

UNIVERSITY OF NAIROBI

DEPARTMENT OF POST-GRADUATE STUDIES

**THE EFFECTS OF DIVORCE ON CHILDREN'S SOCIAL
DEVELOPMENT**

BY

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**A RESEARCH PROPOSAL TO BE SUBMITTED IN PARTIAL
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2016

DECLARATION

I declare that this Research Proposal is my original work and has not been presented for any other award in any University.

Signature -----

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This Research Proposal has been submitted for examination with my approval as the University of Nairobi Supervisor.

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Signed.....

Date.....

Chair person Department of Post Graduate Studies.

DEDICATION

This work is dedicated to members of family who have contributed a lot to my success.

ACKNOWLEDGEMENT

I would like to pass my heartfelt gratitude to my supervisor Ms. Lucy Wambui Mbatia for the immeasurable advice and guidance throughout as you tirelessly and selflessly assisted me. Your assistance shaped this project. May God bless You.

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TABLE OF CONTENTS

DECLARATION.....	2
DEDICATION.....	3
ACKNOWLEDGEMENT.....	4
TABLE OF CONTENTS	5
LIST OF FIGURES	7
ABSTRACT.....	8
CHAPTER ONE	9
INTRODUCTION.....	9
1.0 Background of the Study.....	9
1.1 Statement of the Problem	10
1.2 Objectives.....	11
1.3 Research Questions	12
1.4 Significance of the Study	12
1.5 The scope of the Study	12
1.6 Assumptions of the Study	13
1.7 Limitations of the Study.....	13
CHAPTER TWO	14
LITERATURE REVIEW	14
2.1 Introduction	14
2.2 Theoretical Review.....	14
2.3 Empirical Literature	22
2.4 Conceptual Framework	31
2.5 Operational Framework.....	33
CHAPTER THREE	34
RESEARCH METHODOLOGY	34
3.1 Introduction	34
3.2 Research Design.....	34
3.3 Target Population	34
3.4 Sampling Design	35

3.5 Data Collection.....	36
3.6 Data Collection Procedures	36
3.7 Validity.....	36
3.8 Reliability	37
3.9 Data Analysis	37
CHAPTER FOUR.....	38
RESULT AND FINDINGS	38
4.0 Introduction	38
4.1 Response Rate	38
4.2 Personal Information	39
4.3 Influence of Divorce of Pre-Scholars	39
4.4 Ways in which Adolescents Social Development are Affected by Divorce	40
4.5 Ways in which Young Adults are affected by Divorce.....	41
4.6 Ways in which Parents Influences the Children’s Social Development	42
4.7 Ways of reducing Effects on social Development	43
CHAPTER FIVE	45
SUMMARY, CONCLUSION AND RECOMMENDATIONS	45
5.1 Introduction	45
5.2 Summary of the Findings	45
5.3 Conclusion.....	46
5.4 Limitations of Study.....	47
5.5 Recommendations	47
5.6 Suggestions for Further studies	48
REFERENCES.....	49
APPENDICES	53
APPENDIX 1: QUESTIONNAIRE.....	53

LIST OF FIGURES

Figure 1: Conceptual Framework 32

Figure 2: Operational Framework..... 33

ABSTRACT

The issue of divorce is a very crucial area of investigation due to its effects on the social development of the pre-schoolers, adolescents and young youths. The study will survey on the effects of divorce among 16 pre-primary schools, 55 primary schools and 3 secondary schools, where a sample size of 10 will be used for analysis, i.e. 2 pre-primary, 5 primary and 3 secondary schools. The objectives of the study would be to find out ways in which pre schoolers social development (age nine and below) are affected by divorce, to find out ways in which adolescents social development (age 9-13) are affected by divorce, to find out ways in which young adults are affected by divorce (age 15-25), and to establish ways in which parents living together influences the children's social development in Kangema Sub-County. The study survey will collect data through questionnaires which will be directly administered by the researcher. The target population comprised of head-teachers, teachers and students of pre-primary, primary and secondary school because they were the people on the ground who encounters such effects on their daily lives. A descriptive survey was used to give a clear picture on the ground across Kangema Sub-County. The data was presented using charts, tables and histograms. The study concluded that pre-schoolers (aged 0-9 years) are affected by divorce and this is expressed by them showing distress and behavioral problems both in school and at home. The study further concludes that divorce affects the young adults (15-25 years) and this is shown by the choices that they make. The utilization of mediators programs, adoption of parenting education can reduce divorce effects on children social development during the divorce process. The study recommended implementation of guidance and counseling to help children understand and adjust to avoid adverse effects of their parents' divorce. The study further recommended that children priorities ought to be placed at the frontline during the divorce process as they are adversely affected by divorce.

CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

The issue of divorce in Kenya is one of the most common environmental causes of stress experienced by children. The effect of parent's divorce on their children's social development is an important area of academic enquiry. As more will be learned about children's adjustment to divorce and response to treatment, researchers have come to view it as a complex series of transitions and adaptations, rather than a simplistic, unitary event. Parents in divorce are concerned about the effect of divorce on their children. They wonder whether their decision will affect the happiness and health of their children. The effect result more from feeling of uncertainty of what is going to happen after the divorce, from the level of the conflict between parents and how parenting after divorce is done.

According to the Kenya report, between the year 2010 and 2015, a total of 1,246 divorce cases were filed at the Nairobi Milimani Courts. A total of 101 cases were experienced in 2001 to 369 in 2008. The cases however declined to 106 in 2010 thereafter increasing every year to a total of 270 in 2013. Year 2014 had 245 cases whereas the first half of 2015 saw 123 cases. Muranga has a total of 6,456 divorcees as per the Kenya Population and Housing Census of 2009. The country has a total of 212,972 divorcess.

Consequences of a divorce for children are mostly that they have to move to a different home and sometimes to a different school and they will not see or be with both parents at the same time anymore. In most cases, they will live with their mothers and they will see their father much less. To adjust to new situation takes them two years or more. The age

of parents plays a role in how they react to divorce. Berlin (2004) puts it that “Children who grow up in an intact, two-parent family with both biological parents present do better on a wide range of outcomes than children who grow up in a single-parent family. Single parenthood is not the only, nor even the most important, cause of the higher rates of school dropout, teenage pregnancy, juvenile delinquency, or other negative outcomes we see; but it does contribute independently to these problems. Neither does single parenthood guarantee that children will not succeed; many, if not most, children who grow up in a single-parent household do succeed.”

In attempting to explain the effects of divorce, it is important to consider how divorce affects the social development of pre-schoolers, adolescents, young adults and how the parents living together affect their social development. According to the report obtained from the ministry of Education, Kangema sub-county, there are 16 pre-schools 55 primary schools and 27 secondary schools.

1.1 Statement of the Problem

Encouraging and supporting healthy marriages is a cornerstone of a healthy social development in a child. Berlin (2004) about a third of all children born in the United States each year are born out of wedlock. Similarly, about half of all first marriages end in divorce, and when children are involved, many of the resulting single-parent households are poor. For example, less than 10 percent of married couples with children are poor as compared with about 35 to 40 percent of single-mother families. The combination of an alarmingly high proportion of all new births occurring out of wedlock and discouragingly high divorce rates among families with children ensures that the majority of America's children will spend a significant amount of their childhood in

single-parent households. Moreover, research shows that even after one controls for a range of family background differences, children who grow up living in an intact household with both biological parents present seem to do better, on average, on a wide range of social indicators than do children who grow up in a single-parent household (McLanahan and Sandefur, 1994). For example, they are less likely to drop out of school, become a teen parent, be arrested, and be unemployed. While single parenthood is not the main nor the sole cause of children's increased likelihood of engaging in one of these detrimental behaviors, it is one contributing factor (Amato, 2000). Put another way, equalizing income and opportunity do improve the life outcomes of children growing up in single-parent households, but children raised in two-parent families still have an advantage. The researcher is interested in finding out if divorce of parents is really related to children's social development at the pre-schooler age, adolescence, and young adults.

