

ACCESS TO COUNSELING SERVICES AND COPING EFFICACY AMONG
SCHOOL GOING CHILDREN AGED 12 TO 18 YEARS OF DIVORCED FAMILIES
IN WESTLANDS SUB-COUNTY, NAIROBI COUNTY, KENYA.

LILIAN MWISIWA NDAMBU

A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTERS OF
COUNSELLING PSYCHOLOGY OF THE UNIVERSITY OF NAIROBI.

2022

DECLARATION

This research proposal report is my original work which has never been presented to any other institution or university for the award of any degree, diploma or certificate whatsoever.

Signature:  Date 18/11/2022

NAME: LILIAN MWISIWA NDAMBU

REGISTRATION NO. C50/12482/2018

This Research report is being submitted for examination with my approval as the university supervisor.



30/11/2022

Signature Date

Dr. CHARLES KIMAMO

DEPARTMENT OF PSYCHOLOGY

UNIVERSITY OF NAIROBI

DEDICATION

This work is dedicated to my beloved father Mr. Geoffrey David Ndambu, my mother Mrs. Monica Tuli, my Sisters Yvonne Ndambu, Faith Ndambu and Mercy Ndambu and my best friend Barbara Ogutu for always believing in me and supporting me with my studies and to my sons, Byn Ndambu, Nathan Hawi and Kasey Marcel may you achieve more than this Masters mum has achieved.

ACKNOWLEDGEMENT

I would like to pay special tribute to Dr. Charles Kimamo my Project Supervisor, for his calm professionalism, commitment, encouragement and inspiration throughout this journey.

I am infinitely indebted to the University of Nairobi lecturers all of whom took me through the Masters in psychology course in their respective areas of specialization. Thank you all.

I acknowledge the University of Nairobi as an institution for granting me the opportunity, the librarians for their support in providing reading materials, journals and text books and contributed to the success of this project. Thank you so much.

A special thankyou to my family members, my parents and my sons for the support and encouragement throughout my studies. To my classmates, discussion groups and friends, I can never thank you enough. Your motivation during those class group sessions and assignments and undertaking the project report is what has brought me to this end. God bless you all.

TABLE OF CONTENTS

PAGE.....	1
DECLARATION.....	2
DEDICATION	Error! Bookmark not defined.
ACKNOWLEDGEMENT	Error! Bookmark not defined.
TABLE OF CONTENT.....	5
LIST OF TABLES.....	9
ABSTRACT.....	11
CHAPTER 1.....	12
INTRODUCTION.....	12
1.1 Introduction	12
1.2 Background of the Study.....	12
1.3 Statement of the Problem.....	14
1.4 Purpose of the Problem.....	15
Objectives of the Study.....	15
1.5 Research Questions.....	15
1.6 Hypothesis of the Study	16
1.7 Justification of the Study.....	16
1.8 Significance of the Study	16
1.9 Scope of the Study	17
1.10 Limitations and Delimitation of the Study.....	18
1.11 Assumption of the study.....	19
1.12 Definition of Terms	20
1.13 Organization of the Study.....	21

CHAPTER TWO.....	22
LITERATURE REVIEW	22
2.1 Introduction	22
2.2 Counselling Interventions	22
2.2.1 Acceptance and commitment Counseling Therapy	22
2.2.2 Cognitive Behavioural Therapy.....	23
2.2.3 Dialectical Behaviour Therapy	25
2.2.4 Emotion-focused Therapy	26
2.2.5 Coping Efficacy.....	27
2.3 Empirical Literature.....	28
2.3.1 The effects of Divorce on the development of school going Children	28
2.3.2 The Efficacy of Counseling in Overcoming effects of parental divorce.....	29
2.2.4 Ways in which schools support children from divorced families cope.	30
2.2.5 Ways in which counselors support in promoting coping efficacy among children from divorced families.....	31
2.6 Theoretical Framework.....	32
2.6.1 Attachment Theory	32
2.6.2 Self-efficacy Theory/concept	35
2.6 Conceptual Framework.....	36
2.7 Summary of Review of Literature	37
CHAPTER 3.....	39
RESEARCH METHODOLOGY	39
3.0 Introduction	39
3.1 Research Design	39
3.2 Area of Study.....	40

3.3 Population of Study	41
3.4 Sample and Sampling Techniques.....	42
3.5 Instrument for Data Collection.....	43
3.6 Validation and Reliability of the Instruments	44
3.7 Method of Data Collection.....	44
3.8 Method of Data Analysis	45
3.9 Ethical Considerations	45
CHAPTER FOUR	47
DATA ANALYSIS, INTERPRENTATIONS.....	47
4.1 Introduction	47
4.2 Respondents response rate	47
4.3 Background Information	48
4.3.1 Highest Academic Qualification.....	48
4.4 Distribution of Respondents by Age When Parent Divorced	49
4.5 Responses of children on the Party Taking Care of them.....	500
4.6 Feeling of Respondents When Parent Divorced.....	511
4.7 Whether Respondents Share with their parent About the Divorce Event.....	511
4.8 Whether Divorce Affect Respondent Life	522
4.9 Emotional Drained Respondents Due to Divorce of parent.....	522
4.10 Children Psychological Experience within the year following the initial events of the divorce.....	533
4.11 Responses of children on ever seeking counselling	555
4.12 Role of Counselling in Overcoming Psychological Experienced due to Parental Divorced.....	566

4.13 Counselling Sessions and improvement in academic Performance.....	57
4.14 Respondents feeling on whether Counsellor Support them in a Social & emphatic wayliketheir parents.....	57
4.15 Respondents feeling on whether the school environment, the teachers, and peers werevery supportive.....	58
4.16 School Support for Children Respondents.....	59
4.8 Inferential statistics	600
4.8.1 Correlation analysis	600
4.8.2 Regression	633
4.8.3 Anova results.....	64
4.8.4 Beta Regression coefficient.....	64
4.18 Action Recommended achieving self efficacy Among Children of Divorce Families	666
CHAPTER FIVE.....	67
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	67
5.1 Introduction	67
5.2 Summary of the Findings	67
5.3 Conclusions of the Study	69
5.4 Recommendation.....	71
5.5 Recommendation for Further Study	72
References.....	743
Introductory letter.....	79
Question paper.....	80

LIST OF TABLES

No table of figures entries found.

ABSTRACT

The study was carried out in Westlands sub-County, Nairobi County Kenya. The main purpose of the study was to identify the assess to counseling and coping efficacy among school going children aged 12 to 18 years of divorced families in Westlands sub-county, Nairobi County, Kenya. The researcher also was more interested to know about the views of school going children on the use of counseling and how it helped them cope with the effects of divorce which is out of control in today's era due to various reasons. From research many homes and families are missing both parents and are broken apart, for example in Westlands there are so many homes that are headed by one parent due to the issue of divorce. The research also wanted to investigate if the use of counseling was effective in coping with the diverse effects of divorce. Data was analyzed using t-test. The key finding was that counselling services are accessible and significant among children aged 12 to 18 years in Westlands Sub-County.

CHAPTER 1

INTRODUCTION

1.1 Introduction

The introductory section of the study concentrated on the study's history, the problem statement, the research questions, the goal of the problem, the hypothesis, the justification, and the study's importance. The scope of the research, its limitations and delimitations, and the definition of words were also be integrated. The introduction sections laid the foundation for which the study was done and the motivation behind it.

1.2 Background of the Study

In today's families, divorce is a typical occurrence; many children grow up in homes where their parents have divorced. Parental divorce is the second most frequent adverse childhood event, behind financial problems (Sacks et al., 2014). According to a recent population-based poll, more than eight million children are believed to live in the United States with a divorced parent (U. S. Census Bureau, 2018). Additionally, according to the Centers for Disease Control and Prevention (CDC), there were 746,971 divorces in 2015 compared to the 2,015,603 weddings that took place in the nation. In parallel, there were 2.7 divorces for every 1000 people (Centers for Disease Control and Prevention, 2019). The divorce rates in the United States have been reducing since 2009, with an estimated decline from 9.7% per 1000 to 7.6% in 2019 (Anderson & Scherer, 2020). The wise decisions made by young individuals prior to marriage are credited with the fall in divorce rates in the United States. Jordan (2019) affirms that many young adults choose to marry after achieving their desired educational levels, establishing careers, and stabilizing their families. Young people also desire bonding with others based on love, friendship, and common interests, which reduces the rate of divorce. In Kenya, the same issue is viewed differently as it is in the United States. One of the nations in sub-Saharan Africa and a member of the third world is Kenya. Divorce rates in the country have been steadily increasing. From a study to determine the rate of divorce in Ethiopia, Dagnew et al. (2020) determined that in 2016, roughly 25% of women who had ever been married

had divorced from their first marriage. The survey also found that people living in metropolitan areas, without a formal education, and women who got married when they were less than 15 years old had increased probabilities of becoming divorced. Such women also reported high prevalence of partner violence and discrimination in the access to resources and ownership of property.

The increase in divorce rates in Kenya is attributed to the increasing urbanization of some regions, advancing literacy and education levels, territorial distribution of families, and religious effects. Urbanization is a key feature to be considered while discussing urbanization in Kenya because of the unlimited and diverse effects on divorce rates in the country. A consideration of urbanization as a contributor to increasing divorce rates in Kenya supports the affirmation that divorce rates are higher in towns and cities than in rural areas, with Nairobi, Kenya's capital city, at the apex of the increasing divorce rates in the country. Related research submitted by Karanja (2016) to the University of Nairobi indicated that between 2010 and 2015, the Nairobi Milimani Law Courts received 1246 divorce petitions, with the country recording 212,972 divorces as of 2015. In Nairobi County, the divorce rates have hit a record high and continue to increase day by day. The separation of families results in serious health, safety, and well-being implications on children (Abuya et al., 2019). According to Smith-Greenaway and Clark (2017), divorce has serious negative health effects on both adults and children who go through it. The consequences of divorce also include poor educational achievements and children joining street families due to the lack of parental regulations. In Nairobi County, cohabiting seems to be a major concern in Kenya and several countries. It describes an intimate connection that is emotional, physical, and intellectually close and that shares a home without being sanctioned by law, culture, or religion (Njiri, 2020).

As divorce cases surge, counselors and mental health professionals seek the most effective interventions to minimize the adverse psychological effects on children to enhance coping efficacy. Counseling therapies are being used more frequently to help children's reactions to divorce and coping mechanisms. Counselors and mental health professionals are preferred because they break through resistive barriers, engage children in psychotherapy and assist them in expressing their emotions and building coping efficacy. By lowering risk factors, fostering competences, and promoting resilient

outcomes for children of divorced families, the interventions also play crucial roles in improving children's post-divorce resilience. The most effective and current methods for enhancing the health, security, and well-being of children from divorced homes are those defined by counseling. Counseling applies in this case because children from divorced families often develop psychological, behavioral, social, and academic problems. Despite the empirical data on the existence of therapies for kids in split homes that are supported by research, there is a need to understand the efficacy of the same in a specific area in Kenya. For the sake of the current study, Westlands Sub-County in Nairobi County was taken as a site for investigating the efficacy of counseling in helping children from divorced families.

1.3 Statement of the Problem

The uncontrolled increase of divorce and its impact on the social status of families' cases have rapidly arisen, hence this has created more problems to the living societies around. There was rise of conflicts amongst the divorced partners and the children within the surrounding communities. Rooting on Kenya as a country, divorce had disturbed the entire societies view in regards to its consequences, most cases of divorce are among the well of (rich) people who are more economically independent and view divorces as a greater alternative for unhappy marriage or domestic violence compared to the poor who tend to put up with the circumstances and accept each other the way their partner is in the stated marriage. Divorce had caused more impact and harm in Westlands and its neighboring environment due to a number of reasons such as the indefinitely causes of it; examples are sexual disappointments, unfaithfulness, planned marriages, behavioural incompatibility, economic hardship, financial instabilities, education, religion etc. These have been the key sources of instability in the marriage that end up into a divorce.

The use of efficient prevention initiatives is of utmost importance given the high divorce prevalence rates and their possibly detrimental effects. As one of the counselling strategies to decrease the consequences of divorce on children and their parents, religious programs are listed by Tsuma and Atony (2019), have been effective through counseling, seminars, incentive programs, and regular meetings. Based on data from empirical

investigations, the effectiveness of these interventions has been observed in the United States and other regions of the world (Cohen & Weitzman, 2016).

There was a need for empirical research to determine the efficacy of counseling and coping efficacy on children from divorced families in a specific area in Kenya. Research was required to identify the most effective counseling techniques and coping mechanisms for children of divorced parents, whose figures rise daily in Kenya, especially in Nairobi County, in the Westlands area.

1.4 Purpose of the Problem

The reason for the research was to test the use of counseling in improving coping efficacy among school-going children from divorced families in Westlands Sub County, Nairobi County.

Objectives of the Study

1. To assess the efficacy of counseling programs in helping school-going children overcome the effects of parental divorce.
2. To describe how institutions in Westlands constituency help school-going children from divorced families' cope.
3. To determine ways in which school-going children's social development is affected by divorce.
4. To appreciate the role of counselors in promoting coping efficacy among children from divorced families.

1.5 Research Questions

The study sought to answer the following questions;

1. How effective is counseling interventions on coping efficacy among school-going children in Westlands?
2. How do institutions in Westlands Sub County help school-going children from divorced families cope?
3. How is the social development growth of school going children affected by divorce?

4. How helpful is the role of counselors in promoting coping efficacy among children from divorced families?

1.6 Hypothesis of the Study

To address the four research questions outlined above and fulfill the purpose of the study, hypothesis was formulated and tested using suitable statistical tools. The hypothesis included;

Ha1: There is a significant relationship between the use of counseling and coping efficacy among children of divorced families attending in Westlands Sub- County.

