled from school which can lead to poor performance, hence the parents should be very sensitive and careful how they relate to one another. Acute sadness rushes through the teenager's mind and heart and nothing feels bad in life if teenagers may eventually plunge into depression leading to behaviors like oversleeping or lack of sleep which makes it difficult to concentrate in the class. According to Rodgers (2018) sometimes teens perceive themselves to be the cause of the divorce of their parents. They were stress, and pressure on the young mind which leads to negative thoughts, nightmares, and poor concentration in the class which leads to attaining very low grades.

The disturbance brought on by conflict and family breakdown may have an impact on a student's academic performance leading to poor concentration in the classroom. Eyo (2018) noted that a child's ability to complete schoolwork may be hindered by the distractions

brought on by family changes, which may lead the teens in anger and bitterness which may affect their performance. Parents must remember that children are hurt by any kind of abusive behavior and insults. Severe emotional damage is done to the kids by insulting the spouse. They are still their parents and they have not fallen out of love with them. According to Andrew and Segun, (2019), teen being abusive and insulting other due to lack of good role model which can lead to indiscipline cases like bullying others which may lead to suspension which affects their performance.

According to Njeru (2018), sometimes teenagers are violent in school with other students, especially boys since seeing boys makes them think of their father's depravity. They sometimes feel bad anytime their mother forbids them from visiting their father, they become irritated with her. They may likely receive poor grades and even begin using drugs to ease the sorrow of divorce between their parents. All these may lead to poor concentration in class which may lead to poor performance.

2.2.3 Strategies to Address Effects of Divorce

Parents despite their conflicts should carry out their parenting duties, the separation of parents cannot be used as an excuse to punish children. (Harlod, 2018). Despite their circumstances, the adolescents need the assistance of both parents to help them with their schoolwork, avoid fighting in front of their kids, and be accountable for their upkeep. This would help the teenagers to be stress free, hence they would be able to concentrate in class and their academic performance would improve drastically.

According to Rodgers (2018), the child's upbringing has an impact on their learning. If a teenager's prospects for academic growth are dim, they are likely to exhibit poor cognitive functioning, which manifests externally as a struggle to maintain the alertness, attention, and concentration required for classroom performance and internally as a slowdown in the mental process of registering, choosing, and reaching for information. A poor family environment would have a compounding impact, resulting in teenagers being able to perform well academically.

Teachers play a crucial role in teenager's academic and social lives and their engagement or assistance may help students succeed academically and grow more self-assured (Lee & Chung, 2018). Sports in school must be given priority as a means of coping with the psychological repercussions of divorce and marriage. When the teachers understand what teens are going through, they can talk to them and encourage them accordingly and the teens would be able to work hard and perform well in class.

Lack of parental nurturing and supervision for teens make them unable to perform very well in their studies. Teenagers had worse grades, test scores, and greater dropout rates than children who come from two-parent intact homes on average (Anthony, 2019). Strong social skills should be modeled by teachers, and they should offer opportunity for meaningful peer-to-peer interactions and activities. It's crucial for school and beyond to support pupils in developing effective decision-making abilities that result in healthy relationships (Harlod, 2018).

According to Halloran et al, (2020), students can succeed when their instructors are patient, knowledgeable about intervention strategies, able to work with an interdisciplinary team, and supportive of students with special needs. A loop is created by teacher expectations. The behaviors of instructors are influenced by their ideas about the possibility for student growth, which in turn affects students' learning and reinforces teachers' beliefs about students. They not only help the children reach their full potential but also teach them important life lessons like communication, empathy, organization, and presentation. Teachers are the ones that inspire students to do better in all areas and assist them in achieving their own objectives.

The neighborhoods in which the young people live have a significant responsibility as well. As stated by Njeru (2018), the community should encourage and assist the impacted youth in their academic and other endeavors rather than punishing them for their parents' oversight. This would help the teens to improve in their self-efficacy and have confidence in life, accept them and raise their self-esteem which would make them perform well academically. The exposure and knowledge of issues are increased by community participation, which also gives communities the opportunity to influence decisions that have an impact on their daily lives, communities, and towns, cities, and neighborhoods. Students have the best chance to apply what they have learned in the classroom to actual human needs in the community. Additionally, volunteering can assist children improve their problem-solving abilities and feeling of self-worth.

According to Omoro (2018), teenagers pick up knowledge from peers and adults in the community. Residents of a community reflect the atmosphere of that community via their behavior. So, for kids to learn better, the community environment is crucial. Children's learning is influenced by the community's environment. Teenagers should have lots of time and opportunities to explore and work in the larger community as part of their academic studies. They ought to participate in the creation of provisions for community service. These make them part of the community and in case there is any problem like school fees the community helps to avoid drop out.

2.2.4 Effects of Counseling on Academic Performance

Study skills taught in counselling include: the ability to read, solve problems, think creatively, make decisions, manage their time and stress, be motivated, and have a positive attitude. These abilities are crucial for assisting students in resolving personal concerns that interfere with their academics and being able to concentrate on their studies, which would boost their academic success. (Ashenafi & Ayenew, 2021).

According to Omoro (2018), this bad morals and behaviors may affect concentration in class which leads to poor performance. The work of counseling is to enable a student to transform both oneself and their academic performance by enhancing their study perspective and removing subject-specific difficulties.

Counseling is supposed to enable teens to make better decisions and do a better job of addressing all the issues including divorce issues (Halloran et al, 2020). The teens would be more likely to accept recommendations to solve psycho-social issues that affect teen's academic performance. Counseling forms a vital component of the educational system that helps to mold students' behavior and teach appropriate discipline. Programs for counseling avoid problems with education, individuals, society, psychology, and emotions which may hinder teenagers in performing well in school.

Divorce can negatively affect parental involvement in their children's school-work, which leads to teenagers who come from parental divorce feeling unwanted and not loved by one of their parents. This can usually lead to teenagers expressing anxiety, stress and anger at the same time and eventually can commit crime and drop out of school because of lack of guidance (Anant, 2020).

2.3 Summary and Research Gap

Literature review covered theoretical review of Cognitive Behavioral Therapy (CBT) and Social Learning Theory (SLT) in the empirical review the conceptual framework was considered to illustrate connection linking independent and dependent variables and the knowledge gap was identified. Effects of divorce on academic performance of teenagers, effect of divorce on moral behavior of teens from broken families, Strategies and approaches to address effects of divorce on academic performance and effects of counseling on academic performance was also addressed.

This study focused on teenagers from divorced parents because the children at this age are vulnerable hence empowerment and psycho-social support need to be provided to teenagers to enhance their self-esteem and confidence, thus, giving them an opportunity to acquire academic excellence. According to (Omoro, 2018) Few studies regarding the effects of divorce on children's performance have been conducted in Nairobi, Kenya whereby the researchers concentrate with nuclear families and mostly in urban centers but now the researcher would concentrate on extended families in rural areas, However, surveys focusing on the effects of divorce on teenager's performance has not been conducted in Kajiado, whereby majority of families have an element of both communal and extended family. The study tends to investigate effects of divorce on teenagers on academic performance in Kajiado Central Zone, Kajiado County which is marginalized area to fill the gap in research and knowledge.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

To fulfill the research objectives, the researcher employed appropriate strategies which include the following: a good choice of design of the study, research site, adequate population of the study, adequate study sample which includes sampling procedures and study sample size, appropriate gathering of data instrument, research instruments pilot testing and research instrument reliability and the validity of finding , procedure of gathering data, processing of data and analysis together with legal and ethical consideration.

3.2 Research Design

To collect relevant data the researcher used a case study design, this is because the case study was generating in-depth or detailed information and a better understanding of the effects of divorce on academic performance on teenagers. The case study also provides insights that can help a researcher to formulate fruitful research questions because the tools that used were questionnaire, observation checklist and interviews.

A descriptive research design was also employed to help gather qualitative data about the effects of divorce on teenagers. When conducting a descriptive design, the environment was not altered as the information is acquired. It was done to explain the interaction between things like divorce and academic performance in the immediate surroundings. Consequently, the design enabled the researcher in obtaining the right data about effects of

divorce on academic performance from parents and educators from selected public primary schools in Kajiado central zone, County of Kajiado. A descriptive research design was chosen since it allows the researcher to engage with those who participated.

3.3 Research Site

The research was undertaken at Kajiado Central Zone, Kajiado County. It is about 130km from Nairobi City. It is along Namanga- Nairobi Highway Road. It is located in plains with few hills.