1.2 Objectives

- i) To find out ways in which pre-schoolers social development (age nine and below) are affected by divorce.
- ii) To find out ways in which adolescents social development (age 9-13) are affected by divorce.
- iii) To find out ways in which young adults are affected by divorce (age 15-25)
- iv) To establish ways in which parents living together influences the children's social development.
- v) To find out ways of reducing effects on social development

1.3 Research Questions

- i) How does divorce influence pre-schooler's social development?
- ii) How does divorce influence the adolescent's social development?
- iii) How does divorce influence the young adults' social development?
- iv) How do parents living together influence the children's social development?
- v) How can the effects on social development be reduced?

1.4 Significance of the Study

The research will be significant to the parents since they will be in a position to know the underlying behavior on the pre-schoolers, the adolescents and the young adults as a result of divorce.

The study will also enlighten parents on the pivotal role played by parents living together in the socialization of their children and at different levels. They will therefore be more aware of the effects and therefore avoid such instances where possible.

In addition, the study will expose the actual issues of divorce that young adults of age 15-25 face as they enter into serious romantic relationships. Moreover, the teachers will be able to give particular attention to those affected by divorce. The aim will be to have knowledge on how to offer counseling to them on eradicating the feeling of failure, change and conflict.

1.5 The scope of the Study

The study will focus on the effect of divorce among pre-schoolers, adolescents and young adults in Kangema sub-county. The study will look into the affected children from pre-schools, and adolescents in primary schools and secondary schools.

1.6 Assumptions of the Study

All the schools will be accessible during the period of study and all respondents will be open and willing to share and discuss the information required. That divorce affects people socially in their development.

1.7 Limitations of the Study

The researcher is aware that not all the respondents will be willing to share all the information openly due to fear of stigma, the researcher will assure the respondents that any information given will be treated with utmost confidentiality.

The research itself may be costly especially the data collection and analysis.

The process of data collection and analysis will be time consuming.

Poor infrastructure may make it impossible to reach some schools within the time allocated. The researcher will use the cheapest available means and work continuously without break.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section will review previous literatures related to the study. Several sources of literature will be reviewed to gain insight into the issue related to the effect of divorce to social development of children.

2.2 Theoretical Review

2.2.1 Attachment Theory

The Attachment theory was developed by Harlow, Bowlby and Ainsworth, which states that attachment is a key aspect to determining personality and behavior throughout an individual's lifetime. Attachment can be defined as the strong bond that develops first between parent and child, and later in peer and romantic relationships (Bowlby, 1969). Research on divorce and separation of attachment figures has yielded conflicting results. It is often reported that children of divorce have trouble adapting to different stages of their lives because of their experience with broken or detached attachment bonds. These children are said to have no accurate template for successful relationships to replicate in their lives (Ainsworth, 1977). Other research boasted results that children of divorce adapt to life's situations and relationships within normal ranges when compared to their peers (Summers, Forehand, Armistead, & Tannenbaum, 1998). Taking this into account, these researchers looked to peer relations, socioeconomic status, general distress, or poor parenting skills to explain the appearance of troublesome behavior or poor grades. The study of all aspects of divorce and attachment is important to how parents, psychologists and teachers approach and understand children of divorced families in order to help them reach their full potential as adults.

The attachment theory has a basis in three theoretical approaches and was first related to primate and infant-mother studies. The three approaches include a psychoanalytic approach, the social learning approach and the ethological theory of attachment (Ainsworth, 1969). Childhood attachment styles, which will be discussed later, are clearly based on the emotional bond between the parent and child, opposed to a biological push to become attached. A study on adopted children shows that positively formed attachments heighten the chance for a well-adjusted life, regardless of the biological relation of the attachment figure (Stams, Juffer, & van IJzendoorn, 2002). "Even in a biologically unrelated group of parents and their adopted children from different cultures and ethnic backgrounds, early child-parent relationship characteristics played a significant role in shaping children's adjustment in middle childhood" (Juffer et al., 2002).

Harlow (1958) found that infant monkeys became attached to surrogate mothers when away from their real mothers. The young monkeys preferred heated, cloth covered mothers to wire mothers at any stage of their development. These infant monkeys fared better in many aspects of their lives compared to others, who were provided with only a wire mother. Young primates were more likely to be better adjusted physically, psychologically and socially compared to the monkeys raised by the wire mother. Harlow concluded from his research that the primates are better off in their lives when given more creature comforts, attention and grooming when compared to those who were deprived of these elements (Harlow, 1958).