1.7 Justification of the Study

Westlands Sub County is special because it comprises some of the highest income areas as well as slums. The composition makes it unique in terms of demographic and spatial-temporal classifications and the effects of various problems on the population. Divorce in Westlands and Nairobi County remains high, justifying the need for appropriate measures to buffer the effects of the same on school-going children living in high income and slum areas of the constituency. Out of 97,986 monogamous marriages, Westlands had 2,584 divorce and 2,893 separation cases, according to data released in 2014 by the Kenya National Bureau of Statistics (KNBS). Westlands comprises five wards of Kitisuru, High ridge/Parklands, Karura, Kangemi, and Mountain View. Research on the effectiveness of various therapies when utilized in the area is required. Given the rise in divorce cases, the focus of Westlands Sub County, and the paucity of information on the use and effectiveness of counseling for school going children from divorced families. School-going children in Westlands need serious psychological interventions to help improve their psychological safety, health, and well-being.

1.8 Significance of the Study

The study was important in a number of ways and to different people;

To parents, the study would provide vital guidelines and information about their crucial roles in supporting children and enhancing their children's whole round development and

growth. Additionally, the study would provide a clear rationale to put parents in Westlands to task about their children's psychological well-being, safety, and health.

To scholars and other elites in the society, the study was to expose the actual issues of divorce that affect school-going children in Westlands Sub County.

The study created a functional platform for designing and implementing protocols for caring for children from divorced families to health professionals.

To Counsellors, the study is relevant and important because it showed them the best counselling techniques to be used when dealing with children from divorced families and also give them a room to try to reduce the disadvantageous psychological outcomes on children to increase their coping efficacy.

To Schools, the study gave a transparent stir up to Institutions, teachers and other students on how to offer assistance and help to Kids from divorced families on the best ways to deal and cope with the unfortunate incidences of divorce.

1.9 Scope of the Study

Geographical scope, the study focused on the assess of counseling and coping efficacy among school going children aged 12-18 years from divorced families. The study further focused on measures that are put in place to assist in coping efficacy. The effectiveness of use of counseling in assisting school-aged children from divorced homes in Westlands Sub County, Nairobi County, Kenya to cope with the effects of divorce, would be the main focus of the study. The study will feature affected children across all levels of learning, ranging from primary schools to secondary school.

Counseling in this context defined all interventions needed to improve school-going children's psychological safety, health, and well-being. The research embraced counseling because they intend to use the study to collect data about the efficacy of counseling interventions for children from divorced families, and further make necessary adjustments to the availed therapy. In this study, The researcher used a counseling approach because the assessment is data-driven. The researcher intended to make all

decisions about the efficacy of the process on tested constructs. This is the reason why the study followed a quantitative methodology to ensure that quantitative data was collected and used in making critical decisions about therapies available for children from divorced families in Westlands Constituency.

The reliant variable adapted viability. As per Freire et al. (2020), adapting alludes to the mental and social endeavors utilized in light of outer or interior requests that people consider to be dangers to their prosperity. In the same line, coping refers to behaviors that an individual presents or manifests to protect him/her from psychological harm by problematic social experience. Coping can be practiced in a variety of ways, such as removing or altering the circumstances that give rise to problems, regulating the interpretation of experience in a way that neutralizes problems, and limiting the emotional effects of problems. For the purposes of the current study, coping efficacy would be determined by how well use of counseling would be able to manage and significantly lessen the emotional effects of parental divorce. The potential of counseling is to improve the security, health, and wellbeing of school-age children from divorced homes would be gauged by the therapies' of coping efficacy.

1.10 Limitations and Delimitation of the Study

The research was moderated to legal marriages and divorces and, thus, did not examine the relationship existing in cohabiting (come we stay) partners. The study, therefore, did not cover the cohabiting relationships that resulted in the birth of children. Due to the limitation in the definition of divorce, the current study was based on legal data on the number of divorces reported in the courts in Westlands Sub County. The study did not account for illegal marriages and separations in the sub county.

The research was constrained by the possibility that some of the respondents won't agree to participate in the interviews due to the intolerable social climate in the sub-county. The majority of respondents were also reluctant to take part in the study for privacy-related reasons. The researcher reassured the respondents that their real identify won't be needed for the research while defining this issue.

Respondents from divorced families were terrified to come up with correct and truthful information this is because they feared that the information, they will give will be used to victimize them and make them feel bad. In order to deal with this limitation, the researcher gave the participants the assurance that the data and information they provided would be held in confidence and used only for academic purposes.

1.11 Assumptions of the Study

When taking out a study, researchers tend to not look at the issues that may arise from assuming some factors, below are some of the issues that the researcher assumed while doing the study,

The study assumed that those selected to participate in the research from schools with divorced families were honest and truthful in providing the correct information required by the study.

The researcher also assumed that there will be obtainability of enough reference materials regarding the study.

The researcher also made an assumption that the research will be done within the set schedule. The researcher did not look at the challenges and factors that could lead to derailing of completion of the study.

When doing sampling, the study assumed that the sample under research have similar traits as the entire population and therefore represents the population. It assumed that the characteristics of the selected sample is similar.

The study made an assumption that the factors identified are most critical involving counselling interventions on children from divorced families.

The study also assumed that the sample selected will be representing the entire population under study.

When it came to the willingness to participate in the study, the researcher made an assumption that the respondents that were selected were willing to comply, share or even give information to answer the research questions.

1.12 Definition of Key Terms

Divorce- “Legal dissolution of the marriage relation; any formal separation of a man and his wife according to established customs. It is also regarded as a complete separation of any kind” (Eyo, 2018, p. 173).

Cohabiting- “An unregulated relationship between a woman and a man, a relationship created by two people of the opposite sex, who have been living together for a long time, run a household and maintain sexual relationships” (Wieteska, 2018, p. 30).

Counseling- Counselling is defined as a treatment technique that involves two people, a counsellor and the client (the person being counselled). The goal of counselling is to help clients find solutions to their problems by exploring patterns in their thinking, behavior and emotions. Cognitive behavioral therapy focuses on what thoughts cause emotional or physical reactions. This therapy assumes that your childhood experiences can have an effect on your current behavior as an adult.

The theory posits that our thoughts are reflected in our behaviors and emotions, so if you want to change certain behaviors or emotions it’s necessary to first change the way you think about them. Cognitive Behavioral Therapy is an effective way of helping with the following problems:

Ego psychology is a form of cognitive therapy where the therapist helps clients develop a healthy self-image by learning to take ownership over their problems and taking responsibility for improving life circumstances.

Because cognitive therapy focuses on how you think, it is extremely relevant to problems like phobias, PTSD, and obsessive-compulsive disorder (OCD).. Also, CBT can be used to help with alcohol addiction and drug addiction. There are also CBT programs for individuals with eating disorders, mood disorders and schizophrenia.

Coping- “Cognitive and behavioral efforts employed in response to external or internal demands that an individual deems to be threats to their well-being. In the same line, coping refers to behaviors that an individual presents or manifests to protect him/her from psychological harm by problematic social experience. Coping is exercised in different ways, including eliminating or modifying conditions giving rise to problems, controlling the meaning of experience in a manner that neutralizes problems and by keeping the emotional consequences of problems within manageable bounds” (Freire et al., 2020).

Divorce Rate- “The number of divorce cases per 1000 married women in a country.

1.13 Organization of the Study

Chapter one described the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, hypothesis of the study, justification of the study, significance of the study, scope of the study, limitation and delimitation of the study, definition of key terms in the context of the study and organization of the study. Chapter two reviewed related literature. Chapter three represented the research methodology of the study. This methodology comprised of research design, area of study, population of study, sample size and sampling techniques, instrument for data collection, validity and reliability of research instruments, method of data collection, method of data analysis and ethical considerations. Chapter four gave comprehensive analysis, interpretations and discussions of the study findings. Chapter five presented review of the whole study in summary, and gave conclusions of the study and finally recommendations of the study based on the objectives of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The background information about marriage, divorce, separation, and the effects of the aforementioned factors on the general health, safety, and well-being of school-age children from divorced households is provided in the literature review section. The review also determined the utilization and efficacy of different counseling measures in improving the psychological well-being among school-going children from divorced families. The literature review focused on concepts such as marriage, marital separation, counseling and coping strategies as the key metrics on which the relationship between the dependent variable (coping efficacy) and the independent variable (Assess to counseling).

2.2 Counseling Interventions

Counseling is defined as a treatment technique that involves two people, a counsellor and the client (the person being counselled). The goal of counselling is to help clients find solutions to their problems by exploring patterns in their thinking, behavior and emotions. Counseling typically follows a specific procedure and include the use of both psychotherapy (talking) and pharmacological therapy (medicines). Psychotherapy is intended to help a person learn how to deal with life better in order to improve their symptoms. The use counseling is usually measured by how much patients change "treatment" scores on questionnaires used for assessing their condition over time.

2.2.1 Acceptance and commitment Counseling therapy

Acceptance and commitment counseling therapy focuses on the internal and external factors that affect the decision-making process. Acceptance and Commitment therapy is a short-term psychotherapy that assists clients in developing the tools needed to make healthier, more balanced and lasting decisions (Sandler, Tein, Mehta, Wolchik & Ayers, 2016).

Acceptance and Commitment therapy is based on a confrontive model, which means it uses confrontation to challenge rigid thinking patterns and emotions. It also focuses on self-empathy as well as mindfulness techniques that can assist clients with maintaining an

increased degree of perspective when they struggle with difficult decisions. Finally, it provides cultural therapy through practices such as role plays where clients enact different scenarios of conflict resolution with particular cultural elements present in their lives.

Acceptance and commitment therapy interventions are important because they help people re-frame their thinking about themselves and the world around them to improve functioning.

Acceptance and commitment therapy work by helping people recognize that thoughts without behavioral responses are just thoughts, not a reflection of reality, or something that needs to be accepted as truth. They also learn how to make decisions based on values rather than painful thoughts. These steps can lead clients toward personalized goals for living a meaningful life while making commitments in support of those goals. An acceptance stage is the first phase of Acceptance Cognitive Therapy. It may be thought of as 'waking up'. The client learns to identify the negative thoughts and beliefs that interfere with his or her life goals, come up with alternatives to those negative thoughts and beliefs, and make changes in behavior based on those alternatives. Most often, this is done in group sessions but can also be done individually. The client will then have a choice to make about whether to accept or challenge their behavioral changes.

2.2.2 Cognitive Behavioral therapy

Cognitive behavioral counselling therapy is focused on adapting and changing behaviors to decrease mental and physical health risks (Ludlow & Williams, 2016). "Cognitive behavioral counselling intervention" is an intervention that

- focus on modifying unhelpful, maladaptive and high-risk behaviors;
- incorporate the use of behavioral change techniques such as graded exposure, functional analysis, cognitive restructuring;
- introduce positive psychological attitudes that support healthy behavior change; and

- be delivered in a manner that is tailored to the individual's needs.

It has been shown to be effective in treating depression as well as anxiety disorders. It also assists people with substance abuse problems or those having difficulty controlling their impulses. Some mental health conditions may have comorbid anxiety disorders. In these cases, Cognitive behaviour theory therapy may help reduce one or both disorders simultaneously. In addition to being helpful in treating other anxiety disorders, studies have shown that Cognitive behaviour theory is an effective treatment for panic disorder.

According to a study of the research, cognitive-behavioral therapy (CBT) and problem-solving therapy were both equally as effective as other treatments and led to superior results when combined (PST). Another crucial element of counseling interventions is skill development, particularly in the areas of stress management, social skill development, parent training, and anger control (Jitendra, 2017). Themes like self-blame and illusions of reconciliation are discussed, as are writing newspaper articles, playing games, and using cartoon and visual stimuli. The second of multiple sessions focuses on developing skills via teaching and modeling techniques (Meier & Comer, 2015). Activities that develop skills involve practicing abilities like naming emotions, problem-solving, self-control, communication, relaxation techniques, and anger management. The community service group includes a skills transfer component for households when both parents are members of the connected community-based parent organization, Single Parents' Support Group. (O'Halloran & Carr, 2020).

Cognitive behavioral therapy focuses on what thoughts cause emotional or physical reactions. This therapy assumes that your childhood experiences can have an effect on your future behavior as an adult.

The theory posits that our thoughts are reflected in our behaviors and emotions, so if you want to change certain behaviors or emotions it's necessary to first change the way you think about them. Cognitive Behavioral Therapy is an effective way of helping with the following problems:

Ego psychology is a form of cognitive therapy where the therapist helps clients develop a healthy self-image by learning to take ownership over their problems and taking responsibility for improving life circumstances.

2.2.3 Dialectical Behavior Therapy

Dialectical Behavior therapy involves a specific type of therapy which is sometimes also referred to as a form of cognitive behavioral therapy. It focuses on mindfulness, emotion regulation, and treatment planning. The treatment focuses on constructive communication and emotional intelligence. The objective is to teach those with inadequate communication skills how to handle their problems informally.

Dialectical behavior therapy can be used in the following areas:

It can be used for individuals, couples and families. The client is encouraged to embrace communication as a means of problem solving, which will also apply to negative thoughts and emotions. The therapy involves working with the client's own strengths, history and unique neuro-dynamic patterns that have linked with the presenting problems. In this way, the therapist assists the client in making sense of current problems through self-awareness, introspection and clear thought processes.