There are no good means of transport which is mostly along the tarmac road linked with rough roads into the interior. The means of communication was also not very good especially for example networks like Safaricom and Airtel are the only available. There are also social services which include a health centre, administrative services such as the chief's office, and a police post. There are primary schools both public and private, there also secondary schools both public and private

3.4 Target Population

The population sample comprised of 500 respondents from divorced family from the five public schools. The researcher targeted teenagers in Kajiado Central Zone, Kajiado County. Five public schools were targeted which included Saina Secondary School with a population of 632 pupils with 340 boys and 292 girls A.I.C Girls Secondary School with a population of 650 girls, Kajiado Township with a population of 1238 with 835 boys and 403 girls, Olkejuado Boys Secondary School with a population of 535 boys and Moipei

Secondary School population of 502 with 272 boys and 230 girls. The target sample were 40 boys, 40 girls, 10 teachers and 10 parents.

3.5 Study Sample

3.5.1 Study Sample Size

Targeted sample size for effective research was 40 boys and 40 girls, 10 counsellor teachers and 10 parents from the targeted schools. The sample comprised of 100 respondents. The formula developed by Yamane was used to calculate the sample size (Singh & Masuku, 2017). N equals $N / (1 + N (E)^2)$. The number of people (N) is 500. Since the sample's estimated error is 10%, $E=0.1$ 37 Using the formula mentioned above, $n=500/(1+500(0.1)^2)$

Table 3.1 A Sample Size

Schools	Boys	Girls	Counsellors	Teachers	Total
Olkejuado boys	10	_____	2	2	14
Moipei Mixed	10	10	2	2	24
A.I.C Girls	_____	10	2	2	14
Saina Mixed	10	10	2	2	24
Township Mixed	10	10	2	2	24
Total	40	40	10	10	100

(MOE, 2022)

3.5.2 Sampling Procedure

Purposive sampling, frequently referred to as judgement sampling, is a technique the researcher was utilized. It entails choosing a sample based on its value to the research's objectives. The teenagers were from divorced families and the counsellors in the school. It was frequently employed in qualitative research when a researcher intended to learn in-depth information about a certain occurrence-like effects of divorce on academic performance as opposed to drawing conclusions from statistical data or in cases when the population is relatively tiny and selective.

Researcher also used snowball sampling whereby with the help of the teachers they can help to identify children from divorced family this is because it is difficult to reach the population, snowball sampling was employed to find volunteers through existing participants. The drawback with this approach is that it is impossible to determine how representative the sample is since it depends on participants finding new participants. The teachers helped to identify the teens from divorced.

3.6 Data Collection

3.6.1 Data Collection Instrument

The researcher used interview and questionnaire to collect data from the field. Interview guide enabled the researcher to structure questions to meet the study objectives. It enabled the researcher to know what to ask about and in what order to suit all the study participants. The questionnaires were used to enable the researcher offer fast, efficient, and easy way of gathering quantitative data. Questionnaires allowed the researcher to analyze the actions, attitudes, preferences, views, and objectives of a sizable sample of subjects

3.6.2 Pilot Testing of Research Instrument

A pilot was done to pre-test the research instrument and to verify the data to be collected. Two schools nearby were used as a pilot test which are among the sampled school for research to study. Pre-test helped the researcher to check for questionnaires in the interview schedule whether they are well structured.

3.6.3 Instruments Reliability

This reflects how consistently and steadily research tools provide outcomes. The researcher made sure tools or techniques used to collect data to produce the result were precise, stable, and reproductive. Applying the methods consistently and standardizing the condition of the research was very important. When collecting data, the circumstance was kept consistent to reduce internal or external factors that may create variation in results. The pilot testing was done to test reliability.

3.6.4 Instruments Validity

The amount to which the researcher measures the necessary variables is referred to as research validity. Validity is the ability of an instrument to measure what it is designed to measure. The researcher compared test results with the outcome using criterion-related validity. In this situation, this sort of validity links test results to another evaluation criterion the researcher would measure effects of divorce in academic performance. The researcher used formative validity because it speaks about evaluating the efficacy of the action in terms of delivering knowledge that may be applied to enhance certain parts of the phenomena hence academic performance can improve if the issues of divorce are taken care of. The expert supervisors also gave guidance on development of the instruments especially on construct validity so that the objectives measure what exactly they were meant to measure.

3.6.5 Data Collection Procedure

The researcher's proposal was approved by the university's ethics committee from the board of post graduate studies and received an introduction letter to NACOSTI and other education departments and schools. This was to enable the researcher seek consent to collect data. Data was collected with permission from Kajiado County Director of Education (C.D.E). The researcher obtained information from teachers during break time at 11.00 to 11.30 am and 3.10 pm this is because this is the time, the students were free. Information from children was gathered during breaks and lunchtime. Interview was done

orally to be able to get more information. Questionnaires that were used were comprehensive to cover all areas that helped in achieving the objectives of the study on the effect of parental divorce on academic performance. Confidentiality was highly observed to ensure that the information obtained remains very private and confidential. The researcher was assisted by trained research assistants to collect data. All data collected was put together ready for analysis.

3.7 Data Analysis

The researcher cleaned data collected, analyzed it using statistical package for social sciences (SPSS version 23). The researcher used tables to present and display research findings. A brief description was given for each table. The researcher used inferential and descriptive statistics to analyze both quantitative and qualitative data. Results showed the effect of divorce and academic performance among the teenagers, effect of counseling on academic performance and effectiveness of intervention strategies. Testing of the study hypothesis was also done, and the level of significance presented.

3.8 Legal and Ethical Considerations

The approval by ANU board of postgraduate with an introduction letter to NACOSTI. The letter from TSC County Director and County Commissioner in Kajiado County was taken to head teachers for the sampled schools. These gave the researcher consent to work with teachers, parents and learners. The study made sure that teachers and parents involved in the questionnaire give informed consent after they are told need the research, treating data given with confidentiality and respecting the right of privacy was put into consideration.

The researcher gave consent to the teenagers and told them they could leave the study process if there was any need, and they were free to ask any questions. The researcher assured the entire respondent that the information would be purely for study purpose. Cases that needed further support were referred to the guidance and counseling department.

CHAPTER FOUR: DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter presents the findings of the study. The general objective of this study was to assess the effect of parental divorce on academic performance among teenagers in selected primary schools of Kajiado County, Kenya. The specific goals of the study were to examine how divorce affected moral behavior, how divorce affected academic performance, how counseling affected the academic performance of children from divorced families in selected schools in Kajiado Central Zone, Kajiado County. The study also investigated the effectiveness of intervention strategies to reduce negative effects of divorce on academic performance among the teens.

4.2 Response Rate

Table 4.1 shows the percentage of respondents who took part in the survey.

Table 4.1: Response Rate

Sample	Responded	Response Rate
100	100	100 %

Source; Researcher, 2024

The study focused on surveying 100 respondents within the Kajiado Central Zone, Kajiado County. Of these participants, approximately 80 were children, while 10 were parents, and another 10 were teacher counselors. Remarkably, all individuals responded to the questionnaire, yielding a 100% response rate.

4.3 Demographic Characteristics

4.3.1 Gender of the Respondents

The provided data presents the gender distribution among the participants. Out of a total of 80 individuals surveyed 30 individuals were male, which accounts for 37.5% of the total. About 50 individuals were female, making up 62.5% of the total. The percentage difference between males and females is notable, with females representing a larger proportion of the sample.

Table 4.1: Gender of the Respondents

Gender	Frequency	Percent
Male	30	37.5
Female	50	62.5
Total	80	100.0

4.3.2 Age Distribution Analysis

Seventy-eight (97.5%) of participants were aged between 12-14 years. Only 2 (2.5%) were aged between 15-18 years. The results are presented in Table 4.2.

Table 4.2: Age Distribution Analysis

Age Distribution Analysis	Frequency	Percent
12-14 years	78	97.5
15-18 years	2	2.5
Total	80	100.0

Source; Researcher, 2024

4.3.3 Custodial Parent

Table 4.3 provides data outlining the custodial parent of children following a divorce. Sixty-five (65) participants, representing 81.3% of the total, were living with their mothers. Ten (10) participants, accounting for 12.5% of the total, were living with their fathers. About 5 participants, making up 6.3% of the total, had living arrangements categorized under "Other."

Table 4.3: Custodial Parent Following a Divorce

Custodial Parent	Frequency	Percent
Mother	65	81.3
Father	10	12.5
Other	5	6.3
Total	80	100.0

4.3.4 Duration of the Divorce

Table 4.4 presents the distribution of the duration of divorce. The results reveal that 16 parents, constituting 20.0%, underwent divorce within a timeframe of less than 2 years. Additionally, there were twelve cases, accounting for 15.0%, where divorce occurred between 3-5 years ago. Nine cases, representing 11.3% of the total, fall within the 6–10-year range of divorce duration. Notably, a significant proportion of 43 individuals, comprising 53.8%, had been divorced for over 10 years.