Harlow (1958) also states that the infant monkeys form a close bond, or attachment to their surrogate cloth mothers. These surrogate mothers are often used as a secure base

when opportunities to venture and explore were presented. This was done in order to see how the infants adapted to the surroundings. These infants used their emotional bond to ensure that they would not be harmed when encountering new objects. Also, when a threatening stimulus was presented in this lab experiment, the monkeys retreated to the cloth mothers for safety. This correlates with Ainsworth's (1967) finding that infants in Uganda use their mothers as a secure base to explore, occasionally leaving her sights, but periodically returning to ensure themselves that she is still there.

Bowlby (1969) also conducted research on attachment, recognizing the undeniable bond between infants and their primary care givers. In a variety of cultures that have been studied, the majority of children ranging in age from nine months to one year old have exhibited strong attachment behavior towards their primary care giver. This trend continues until three to four years of age, where the attachment weakens slightly. Hopefully at this point, the child will be secure enough to briefly venture from the mother and begin to develop other interactions and attachments (Bowlby, 1969).

The notion that attachment extends throughout the life of an individual is noted in sections of Ainsworth and Bowlby's (1991) literature. Bowlby states that over time, the attachment that infants have for their parents is subtly weakened. The degree to which it is weakened depends on the temperament of the child, which in turn determines how readily new attachment bonds are sought out and formed (Bowlby, 1969). Bowlby also researched the effect that temporary loss of the mother had on human infants, and his findings were expanded upon by the development of the Strange Situation Procedure.

Ainsworth, Blehar, Waters, and Wall (1978) solidified Bowlby's research on infants and developed three main attachment styles. These styles are based on Ainsworth's studies of temporary loss of the main attachment figure within a controlled lab setting. This research was called the Strange Situation Procedure. The results showcase the distinct attachment characteristics for each style. Avoidant infants focus their attention mainly on toys that are found around the research room, not directly on the mother. The children here appear to be independent and confident, but there is intentional avoidance of the mother figure occurring.

Once the mother is removed, these infants become detached and avoid the substitute caretaker. When returning, the infant continues to avoid the parent (Ainsworth et al., 1978). Secure infants are genuinely social and explorative within the environment. They are friendly to the mother and caretaker, although can be wary of strangers. Secure infants show signs of anger and sadness when the mother is removed, but eventually adjust to the absence. These infants are generally excited upon the return of the mother (Ainsworth et al., 1978). Lastly, the Anxious or Ambivalent pattern of behavior in infants shows signs of anxiety and hostility towards the parent. The Ambivalent infant shows aggression toward the mother, but longs to be close to her at the same time. This behavior occurs both before and after the parent returns to the room (Ainsworth et al., 1978).

Hazan and Shaver (1987) continued this line of research and adapted the original attachment styles to patterns of attachment behavior in adult romantic relationships. The same three attachment styles remain true for adjustment and behavior in adult relationships (Hazan, & Shaver, 1987). The securely attached infants matured into adults

that were more likely to experience balanced relationships of a desirable duration. The Avoidant infants grew up to have a few short relationships, if any at all. Ambivalent infants became adults who had frequent partners, but often to not allow themselves or their partner to establish the close bond that they would like to form.

The effects of divorce on the adults who are engulfed in the situation tend to be as stressful as those found in the children. Weiss (1976) work showed that the reaction of couples after divorce is similar to the core set of reactions of other examples where attachment is broken, including the reactions of children. Kobak (1999) refers to the Weiss study and states that the availability of an attachment figure in relationships is important to the strength of the bond. When this availability is broken, much like an enhanced Strange Situation Procedure for adults, the security of one spouse or the other is threatened.

Berman (1988) noticed from his study of divorced couples, that there is often a strong sense of longing for the estranged partner, and a mourning of the loss is experienced. He also notes that there is a seemingly illogical mix of anger, resentment, and lingering positive feelings for the estranged spouse. Weiss (1976) explains by stating, "This persisting bond to the spouse resembles the attachment bond of children to parents described by Bowlby. Indeed it seems reasonable to surmise that the bond we observe to persist in unhappy marriages is an adult development of childhood attachment". Although the distress caused by divorce is great for both partners, it is easier to see how adults cope with the broken attachment because of their life experiences, maturity, and alternate

sources of support. In contrast, children rely mainly on few attachment figures and often lack the coping skills that adults have refined.