Dielectric Behavior therapy is intended to serve five capabilities that incorporate upgrading abilities, expanding inspiration, upgrading speculation to the common habitat, organizing the climate, and working on youngsters' capacities and inspiration to guide actually (Parsons and Kahn, 2015). The general objective is the decrease of insufficient activity propensities connected with liberated feelings. There are four different ways to direct it. The main mode includes a customary instructional relationship with the guide. The subsequent mode is abilities preparing which includes tending to and educating of personal satisfaction abilities like the four essential persuasive ways of behaving mediation abilities of care, trouble resistance, feeling guideline, and relational viability (Pedro-Carroll, 2018). Abilities speculation is the third method of advising in which the attention is on assisting the clients with coordinating the abilities mastered into genuine circumstances and assisting them with zeroing in on their confidence and improvement of connections. The fourth method of intercession is group discussion, which is intended to help guide working with troublesome clients. It will in general zero in on advancement of satisfaction as well as enhancement for relationship associations.

Dialectical behavioral intervention is a process that when conducted correctly, changes one's behavior in a significant way.

It is of the utmost importance that you maintain proper posture and adopt a specific mind-set if you want to improve your performance.

Dialectical behavioral intervention has been known to work for many people, but it is not always the case that the desired change will happen at once. It can take months before you notice significant improvement in your behavior if done properly, with the help of this intervention.

Since Dialectical behavioral intervention involves changing one's whole life-style, it is recommended that one start with smaller steps or behaviors first to make sure they are committed before undertaking dialectical behavioral intervention as an entire lifestyle change. DBI is a process that should be undertaken in small steps. Smaller steps are easier to adjust and so will be more effective. The bigger the step you take, the longer it will take to make any changes, but you will have little difficulty with the behavioral changes later on when they do occur. It is important that you make these small changes first to test whether they work for you or not.

You should keep it in mind that there are some people who cannot change their behaviour and this is entirely natural.

The results of dialectical behavioral intervention may differ from person to person, but if done correctly, one can expect some kind of improvement at least within a year or two (if not sooner).

2.2.4 Emotion-focused Therapy

A client-centered restorative approach is combined with process-mandated, marker-directed intercessions learned from experiential and Gestalt therapies and deployed towards in-meeting intrapsychic as well as relational targets in feeling-centered mediation. (Remley and Herlihy, 2017). These objectives are remembered to assume noticeable parts in the turn of events and compounding of issues like misery. The

significant mediations utilized in feeling centered intercession void seat and two-seat discoursed, zeroing in on a hazy substantial felt sense work with production of new importance from real felt referents, letting go of anger and hurt directed at others, increasing acceptance of and compassion for oneself, and developing a new perspective and understanding of oneself (Sandler, Tein, Mehta, Wolchik and Ayers, 2016).

As they affect how children adjust to divorce and remarriage, beliefs and coping mechanisms can serve as protective factors (Hetherington & Elmore, 2017). In studies on children of divorce, an active coping method has been found to be protective. Children who actively reacted to divorce were more confident in their ability to do so and did it more quickly. Active coping entails problem-solving and constructive restructuring (Sandler et al, 2016). On the other hand, kids who put their locus of control outside of themselves, have low levels of self-efficacy, blame themselves for the divorce, and rely on distractions or avoidance are more likely to run into issues.

2.2.5 Coping -Efficacy

The belief in one's capacity to perform at the desired levels is known as self-efficacy. It is necessary for the growth and upkeep of human conduct (Hetherington & Elmore, 2017). Researchers have examined how self-efficacy affects a range of action-related areas, such as career decisions, changes in health-behavior, and work-related performance, in light of the impact of self-efficacy expectancies on performance. Previous studies in the field of mental health have concentrated on the connection between counseling performance and self-efficacy.

Children need support after a divorce has occurred to reduce any negative impacts that may arise. This might take the shape of unofficial support from family, friends, or the educational system, as well as more formal therapy programs led by qualified counselors. Additionally, there have been advancements in the field of divorce counseling in recent years. Support can be given through acceptance and commitment, especially from individuals who have experienced similar things. Additionally, emotional support from both within and outside the family can be very helpful in lowering a child's stress level and helping them deal with the upheaval caused by a divorce.

The idea behind self-efficacy is a person's opinion about his or her capacity to address the current issue (Pedro-Carroll, 2018). Studies examining the shape and effects of self-efficacy among a variety of counseling professions, including counseling trainees, counselors with master's degrees, psychologists, school counselors, and students from related fields, have produced contradictory findings. Watson (2012) further claimed that external factors such as the objectively perceived work environment, supervisor traits, and the amount or quality of supervision had an impact on self-efficacy. These elements included social desirability, client personality, aptitude, achievement, and age. However, there is a connection between self-efficacy and the quality counseling. In general, self-efficacy is more effective with clients who have at least some counseling experiences than it is with those who have none (O'Halloran & Carr, 2020). Recent research has not substantiated the presence of such predictive correlations, even if the amount of skill development attained has been described as statistically significant predictors of the degree of self-efficacy among clients in counseling sessions. Additionally, it has been asserted that a counselor's ability to impact clients' Self-efficacy increases as they acquire the necessary abilities (Parsons & Kahn, 2015).

2.3 Empirical Literature

2.3.1 The effects of Divorce on the development of school going Children

Following a study on divorce effects and the benefits of utilizing various interventions on children, Donahey (2018) concurred that divorce had a significant impact on children. Donahey (2018) stated in the confirmation that children from divorced homes have numerous challenges that, if not handled, could last into adulthood and negatively impact their future success in romantic relationships. According to the author, kids from divorced homes frequently receive unfavorable signals about marriage, families, and relationships, which leads to the development of ingrained beliefs that will eventually manifest in intimate relationships. In the same vein, Donahey (2018) confirmed that kids from divorced households frequently report more mental health issues, which might be

attributed to the parents' diminished involvement after the divorce. The potential of children to develop, sustain, and exhibit interpersonal ties is affected by divorce, according to Donahey's (2018) descriptive research on this topic. Children transfer their negative views of marriage or the other gender, which leads to profiling, in the context of how divorce affects subsequent personal relationships. The formation of such profile conceptions and the growing disapproval of weddings prevent someone from succeeding in adult interpersonal interactions in the future.

While utilizing a mixed-methods approach to evaluate the impacts of divorce on children, Brand et al. (2019) noted that the idea had two sides. However, the concept does not imply that all divorces are equally terrible for children. Brand and colleagues noted that parental divorce is typically connected with poor consequences for children. According to the authors' findings, parental divorce lowers scholastic success for kids whose parents are less likely to divorce than it does for kids whose parents are more likely to do so, but it has no real impact on kids whose parents are more likely to do so. According to Brand et al. (2019), children from stable marriages who are unprepared for a divorce between their parents have a tough time adjusting and have worse educational outcomes. Contrastingly, children from unstable and disadvantaged families do not consider divorce between parents as a shock and find adjusting to the loss of one parent or the separation between their parents easier. Consequently, the overall effect of divorce undermines educational qualifications and difficulty in adjusting to the constructions in the social settings.

2.3.2 The Efficacy of Counseling in Overcoming effects of parental divorce.

Eaton (2018), who looked into the detrimental impacts of divorce on kids and the interventions that may be used to help these kids, underlined the negative consequences of parental divorce on kids. Eaton (2018) discovered that divorce had an impact on children's mental health, social development, physical health, and academic achievement in a study of children between the ages of 0 and 18. These influences ensure that children record stagnated social, emotional, and physical growth and development and report significantly reduced academic achievements and disoriented future careers as adults. Regarding the interventions, Eaton (2018) identified in-school programs as one of the

strategies applied to help children from divorced families overcome stressors and adverse effects related to the same. The author maintained that the home and school environment must be designed in ways that promote the active development and growth of children. The Community Outreach and Patient Empowerment (COPE) program, which incorporates a peer modeling component of support, the Children of Divorce Intervention Program (CODIP), which focuses on altering a child's environment and responses to the surroundings, and the New Beginnings Program (NBP), which focuses on the improvement of the mental health and relationships between parents and children, are all in-school programs used to assist children from divorced families in the United States. Eaton (2018) further identifies community-based programs such as Kids in Divorce Situations (KIDS) and the Building Healthy Families (BHF) with the main objective of fostering and promoting a secure social environment for kids of divorced parents.

In another research, Serter and Celik (2020) assessed the effects of psychoeducation on adjustment and depression levels among children from divorced families. On kids aged 9 to 12 with divorced parents, the researchers used a psychoeducation program in an experimental research design. In the study, Serter and Celik (2020) applied a 2 by 3 experimental approach to understand the effects of the intervention on improving depression levels and adjustments among children from divorced. From interaction with the experimental and control groups, the researchers revealed that psychoeducation developed based on structured play therapy increased divorce adjustment metrics and levels among children aged 9 to 12 years from divorced families. At the same time, Serter and Celik (2020) found that psychoeducation significantly reduced the depression levels of the children affected. The findings from this research emphasize that psychoeducation, which is a form of counseling and integration of cognitive behavior therapy, helps children from divorced families to overcome and cope with the considerable effects of divorce.

2.4 Ways in which schools support children from divorced families cope.

Mostly Children tend to experience varied effects from the divorce process, which affects them. Schools can support children from divorced families cope in the following ways

-Supporting the child's relationships with each parent

- Encouraging children to talk about their feelings and listen without judgment
- Creating a safe space to incorporate their emotions, thoughts and reactions
- Accommodating absences or changes in schedules due to transitions between parents (for example, adjusting start time or contact schedule)
- Offering resources for children during difficult times such as divorce.

2.5 Ways in which counsellors support in promoting coping efficacy among children from divorced families

Family and marriage counselors act as intermediaries who help children from divorced families cope with life at home and at school after a divorce. As professionals, counselors are trained to assess problems that children face, consider the alternatives, and help their clients to adjust to life without some aspects. For children from divorced families, counselors assess the conditions promoting divorce, the social, economic and emotional impacts of the divorce and design constructive approaches to help such children cope.

Counselors' main objective is to assist kids in comprehending and coping with their circumstances. Counselors are taught to evaluate their clients' emotional needs. By doing so, they determine the best approaches to interact and spend time with clients and further determine an appropriate language to use during communication. Family and marriage counselors advocate for children and coach them on how to react to divorce (Bett et al., 2019). At first, they inform children of the conditions that resulted in divorce, the prevailing relationships between the parents, and the interventions put in place to ensure safety, and success in education. Counselors also find time to listen to children on their needs, and feelings as a result of separation between the parents.

Apart from helping children understand conditions for divorce and other key elements of the undertaking, counselors also establish the framework of adjusting to new parental roles. As the mediator between the parents and an advocate of the child's welfare, family and marriage counselors guide parents in developing their new parenting roles to make the divorce a collaborative rather than an isolating process for the sake of the child. The counselors ensure that both parents understand divorce as a legal process and the need for continued support for children. In all circumstances, counselors advocate for children's

welfare and ensure that they understand the dynamics of the new social undertakings. They also engage parents in providing continued support to their children on all accounts.

2.6 Theoretical Framework

2.6.1 Attachment Theory

The attachment theory is a crucial hypothesis for comprehending the bond between parents and their kids. Harlow, Bowlby, and Ainsworth, the idea's inventors, claimed that attachment is a vital role in establishing a person's personality and behavior over the course of a lifetime. Attachment theory provides an important view on divorce because divorce involves the disruption and often the ending of a strong attachment bond. Although attachment theorists have not specifically focused on divorce, the theory has a great deal to say about separation from an attachment figure and the breaking of an attachment bond both of which are core contributors of divorce. In considering the relevance of attachment theory to divorce, it is important to emphasize that one of the most common attachment bonds formed in adulthood is the one formed with a romantic partner, peers or even work colleagues. According to the theory, neither love nor grief nor other forms of strong emotion are felt for just any person; instead, they are felt for particular individuals with whom one has established an attachment bond (Bowlby, 1969/1982, 1979). "Attachment bonds" are strong and persistent ties that cause each member of a society to maintain proximity to the other and to engage in relationships with trusted people. As noted above, attachment theory specifies the characteristics of a trustworthy figure—one who enhances a person's safety and security by providing (1) a safe haven to which he or she can retreat in times of need, and (2) a secure base from which to explore (i.e., to learn, discover, work, play, engage in challenging activities, develop relationships with peers, and grow as an individual). According to the theory, an attachment figure who fosters security recognizes and respects the partner's needs and desire for a safe haven and secure base, and acts accordingly. Such an attachment figure understands, accepts, and respects both attachment behavior (proximity seeking in times of need) and exploratory behavior, and recognizes that one of the most common causes of negative emotion is frustration of the desires for love and care. According to (Wilson-Ali et al., 2019). "Attachment behaviors enable people to maintain closeness to their

attachment figure by either exhibiting approach behaviors like following and clinging or signaling behaviors like sobbing and smiling."

The children's socioemotional development, cognitive and linguistic development, preparedness for school, success or failure in school, and general adjustment to school are all impacted by their early attachment to primary caregivers. While assessing the influence of attachment components of the relationships between children and their primary caregivers, Bowlby, Harlow, and Ainsworth maintained that the bonds that infants develop affect their present and future association and development typologies (Mo, Wang & Shao, 2021). The theorists affirmed that such bonds ensure that children enjoy safety and connections with their parents or caregivers.

Attachment theory and research suggest that when parents provide favorable conditions for one another it is most likely to make them feel secure and self-reliant, trusting, cooperative, and helpful in dealing with the other, as well as with their children. However, in the cases where the strong emotional and physical attachment to parents or caregivers is detached, children feel entirely insecure and detached emotionally, physically, and socially. Children attach to physically present caregivers, even if the caregiver does not fulfill a primary physical need, such as feeding or adopting abusive behaviors. Attachment, in the case of the infants and primary caregivers, is an enduring emotional tie that promotes survival and the feeling of safety and protection among children.