Table 4.4: Duration of the Divorce

Duration of the Divorce	Frequency	Percent
Less than 2 years	16	20.0
3-5 years	12	15.0
6-10 years	9	11.3
Over 10 years	43	53.8
Total	80	100.0

4.3.5 Siblings among the Surveyed Individuals

Seventy-one (71) respondents, constituting 88.8% of the total, indicated that they have siblings. While 9 respondents, making up 11.3% of the total, reported having no siblings. These findings reveal that the majority of individuals surveyed have siblings, while a smaller proportion does not have siblings show in table 4.5.

Table 4.5: Presence of Siblings

Siblings	Frequency	Percent
Yes	71	88.8
No	9	11.3
Total	80	100.0

4.3.6 Living Siblings

Sixty-two (62) respondents, or 77.5% of the sample, said they shared a residence with both the custodial parent and their siblings. Of the total responses, eighteen (18) people, or 22.5% of the sample, stated that they did not live with their siblings or the custodial parent. The results are shown in table 4.6.

Table 4.6: Living with Siblings

Living with Siblings	Frequency	Percent
Yes	62	77.5
No	18	22.5
Total	80	100.0

4.3.7 Modes of Acquiring Education

Table 4.7 presents results on the modes of acquiring education among the participants. Sixty-eight (68) of the respondents, constituting 85.0% of the total, reported being enrolled in a traditional school setting. Twelve (12) respondents, making up 15.0% of the total, indicated that they are engaged in home schooling.

Table 4.7: Modes of Acquiring Education

Modes of Acquiring Education	Frequency	Percent
Enrolled in a school	68	85.0
Home schooling	12	15.0
Total	80	100.0

4.3.8 Spending time with their other parent

Table 4.8 shows responses regarding whether the participants get to spend time with their other parent who does not reside with them. Forty (40) respondents, comprising 50.0% of the total, reported that they do get to spend time with their other parent. Another 40

respondents, also making up 50.0% of the total, indicated that they do not get to spend time with their other parent.

Table 4.8: Spending Time with their other Parent

Spending time with their other parent	Frequency	Percent
Yes	40	50.0
No	40	50.0
Total	80	100.0

4.3.9 Responsibility of Taking Care of Children after Divorce

Of the total respondents, fifty (51) or 63.8% said that their mother would be responsible for looking after them following the divorce. Of the total, about 15 respondents (18.8%) said that their father is in charge of this. Of the total, fourteen (14) respondents (17.5%) stated that following the divorce, both parents are equally responsible for providing for their children as shown in Table 4.9.

Table 4.9: Responsibility of Taking Care of Children after Divorce

Responsibility of Taking Care of Children after Divorce	Frequency	Percent
Mother	51	63.8
Father	15	18.8
Both	14	17.5
Total	80	100.0

Source; Researcher, 2024

4.3.10 Effects of Divorce on Academic Performance

The study sought responses regarding the perceived effects of divorce on academic performance. Descriptive statistics, including the minimum, maximum, mean, and standard deviation, are provided for each statement in Table 4.10.

4.4 Analysis by Objective

4.4.1 Effects of Divorce on Academic Performance

Table 4.9: Effects of Divorce on Academic Performance

Academic Performance	N	Minimum	Maximum	Mean	Std. Deviation
Divorce can negatively impact a child's sense of right and wrong.	80	3.00	5.00	5	.58
Children from divorced families are more likely to engage in unethical behavior.	80	3.00	5.00	4	.75
Divorce can lead to a decrease in empathy and compassion in children.	80	2.00	5.00	4	.77
Children from divorced families may struggle with understanding the consequences of their actions.	80	3.00	5.00	4	.66
Divorce can disrupt the development of moral values in children.	80	2.00	5.00	4	.79
Children from divorced families are more likely to engage in dishonest behavior.	80	2.00	5.00	4	.80

The findings show that the respondents' perceptions of the effects of the separation of their parents on their academic achievement vary. The average ratings for every statement

indicate a moderate degree of agreement with all factors considered, ranging from 3 to 4. This implies that respondents generally acknowledge the impact divorce has on academic achievement. With mean scores of 3 and standard deviations ranging from 1.24 to 1.32, respondents, for example, reported difficulty focusing on schoolwork and disruptions to academic routines owing to changes in living arrangements. With a mean score of 3 and a standard deviation of 1.27, respondents also stated that the financial burden brought on by divorce has restricted access to educational resources. Moreover, with a mean score of 4 and a lower standard deviation of 1.14, respondents indicated better consistency in their view that persistent parental conflict negatively influences motivation to thrive academically. The findings show a widespread recognition that divorce can have a substantial impact on academic achievement, despite variations in individual experiences and perspectives.

The key informants also shared perspective on how their parents' divorce affected their academic performance. To this end, one of the respondents said: *"I've seen a big difference in my ability to focus on my academics since my parents' divorce. It's been difficult to concentrate, particularly since my living situation has changed so much. It has been difficult to get used to new habits and move between my parents' homes. In addition, money has been tight, which makes it challenging for me to get the textbooks and tutoring I require for my studies. My desire to perform well academically has also been negatively impacted by the constant hostility between my parents. When there's constant conflict and stress, it's difficult to remain motivated"* (Respondent One).

Another respondent opined that:

"It really has been difficult. Since the divorce, I've been finding it difficult to focus in class. My ability to maintain a regular pattern has been hampered by alterations in my living situation, which has an impact on my study habits. Due to financial difficulties, I had to reduce my participation in extracurricular activities and my use of resources that could improve my academic performance. However, I believe that managing the discord between my parents has been the most

difficult aspect. It drains my emotions and makes it difficult for me to concentrate on my academics. All things considered; I would argue that the divorce has adversely affected my academic achievement" (Respondent Two)

4.4.2 Effects of Divorce on Moral Behavior

The objective of the study was to determine the effects of divorce on moral behavior. The respondents were required to indicate their level of agreement with each statement by selecting the appropriate response on a scale of 1 to 5, where 1 represents "Strongly Disagree" and 5 represents "Strongly Agree." The results are presented in Table 4.11.

Table 4.11: Effects of Divorce on Moral Behavior

<i>Divorce on Moral Behavior</i>	N	Minimum	Maximum	Mean	Std. Dev.
Divorce can negatively impact a child's sense of right and wrong.	80	3.00	5.00	5	.58
Children from divorced families are more likely to engage in unethical behavior.	80	3.00	5.00	4	.75
Divorce can lead to a decrease in empathy and compassion in children.	80	2.00	5.00	4	.77
Children from divorced families may struggle with understanding the consequences of their actions.	80	3.00	5.00	4	.66
Divorce can disrupt the development of moral values in children.	80	2.00	5.00	4	.79
Children from divorced families are more likely to engage in dishonest behavior.	80	2.00	5.00	4	.80
Valid N (list wise)	80				

Table 4.11 presents the findings, which show that the respondents strongly agreed that divorce can negatively impact children's moral behavior (mean = 5, std deviation = 0.58).

In particular, respondents agreed (mean = 4, std deviation = 0.75) that a child's moral compass may be adversely affected by divorce. They also strongly agreed (mean = 4, std deviation = 0.77) that children of divorced parents are more prone to act unethically and dishonestly, and that they may find it difficult to comprehend the repercussions of their actions and to show empathy and compassion. Moreover, they agreed (Mean: 4, Std Deviation= 0.66) that children from divorced families may struggle with understanding the consequences of their actions, indicating potential challenges in moral reasoning and decision-making. Furthermore, they agreed (Mean= 4, Std Deviation=0.79) that divorce can disrupt the development of moral values in children. Finally, they agreed (Mean= 4, Std Deviation =0.80) that children from divorced families are more likely to engage in dishonest behavior, reflecting concerns about integrity and ethical conduct. These findings highlight the significance of taking into account the wider societal ramifications of divorce as well as the possible need for focused interventions to promote the moral growth of children from separated households.

The interview findings show that the moral behavior of children is greatly impacted by their parents' divorce. To this, one of the respondents said:

"I've observed certain shifts in my understanding of good and wrong since my parents' divorce. My perspective of moral principles seems to have been disrupted by the divorce. I notice that I'm starting to doubt things more and that I'm not always sure what am right or bad. My parents' horrible experience has, I believe, increased my cynicism toward the outside world and caused me to doubt the value of principles good moral behavior" (Respondent Three).