Children usually lose a degree of contact with one of their very few attachment figures when a divorce occurs. It is a confusing and stressful time for children, regardless of whether the divorce was amicable or not. Booth, Clarke-Stewart, McCartney, Owen, & Vandell (2000) refer to various national studies when stating that poor school performance, low self-esteem, behavior problems, distress and adjustment difficulties are associated with divorce. In adolescents from divorced families they noted more instances of delinquent behavior, early sex activity and continued academic issues.

In contrast, there have also been comparable studies that detect no unusual behavior or emotional distress occurring from divorce (Armistead et al., 1998). For example, one study involved extensive questionnaires and concluded that the average scores attained from the children were within normal ranges when compared to children of intact families (Armistead et al., 1998). There are many factors that may play into how children's attachments are altered after a divorce, gender and age being the two most documented variables.

According to Freud (1961), a two-parent group constitutes the minimal unit for appropriate sex-typed identification and normal child development. This is agreed by anthropologists, sociologists, and social psychologists.

2.2.2 Social Learning Theory

Social learning theory was founded by Albert Bandura who integrated two theories; cognitive learning theory- learning is influenced by psychological factors and behavioral learning theory where learning is a factor of responses to the environmental stimuli. Social Learning Theories (including imitation/environmental modeling processes) are the primary focus of attention. Bandura emphasizes the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others (Bandura, 1977). Most human behavior is learned through modeling and from observing others, gives one an idea of how new behaviors are performed.

Similarly, social learning theory emphasizes the importance of role models, focusing on parents as the initial and primary reinforcers of child behavior (Bandura and Walters, 1963). Much of the research adopting this perspective centers on parent-child similarities, analyzing the transmission of response patterns and the inhibitory or dis-inhibitory effect of parental models. The presence of the same-sex parent is assumed to be crucial in order for the child to learn appropriate sex-typed behavior and grow to what society deems appropriate (Edwards, 1987).

It logically follows that departures from the nuclear family norm are problematic for the child's development, especially for adolescents, in as much as this represents a crucial stage in the developmental process. Accordingly, a large body of research literature deals with father absence, the effects of institutionalization, and a host of "deficiencies" in maturation, such as those having to do with cognitive development, achievement, moral learning, and conformity. This focus has pointed to the crucial importance of both

parents' presence but also has suggested that certain causes for parental absence may accentuate any negative effects (Lynn, 1974).

The research on the relationship between father absence and the general level of the child's adjustment reveals that the loss of a father for any reason is associated with poor adjustment, but that absence because of separation, divorce, or desertion may have especially adverse effects. Some researchers suggest even more dire outcomes whenever parental separation, divorce, or desertion occurs. Among these are vulnerability to acute psychiatric disturbances, the child's aversion to marriage, and proneness to divorce once they do marry (Anthony, 1974). Two general propositions are suggested; Children reared in households where the two biological parents are not present will exhibit lower levels of well-being than their counterparts in intact nuclear families, and the adverse effects on youthful well-being will be especially acute when the cause of parental absence is marital separation, divorce, or desertion.

Miguel and Miguel (2013) concurred that the combination of extensive social networks and strong social effects among teenagers have the implication that public health approach of child-to child which have focused on teenagers have expedited social learning. However, large differences can be observed between social effects estimates that rely on experimental variation. They argued that the weaknesses of diverse learning approaches influence social variables in both treatment and acquisition of novel responses. The social learning theory integrates both cognitive and behavioral theories of learning so as to provide comprehensive models that can explain a broad range of learning experiences which in essence occur in the real world.

Ndirangu, Ngare and Wango (2013) opine that learning is not just behavioral, but it is rather a cognitive process which occurs in a social context. It can occur through observations of behavior as well as observations of behavior consequences or in essence vicarious reinforcement. The process of learning involves observation, extraction of observational information as well as decision making in regards to behavior performance. In essence, learning can even occur without any observable change in behavior. In addition, reinforcement has a crucial role in learning, thereby learners are not passive information receptors

2.3 Empirical Literature

2.3.1 Influence of Divorce on Pre-schoolers (aged 0-9 years)

In two other studies by Kinard and Reinherz in (1984) and in (1986) they observed elementary school children in three different family situations: those who were never disrupted; those who were disrupted prior to starting school; and those who are recently disrupted. The study found that children in recently disrupted families suffered pronounced and multi-dimensional effects: problems in attentiveness at school, lowered academic achievement, withdrawal, dependency, and hostility.