In propounding the negative impacts of the loss of infant attachment, Leblanc et al. (2017) posited that children exhibit separation distress, greeting reaction upon reunion, and the tendency to turn to another caregiver when separated from their primary caregivers for reassurance when distressed. The same explanation is viable in the case of divorce and separation of families, which results in entangled relationships between primary caregivers, who are considered parents. The majority of studies indicate that kids from divorced households have a harder time adjusting to different phases of life since they've had to deal with broken or distant attachment relationships. Such children also report no accurate template for successful relationships to replicate in their lives. Therefore, the attachment theory identifies children from divorced families to experience significant developmental and growth challenges defined by their ability to develop,

support, and manifest considerable attachment relationships with their primary caregivers, who may be unavailable to offer the care, love, and emotional support they require. An inclusion of attachment theory helps the research explain the psychological impacts of the lack of strong family bonds between children and their primary caregivers, who are the parents. It provides an adequate understanding of the effects of loss of attachment bonds between children and primary caregivers on the general health, safety, and emotional well-being.

An inclusion of attachment theory helps the research explain the psychological impacts of the lack of strong family bonds between children and their primary caregivers, who are the parents. It provides an adequate understanding of the effects of loss of attachment bonds between children and primary caregivers on the general health, safety, and emotional well-being. The attachment theory provides a helpful framework for assessing the significant effects of divorce on children's mental health and well-being. With a comprehensive background on the attachment theory, the researcher will assess how the separation between the children from their families has affected their emotional health. The researcher will rely on the theory and its constructs to determine whether the children have strong feelings of loss of love, care, and engagement. The researcher will also use the theory to advance the thought and understanding whether the children from divorced families feel like they have lost a safe haven, a secure base, and display separation distress or proximity maintenance. Overall, the attachment theory will help me establish the psychological and emotional effects of divorce of the target population in Westlands Constituency, Nairobi County.

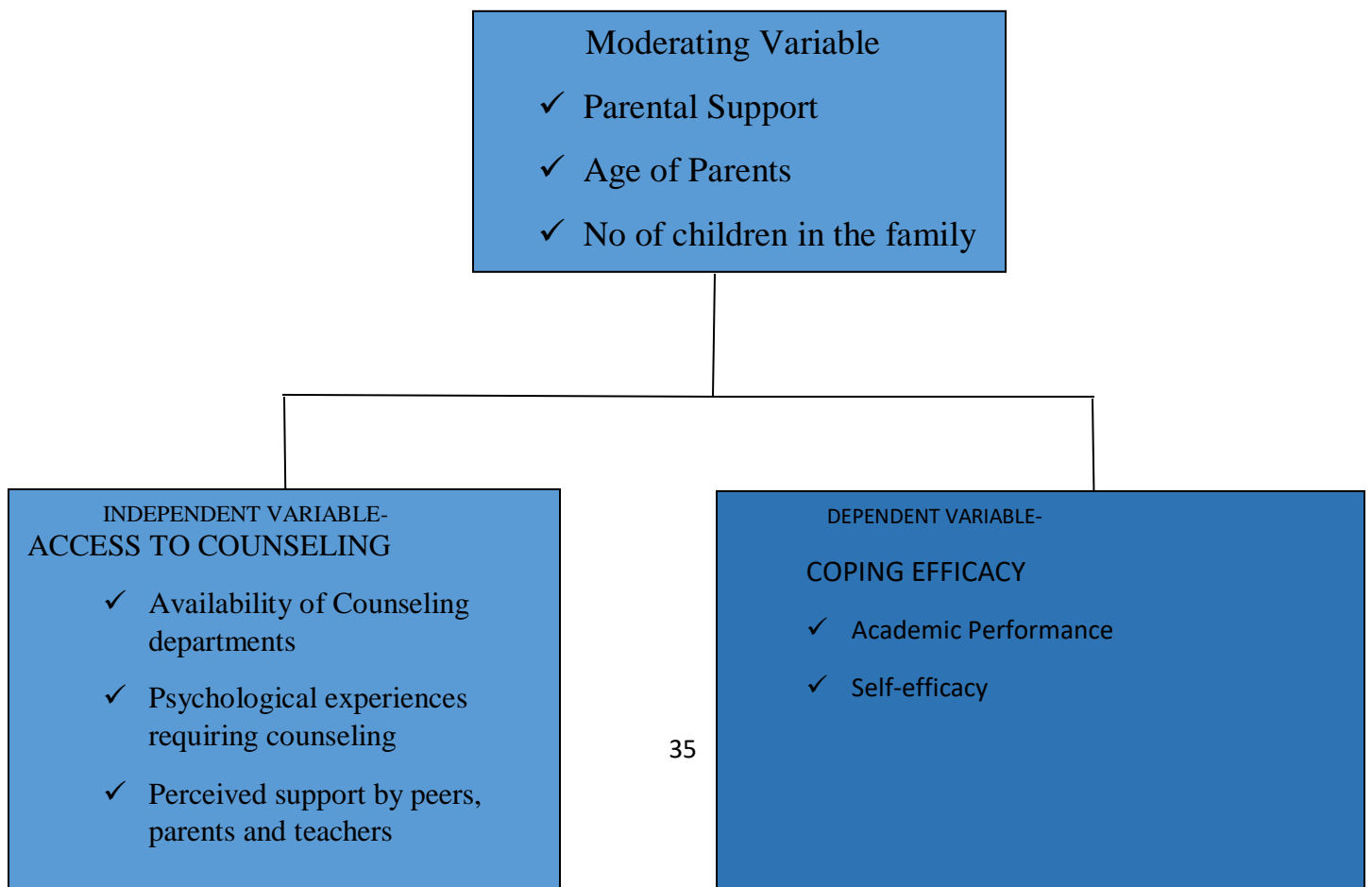
2.6.2 Self -Efficacy Theory

Bandura explains that self-efficacy refers to the belief in the extent to which individuals estimate their ability to perform a task that is needed to achieve a certain outcome. Beliefs include confidence, adaptability, cognitive capacity, intelligence and the capacity to act in stressful situations. Self-efficacy develops gradually over time with increasing ability and increasing individual experience. The psychological process in self-efficacy that plays a role in human beings, namely cognitive, motivational, affective and selection processes. The cognitive process refers to how individuals think, both in terms of success and failure in their lives. The motivation process refers to giving encouragement to themselves. The role and upbringing and social support provided by parents and immediate family is very important for the formation of self-confidence in children and every child certainly wants and hopes that parental love and family harmony can be felt since they were born until they grow up and even becomes a parent. However, in contrast there are some children who have to accept the bitter reality that both parents must separate or divorce. Divorce of parents can increase stress and social problems in children when in adolescence stage to adulthood. In addition, divorce can also result in failure to complete the task because the child does not have high self- confidence. Kelly dan Emery (2003) mention that in the first period after separation, children often feel divided between feelings of love and loyalty to their parents, they feel confused and angry at the separation that occurs in their parents. Clark (2013) explains that divorce can increase concerns about long-term consequences for the welfare of children and adolescents, as well as adjustments for adults.

One of the impacts that occur to those children who are victims of divorce is the trauma that causes them to have a negative view of marriage, fear of finding a spouse, fear of marriage, and fear that divorce will occur to them. This is supported by Jacquet dan Surra (2001) that when entering young adulthood, a child victim of parental divorce is less confident in the dynamics of the romantic relationship they are living. In this case, self-efficacy has an important role in living life and facing future challenges in divorced children. Self-efficacy refers to the ability of individuals to motivate themselves and access the cognitive resources needed to control or exert their coping efforts in stressful situations (Lennings & Bussey, 2017). Children who have high self-efficacy have

characteristics like they are more independent, optimistic, able to control themselves, and can motivate themselves in doing something. Benight & Bandura (2004) explain that children's perceptions of their ability to deal with something is important in understanding the relationship between parental conflict and children's psychological adjustment. There is the fact that someone who is doubtful about his ability tends to move away from difficult tasks which are seen as personal threats to him. Lennings dan Bussey (2017) stated that the level of conflict between parents influences the low self-efficacy of children, where it has an influence on the psychological adjustment of children in living their lives. This also relates to the extent to which individuals have the belief that they have the ability to do something.

This theory will be used to guide the researcher on better counseling interventions that can help with enhancing the coping efficacy of children from divorced families.



2.6 Conceptual Framework

The conceptual framework in this study made it evident how the dependent and independent variables were related to one another. The dependent variable was the ability of children aged 12 to 18 from divorced homes to cope, and the independent variable was factors that would assist children to cope with effects of divorce. The dependent variable, which is coping efficacy, shows the adjustment levels of children from divorced families and their response to various counseling measures enacted by the city government of Nairobi, the Kenyan national government, or the constituency authorities tasked with caring for disadvantaged children. In the study, coping efficacy will be determined based on the children's self-esteem, their performance in school, social behavior, psychological well-being, and extent of interactions with teachers and peers. The confounding variables will help the researchers determine the success of counseling and coping efficacy among school going children. For instance, an improvement in social interactions and a reduction on anti-social behavior among the children will indicate a success in counseling and high coping efficacy.

2.7 Summary of Review of Literature

Based on the reviewed literature, children from divorced families experience considerable emotional, psychological, social, and physical adjustment difficulties when their parents' divorce. The studies affirm that such children feel totally neglected and emotionally detached from their parents, who act as key figures and role models for their values, beliefs, traditions, behaviors, and norms. With an emphasis on the population of the United States, a large portion of the research highlights the impacts of divorce on the general growth and development of children. Substantial research has also identified counseling as the key measure to help children adjust and overcome the adverse effects of divorce, which increasingly affect their social, emotional, and physical development. From a critical assessment, none of the reviewed studies identify the application of counseling among children from divorced families in Kenya, specifically in Westlands Sub County of Nairobi County. With the identification that Westlands Sub County ranks top among the constitutes and regions in Kenya with diverse demography, thus a

possibility for a high child population, there is a need for research to reveal the benefits of using counseling in the promotion of coping efficacy among children from divorced families. This is the foundation of the current study; to assess the benefits of counseling and coping efficacy among children from divorced families in Westlands Sub County, Nairobi County, Kenya.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

The research design, target population, sampling strategy, data collecting and analysis techniques, validity and reliability metrics, and study area were the main topics of this section's chapter. The methodology section of the research is key because it laid the groundwork for the actual implementation of the research processes to derive data for making conclusions and answering the research questions, as well as evaluating the accuracy and dependability of the measurement tools and theories

3.1 Research Design

A descriptive survey design was used to carry out the investigation. The method used a survey design to gather data on the study questions, dependent variables, and independent factors. It would then summarize the content, present the findings, and analyze the data to draw conclusions. A survey design is a research method that uses a sample of people's responses to questions to collect data, claims Aarons (2020). The survey design approach permits the use of a range of participant recruitment, data collection, and instrumentation techniques. The survey design may employ mixed approaches, open-ended questions, or quantitative and qualitative techniques like questionnaires.

Descriptive survey design, as its name implies, characterize people, events, or conditions by looking at them as they are in the real world, according to Siedlecki (2020). The research strategy makes sure that the researchers explain the sample or the variables rather than changing any of the factors. Descriptive research approaches make it feasible to outline the characteristics of a population, identify issues within a unit, organization, or population, or assess variations in characteristics or behaviors between institutions or even countries.

For this study, the descriptive survey research strategy was appropriate because it generated the statistical data required to comprehend the essential characteristics of the target group (children from divorced families) that interest policy makers without any possibility of data manipulation. The strategy enabled researchers to gather first-hand

information by conducting interviews with or distributing questionnaires to a sample of people. In collecting information about the application of counseling and their effects on children's coping abilities from divorced families, the researchers used only raw data, which also promoted data validity and supported reliability measures for the overall study.

3.2 Area of Study

The study was carried out in Kenya's Nairobi County's Westlands Sub-County. According to the information posted on the Westlands Constituency website, the sub-county has a total population of 176,689 spread across a land area of 72.4 kilometers squared in 2013. The sub-county also comprises five wards of Kitisuru with a population of 31,302, Parklands with 38,344 people, Karura with 26,453 people, Kangemi with 44,564 people, and Mountain View with 36,126 people. The cumulative population density of Westlands constituency is 2441. According to the 2019 Kenya Population and Housing Census reports, Westlands had a total population of 308,854 people, with 153,818 and 155,021 representing male and female, respectively. The report also stated that the constituency had 15 intersex people.

In Nairobi County and based on the wards' classifications, Westlands is strategically situated as an urban center with some wards comprising high-income families and others such as Kangemi having low-income earners. The reason has to why Westlands was chosen its because; 1. Due to its diversity it provides settlement to people of high and middle, and lower classes of the income hierarchy. 2. It is located close to the central business district (CBD) of Nairobi thus made it convenient to the researcher, 3. Westlands is also home to most street families resulting from the many broken families and unresponsive parents from across the country and the county. In this case, a study of Westlands was viable because it provided a perfect opportunity to interact with people from diverse ethnicities, across ages, and professionals. A study of the region also revealed the county and sub-county governments' efforts to ensure safety, promote health and well-being

3.3 Population of Study

A population is a complete set of participants who meet a specified need and can be used as research data. (Saunders Lewis & Thornhill,2009).