Another participant opined that:

"I became less sympathetic toward other people and more cynical after my parents' divorce. It seems like I've grown less worried about the repercussions of my behavior and more self-centered. As if the divorce has made it harder for me to distinguish between right and wrong, I find myself rationalizing actions that I know are morally repugnant" (Respondent Four).

These interview responses provide insight into the interviews' subjective perceptions of how divorce affects moral behavior.

4.4.3 Effects of Counseling on Academic Performance

Table 4.12 shows effects of counseling on academic performance as rated on a Likert scale from 1 to 5, with 1 being "Strongly Disagree" and 5 represents "Strongly Agree."

Table 4.12: Effects of Counseling on Academic Performance

Counseling on Academic Performance	N	Minimum	Maximum	Mean	Std. Dev.
I am open to seeking counseling or academic support if needed.	80	1.00	5.00	4	.97
I believe that counseling or academic support can positively impact my performance.	80	4.00	5.00	4	.47
I have effective study habits and time management skills.	80	2.00	5.00	4	.84
I often feel overwhelmed or stressed about my academic workload.	80	1.00	5.00	3	1.21
I am aware of any personal issues that may be affecting my academic performance.	80	1.00	4.00	4	1.03
I consistently attend classes and complete assignments on time.	80	1.00	5.00	4	1.12
Valid N (list wise)	80				

The results showed that the respondent agreed (mean = 4, standard deviation = 0.97) that they are wounding to seek academic support or counseling when necessary. This implies a

positive outlook on asking for assistance when confronted with academic difficulties. They also concurred (mean = 4, standard deviation = 0.47), that academic support or counseling can have a favorable effect on their performance. This shows that the effectiveness of these kinds of treatments in raising academic performance is believed. Additionally, they concurred (mean = 4, standard deviation = 0.84) that they generally had a favorable opinion of their time management and study habits. This shows how confident they are in their capacity to handle their academic demands. Students did, however, agree to a moderate extent (mean = 3, standard deviation 1.21), indicating that students frequently experience stress or overload from their academic workload.

This suggests that while some individuals do experience stress, there are differences in how much of an influence it has on them. Furthermore, they concurred (mean = 4, standard deviation = 1.03) that they are conscious of any personal problems that might be influencing their academic achievement. This suggests that they are aware of some of the things that might be affecting their academic performance. They all agreed (mean = 4, standard deviation = 1.12) that they have a generally positive opinion of their attendance and completion of assignments. This shows how dedicated they are to their academic duties. The findings suggest a positive attitude towards seeking support, belief in the effectiveness of counseling or academic support, confidence in study habits and time management skills, and a degree of self-awareness regarding personal factors affecting academic performance.

The interview responses show that the participants strongly believe that counseling can have a positive impact on academic performance. To this end, one of the respondents said:

“Counseling provides useful guidance and tools to manage academic challenges and improve learning results. After using these tools, my grades and general academic wellbeing have significantly improved. They’ve aided in keeping me motivated, focused, and better prepared to face the demands of my academic career”(Respondent Five).

The answers from the interviews show that people have a good outlook on getting academic support or counseling and that they think these services can help students perform better academically.

4.4.4 Strategies to Address Effects of Divorce

The study sought to evaluate the strategies to address effects of divorce. Participants were asked to indicate the extent to which they agreed or disagreed by selecting one of the options. The results are presented in table 4.13.

Table 4.13: Strategies to address effects of divorce

Strategies to address effects of divorce	N	Minimum	Maximum	Mean	Std. Dev
Divorce has had a significant impact on my emotional well-being.	80	1.00	5.00	4	1.18
I have experienced financial challenges as a result of the divorce.	80	1.00	5.00	3	1.28
I have sought professional counseling or therapy to cope with the effects of divorce.	80	1.00	5.00	2	1.12
I have found support through friends and family to be helpful in coping with divorce.	80	1.00	5.00	3	1.36

Engaging in regular exercise and self-care has been beneficial in managing the emotional stress of divorce.	80	1.00	5.00	4	1.15
I have learned valuable life lessons through the experience of divorce.	80	1.00	5.00	4	1.01
Valid N (list wise)	80				

The results show how respondents perceived various approaches to dealing with the impacts of divorce. The respondents have a moderate to high degree of agreement (mean = 4, std deviation = 1.18) that the emotional impact of divorce poses major emotional obstacles. They also agreed (mean = 3, std deviation = 1.28) that they were having financial troubles as a result of the divorce. While some respondents (mean = 2, standard deviation = 1.12) sought expert counseling or treatment to deal with the repercussions of divorce, others (mean = 3, standard deviation = 1.36) found support from friends and family. Moreover, with a mean of 4 and a standard deviation of 1.15, it is thought that exercising frequently and taking care of oneself can help manage the emotional strain of divorce. Lastly, a high degree of agreement was indicated by the mean = 4 and standard deviation = 1.01 of the respondents, who overwhelmingly agreed that going through a divorce has taught them important life lessons. These results highlight the diverse range of coping mechanisms utilized by divorced persons, who include emotional, financial, social, and self-care aspects.

4.5 Pearson Correlation Analysis

The correlations between the divorce effect, moral behavior, and academic performance were strong, with Pearson correlation coefficients (r values) ranging from 0.767 to 0.848. These coefficients indicate a significant relationship between the variables, with all p values < 0.01. Results showed that divorce was significantly associated with both moral behavior and academic performance. Higher divorce rates may be associated with lower moral behavior and academic performance. This shows that family structure could have significant impact on individual behavior and educational outcomes.

Table 4.14: Pearson Correlation between Effects Divorce, Moral Behavior and Academic Performance

Correlations

		Effects Divorce	of Moral Behavior	Academic Performance
Effects of Divorce	Pearson Correlation	1	.767**	.848**
	Sig. (2-tailed)		.000	.000
	N	80	80	80
Moral Behavior	Pearson Correlation	.767**	1	.803**
	Sig. (2-tailed)	.000		.000
	N	80	80	80
Academic Performance	Pearson Correlation	.848**	.803**	1
	Sig. (2-tailed)	.000	.000	
	N	80	80	80

** . Correlation is significant at the 0.01 level (2-tailed).

The association between advising and academic performance was highly significant ($r = 0.677$, $p < 0.01$). This suggests a positive relationship between the use of counseling and

academic success, highlighting the potential positive impact of counseling on educational outcomes.

Table 4.15: Pearson Correlation between Counselling and Academic Performance

Correlations		Counselling	Academic Performance
Counselling	Pearson Correlation	1	.677**
	Sig. (2-tailed)		.000
	N	80	80
Academic Performance	Pearson Correlation	.677**	1
	Sig. (2-tailed)	.000	
	N	80	80

** . Correlation is significant at the 0.01 level (2-tailed).

4.6 Regression Analysis

Regression analyses were carried out to examine the effect of the predictors on the dependent variables. The findings are presented in the following sections.

4.6.1 Regression Analysis between effects of Divorce and Academic Performance

The regression model showed a strong correlation between the effects of divorce and academic performance ($R = 0.848$, $R^2 = 0.719$). The ANOVA results showed that the model explained significant variance ($F = 199.334$, $p < 0.001$). The coefficient for the divorce effect ($\beta = 0.848$, $p < 0.001$) indicates that, after controlling for other variables, for each unit increase in the divorce effect, academic performance is expected to increase by approximately 0.986 units. The results show that divorce has a significant impact on

academic performance, and the higher the divorce effect, the better the academic performance. This highlights the importance of considering family factors when understanding student performance. Additionally, counseling also appears to have a positive impact on academic performance, highlighting the potential benefits of support services in educational settings.

Table 4.16: Regression Analysis between effects of Divorce and Academic Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.848 ^a	.719	.715	.70512

a. Predictors: (Constant), Effects of Divorce

Enova

		Sum	of		
Model		Squares	df	Mean Square	F
1	Regression	99.107	1	99.107	199.334
	Residual	38.781	78	.497	
	Total	137.888	79		

a. Predictors: (Constant), Effects of Divorce

b. Dependent Variable: Academic Performance

Coefficients

Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	T	Sig.
1	(Constant)	-.151	.259		-.584	.561
	Effects of Divorce	.986	.070	.848	14.119	.000

a. Dependent Variable: Academic Performance

4.6.2 Regression Analysis between effects of Divorce and Moral Behavior

Regression analysis revealed a significant relationship between the effects of divorce and moral behavior ($R = 0.767$, $R^2 = 0.589$). The ANOVA results showed that the model explained significant variance ($F = 111.617$, $p < 0.001$). The divorce effect coefficient ($\beta = 0.767$, $p < 0.001$) indicates that, after controlling for other variables, each increase in the divorce effect is associated with an approximately 0.531 unit increase in moral behavior. The results showed a significant relationship between the effects of divorce and moral behavior. In particular, higher divorce effects are associated with better moral behavior. This suggests that family dynamics such as divorce can have an impact on a person's moral behavior. It highlights the importance of understanding the wider social and family context in shaping moral development.