In a controversial study of divorced families, Wallerstein and Blakeslee (1989) state that most children have the same initial feelings. "When their family breaks up, children feel vulnerable, for they fear that their lifeline is in danger of being cut". Wallerstein and Blakeslee (1989) observed that little children often have difficulty falling asleep at bedtime or sleeping throughout the night after occurrence of a divorce between the two

parents; they have behavioral problems like throwing of tantrums which becomes more common though the effects of parental divorce on children diminishes over time.

Clarke-Stewart, Vandell, McCartney, Owen, and Booth, (2000) conducted wide sampling research and realized that the worst initial reactions and behaviors that occur close to the date of the divorce were by the youngest children. In a follow-up study 10 years after the divorce, however, the youngest children were adjusting to their new environments and interactions better than siblings who were older at the time of the divorce.

Gender difference between children in a divorce plays a very important role in how they adjust. This is true during the time of the divorce and has lasting effects in adult life. Multiple studies have agreed that boys and girls react differently to the reduced contact with a major attachment figure. Boys seem to have an especially difficult time with divorce, causing them to have trouble at school, withdraw from social interactions, or start fights with peers (Wallerstein, & Blakeslee 1989). However, Amato (2001) wrote a follow up study to his earlier meta-analysis findings. In this earlier study, behavior traits were ranked in children with divorced parents and observed negative behaviors. The current study emphasizes that differences are not unique to either boys or girls.

Amato and Keith (1991) found that the deficit in social adjustment associated with marital disruption was greater for boys than for girls. In the 1990s, divorce was associated with greater conduct problems among boys than girls. But the more general conclusion--in the earlier meta-analysis as well as in the present one--is that most of the disadvantages associated with divorce are similar for boys and girls.

These findings imply that the stress on the children is equal, although they may show it in differing ways. Amato's (2001) follow up study also goes to great lengths to show that current trends in gender differences are not as severe as they were once thought to be.

2.3.2 Ways in which Adolescents Social Development (Age 9-13) are affected by Divorce

On the basis of her review of research conducted between 1970 and 1980, Cashion (1984: 483) concludes: "The evidence is overwhelming that after the initial trauma of divorce, the children are as emotionally well-adjusted in these [female-headed] families as in two-parent families." Investigations of long-term effects (Kiecolt & Acock, 1988) suggest that, when socioeconomic status is controlled, adolescents who have experienced a parental divorce or separation have only slightly lower levels of adult adjustment.

Often times, divorces end in ugly custody battles between the parents. During this time, the parents being terribly selfish as to who is most responsible often forget they are being observed at all times. Divorce is hard enough on a young child; suddenly the family is no longer together, and it is a very confusing time. Attachment style can be even more afflicted by court battles in which the child has no control over whom he or she goes with. Not only are children seeing a terrible side of their parents, to whom they were initially attached, but also it becomes a reality for them that they are going to lose one of them as well

Two important reviews of research on children in fatherless families produce different conclusions: Herzog and Sudia (1973) conclude that children's school achievement is not affected by father absence, but Shinn (1978) concludes that father absence has a number of detrimental effects on children's intellectual performance. Basing her conclusions on

30 studies that met reasonable methodological criteria, Shinn reports that "financial hardship, high levels of anxiety, and in particular, low levels of parent-child interaction are important causes of poor performance among children in single-parent families.

Wallerstein and Blakeslee (1989) observed that older children may have trouble concentrating at school, during class work. This affects their school performance making them get low grades. Adolescents often act out and get into trouble in school as a way of easing the pressure at home.