The study used a population target of 420 children from divorced families aged between 12 and 18 years sourced from primary and secondary schools. The study used data collected from various schools in Westlands Sub County of children from divorced families registered for counseling programs at the time of the intervention. The number of kids chosen as a sample for the study were determined by the National Council for Population and Development (NCPD), which will compare data from the Kenya National Bureau of Statistics (KNBS) and NCPD. The study settled on children as the key respondents because the effects of divorce are more pronounced on them. Children were also selected as the participants because of their increased vulnerability and difficulty adjusting to situations after their parents' separation through a legal divorce. The vulnerability of children within the social contexts depends on their high dependence on adults and other significant individuals within the households for the satisfaction of basic needs (Bagattini, 2020). Children can also not make their own decisions and participate in income-generating activities to satisfy their wants. Critically, children depend on the decisions that others make. In studies on the causes of parental divorce and separation and their repercussions on children, Garriga and Pennoni (2020) maintained that when parents' divorce or separate because of unavoidable reasons, children suffer the most because of their dependent nature. At their early stages of growth, children lack the moral capacity to make informed decisions, participate actively in income-generating jobs, and assume the parental roles of providing for their siblings in the case of any. Most children from separated families end up in the streets or the slums. Both immediately and over time, these kids show poor socioemotional and psychological growth.

The choice of children aged between 12 and 18 years is also important in the study because of their ability to reason and express themselves. Individuals within this age bracket are considered adolescents experiencing notable changes in their physical, social, and physical domains. They also have the intellectual capacity to assess, understand and make decisions based on problem verification. Individuals transitioning through the adolescent stage report significant adjustment problems that may sometimes undermine

their social relationships with peers, adults, and other significant members of society (Venter & Uys, 2019). Relatedly, the study preferred adolescents aged 12 years up to 18 years because of their ease in understanding simple instructions and following them. They also manage to control their emotions and respond appropriately to different assessment questions used during data collection.

3.4 Sample and Sampling Techniques

Sampling is the process of selecting a small number of items (a sample) from a larger population in order to determine the likelihood that a certain piece of unknowable information, condition, or result will occur in the larger population (Cooper & Schinder, 2013).

The study used a population of 420 school-going children enrolled for counseling programs across primary and secondary schools in Westlands sub-county. The study sample size was calculated using the Slovin Formular. The Slovin's formula, which is as follows, was used to determine the sample size for this investigation:

$$n = N / [1 + N (e)^2]$$

n = The sample size

N = Total population

e = Error tolerance

Since the study population (N) is 420. Error of tolerance was be 0.05

$$n = 420 / [1 + 420(0.05)^2]$$

$$= 204$$

The survey covered schools like the Nairobi School, Makini Secondary School, Consolata School, Ack St. John's Primary School, Allen Grove Primary School, and Akiba Primary School. The study considered these schools because of their high population of students and the availability of functional counseling programs for children from divorced families. The schools also partner with governmental and non-governmental organizations to provide essential services to needy students, especially

those from low-income families and orphans. With the considerations, the researchers would ensure that the right students experiencing significant social problems are selected and used for the research.

The study employed a convenience sampling strategy for the sampling procedure. Convenience sampling, according to Taherdoost (2016), is a method where researchers choose participants because they are frequently easy and readily available. Due of its low cost and simplicity compared to other sampling techniques, convenience sampling is frequently chosen by students as a sample technique. It aids in overcoming many of the drawbacks of empirical investigations for researchers. For the current study, a convenience sampling procedure will be applied when school administrations are consulted on the availability and the number of students under the counseling programs. With the information and clarification from the school administration, the researchers would easily access students from divorced families and those currently admitted under the counseling programs. The limitation of using this sampling was that it caused biasedness to those children whom were from divorced families yet not enrolled in counseling programs.

3.5 Instrument for Data Collection

Quantitatively, approaches for information gathering in the study of counseling and coping efficacy among school going children includes use of Questionnaires. Westlands sub-county of Nairobi County, Kenya, has six high and elementary schools that offer counseling programs. The questionnaires would be made to gather data from the kids enrolled in such programs. Additionally, questionnaires were used because they are convenient to use, flexible, and allow for the collection of detailed information from respondents, which promoted respondent collaboration. Qualitatively, data was collected using strategies such as behavioural observation, interpretation of participants thoughts and feelings. Qualitative research considers the participants to be the sole owners of their own lives, and these use of approach finds a way to find a unique direction of how each individual make sense of and gives meaning to their experiences.

3.6 Validation and Reliability of the Instruments

Validity is the degree to which an instrument fulfills its intended purpose or the degree to which the results of data analysis accurately represent the subject of the investigation. (2-Taherdoost, 2016). The study would rely on content validity. To establish content validity, the researcher sent a copy of the research abstract, the research questions, the hypotheses, and the methodology to experts for assessment. Expert feedback was used to assess whether the study is valid or not. Furthermore, dependability assesses how regularly a study tool generates results or data following several trials. The study employed the test-retest approach to evaluate the dependability of the data collection and processing methods. Using the test-retest procedure, the researchers gave the same instrument to 10% of the sample population to see if the results were consistent or inconsistent. The researcher then decided on significance levels, examine the probability distribution, and assess the interaction involving the variables.

3.7 Method of Data Collection

The primary data collection methods was questionnaires. The researcher utilized the questionnaires to get information from the kids about how they felt about divorce. The researcher only focused on students enrolled in counselling programs in their respective schools in Westlands Constituency. The questionnaires were specially prepared for school-going children, from the six institutions. The researchers first informed the students about the importance of completing the questionnaires and providing credible information about their experiences. Before completing the questionnaires, students signed consent forms to justify that they participated in the research willingly and were not coerced. The researchers collected the questionnaires from the students immediately they are done filling them and schedule online interview dates with the teachers and head teachers from all six schools.

Questionnaires also ensured that firsthand information and experience of school-going children from divorced families enrolled under the counseling programs are collected to inform research on the assess to counseling and coping efficacy among the target population.

3.8 Method of Data Analysis

The outcomes were analyzed using a variety of methods. The quantitative information generated by the data gathering methods would next be subjected to a descriptive statistics analysis. Descriptive statistics provided the chosen respondents' means, standard deviations, and percentages. In order to facilitate data processing and offer descriptive statistics, the researchers made use of SPSS version 26. By giving weight to numerous themes and patterns found in the conceptual framework sections and the literature review part, qualitative data was examined. The data from the qualitative and quantitative methodologies was then represented in tables and pie charts, making it easy to summarize and understand the study's findings. The t-test statistic was also applied for hypothesis testing.

3.9 Ethical Considerations

Every research and study must take ethical concerns into account. The definition of the research problem, the gathering of data, the analysis and interpretation of the data, as well as the writing and distribution of the research, are all research techniques and phases that must adhere to ethical standards. (Ngechu, 2006).

The researcher required approval from the institutions and organizations to carry out research from in order to obtain and use divorce data for research. NACOSTI gave the research permit. The approval of the administration in each institution set the stage for collecting respondents. Learners' consent was also key in the study. For this reason, the researcher asked the students for their consent before including them voluntarily in the study. The participant were made aware that taking part in the study is entirely voluntary and that the data they supply would only be used for educational research. Confidentiality would be upheld by excluding respondents' names. The learners' guardians completed a written consent to willingly admit their children's involvement in the study. As an ethical step towards addressing the possibility of emotional distress from the children, the researcher would convene a face-to-face session where they would discuss with the respondents the aim, and the therapeutics of the study. The researcher also encouraged the learners to share their experiences about divorce between their parents and how life has been since the adults separated. Allowing the children to retell their stories and

experiences with divorce would be a therapeutic intervention to their emotions. Despite the emotional demands of recalling painful memories, the researcher would encourage the learners to focus on the benefits of the study. Since the study occurred during COVID-19 pandemic, all COVID-19 protocols were observed including wearing of masks, washing hands, sanitizing, and social distancing.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATIONS

4.1 Introduction

Based on the study's goals, this chapter gives the findings' interpretations and presentations. This study's goals were to assess the importance of counseling and coping efficacy among school-going children from divorced homes in Westland. Constituency.

4.2 Respondents response rate

Questionnaires were administered to students and Table 4.1

The study used a Sample size of 204 participants in order to get data, for data analysis.

Table 4.1: Respondents Response rate

Respondents	Frequency	Return Rate %
Questionnaire Filled and returned	176	86%
Questionnaire not returned	28	14%
Total Questionnaire administered	204	100%

From Table 4.1, it was revealed that out of 204 questionnaires which were administered, only 176 of them were filled and returned. This comprised of 86% response rate and was sufficient to derive the inferences regarding the objectives of the research. This return rate was supported by Mugenda (2009) that a response rate of 50%, 60% or 70% was sufficient for inferences to be drawn regarding the events under the study and presented in table 4.1. The high response rate was due to researcher efforts in follow up and administering the questionnaire and well as support from education officers, head teachers and counselor teachers. The next section presents the quantitative and qualitative findings from the respondents and interviewees.

4.3 Background Information

The study aimed to determine the age of the children in counseling programs divorced Families. The results are indicated in Table 4.2.

Table 4.2: Children's age bracket age bracket

Children's age bracket	Frequency	Percentage %
12 – 14	62	35%
15-16	83	47%
17-18	31	18%
Total	176	100%

Most 47% of the children respondents from the selected schools in Westland constituency were aged between 15-16 years. The results also showed that 35% of the children in divorced families were aged between 12 to 14 years whereas 18% of the kids in divorced homes were between the ages of 17 and 18. From the analysis the researcher also found out that effects of divorce increases as the age of children increase. This suggests that counseling programs were administered on children between the ages of 12 to 18 in divorced families

4.3.1 Highest Academic Qualification

The purpose of the study was to determine the level of academic the participants were at. With this data the researcher would be able to know what level of academics are most affected by divorce. The outcomes are displayed in Table 4.3 below.

Table 4.3: Highest Academic Qualification

	Frequency	Percent
Primary	65	37%
Secondary	111	63%
Total	176	100%

The survey found that while 37% of the children respondents were in primary level of schooling, the majority of the children participants were in secondary level. This demonstrated that divorced of parent affect children both in primary and secondary school level of education but secondary participants were more affected by it. This demonstrated that use of counseling to attain self-efficacy among children in divorced families was critical as the children were in critical stage of their education.

4.4 Distribution of Respondents by Age When Parent Divorced

The goal of the study was to ascertain the respondents' ages at the time of the parent's divorce. This was important in order to ensure that all groups were represented in the study. Therefore, the responders were requested to provide their age. Table 4.4 presents the findings.

Table 4. 4: Distribution of the Respondents by Age group When Parent Divorced

Age Bracket	No. of respondents	Percentage (%)
0-5 yrs.	21	12%
5-10 yrs.	40	23%
10-15 yrs.	73	41%
15 and above	42	24%
Total	176	100%

The findings in Table 4.4 indicate 73 (41%) of the respondents were aged between 10- 15 years when parent divorced, 42(24%) of the respondents were aged 15 and above years when the parent divorced, 40 (23%) of the respondents were aged between 5-10 years when their parent divorced while 21 (12%) of the respondents were aged 0-5 years when their parent divorced. This demonstrated that the children were from divorced families and that the divorced occurred when children were still in their developmental stage. From the research it can also be seen that as children progressed in age the effects of divorce become more pronounced and therefore the need for counseling to assist in attainment of coping efficacy.

4.5 Response of children on the Party Taking Care of the Children

The purpose of the study was to identify who took responsibility of the children. So, we asked the respondents to say who they lived with. Table 4.5 presents the findings.

Table 4. 5: Distribution of the Respondents by the person responsible for them

Party Living with Respondents	No. of respondents	Percentage (%)
Mother.	85	48%
Father	33	19%
Guardians	58	33%
Total	176	100%

The results indicated that 48% of children from divorced families were living with their mothers, 19% were living with their fathers while 33% of the children in divorced families were living with their guardians. This showed unequivocally that the majority of divorced children lived with their mothers this is because they are still at the nurturing stage, and very few did so with their father. From the data its also evident that divorce had effects on the lives of children by disrupting the nuclear family and forcing children to live with other people. This clearly demonstrated that children from divorced families

lacked emotional, financial and other support from both parents and could impact on their self-efficacy in their development.

4.6 Feeling of Respondents When Parent Divorced

Respondents were asked to describe their feelings following the parent's divorce, this was basically to check and answer on what they felt, their thoughts and feelings.

To analyze this a random analysis was done using 10% of the sample size so as to get an insight on the data that was qualitative and was not able to be quantified.

2 respondents indicated that when they learnt of their parent divorced, they felt emotional 2 other respondents indicated that when they learnt of their parent divorced, they felt stressed, 3 of the respondents were gripped by anxiety and feared of the unknown, 4 from the respondent felt depressed. 1 of the respondents felt betrayed by their parents, 4 of the respondents indicated that they felt angry and annoyed; 1 of the respondents felt like it was about time the parents divorced and 3 of the respondents felt broken, numb and tired by just hearing the news. This clearly demonstrated that parental divorce resulted into negative psychological outcome in children from divorced families therefore the use of counseling will help them cope better and attain self-efficacy.

4.7 Whether Respondents Shared with their parent About the Divorce Event

The respondents were requested to indicate whether they talked about divorce event with their parent. The results were presented in Table 4.

Table 4. 6: Whether Respondents Shared with their parent About the Divorce Event

Responses	Frequency	Percentage (%)
Yes	130	74
No	46	26
Total	176	100

According to Table 4.6's findings, the majority of respondents talked about their parent divorce event while 26% of the respondent indicated otherwise. This demonstrated that although large proportion of parents shared their divorce experience with their children, there are parent who failed to share their divorce experience with their children and it could impact on their level of relationship both at home and at school. The respondents also indicated that a state of despair always grip them when sharing divorce experience, they feel sad and annoyed. The respondent further indicated that their parent support, assurance and enhance relationship contributed to their coping with the divorce experience.