Table 4.17: Regression Analysis between effects of Divorce and Moral Behavior

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.767 ^a	.589	.583	.50731

a. Predictors: (Constant), Effects of Divorce

Enova

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.726	1	28.726	111.617	.000 ^a
	Residual	20.074	78	.257		
	Total	48.800	79			

a. Predictors: (Constant), Effects of Divorce

b. Dependent Variable: Moral Behavior

Coefficients

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.767 ^a	.589	.583	.50731		
		Unstandardized Coefficients	Standardized Coefficients			
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.422	.187		12.977	.000
	Effects of Divorce	.531	.050	.767	10.565	.000

a. Dependent Variable: Moral Behavior

4.6.3 Regression Analysis between Effects of Counselling and Academic Performance

Regression analysis showed a significant relationship between advising and academic performance ($R = 0.677$, $R^2 = 0.459$). The ANOVA results showed that the model explained significant variance ($F = 66.070$, $p < 0.001$). The coefficient on advice ($\beta = 0.677$, $p < .001$) indicates that for each unit increase in advice, academic performance is expected to increase by approximately 0.954 units, after controlling for other variables. The results showed that there was a significant positive relationship between counseling and academic performance. Specifically, seeking counseling was associated with better academic performance. This highlights the potential importance of support services such as counseling in improving student educational outcomes. Results suggest that interventions targeting mental health and well-being can have a positive impact on academic success.

Table 4.18: Regression Analysis between effects of Counselling and Academic Performance

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.677 ^a	.459	.452	.97831		
a. Predictors: (Constant), Counselling						
Enova						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	63.235	1	63.235	66.070	.000 ^a
	Residual	74.653	78	.957		
	Total	137.888	79			
a. Predictors: (Constant), Counselling						
b. Dependent Variable: Academic Performance						
Coefficients						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	-.609	.498		-1.224	.224
	Counselling	.954	.117	.677	8.128	.000
a. Dependent Variable: Academic Performance						

CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to examine the effects of parental divorce on academic performance among teenagers in selected primary schools of Kajiado County, Kenya. This chapter provides a discussion of the findings, a summary of key findings, conclusion, and recommendations.

5.2 Discussions

In this section, a discussion of the study findings is presented. This is done in line with the study objectives. The findings are also analyzed in line with findings from other studies.

5.2.1 Social Demographic Characteristics of Respondents

The study focused on surveying 100 respondents within the Kajiado Central Zone, Kajiado County. Of these participants, approximately 80 were children, while 10 were parents, and another 10 were student counselors. Remarkably, all individuals responded to the questionnaire, yielding a response rate of 100%. Such a high response rate signifies a profound level of engagement and interest from the public regarding the subject matter. It indicated willingness and eagerness among the participants to contribute their perspectives and insights to the study. This level of engagement suggests that the topic under investigation holds significant relevance and importance within the community. This engagement also showed the quest for answers to this social challenge for school going teens affected by their parents' divorce.

5.2.2 Gender of the Respondents

The provided data presents the gender distribution among the participants. Out of a total of 80 individuals surveyed 30 individuals were male, which accounts for 37.5% of the total. About 50 individuals were female, making up 62.5% of the total. The percentage difference between males and females is notable, with females representing a larger proportion of the sample.

5.2.3 Age Distribution Analysis

Seventy-eight (97.5%) of participants was aged between 12-14 years. Only 2 (2.5%) were aged between 15-18 years.

5.2.4 Custodial Parent

Sixty-five (65) participants, representing 81.3% of the total, were living with their mothers. Ten (10) participants, accounting for 12.5% of the total, were living with their fathers. About 5 participants, making up 6.3% of the total, had living arrangements categorized under "Other." This data suggests that the majority of participants were residing with their mother's post-divorce. A smaller proportion was living with their fathers, while a minority had other living arrangements. This shows that most of the teens affected by divorce are likely to change caregivers.

5.2.5 Duration of the Divorce

The results reveal that 16 parents, constituting 20.0%, underwent divorce within a timeframe of less than 2 years. Additionally, there were twelve cases, accounting for 15.0%, where divorce occurred between 3-5 years ago. Nine cases, representing 11.3% of the total, fall within the 6–10-year range of divorce duration. Notably, a significant proportion of 43 individuals, comprising 53.8%, had been divorced for over 10 years. These findings underscore that the majority of surveyed individuals have endured divorce for over a decade. In contrast, smaller segments of the respondents have experienced divorce for shorter periods, with the fewest occurrences falling within the 6–10-year range. This distribution sheds light on the varying durations of divorce experiences within the surveyed population.

5.2.6 Siblings among the Surveyed Individuals

Seventy-one (71) respondents, constituting 88.8% of the total, indicated that they have siblings. While 9 respondents, making up 11.3% of the total, reported having no siblings. These findings reveal that the majority of individuals surveyed have siblings, while a smaller proportion does not.

5.2.7 Living Siblings

Sixty-two (62) respondents, or 77.5% of the sample, said they shared a residence with both the custodial parent and their siblings. Of the total responses, eighteen (18) people, or 22.5% of the sample, stated that they did not live with their siblings or the custodial parent.

According to these findings, a sizable majority of people who have siblings were living with both them and the custodial parent. This suggests that after a divorce or separation, siblings often stay together in the same home under the supervision of the custodial parent.

5.2.8 Modes of Acquiring Education

Sixty-eight (68) of the respondents, constituting 85.0% of the total, reported being enrolled in a traditional school setting. Twelve (12) respondents, making up 15.0% of the total, indicated that they are engaged in home schooling. These findings illustrate that the majority of individuals are pursuing their education through enrollment in a formal school system. However, a notable proportion of respondents have opted for home schooling as an alternative mode of education.

5.2.9 Spending time with their other parent

Forty (40) respondents, comprising 50.0% of the total, reported that they do get to spend time with their other parent. Another 40 respondents, also making up 50.0% of the total, indicated that they do not get to spend time with their other parent. These results demonstrate an equal split in responses, with half of the surveyed individuals reporting that they do spend time with their non-residential parent, while the other half do not.

5.4.4 Responsibility of Taking Care of Children after Divorce

Of the total respondents, fifty (51) or 63.8% said that their mother would be responsible for looking after them following the divorce. Of the total, about 15 respondents (18.8%)

said that their father is in charge of this. Of the total, fourteen (14) respondents (17.5%) stated that following the divorce, both parents are equally responsible for providing for their children. According to these results, the majority of respondents believe that their mother took on the role of primary caregiver after their parents' divorce. A lesser percentage of them name their father as the caregiver, while a few say that both parents do it.

5.2.1 Effects of Divorce on Academic Performance

The study sought responses regarding the perceived effects of divorce on academic performance. Descriptive statistics show that the respondents' perceptions of the effects of the separation of their parents on their academic achievement vary. The average ratings for every statement indicate a moderate degree of agreement with all factors taken into account, ranging from 3 to 4. This implies that respondents generally acknowledge the impact divorce has on academic achievement. With mean scores of 3 and standard deviations ranging from 1.24 to 1.32, respondents, for example, reported difficulty focusing on schoolwork and disruptions to academic routines owing to changes in living arrangements. With a mean score of 3 and a standard deviation of 1.27, respondents also stated that the financial burden brought on by divorce has restricted access to educational resources. Moreover, with a mean score of 4 and a lower standard deviation of 1.14, respondents indicated better consistency in their view that persistent parental conflict negatively influences motivation to thrive academically. The findings show a widespread recognition that divorce can have a substantial impact on academic achievement, despite

variations in individual experiences and perspectives. This emphasizes the need for help and strategies to lessen these consequences. These findings align with the findings by Ashenafi and Ayenew (2021) who noted that break up of relationships might kick off a variety of distressing and uncomfortable feelings, adjusting to the children which can lead to poor performance in the class. This finding necessitates psychological assessment of the teens affected by divorce to establish relevant intervention strategies to reduce the negative impact of divorce on their academic performance.

According to those who have gone through a divorce, these interview answers offer direct knowledge of how divorce is seen to affect academic performance. Some common themes that are mentioned by both respondents are the inability to focus on schoolwork, changes in living arrangements, financial difficulty that restricts access to resources, and the detrimental effect of disagreements between parents. The answers highlight the complex relationship between divorce and academic achievement, involving emotional, psychological, and pragmatic obstacles. This shows there is need to address effects of divorce on academic performance of the affected teens in schools.