Clarke-Stewart *et al.*, (2000) summarize their results and say that during the early and mid stages of life, it is perhaps most important that the available parent (after the divorce) has good parenting skills. This, they say, is more important to the outcome of the child than the family structure, meaning that parenting practices have a greater effect on children than marital status. They mention that lack of education, depression, low income, and inadequate support from the mother leads to poor adjustment and behavior in young children. Many of these factors can be brought on by a divorce, such as lack of support or attention for children, depression and economic status. The fading stigma of divorce is another universal factor that has been observed to change the well-being of these children. Contrary to the past, divorce is not viewed as a degrading occurrence, which once brought social exclusion, shame and the feeling of failure to family members. Similarly, the current volume has increased, and current divorces are not preceded by as much violence and anger as in the past (Amato, 2001). Taking these ideas and exploring the further effects of divorce or "staying together for the kids" could serve to reinforce the research on attachment style.

Social development is a lifelong affair that continues from childhood to adulthood. During adolescence, it is normal for the issue of gender to become much more central for most individuals. Cross-sex interests are tolerated in adolescence as parents and peers strive to provide brawny messages in regards to acceptable as well as unacceptable behavior. Normal societal progress calls for a narrowing of gender pathways in order to move closer to awaiting adult roles. In the African setting, mixed gender interactions in adolescence are somehow limited. Social role requirements that occur at different life stages as well as interactions that foster personal growth and relationships are imperative to develop adults to ensure that they progress through life stages at roughly the same pace and sequence.

During normal social development, it is common for individuals to struggle with sense of identity, feel awkward regarding one's self and body, worries about whether one is normal tend to emerge, increased conflicts with parents arise, peer group influence tend to increase, the burning desire for self independence takes its toll, there is even a tendency to want to return to childish behavior, especially when stressed, there is moodiness which is coupled by rising interest in privacy (Sanson, Hemphill, & Smart, 2004).

According to Situation Analysis of Children and Adolescents in Kenya by Unicef (2014), The scaling up of social protection programmes contributes to healthy adolescents as well as overall development outcomes. It has been shown that healthy positive behaviors outcomes have been realized in adolescents as a result of education. Therefore, these approaches need to be expanded with a view to support adolescents who are most

vulnerable. The participation and support of children during their initial adolescence phase by enabling them to have a say in programmes and activities would develop greater competence and self confidence in diverse areas and activities. In recent years, Kenya has experienced phenomenal growth in usage of the Internet and ICT among the young people and adolescents. This has dim turn led to new social networking tools which have provided enhanced opportunities for adolescents to be able to connect as well as to become involved in pertinent activities thereby positively developing and transforming their lives (Unicef, 2014).

Njoroge (2013) established that young adolescents are intensely loyal to their close peer groups. Teens therefore tend to seek social stature within these peer groups, they even try out new behaviors as they search for personal identity and social positions. This tender age is also torn in between desires to conform to peer group norms in addition to having aspirations to be both independent and distinctive. This age is characterized by obvious and subtle changes which give adults vital insights as the various challenges that the youth face in order to illuminate possible reasons for shifts in behaviors and abilities.

Kimani and Mureithi (2014) established that children self-esteem levels are not dependent on type of parenthood whether single or divorced as such but depends on a complex interface caused by other factors like relationship type between parents and children, teaching conditions and immediate school environment among other factors. The study recommended that since self should be addressed from a more holistic position, the formulation of appropriate strategies to boost self esteem would boost children sense of self confidence. The duration lived by students in parenthood that is

either single or dual parenthood have an influence on their interpersonal relationships levels, self esteem and discipline. It was found that the duration of time that students spend with their parents is crucial in that it influences their discipline, self esteem and interpersonal relationships.

2.3.3 Ways in which Young Adults are Affected by Divorce (Age 15-25)

Short-term outcomes for children from divorced families seem to be troubled, but the outcome becomes increasingly optimistic as the children age and mature (Wallerstein & Blakeslee 1989). The individuals who were interviewed by Wallerstein (1989) showed a strong desire to fix what their parents could not within their own adult lives. They wanted to have stable families and relationships, although many viewed this dream as idealistic and not realistic. "They fear betrayal. They fear abandonment. They fear loss. They draw an inescapable conclusion: Relationships have a high likelihood of being untrustworthy; betrayal and infidelity are probable" (Wallerstein & Blakeslee 1989).