4.8 Whether Divorce Affected Respondent Life

The study sought whether parents divorced affected children life. It wanted to find out how their lives have been affected. The results were presented in Table 4.7

Table 4. 7: Whether Divorce Affected Respondent Life

Responses	Frequency	Percentage (%)
Yes	172	98%
No	4	2%
Total	176	100%

The results in Table 4.7 showed that majority 98% indicated that divorce affected their life while 2% indicated otherwise. Most respondents said they didn't feel like they were supported enough, they felt unloved, felt unhappy most of the time, felt lonely and some time felt not appreciating social relationship and not interested in schooling. The results concurred with Hetherington and Elmore, (2003) that children in divorced households exhibit aggression, noncompliance in schools' disobedience, poor classroom behavior, and weakened self-control when they do not get access to counseling to assist them with coping with the effects of divorce.

4.9 Emotional Drained Respondents Due to Divorce of parent

The study sought to find out the extent to which the respondents felt emotionally drained when they think of their missing parent. The results were presented in Table 4.8

Table 4. 8: Emotional Drained Respondents Due to Divorce of parent

Responses	Frequency	Percentage (%)
Occasionally	151	86%
All the time	23	13%
During the early days	2	1%
Total	176	100%

Most (86%) of the respondents indicated that they ever felt emotionally drained when they think of their missing parent, 13% indicated that they all the time ever felt emotionally drained when they think of their missing parent while 1% of the respondents indicated that they ever felt emotionally drained when they think of their missing parent although it was during the early days of divorce event. This clearly demonstrated that children from divorce families often felt emotionally drained and wanted their parents to get back together in order to not feel the strain. With this data the researcher found that there is need for implementation counseling to foster their coping efficacy.

4.10 Children Psychological Experience within the year following the initial events of the divorce

From the data analyzed the researcher went ahead to look at the psychological experiences of children within the year after their parents divorced. This was to determine whether the divorce had any negative outcomes on children from divorced families.

Table 4. 9: Children Psychological Experience within the year following the initial events of the divorce.

Children Psychological Experience After Divorce	Mean	Standard Deviation
1.I have Physical signs of stress such as headaches, fast heart beat	4.50	0.576
2. I often get an increased feeling of agitation	4.25	0.451
3. I socially withdrawal from others	3.75	0.50
4.I often have a feeling of tiredness	4.00	0.829
5. I have withdrawal/minimal interest in school	4.68	0.81
6. I often have feelings of anxiety	4.51	0.807
7. I have an increased sense of fear	4.55	0.579
8. I often experience increased level of clinginess	4.00	0.768
9. I feel depressed	4.25	0.501

According to the findings in Table 4.9, which show a mean of 4.50 and a standard deviation of 0.576, children respondents strongly agreed that they frequently had bodily symptoms of stress, such as headaches and heart beats. The respondent concurred that their degree of agitation grew following the divorce, as shown by a mean of 4.25 and a standard deviation of 0.451. Additionally, respondents agreed that they felt a certain amount of fatigue after parent divorce, as indicated by a mean of 4.00 supported by a standard deviation of 0.829, while others agreed that they experienced social withdrawal from others as indicated by a mean of 3.75 supported by a standard deviation of 0.500. The results were supported by Hetherington & Elmore (2003). The minor differences are still present, but they are less obvious when income and intelligence are held in check. Children from divorced households score higher on traits including increased concern

about academic failure, an inability to reflect, irrelevant conversation, and inattention, according to teachers. This may suggest that classroom habits that hinder learning are partially to blame for the kids' academic underperformance.

The results also indicated children respondents strongly agreed that they experience Withdrawal/minimal interest in school after the parent divorced. This demonstrated that children from divorced families experienced withdrawn from school as an effect of parent divorced. The results in Table 4.9 showed that kids who responded strongly agreed that they felt anxious after their parents got divorced. This was shown by a mean of 4.51 and a standard deviation of 0.807. Table 4.9's findings. With a mean of 4.55 and a standard deviation of 0.579, children who responded strongly agreed that they had more fear than usual.

Children respondents agreed that their level of clinginess rose after the initial stage of the parent divorce, as evidenced by a mean of 4.00 and a standard deviation of 0.7685. The children who responded concurred that they were depressed after their parent's divorce, as shown by a mean of 4.25 and a standard deviation of 0.501. The findings confirmed Amato's (2001) finding that kids who experience divorce are more prone to struggle with inner problems such low self-esteem, despair, and anxiety. Due to this the use of counseling can help children from divorced families reach coping efficacy when assisted.

4.11 Responses of children on ever seeking counselling

The study sought to find out how often respondents ever visited the counselling department to seek for help and how often they did. The results were presented in Table 4.10.

Table 4. 10: Responses of children on ever seeking counselling

Responses	Frequency	Percentage (%)
Occasionally	151	86%
All the time	23	13%
During the early days	2	01%

Total	176	100%
-------	-----	------

The results indicated that majority 86% visited the counseling department to sought help occasionally,13% of the respondents indicated that they ever visited the counseling department to sought help all-time 1% of the respondents indicated that they ever visited the counseling department to sought help during the early days of parental divorce. This demonstrated that children from divorced family sought counselling intervention to cope with psychological effect of parental divorce. From the data analyzed the researcher found out that majority of the respondent who sought for counseling had improved emotional balance, felt more happier, their self-esteem went high and also their academics improved. This showed that access to counseling and coping efficacy was effective on dealing with effects of divorce.

4.12 Role of Counselling in Overcoming Psychological effects Experienced due to Parental Divorced

The study sought the extent counseling sessions helped respondents overcome the psychological effect. The results were presented in Table 4.11.

Table 4. 11. Role of Counselling in Overcoming Psychological effects Experienced

Responses	Frequency	Percentage (%)
Largely	151	86%
To a small extent	23	13%
Not At all	2	01%
Total	136	100%

From the results in Table 4 indicated that majority 151(86%) indicated that counseling sessions helped respondents overcome the psychological experiences, 13% indicated that counseling sessions helped respondents overcome the psychological experiences to a small extent while only 1% indicated that counseling sessions never helped respondents overcome the psychological experiences. This implied that counseling sessions helped respondents overcome the psychological experiences (anger,depression,anxiety)brought about by divorce of parent.

4.13 Counselling Sessions and improvement in academic Performance

The study sought to find out whether counseling sessions have helped respondents in improving academically in schools. The results were presented in Table 4.12.

Table 4.12 Counselling Sessions and improvement in academic Performance

Responses	Frequency	Percentage (%)
Yes	146	83%
To a small extent	30	17%
Total	176	100%

From the results in Table 4.12, majority 146 (83%) indicated that counseling sessions have helped respondents in improving academically in schools while 30(17%) indicated that counseling sessions have helped respondents in improving academically in schools to a small extent. This clearly demonstrated that counseling sessions offer assistance to children from divorced families in improving academically in schools, most of the respondent indicated improvement in their grades over time as they continued seeking counseling. However, more effort was required to ensure effectiveness of counseling sessions to achieve better academic outcomes for children from divorced families in schools.

4.14 Respondents feeling on whether Counsellor Support them in a Social & emphatic way like their parents

The study sought whether the counselors were social, empathetic, and handles respondents like own parent. The researcher wanted to find out if the counsellors treated the respondents with the same warmth, love and understanding their parents did. The results were presented in Table 4.13.

Table 4.13: Respondents feeling on whether Counsellor Support them in a Social & emphatic way like their parents

Responses	Frequency	Percentage (%)
Yes	125	71%
No.	12	07%
Sometime.	39	22%
Total	176	100%

From the results, majority 125(71%) of the respondents indicated that counselors were social, empathetic, and handles respondents like their own parent, 22% indicated that sometimes counselors were social, empathetic, and handles respondents like own parent where 7% indicated that counselors were not social, not empathetic, and never handles respondents like own parent. This clearly indicated that counselors were social, empathetic, and handles respondents like own parent only to a certain extent as a portion of the respondents never or only felt they support to coping with parental divorce to a certain level. From the study we can say that the way the counsellors treated and handled children who sought for counseling played a big role in encouraging more of the children to open up and enhanced coping efficacy.

4.15 Respondents feeling on whether the school environment, the teachers, and peers were very supportive

The study sought to find out whether the school environment, the teachers, and peers were very supportive and gave children from divorced families conducive environment. The results were presented in Table 4.14.

Table 4.14: Respondents feeling on whether the school environment, the teachers, and peers were very supportive

Responses	Frequency	Percentage (%)
Yes	62	35%

No.	19	11%
Sometime.	95	54%
Total	176	100%

From the results, 54% indicate that environment, the teachers, and peers were very supportive sometime, 35% indicated that environment, the teachers, and peers were very supportive while 11% indicated that environment, the teachers, and peers were not very supportive. This demonstrated that environment, the teachers, and peers were somehow supportive but not the level that expected. Most of the respondent felt that the teachers and peers were understanding and emphasized with them but there was room for improvement in order to ensure they promote coping efficacy.

4.16 School Support for Children Respondents

Schools are a second home to children because they spend most of the time in this environment, therefore the researcher wanted to find out if schools were supportive by giving counselling support to ensure that they enhance coping efficacy among school going children from divorced families

Table 4.15 School Support for Children Respondents

Responses	Frequency	Percentage (%)
Yes	95	54%
No.	19	11%
Sometime.	62	35%
Total	176	100%

The respondents were asked to identify whether schools supported them to cope with divorce effects. According to the findings, 54% of respondents claimed that school counseling emphasized the creation of efficient coping mechanisms, 35% felt to some extent they did and 11% felt that the schools could do more. The clarification of common misconceptions, the creation of realistic assessments of control, and the provision of

precise attributions for parental issues have been linked to improved adolescent adjustment. This showed how important school support is in assisting children from separated families in developing coping efficacy.

4.8 Inferential statistics

Inferential statistics enables a person to make a description of a data and draw inferences and conclusions from the respective data. The study uses inferential statistic techniques correlation and regression to establish the relationship that existed between counseling and coping efficacy among the children from divorced families in Westland's Constituency.

4.8.1 Correlation analysis

Correlation analysis chooses carefully the connection or relation, linking two variables by focusing at how the variables react with respect to each other .The study carried out a Pearson Correlation analysis for all the study variables. Pearson correlation is a bivariate analysis that chooses carefully the strength of connection between two variables and the management of the relationship. The use of correlation analysis is to predict whether there is a relationship between counseling and coping efficacy.

Both cognitive behavioral therapy (CBT) and traditional behavior therapy have their roots in acceptance and commitment therapy (ACT), an action-focused psychotherapy approach. Instead of avoiding, denying, and dealing with their deeper emotions, clients learn that these feelings are common responses to specific situations and shouldn't prevent them from going on in life.

Acceptance and commitment counseling therapy focuses on the internal and external factors that affect the decision-making process. Acceptance and Commitment therapy is a short-term psychotherapy that assists clients in developing the tools needed to make healthier, more balanced and lasting decisions. Acceptance and Commitment therapy helps clients to face their struggles head on instead of denying and ignoring what they

feel and also give them a better understanding of how to accept their feelings and find ways that are better to deal with them.

The correlation between counseling and coping efficacy was determined. Table 4.15 shows the results.

Table 4.16: Correlation between access to counselling and self-efficacy

		Self Efficacy	Acceptance and Commitment	Cognitive Behaviour	Dialectical Behaviour	Emotional Focused Therapy
Acceptance and Commitment therapy	R	.8574* *	1			
	Sig (2-tailed)	.000				
Cognitive Behaviour therapy	R	.7918* *	.7081	1		
	Sig (2-tailed)	0.004	.0264			
Dialectical Behaviour Therapy	R	.8015* *	.769	0.613	1	
	Sig (2-tailed)	.001	0.0608	.7986	0.3001	
Emotional Focused	R	.7492* *	.66574	0.6382	0.5474	1

Therapy						
	Sig (2-tailed)	.000	.06188	.0423	.0341	.0034

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

* - Correlation is significant at the 0.05 (2 tailed)

A correlation factor of $r=0.8574$, $PV=0.0000.01$ indicates that there is a substantial, significant, and positive link between acceptance and commitment therapy and self-efficacy among children from divorced families.

According to a correlation factor, $r=0.7918$, $PV=0.0040.01$, the results of the correlation demonstrate that there is a substantial, significant, and positive link between cognitive behavior therapy and self-efficacy among children from divorced families.

Additionally, according to the correlation results, dialectical behavior treatment and self-efficacy among kids from divorced homes have a strong, significant, and positive connection ($r=0.8015$, $PV=0.004-0.01$)

Dialectical behaviour therapy (DBT) is a type of talk therapy (psychotherapy). Dialectical behaviour therapy mostly used or adopted for people with extreme emotions such as moods swings, self esteem, relationship issues etc. Dialectical behaviour therapy focuses on helping individuals in accepting reality of life and improving of behaviour in order to change their lives.

According to the correlation data, emotional focused treatment and self-efficacy among kids from divorced homes have a substantial, significant, and positive link, as shown by a correlation factor, $r=0.7492$, $PV=0.0000.01$.

From the correlation analysis its predicted that there is a relationship between counseling and coping efficacy to deal with effects of divorce.

4.8.2 Regression

To confirm whether there is a statistically significant link between use of counseling and coping efficacy, a multiple regression analysis was conducted. In order to Measure regression, the researcher used the coping orientation to problem experienced (COPE). This inventory is the best because it assesses the coping strategies people use to cope and respond to stress. Results from the model are summarized in Table 4.16.

Table 4.17: Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.682 ^a	.4651	.4587	1.5923

a. Independent Variables: (Constant), Acceptance and Commitment therapy, Cognitive Behaviour therapy, Dialectical Behaviour Therapy, Emotional Focused Therapy

b. Dependent Variable: Coping Efficacy.