5.2.2 Effects of Divorce on Moral Behavior

The second objective of the study was to determine the effects of divorce on moral behavior. The findings show that the respondents strongly agreed that divorce can negatively impact children's moral behavior (mean = 5, std deviation = 0.58). In particular, respondents agreed (mean = 4, std deviation = 0.75) that a child's moral compass may be adversely affected by divorce. They also strongly agreed (mean = 4, std deviation = 0.77) that children of divorced parents are more prone to act unethically and dishonestly, and that they may find it difficult to comprehend the repercussions of their actions and to show empathy and compassion. Moreover, they agreed (Mean: 4, Std Deviation=0.66) that children from divorced families may struggle with understanding the consequences of their actions, indicating potential challenges in moral reasoning and decision-making. Furthermore, they agreed (Mean= 4, Std Deviation=0.79) that divorce can disrupt the development of moral values in children. Finally, they agreed (Mean= 4, Std Deviation =0.80) that children from divorced families are more likely to engage in dishonest behavior, reflecting concerns about integrity and ethical conduct. These findings highlight the significance of taking into account the wider societal ramifications of divorce as well as the possible need for focused interventions to promote the moral growth of children from separated households. The findings align with the findings by Odyek (2021) who observed that divorce led to the children being stressed, tensed, nervous, anxiety, difficulties in concentrating which may lead to abnormal behaviors. As a result, the children tend being abusive and insulting other due to lack of good role model which can

lead to indiscipline cases like bullying others which may lead to suspension which affects their performance.

These interview responses provide insight into the interviews' subjective perceptions of how divorce affects moral behavior. After their parents' divorce, both respondents said they experienced a change in their perception of moral principles and appropriate conduct. They communicate feelings of lessened empathy and care for the repercussions of their acts, along with feelings of heightened cynicism, doubt, and perplexity. These responses align with the findings of the study by Andrew and Segun (2019), which indicate a general agreement among respondents that divorce can disrupt the development of moral values in children. Teens being abusive and insulting other due to lack of good role model which can lead to indiscipline cases like bullying others which may lead to suspension which affects their performance.

5.2.3 Effects of Counseling on Academic Performance

The third objective sought to determine the effects of Counseling on Academic Performance. The results showed that the respondent agreed (mean = 4, standard deviation = 0.97) that they are wounding to seek academic support or counseling when necessary. This implies a positive outlook on asking for assistance when confronted with academic difficulties. They also concurred (mean = 4, standard deviation = 0.47), that academic support or counseling can have a favorable effect on their performance. This shows that the effectiveness of these kinds of treatments in raising academic performance is believed.

Additionally, they concurred (mean = 4, standard deviation = 0.84) that they generally had a favorable opinion of their time management and study habits. This shows how confident they are in their capacity to handle their academic demands. Students did, however, agree to a moderate extent (mean = 3, standard deviation 1.21), indicating that students frequently experience stress or overload from their academic workload. This suggests that while some individuals do experience stress, there are differences in how much of an influence it has on them. Furthermore, they concurred (mean = 4, standard deviation = 1.03) that they are conscious of any personal problems that might be influencing their academic achievement. This suggests that they are aware of some of the things that might be affecting their academic performance. They all agreed (mean = 4, standard deviation = 1.12) that they have a generally positive opinion of their attendance and completion of assignments. This shows how dedicated they are to their academic duties. The findings suggest a positive attitude towards seeking support, belief in the effectiveness of counseling or academic support, confidence in study habits and time management skills, and a degree of self-awareness regarding personal factors affecting academic performance. This aligns with the findings by Halloran et al, (2020), who stated that counseling is supposed to enable teens to make better decisions and do a better job of addressing all the issues including divorce issues. The teens would be more likely to accept recommendations to solve psycho-social issues that affect teen's academic performance. Counseling forms a vital component of the educational system that helps to mold students' behavior and teach appropriate discipline. Programs for counseling avoid problems with education, individuals, society, psychology, and emotions which may hinder the teenagers in performing well in school.

The answers from the interviews show that people have a good outlook on getting academic support or counseling and that they think these services can help students perform better academically. In addition to recognizing the advantages they have seen firsthand from using counseling and academic support programs, the respondents stress the significance of being wounding to ask for assistance when confronted with academic obstacles. These findings are consistent with the descriptive data presented, which show that respondents were generally in agreement about being wounding to ask for assistance when needed and believing that academic support or counseling had a beneficial effect on students' academic success.

5.2.4 Strategies to address effects of divorce

Finally, the study sought to evaluate the strategies to address effects of divorce. The results show how respondents perceived various approaches to dealing with the impacts of divorce. The respondents have a moderate to high degree of agreement (mean = 4, std deviation = 1.18) that the emotional impact of divorce poses major emotional obstacles. They also agreed (mean = 3, std deviation = 1.28) that they were having financial troubles as a result of the divorce. While some respondents (mean = 2, standard deviation = 1.12) sought expert counseling or treatment to deal with the repercussions of divorce, others (mean = 3, standard deviation = 1.36) found support from friends and family. Moreover, with a mean of 4 and a standard deviation of 1.15, it is thought that exercising frequently and taking care of oneself can help manage the emotional strain of divorce. Lastly, a high

degree of agreement was indicated by the mean = 4 and standard deviation = 1.01 of the respondents, who overwhelmingly agreed that going through a divorce has taught them important life lessons. These results highlight the diverse range of coping mechanisms utilized by divorced persons; which include emotional, financial, social, and self-care aspects.

According to (Lee & chung, 2017), in their academic and social lives, teachers play a crucial role. Teachers' engagement or assistance may help students succeed academically and grow more self-assured. Sports in school must be given priority as a means of coping with the psychological repercussions of divorce and marriage. When the teachers understand what teens are going through, they are able to talk to them and encourage them accordingly and the teens would be able to work hard perform well in class (Antony, 2019).

5.3 Summary of major findings

This section presents a summary of the main study findings. The summary is presented in line with the objectives of the study.

5.3.1 Effect of Divorce on Academic Performance

The first objective of the study was to examine the effect of divorce on academic performance of teenagers selected schools in Kajiado Central zone, Kajiado County. Descriptive statistics show that the respondents' perceptions of the effects of the separation of their parents on their academic achievement vary. The average ratings for every

statement indicate a moderate degree of agreement with all factors taken into account, ranging from 3 to 4. This implies that respondents generally acknowledge the impact divorce has on academic achievement. With mean scores of 3 and standard deviations ranging from 1.24 to 1.32, respondents, for example, reported difficulty focusing on schoolwork and disruptions to academic routines owing to changes in living arrangements. With a mean score of 3 and a standard deviation of 1.27, respondents also stated that the financial burden brought on by divorce has restricted access to educational resources. Moreover, with a mean score of 4 and a lower standard deviation of 1.14, respondents indicated better consistency in their view that persistent parental conflict negatively influences motivation to thrive academically.

The findings show that there was a significant relationship between effect of divorce and academic performance ($r=0.848$, $p<0.01$). In this light, it is evident that effect of divorce could have significant impact on an individual's educational outcomes.

The key informants also shared perspective on how divorce affects academic performance. According to the informants' common themes that are mentioned by both respondents are the inability to focus on schoolwork, changes in living arrangements, financial difficulty that restricts access to resources, and the detrimental effect of disagreements between parents. The aforementioned answers highlight the complex relationship between divorce and academic achievement, involving emotional, psychological, and pragmatic obstacles.

5.3.2 Effects of Divorce on Moral Behavior

The second objective of the study was to determine the effects of divorce on moral behavior. The findings show that the respondents strongly agreed that divorce can negatively impact children's moral behavior (mean = 5, std deviation = 0.58). In particular, respondents agreed (mean = 4, std deviation = 0.75) that a child's moral compass may be adversely affected by divorce. They also strongly agreed (mean = 4, std deviation = 0.77) that children of divorced parents are more prone to act unethically and dishonestly, and that they may find it difficult to comprehend the repercussions of their actions and to show empathy and compassion. Moreover, they agreed (Mean: 4, Std Deviation= 0.66) that children from divorced families may struggle with understanding the consequences of their actions, indicating potential challenges in moral reasoning and decision-making. Furthermore, they agreed (Mean= 4, Std Deviation=0.79) that divorce can disrupt the development of moral values in children. Finally, they agreed (Mean= 4, Std Deviation =0.80) that children from divorced families are more likely to engage in dishonest behavior, reflecting concerns about integrity and ethical conduct.