R is the square root of R-Squared, which is the correlation between the actual and expected values of the dependent variable and indicates that there is a 0.682 correlation between the effectiveness of children from divorced families' coping strategies and counseling. The adjusted R² is referred to as the coefficient of determination, and it shows how assess to counselling gives effectiveness of copying parenting strategies among kids from divorced households. From table above, the value of adjusted R² is 0.4587 indicating that there was a significant variation at 45.87% between coping efficacy and counseling among children in divorce families. This interpretation means that a 45.87% improvement was noted between use of counseling and coping efficacy.

ANOVA Results

The results in Table 4.17 presents results on goodness of fit of the regression model.

Table 4. 18: ANOVA Results

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	86.848	4	21.712	25.793	.000 ^b
	Residual	137.13	171	0.803		
	Total	223.978	175			

- a. Independent Variables: (Constant), Acceptance and Commitment therapy, Cognitive Behaviour Intervention, Dialectical Behaviour Therapy, Emotional Focused Therapy

According to Table 4.17's ANOVA results, the model's F-ratio was 25.793, with a P value of 0.000 to 0.05. This finding confirms that the regression model used in the study had a considerable goodness of fit, as measured by $F=25.793$, which is significantly higher than the F -statistic 1.5789 and $PV=0.0000.05$.

Beta Regression Coefficients

The results on Table 4.18 shows the regression coefficients analysis

Table 4. 19: Beta Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	3.577	.311		11.503	.000

Acceptance and Commitment therapy intervention	0.610	.047	.583	12.974	.002
Cognitive Behaviour Intervention	0.569	.038	.484	14.986	.0011
Dialectical Behaviour Therapy	0.418	.055	.331	7.602	.0015
Emotional Focused Therapy	0.651	.073	.398	8.915	.0001

c. Dependent Variable: Coping Efficacy.

The regression results indicated that predictor Acceptance and Commitment therapy had a significant, positive relationship with coping efficacy among children of divorce families as $\beta_1 = 0.610$, $PV=0.002$, $t= 12.974$. This demonstrated unequivocally that increasing the use of acceptance and commitment counseling interventions increased the copy efficacy among children of divorce households.

From the regression results also indicated that predictor cognitive behaviour counseling therapy had a significant, positive relationship with coping efficacy among children of divorce families as $\beta_1 = 0.569$, $PV=0.0011$, $t= 14.986$. This clearly demonstrated that an increase in cognitive behaviour Intervention led to increase in copy efficacy among children of divorce families.

The regression results indicated that predictor dialectical behaviour counseling therapy had a significant, positive relationship with coping efficacy among children of divorce families as $\beta_1 = 0.418$, $PV=0.0015$, $t= 7.602$. This clearly exhibited that an increase in dialectical behaviour counseling intervention led to increase in copy efficacy among children of divorce families.

The regression results indicated that predictor emotional focused therapy had a significant, positive relationship with coping efficacy among children of divorce families as $\beta_1 = 0.51$, $PV=0.0001$, $t= 8.915$. This clearly indicated that an increase in application of emotional focused counseling intervention led to increase in copy efficacy among children of divorce families.

From the beta regression analysis, it can be said that increment of counseling does affect increment in coping efficacy. Therefore, the higher the counseling measures the higher coping efficacy among school going children from divorced families

4.18 Action Recommended achieving self-efficacy Among Children of Divorce Families

The respondents were asked to list the steps that the government, society, and schools take to support children of divorced families. The responders recommended using autogenic training, mindfulness training, guided imagery, cognitive behavioral therapy, relaxation techniques, psychoeducation, and distraction. It is advised to make use of a single strategy or a mix of psychologically oriented interventions, such as relaxation or relaxation and psycho-education, in addition to the appropriate measures. In addition, the respondents claimed that treatments of any duration or number of sessions, given in person, in writing, or online to single students or groups of students, would boost the self-efficacy of children of divorced parents.

The respondents recommended that school counselors work with children of divorce using methods supported by science and give them access to a peer and teacher support network. The only setting where many kids can receive interventions to meet their emotional needs is school. In order to meet the needs of all children from families, schools should implement counseling practices. The idea is that school counselors must make sure they are addressing children's needs with a best practices mentality is supported by the Transforming School Counseling Initiative from Education Trust in 2003.

The respondent recommended put up of more counseling institutions or programs to help children from divorced families.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents an overview of the research's findings from chapters one through four, along with conclusions and suggestions based on the objectives of the study. This study's goal was to investigate how counseling can help school-age children from divorced families in Westlands Sub County, Nairobi County, become more effective at coping. The specific objective was; 1. To assess the efficacy of counseling programs in helping school-going children overcome the effects of parental divorce. 2. To describe how institutions in Westlands constituency help school-going children from divorced families' cope. 3. To determine ways in which school-going children's social development is affected by divorce. 4. To appreciate the role of counselors in promoting coping efficacy among children from divorced families.

5.2 Summary of the Findings

The study revealed that large proportion of parent who shared their divorce experience with their children helped them to cope well with the divorce while those parents that failed to share their divorce experience with their children had a negative impact on their level of relationship both at home and at school. The respondents also indicated that a state of despair always grip them when sharing divorce experience, they feel sad and sense of hopelessness. The respondent further indicated that their parent support, assurance and enhance relationship contribute to their coping with the divorce experience. The study established that divorce affected their life as they felt not adequately supported, they self esteem went down, felt unhappy most of the time, felt lonely and some time felt not appreciating social relationship and not interested in schooling. The findings reveled that respondents indicated that they had ever felt emotionally drained when they think of their missing parent, demonstrating that children from divorce families often felt emotionally drained hence the need to implementation of counseling to foster their coping efficacy.

The results revealed that divorce led respondents to experience physical signs of stress such as headaches, heart palpitation, increased level of agitation, experienced social withdrawal from others and increased level of tiredness. The findings revealed that children respondents strongly agreed that they experience withdrawal/minimal interest in school after the parent divorced. This demonstrated that children from divorced families experienced withdrawn from school as an effect of parent divorced. The study established that children from divorced parent experienced anxiety after their parent divorced experienced increased level of fear experienced increased level of clinginess and felt depressed.

The study found that talking to caregivers and teachers was important. A school counselor's comprehensive, developmental program must include consultation since it plays a crucial part in providing responsive services and system support. Consultation may also be used to avoid problems. The respondents reported considerably higher levels of coping efficacy as a result of program-induced improvements in parent-child relationships, and these levels sharply increase when counseling sessions are held over an extended period of time.

The study revealed that acceptance and commitment therapy had a significant, positive relationship with coping efficacy among children of divorce families demonstrating that increase in acceptance and commitment counseling therapy led to increase in copy efficacy among children of divorce families.

The study revealed that counselling foster children coping with psychological effect of parental divorce. Counseling sessions helped respondents overcome the psychological experiences. Counselling sessions have helped respondents in improving academically in schools to a small extent. This clearly demonstrated that counseling sessions offer assistance to children from divorced families in improving academically in schools. However, further work was needed to guarantee that counseling sessions were helpful in helping children from divorced families in schools do better academically. Further the study established that counselors were social, empathetic, and handles respondents like own parent contributing to children feeling happy, loved and boost their self esteem.

The results established that dialectical behaviour counseling intervention had a significant, positive relationship with coping efficacy among children of divorce families demonstrating that increase in dialectical behaviour counseling intervention led to increase in copy efficacy among children of divorce families. The study found that better school adjustment has been linked to school counseling programs that emphasize the development of efficient coping mechanisms, the clarification of common misconceptions, the creation of realistic assessments of control, and the provision of precise attributions for parental issues. This showed how important school support is in assisting children of divorced families in developing self-efficacy.

The regression results revealed that emotional focused therapy had a significant, positive relationship with coping efficacy among children of divorce families. This demonstrated that an increase in application of emotional focused counseling therapy led to increase in copy efficacy among children of divorce families. According to the study, relaxation techniques, autogenic training, mindfulness training, psychoeducation, guided imagery, cognitive behavioral therapy, and mind-body approaches are all helpful. A single method or a mix of psychological-based interventions, such as relaxation or relaxation plus psycho-education, should be used in conjunction with useful assessments. According to the study, treatments for individuals or groups of students, delivered in person, in writing, or online, could increase the self-efficacy of children from divorced families regardless of their length or number of sessions.

The results revealed that cognitive behaviour counseling therapy had a significant, positive relationship with coping efficacy among children of divorce families. This clearly demonstrated that an increase in cognitive behaviour therapy led to increase in copy efficacy among children of divorce families. The research showed that using counseling can help people with their emotional requirements. To fulfill the needs of all divorced children, schools should use counseling practices. The Transforming School Counseling Initiative from Education Trust in 2003 supports the premise that school counselors must make sure they are addressing children's needs with a best practices approach.

5.3 Conclusions of the Study

The study made the following conclusions;

The study concluded that acceptance and commitment counseling therapy had a significant, positive relationship with coping efficacy among children of divorce families. Doing acceptance and commitment counseling therapy was found to help in minimizing anxiety level in kids when facing issues that are hard and difficult and it also helped children to adjust better in psychosocial matters.

From the finding, the study concluded that cognitive behaviour counseling therapy had a significant, positive relationship with coping efficacy among children of divorce families in Westland Constituency in Nairobi. The children from divorced families are exposed to activities building plan, enhance relaxation and behaviour change hence coping efficacy among the children as they are able to eliminate negative attitude and emotion replacing negative thoughts with positive ones, which helps to reduce negative thoughts, feelings, and behavior.

The study concluded that dialectical behaviour counseling therapy had a significant, positive relationship with coping efficacy among children of divorce families in Westland constituency. The study concluded that through dialectical behaviour counseling the children from divorce families are motivated, and their capabilities to adjust with the new family setting enhanced hence foster their coping efficacy.

The study concluded that emotional focused counseling therapy had a significant, positive relationship with coping efficacy among children of divorce families as increase in application of emotional focused counseling therapy led to increase in copy efficacy among children of divorce families. Children from divorced families experienced withdrawn from school as an effect of parent divorced. The study concluded that children from divorced parent experienced anxiety after their parent divorced experienced increased level of fear experienced increased level of clinginess and felt depressed.

According to the study, coping strategies and effectiveness are linked to a number of outcomes related to mental health and are important for adaptation throughout life. The

present findings have ramifications for initiatives and regulations that affect how kids develop. The current research shows that coping efforts can be changed indirectly, even while many preventive programs aiming at children's coping efforts intervene by giving children direct instruction. The spread of preventive interventions has a real-world application because it may only require a parenting intervention to assist a youngster cope better. Major public policy implications result from studies on the effects of various parent-focused programs on young people's coping mechanisms because of the stark cost difference between single- and dual-component programs. To assist the kids deal better, therapists who work with divorcing couples might also consider include parent training in the counseling. Practitioners could encourage increases in active coping efforts and coping efficacy by fostering the mother-child bond.

According to the study's findings, follow-up evaluations of interventions for at-risk kids are crucial. Prior studies of the New Beginning Program (NBP) and other preventative programs found that rather than decreasing with time, the volume and scope of intervention-induced benefits in parenting and youth mental health issues grow over time.

According to the study's findings, parental modifications brought about by counseling had a cumulative effect on children's active coping abilities. The New Beginning Program may improve young people's capacity to deal with stressors in an appropriate manner, which could have long-term impacts on their mental health issues. In order to clarify the mechanisms through which preventative programs promote resilience resources and subsequently lessen mental health issues, such multi-linkage meditational models must be investigated.

5.4 Recommendation

The study recommends that significant programs and policies be developed to enhance implementation of counseling to enhance children's coping efficacy. This is owing to the fact that coping mechanisms and efficacy are linked to a number of outcomes related to mental health and are essential for adaptability throughout the course of a lifetime.

The study suggests that steps be taken to improve the use of cognitive behavior counseling because it increases planning activities, promotes relaxation, and changes behaviors, which improves coping effectiveness in children by enabling them to replace dysfunctional thoughts and negative attitudes with more constructive ones. This alleviates problematic thoughts, emotions, and behavior.

It may only take a parenting intervention to help a child cope better, which has a real-world application for the dissemination of preventive interventions. Major public policy implications result from studies on the effects of various parent-focused programs on young people's coping mechanisms because of the stark cost difference between single- and dual-component programs. Therapists who work with divorcing spouses may also think about include parent training in the counseling to help the children cope better. Practitioners could encourage increases in active coping efforts and coping efficacy by fostering the mother-child bond. By follow-up evaluation of counseling programs for children at risk, parenting problems and psychological problems in children are eliminated.

To improve the mother-child bond, a child's capacity for effective coping, and active coping, they advocate using emotional focused counseling therapy in school guidance and counseling. This positive mother-child bonding trait serves as a significant, changeable predictor of kids' coping mechanisms.

This study also recommends use of dialectical behaviour counseling therapy the contribution that skill building as preventive interventions motivate children, and their capabilities to adjust with the new family setting enhanced hence foster their coping efficacy. The current results show that parenting programs can change kids' coping mechanisms, which has significant ramifications for the design, evaluation, distribution, and cost-effectiveness of preventive interventions as well as general clinical practice targeted at separated families.

5.5 Recommendation for Further Study

The study investigated examines the use of counseling in improving coping efficacy among school-going children from divorced families in Westlands Sub County, Nairobi County. A further study should be conducted in schools in rural areas to provide a comparative view in regards to assess to counseling and coping efficacy among school-going children aged 12 to 18 years from divorced families in schools in Kenya.