These findings highlight the significance of taking into account the wider societal ramifications of divorce as well as the possible need for focused interventions to promote the moral growth of children from separated households. The findings show that there was a significant relationship between effect of divorce and moral behavior ($r=0.767$, $p<0.01$). In this light, it is evident that is effect of divorce associated with moral behavior.

The interview findings show that the moral behavior of children is greatly impacted by their parents' divorce. These responses provided insight into the interviews' subjective perceptions of how divorce affects moral behavior. After their parents' divorce, both respondents said they experienced a change in their perception of moral principles and appropriate conduct. They communicate feelings of lessened empathy and care for the repercussions of their acts, along with feelings of heightened cynicism, doubt, and perplexity.

5.3.3 Effects of Counseling on Academic Performance

The third objective sought to determine the effects of Counseling on Academic Performance. The results showed that the respondent agreed (mean = 4, standard deviation = 0.97) that they are wounding to seek academic support or counseling when necessary. This implies a positive outlook on asking for assistance when confronted with academic difficulties. They also concurred (mean = 4, standard deviation = 0.47), that academic support or counseling can have a favorable effect on their performance. This shows that the effectiveness of these kinds of treatments in raising academic performance is believed. Additionally, they concurred (mean = 4, standard deviation = 0.84) that they generally had a favorable opinion of their time management and study habits. This shows how confident they are in their capacity to handle their academic demands. Students did, however, agree to a moderate extent (mean = 3, standard deviation 1.21), indicating that students frequently experience stress or overload from their academic workload. This suggests that while some individuals do experience stress, there are differences in how much of an influence it has

on them. Furthermore, they concurred (mean = 4, standard deviation = 1.03) that they are conscious of any personal problems that might be influencing their academic achievement. This suggests that they are aware of some of the things that might be affecting their academic performance. They all agreed (mean = 4, standard deviation = 1.12) that they have a generally positive opinion of their attendance and completion of assignments. This shows how dedicated they are to their academic duties.

The findings show that there was a significant relationship between effect of counseling and academic performance ($r=0.677$, $p<0.01$). This suggests a positive relationship between the use of counseling and academic success, highlighting the potential positive impact of counseling on educational outcomes.

The interview responses show that the participants strongly believe that counseling can have a positive impact on academic performance. The responses revealed that people have a good outlook on getting academic support or counseling and that they think these services can help students perform better academically. In addition to recognizing the advantages they have seen firsthand from using counseling and academic support programs, the respondents stressed the significance of being wounding to ask for assistance when confronted with academic obstacles. These findings are consistent with the descriptive data presented, which show that respondents were generally in agreement about being wounding to ask for assistance when needed and believing that academic support or counseling had a beneficial effect on students' academic success.

5.3.4 Strategies to Address Effects of Divorce

Finally, the study sought to evaluate the strategies to address effects of divorce. The results show how respondents perceived various approaches to dealing with the impacts of divorce. The respondents have a moderate to high degree of agreement (mean = 4, std deviation = 1.18) that the emotional impact of divorce poses major emotional obstacles. They also agreed (mean = 3, std deviation = 1.28) that they were having financial troubles as a result of the divorce. While some respondents (mean = 2, standard deviation = 1.12) sought expert counseling or treatment to deal with the repercussions of divorce, others (mean = 3, standard deviation = 1.36) found support from friends and family. Moreover, with a mean of 4 and a standard deviation of 1.15, it is thought that exercising frequently and taking care of oneself can help manage the emotional strain of divorce. Lastly, a high degree of agreement was indicated by the mean = 4 and standard deviation = 1.01 of the respondents, who overwhelmingly agreed that going through a divorce has taught them important life lessons. These results highlight the diverse range of coping mechanisms utilized by divorced persons, which include emotional, financial, social, and self-care aspects.

5.4 Conclusions

Children from divorce families are faced with a lot of challenges in their wellbeing hence it destroys their moral development, affects their academic performance. This is due to the fact that, the remaining parents concentrate a lot on earning income in order to maintain

the family. When parents are fully concentrated to earning income, they tend to forget other important responsibilities such as provision of guidance and counselling to the children. This section presents the conclusions of the study findings which are based on the objectives of the study.

5.4.1 Effect of Divorce on Academic Performance

The study, supported by descriptive statistics, revealed significant impacts of divorce on teenagers' academic performance. Respondents reported difficulties focusing on schoolwork, disruptions to academic routines due to changes in living arrangements, and financial burdens restricting access to educational resources. Specifically, the mean scores ranged from 3 to 4, indicating a moderate degree of agreement with the perceived effects of divorce on academic achievement. The findings were substantiated by a significant relationship ($r=0.848$, $p<0.01$) between divorce and academic performance. These statistical findings underscore the importance of recognizing and addressing the multifaceted challenges that divorce poses to educational outcomes.

5.4.2 Effects of Divorce on Moral Behaviour

Supported by statistical analysis, the research demonstrated a strong consensus among respondents regarding the adverse effects of divorce on children's moral behavior. The mean scores ranged from 4 to 5, indicating a high degree of agreement with the perceived negative impacts, with standard deviations reflecting the consistency of responses. Additionally, a significant relationship ($r=0.767$, $p<0.01$) was found between divorce and moral behavior. These statistical findings emphasize the urgency of interventions aimed at

mitigating the detrimental effects of divorce on children's moral development, highlighting the need for targeted support and guidance.

5.4.3 Effects of Counselling on Academic Performance

Backed by statistical analysis, the study illustrated the positive perception of counseling and academic support among respondents. Mean scores ranging from 3 to 4 indicated agreement with the efficacy of counseling in improving academic performance, with standard deviations reflecting the variability in responses. Furthermore, a significant relationship ($r=0.677$, $p<0.01$) was observed between counseling and academic performance, underscoring its potential to positively impact educational outcomes. These statistical findings emphasize the importance of promoting access to counseling services to enhance academic performance and alleviate academic stress among students

5.4.4 Strategies to Address Effects of Divorce

Statistical analysis supported respondents' identification of various strategies to address the impacts of divorce. Mean scores ranging from 2 to 4 indicated varying degrees of agreement with the effectiveness of coping strategies, while standard deviations reflected the dispersion of responses. Despite facing emotional and financial challenges, respondents recognized divorce as an opportunity for personal growth and learning, with a significant

number agreeing (mean=4, standard deviation=1.01) that divorce taught them important life lessons. These statistical findings highlight the importance of comprehensive support systems encompassing emotional, financial, social, and self-care aspects to address the diverse needs of individuals navigating the complexities of divorce.

5.5 Recommendations

Based on the findings of the study, the following recommendations were made.

5.5.1 Effect of Divorce on Academic Performance

To address the impact of divorce on academic performance, it is recommended to implement targeted academic support programs in schools, providing tutoring, counseling, and mentorship for students from divorced families. Additionally, offering financial assistance through scholarships and grants can ensure equitable access to educational resources. Creating a supportive environment where students feel comfortable discussing their familial circumstances and promoting resilience-building activities, such as extracurricular participation, are crucial. Collaborating with family support organizations and community groups can provide comprehensive support to students and families navigating the challenges of divorce. Teachers in schools should frequently organize parent days whereby parents or guardians go to school together with their pupils in order to get a full report on the pupil's overall performance. Parents and teachers should unite with a common goal of fully assisting pupils to excel academically and socially. All schools should have a school counselor from whom pupils can seek assistance especially issues

that may affect them academically. Immediate psychological intervention should be given to the school going teens affected by their parents' divorce to reduce negative impact in their long run school performance.

5.5.2 Effects of Divorce on Moral Behaviour

To mitigate the adverse effects of divorce on moral behavior, integrating moral education into school curricula and strengthening family support networks are recommended. Promoting positive role models and fostering empathy and understanding through open dialogue can contribute to children's moral development. Providing counseling services and interventions tailored to addressing moral challenges related to divorce can offer guidance and support for ethical decision-making. Divorce can negatively impact a child's sense of right and wrong.

Teenagers from divorced families should be advised so that they would not engage in unethical behavior, like aggression and fighting because divorce can lead to a decrease in empathy and compassion in children. Teenagers should be taken to seminars to be guided. Children from divorced families may struggle with understanding the consequences of their actions hence a spiritual leader, a friend or family member should be ready to walk with them in case there is parental divorce.