References

- Dagneu, G.W., Asresie, M.B., Fekadu, G.A., & Gelaw, Y.M. (2020). Factors associated with divorce from first union among women in Ethiopia: Further analysis of the 2016 Ethiopia demographic and health survey data. *PLoS ONE*, 15(12), e0244014.
- Bett, G., Sirera, M., & Kiptiony, G. (2019). Role of guidance and counseling in promoting married career individuals' marital relationship in Kericho County, Kenya. *IOSR Journal of Humanities and Social Science*, 24(8), 01-09.
- Walter, J., & Wairimu, W. (2021, February 9). Kenya: alarm over surge in divorce cases among young couples in Marsabit, Isiolo. *Daily Nation*. Retrieved from <https://allafrica.com/stories/202102100133.html>
- Sacks, V., Murphey, D., & Moore, K. (2014 July). Adverse childhood experiences: national and state-level prevalence. *Child Trends*.
- Kratochwill, T. R. (2007). Preparing psychologists for counseling practices: Lessons learned and challenges ahead. *American Psychologist*, 62, 829-843.
- Kratochwill, T. R., & Shernoff, E. S. (2003). counseling interventions: Promoting coping efficacy in school psychology. *School Psychology Quarterly*, 18, 389-408.
- Meier, A., & Comer, E. (2005). Using counseling intervention research with treatment groups for populations at risk. In G. L. Greif & P. H. Ephross (Eds.), *Group work with populations at risk* (2nd ed., pp. 413-439). New York: Oxford University Press.
- O'Halloran, M., & Carr, A. (2010). Adjustment to parental separation and divorce. In A. Carr (Ed.) *What works with children and adolescents? A critical review of psychological interventions with children, adolescents, and their families* (pp. 280-299). New York: Routledge
- Pedro-Carroll, J. L. (2005). Fostering resilience in the aftermath of divorce: The role of counseling programs for children. *Family Court Review*, 43(1), 52-64.

- Pedro-Carroll, J. L. (2008). The children of divorce intervention program: Fostering children's resilience through group support and skill building. In C. W. LeCroy (Ed.), *Handbook of counseling treatment manuals for children and adolescents* (2nd ed., pp. 314-359). Oxford, NY: Oxford University Press.
- Pedro-Carroll, J. L., & Jones, S. H. (2005). A preventative play intervention to foster children's resilience in the aftermath of divorce. In L. A. Reddy, T. M. Files-Hall, & C. E. Schaefer (Eds.), *Empirically based play interventions for children* (pp. 51-
- Steen, S., Bauman, S., & Smith, J. (2007). Professional school counselors and the practice of groupwork. *Professional School Counseling*, 11, 72-80.
- Studer, J. R., Oberman, A. H., & Womack, R. H. (2006). Producing evidence to show counseling effectiveness in the schools. *Professional School Counseling*, 9, 385-391.
- Hetherington, E. M., & Elmore, A. M. (2003). Risk and resilience in children coping with their parents' divorce and remarriage. In S. S. Luthar (Ed.), *Resilience and vulnerability: Adaptation in the context of childhood adversities* (pp.182-212). New York: Cambridge University.
- Hetherington, E. M., & Kelly, J. (2002). *For better or worse: Divorce reconsidered*. New York: Norton.
- Hipke, K. N., Wolchik, S. A., Sandler, I. N., & Braver, S. L. (2002). Predictors for children's intervention-induced resilience in a parenting program for divorced mothers. *Family Relations*, 51, 121-129.
- Hoagwood, K., Burns, B. J., Kiser, L., Ringeisen, H., & Schoenwald, S. K. (2001). counseling practice in child and adolescent mental health services. *Psychiatric Services*, 52, 1179-1189.

- Hoagwood, K. E., Olin, S. S., Kerker, B. D., Kratochwill, T. R., Crowe, M., & Saka, N. (2007). Empirically based school interventions targeted at academic and mental health functioning. *Journal of Emotional and Behavioral Disorders*, 15, 66-92.
- Jitendra, A. K. (2017). Consultation-based academic intervention for children with attention deficit hyperactivity disorder: School functioning outcomes. *School Psychology Review*, 36, 217-236.
- Kelly, J. B., & Emery, R. E. (2003). Children's adjustment following divorce: Risk and resilience perspectives. *Family Relations*, 52, 352-362.
- Ludlow, W., & Williams, M. K. (2016). Short-term group play therapy for children whose parents are divorcing. In H. G. Kaduson & C. E. Schaeffer (Eds.), *Short-term play therapy for children* (2nd ed., pp. 304-335). New York: Guilford Press.
- Meier, A., & Comer, E. (2015). Using counseling practice and intervention research with treatment groups for populations at risk. In G. L. Greif & P. H. Ephross (Eds.), *Group work with populations at risk* (2nd ed., pp. 413-439). New York: Oxford University Press.
- Mensah, K., & Fine, M. (2018). Divorce and children. In T. P. Gullotta & G. M. Blau (Eds.), *Family influences on childhood behavior and development: counseling-based prevention and treatment approaches* (pp. 143-160). New York: Routledge.
- O'Halloran, M., & Carr, A. (2020). Adjustment to parental separation and divorce. In A. Carr (Ed.), *What works with children and adolescents? A critical review of psychological interventions with children, adolescents, and their families* (pp. 280-299). New York: Routledge.
- Parsons, R. D., & Kahn, W. J. (2015). *The school counselor as consultant: An integrated model for school-based consultation*. Belmont, CA: Thompson Brooks/Cole.
- Pedro-Carroll, J. L. (2011). The promotion and wellness in children and families: Challenges and opportunities. *American Psychologist*, 56, 993-1004.

- Pedro-Carroll, J. L. (2015). Fostering resilience in the aftermath of divorce: The role of counseling-based programs for children. *Family Court Review*, 43(1), 52-64.
- Pedro-Carroll, J. L. (2018). The children of divorce intervention program: Fostering children's resilience through group support and skill building. In C. W. LeCroy (Ed.), *Handbook of counseling-based treatment manuals for children and adolescents* (2nd ed., pp. 314-359). Oxford, NY: Oxford University Press.
- Pedro-Carroll, J. L., & Jones, S. H. (2015). A preventative play intervention to foster children's resilience in the aftermath of divorce. In L. A. Reddy, T. M. Files-Hall, & C. E. Schaefer (Eds.), *Empirically based play interventions for children* (pp. 51-75). Washington, DC: American Psychological Association.
- Poynton, T. A., Carey, J. C. (2016). An integrative model of data-based decision-making for school counseling. *Professional School Counseling*, 10, 121-130.
- Remley, T. P., Jr., & Herlihy, B. (2017). *Ethical, legal and professional issues in counseling* (Updated 2nd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Sandler, I. N., Kim-Bae, L. S., MacKinnon, D. (2010). Coping and negative appraisals as mediators between control beliefs and psychological symptoms of children of divorce. *Journal of Clinical Child Psychology*, 29, 336-347.
- Sandler, I. N., Tein, J. Y., Mehta, P., Wolchik, S., & Ayers, T. (2016). Coping efficacy and psychological problems of children of divorce. *Child Development*, 71, 1099-1118.
- Steen, S., Bauman, S., and Smith, J. (2017). Professional school counselors and the practice of group work. *Professional School Counseling*, 11, 72-80.

- Studer, J. R., Oberman, A. H., & Womack, R. H. (2016). Producing evidence to show counseling effectiveness in the schools. *Professional School Counseling, 9*, 385-391.
- Weisz, J. R., Sandler, I. N., Durlak, J. A., & Anton, B. S. (2015). Promoting and protecting youth mental health through counseling-based prevention and treatment. *American Psychologist, 60*, 628-648.
- Wheeler, A. M., & Bertram, B. (2018). *The counselor and the law: A guide to legal and ethical practice (5th ed.)*. Alexandria, VA: American Counseling Association.
- Williford, A. P., & Shelton, T. L. (2018). Using mental health consultation to decrease disruptive behaviors in preschoolers: Adapting an empirically-supported intervention. *Journal of Child Psychology and Psychiatry, 49*, 191-200.
- Wilkinson, L. A. (2015). Bridging the research-to-practice gap in school-based consultation: An example using case studies. *Journal of Educational and Psychological Consultation, 16*, 175-200.
- Wolchik, S., Sandler, I., Weiss, L., & Winslow, E. (2007). New beginnings: An empirically-based program to help divorced mothers promote resilience in their children. In J. M. Briesmeister & C. E Schaefer (Eds.), *Handbook of parent training: Helping parents prevent and solve problem behaviors* (pp. 25-66). Hoboken, NJ: John Wiley & Sons.
- Wolchik, S. A. (2020). An experimental evaluation of theory-based mother and mother-child programs for children of divorce. *Journal of Consulting and Clinical Psychology, 68*, 843-856.
- Zins, J. E., & Erchul, W. P. (2012). Best practices in school consultation. In A. Thomas J. Grimes (Eds.), *Best practices in school psychology IV* (pp. 625-643). Washington, DC: National Association of School Psychologists.

Courtney E. Ackerman, MA. (2022). 1 Mar 2017

Introductory letter

P. O. Box 2902 – 00100,

Nairobi.

Dear Respondent,

RE: COLLECTION OF DATA

I am a Masters student in the Department of Psychology at the University of Nairobi. As part of the requirement for the award of the degree, I am expected to undertake a research study on **ASSESS TO COUNSELING AND COPING EFFICACY AMONG SCHOOL GOING CHILDREN AGED 12 TO 18 YEARS OF DIVORCED FAMILIES IN WESTLANDS SUB-COUNTY, NAIROBI COUNTY, KENYA.**

I'm therefore seeking your assistance to fill the questionnaires attached. The attached questionnaire will take about ten minutes to complete.

Your co-operation will be appreciated.

Yours faithfully,

Questionnaire

Section A: General Information

Directions: Please read and select according to the question.

1. How old are you?.....[Indicate your age in the space]
2. Which grade/form are you in?
 - a. Primary level []
 - b. Secondary level []
3. What age were you when you found out your parents would divorce?
 - a. 0-5 Years Old []
 - b. 5- 10 Years Old []
 - c. 10-15 Years Old []
 - d. 15 Years and above []
4. Who told you about your parent's Divorce?
 - a. Father []
 - b. Mother []
 - c. Both []
 - d. Other []
5. Do you live with both your parents?
 - a. Yes []
 - b. No []
6. If your answer is NO for question 5, Who do you live with?
 - a. Mother[]
 - b. Father[]

c. Other []

7. How did you feel when you found out your parents would divorce?.....

.....

8. Did you speak about the divorce with your parents?

a. Yes []

b. No []

9. If you spoke to them about the divorce, how did you express yourself?

.....

.....

10. What did your parents do to help you cope with the divorce?

.....

.....

.....

.....

11. Since my parents divorced, do you think your life has been affected? [Respond]

a) Yes []

b) No []

c) No notable change []

12. If your life has been affected by your parents' divorce, state how and to what extent!

.....

.....

.....
.....

13. Do you feel that you were caught in between your parents' divorce? (Custody, visitation,etc)

a. Yes []

b. No []

Give a reason for your answer.....

.....

14. Do you often long to stay with all your parents?

a. Yes[]

b. No[]

c. I have no control[]

Give a reason for your answer.....

.....

15. Have you ever felt emotionally drained when you think of your father/mother?

a. Occasionally []

b. All the time []

c. During the early days[]

d. Not at all []

Give a reason for your answer.....

.....

16. Many children along the streets of Nairobi and in Westlands Constituency are from broken families. Do you believe this statement?

a) Yes[]

b) No[]

Give a reason for your answer.....

.....

17. To what extent do you agree with the following statement pertaining to the emotions of children within the year following the initial events of the divorce, a child would experience: please tick to indicate the level to which you agree or disagree with each statement(1= Strongly Disagree, 2= Disagree, 3 = does not Affect, 4= Agree, 5 = Strongly Agree.)

	5	4	3	2	1
1.Physical signs of stress such as headaches, heart palpitation					
2. Increased feeling of agitation					
3. Social withdrawal from others					
4.Feeling of tiredness					
5. Withdrawal/minimal interest in school					
6. Feeling of anxiety					
7.Increased sense of fear					
8.Increased level of clinginess					
9.Depression					

18. Have you ever visited the counseling department to seek help and how often?

- a. Occasionally []
- b. All the time []
- c. During the early days[]
- d. Not at all []

Give a reason for your answer.....

.....

19. Have the counseling sessions helped you overcome the negative thoughts?

- a) Largely[]
- b) To a small extent[]
- c) Not at all[]

Give a reason for your answer.....

.....

20. The counseling sessions have helped me improve academically. [Respond]

- a) Yes[]
- b) No[]
- c) To a small extent[]

Give a reason for your

answer.....

.....

.

21. The counselor is social, empathetic, and handles me just as my parent.[Respond]

- a) Yes[]

b) No[]

c) Sometimes[]

Give a reason for your answer.....

.....

22. The school environment, the teachers, and peers are very supportive.[Respond]

a) Yes []

b) NO[]

c) Sometimes[]

Give a reason for your answer.....

.....

23. Apart from counseling, does the school support you in any other way? specify

.....

.....

.....

24. What do you think the school, the society, and the government should do to help you and other children in the same situation to succeed and access education and other life requirements like the rest?

.....

.....

.....

25. To what extent do you agree with the following statement pertaining to the counseling measures on coping efficacy among children from divorced families

(1= Strongly Disagree, 2= Disagree, 3 = does not Affect, 4= Agree, 5 = Strongly Agree.)

	5	4	3	2	1
1. Acceptance and Commitment therapy					
2. Cognitive Behaviour therapy					
3. Dialectical Behaviour counseling therapy					
4. Emotional Focused counseling therapy					

THANK YOU FOR YOUR TIME AND MAY GOD BLESS YOU.