5.5.3 Effects of Counselling on Academic Performance

To enhance academic performance through counseling, increasing accessibility to counseling services and promoting awareness and de-stigmatization of mental health

support are essential. Integrating counseling into academic support systems and providing training for educators on identifying signs of academic distress can facilitate early intervention. Implementing proactive interventions and monitoring progress can help address academic challenges effectively. Parents or guardians who are experiencing conflicts in their families should consider counseling options as soon as possible to avoid negative effects on their pupils to perform well academically. The schools and the Ministry of Education should consider training peer counselors among the pupils so that they can assist their fellow pupils. Subject teachers should refer any pupil to the guidance and counseling officers when they detect a problem in them.

5.5.4 Strategies to Address Effects of Divorce

To address the broader impacts of divorce, offering comprehensive support services encompassing emotional, financial, social, and self-care aspects is recommended. Promoting resilience-building activities and strengthening family communication and cohesion can facilitate coping and adaptation. Advocating for policy initiatives to support families affected by divorce and providing education and awareness to raise understanding and empathy within the community are crucial steps toward addressing the multifaceted challenges of divorce. Coping skills should be taught by teachers in charge of counselling to help the teenagers despite divorce they can continue to perform well. Professional counseling or therapy to cope with the effects of divorce should be implemented to help teenagers improve academically. Support through friends and family to be helpful in coping

with divorce. Engaging in regular exercise and self-care has been benefit in managing the emotional stress of divorce.

5.6 Areas of Further Research

There is room for further studies to improve on knowledge of how divorce affects children's moral development and scholastic achievement. Studies that follow people from divorced homes over time may be able to clarify the long-term effects of divorce on adulthood. Comparative studies conducted in a range of cultural and socioeconomic backgrounds can also highlight moderating and subtle variables. To promote evidence-based practices, it is crucial to assess the efficacy of treatments like counseling services and academic support programs. Investigating parental engagement both before and after a divorce as well as resilience characteristics may shed light on protective mechanisms and family dynamics. The study should at least cover the whole county and the country at large. These directions for future study show promise for creating focused therapies and networks of support to lessen the detrimental effects of divorce on children's wellbeing.

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Appendix I: ANU Introduction Letter to Collect Data

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29th January 2024

RE: TO WHOM IT MAY CONCERN

Dorcas Njeri Kariuki (19J03DMCP012) is a bonafide student at Africa Nazarene University. She has finished her course work and has defended her thesis proposal

entitled: -

"Effects of Divorce on Academic Performance in School among Teens in Kajiado County, Kenya".

Any assistance accorded to her to facilitate data collection and finish her thesis is highly welcomed.

A handwritten signature in cursive script, appearing to read "Rodney Reed".

Prof. Rodney Reed
Deputy Vice Chancellor, Academic & Student Affairs

Appendix II: Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 370648	Date of Issue: 03/April/2024
RESEARCH LICENSE	
	
This is to Certify that Ms., Dorcas Njeri Kariuki of Africa Nazarene University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kajiado on the topic: EFFECTS OF PARENTAL DIVORCE ON ACADEMIC PERFORMANCE AMONG TEENAGERS IN SELECTED PRIMARY SCHOOLS OF KAJIADO COUNTY, KENYA for the period ending : 03/April/2025.	
License No: NACOSTI/P/24/34141	
Applicant Identification Number 370648	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	
See overleaf for conditions	

Appendix III: Questionnaire

My name is Dorcas Njeri Kariuki from Africa Nazarene University pursuing a Masters of Arts degree in counseling psychology. In order to partially fulfill the requirements for the award of this degree, I am required to carry out research on the Effects of Divorce on Academic Performance in School among Teens in Kajiado County, Kenya. You are kindly requested to fill this questionnaire to the best of your knowledge. Your participation is highly appreciated. The information provided would be considered confidential and only used for academic purpose.

Instructions

Kindly use a Tick (✓) where appropriate

Section A: RESPONDENT'S DETAILS

1. Please state your gender. Male ☐ Female ☐
2. Kindly indicate your age category. 12- 14 years ☐ 15- 18 years ☐
3. Who have you been living with since the divorce was effected? Mother ☐ Father ☐
4. How long have your parents been divorced? Less than 2 years ☐ 3-5 years ☐ 6-10 years ☐ Over 10 years ☐
5. Do you have any siblings? Yes ☐ No ☐
6. If yes in the above question, are you living together with them with the custodial parent? Yes ☐ No ☐
7. What mode of acquiring education are you using? Enrolled in a school ☐ Home schooling ☐
8. Do you ever get to spend time with your other parent that does not stay with you? Yes ☐ No ☐
9. Who has the responsibility of taking care of you after your parents' divorce?
10. Mother ☐ Father ☐ Both ☐

SECTION B:**A. Effects of Divorce on Academic Performance**

Please indicate your level of agreement with each statement by selecting the appropriate response on a scale of 1 to 5, where 1 represents "Strongly Disagree" and 5 represents "Strongly Agree."

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	The divorce of my parents has negatively affected my academic performance.					
2.	Since my parents' divorce, I have experienced difficulty concentrating on my schoolwork.					
3.	The changes in my living arrangements due to the divorce have disrupted my academic routine.					
4.	The financial strain resulting from the divorce has limited my access to educational resources (e.g., textbooks, tutoring).					
5.	The ongoing conflict between my parents has negatively impacted my motivation to excel academically.					
6.	Overall, I believe that my academic performance has been affected by my parents' divorce.					

B. Effects of Divorce on Moral Behavior

Please indicate your level of agreement with each statement by selecting the appropriate response on a scale of 1 to 5, where 1 represents "Strongly Disagree" and 5 represents "Strongly Agree."

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Divorce can negatively impact a child's sense of right and wrong.					
2.	Children from divorced families are more likely to engage in unethical behavior.					
3.	Divorce can lead to a decrease in empathy and compassion in children.					
4.	Children from divorced families may struggle with understanding the consequences of their actions.					
5.	Divorce can disrupt the development of moral values in children.					
6.	Children from divorced families are more likely to engage in dishonest behavior.					

C. Strategies to address effects of divorce

please indicate the extent to which you agree or disagree by selecting one of the following options:

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Divorce has had a significant impact on my emotional well-being.					
2.	I have experienced financial challenges as a result of the divorce.					
3.	I have sought professional counseling or therapy to cope with the effects of divorce.					

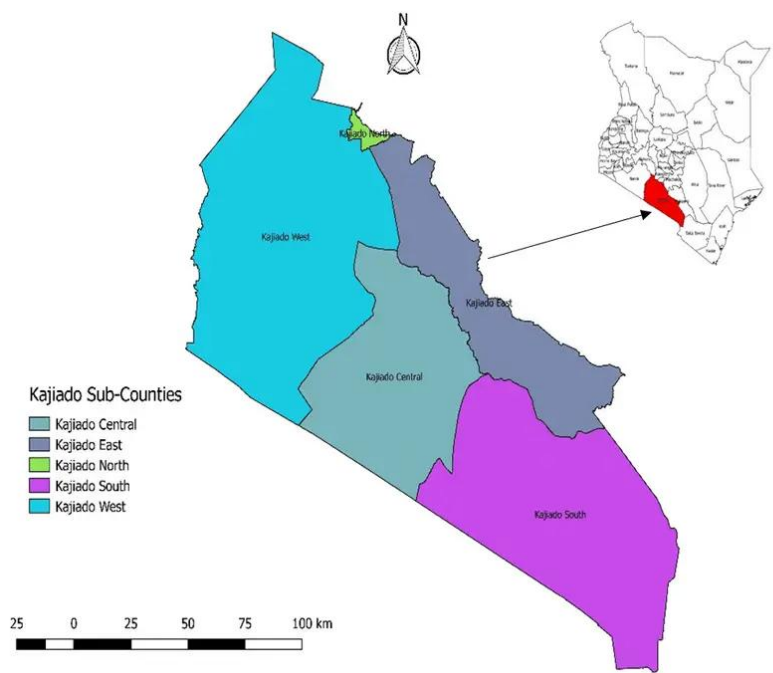
4.	I have found support through friends and family to be helpful in coping with divorce.					
5.	Engaging in regular exercise and self-care has been beneficial in managing the emotional stress of divorce.					
6.	I have learned valuable life lessons through the experience of divorce.					

D. Effects of Counseling on Academic Performance

please indicate the extent to which you agree or disagree by selecting one of the following options:

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I am open to seeking counseling or academic support if needed.					
2.	I believe that counseling or academic support can positively impact my performance.					
3.	I have effective study habits and time management skills.					
4.	I often feel overwhelmed or stressed about my academic workload.					
5.	I am aware of any personal issues that may be affecting my academic performance.					
6.	I consistently attend classes and complete assignments on time.					

Appendix IV: Map of Kajiado County



Source: Elim online (2023)