Regardless of the long term effects on these particular interviewees, Amato and Keith (1991) concluded after their own assessment that children of highly conflicted families who are not divorced fare worse over time than children with divorced parents. This shows that distance from an attachment figure may be better than living in a troubled environment. Many of the young men and women interviewed showed signs of becoming depressed or frenetic. Some throw themselves into sexual affairs or immerse themselves in work in a way of dealing with their losses. Many showed feared a lack of commitment for fear of losing their loved ones or being hurt.

Wallerstein and Blakeslee (1989) observed through their years of interviews with children of divorce an occurrence known as the Sleeper Effect. It is defined as, "a delayed reaction to an event that happened many years earlier" (Wallerstein & Blakeslee, 1989). The Sleeper Effect is seen mostly in young women whose parents divorced while they were young children. As previously noted, boys are more likely to act out during the time of divorce, showing their aggression and anger at the situation (Amato & Keith, 1991). Girls on the other hand, seem to keep this frustration inside. This pent up emotion is theorized to show its effects later in the lives of these girls (Wallerstein, & Blakeslee 1989). Its effects are described as, "particularly dangerous because it occurs at the crucial time when many young women make decisions that have long-term implications for their lives.

2.3.4 Ways in Which Parents Living Together Influences the Children's Social Development

Amato and Keith (1991) concluded after their own assessment that children of highly conflicted families who are not divorced fare worse over time than children with divorced parents. This shows that distance from an attachment figure may be better than living in a troubled environment.

Sundry factors associated with society at large are correlated with changing divorce rates. First among these macro-level factors is that of variations in divorce laws. Whereas divorce used to be hard to obtain because of the nature of the law itself--that one parent had to file suit against the other and the cases filed needed to consist of an extreme measure that made the marriage unbearable in the eyes of the courts--during the 1960s, amendments created the "No-Fault" divorce ruling. This allowed couples with

irreconcilable differences to end their marriages more easily. This correlates with the fact that society has changed considerably its views and attitudes towards divorce over the last 45 years (Nakonezny, Shull, & Rodgers, 1995). These attitudes have changed because divorce has become more common. As divorce becomes less controversial, unhappy couples who feel marriage might solve their problems view marriage more as a "semi-permanent" situation and view divorce as "ending a bad decision." In other words, if partners enter into marriage with the idea that it might end, it is more likely to do so (Nakonezny, Shull, & Rodgers, 1995).

2.3.5 Ways of Reducing Effects on Social Development

Divorce permanently weakens families and the relationships that exists between children and their parents. It leads to diminished social competence, caustic conflict management methods, early loss of virginity by teens and reduced sense of femininity and masculinity for teens and adolescents. The adoption of diverse strategies that endeavor to mitigate against divorce harmful effects on children should be adopted so as to place focus on the amelioration of this negative phenomena. The adoption of divorce specific interventions types by offering; family mediation, legislation for parenting plans, children of divorce support groups and adoption of parenting education programs would minimize on the diverse effects of divorce on children social development. The implementation of parent education programs that are designed to aid divorcing parents would ease both the trauma of separation and divorce to children. The adoption of diverse programs that strive to encourage divorcing parents to place more focus towards fulfilling children needs and concerns as well as accordingly modify their personal behavior would reduce on the negative outcomes of divorce on children (Kelly, 2000).

The incorporation of a mediator to assist conflicting parties through helping them to identify burning issues would help to reduce misunderstandings thereby clarify priorities and expel emotions thereby possibly exploring new areas of compromise which can lead to possible solutions to inherent problems. This approach is ideal in that it emphasizes the need for cooperative decision-making among parents as well as their children. The process of mediation encourages parents to place their children priorities first during the entire process of divorce. Through this process, parents are given the opportunity to develop communication as well as problem solving skills needed to facilitate triumphant co-parenting after divorce thereby reducing on adverse effects to affected children and teens (Tein, Sandler, MacKinnon, & Wolchik, 2004).

2.4 Conceptual Framework

The conceptual framework represents the relationship between the dependent variables and the independent variable of the study. The independent variable is the effect of divorce on children aged 0-9years; adolescents of between 9 to 13 years and Young adults between 15 years and 25 years and the influence both parents living together have on children. The dependent variable looks at the social development of the children.

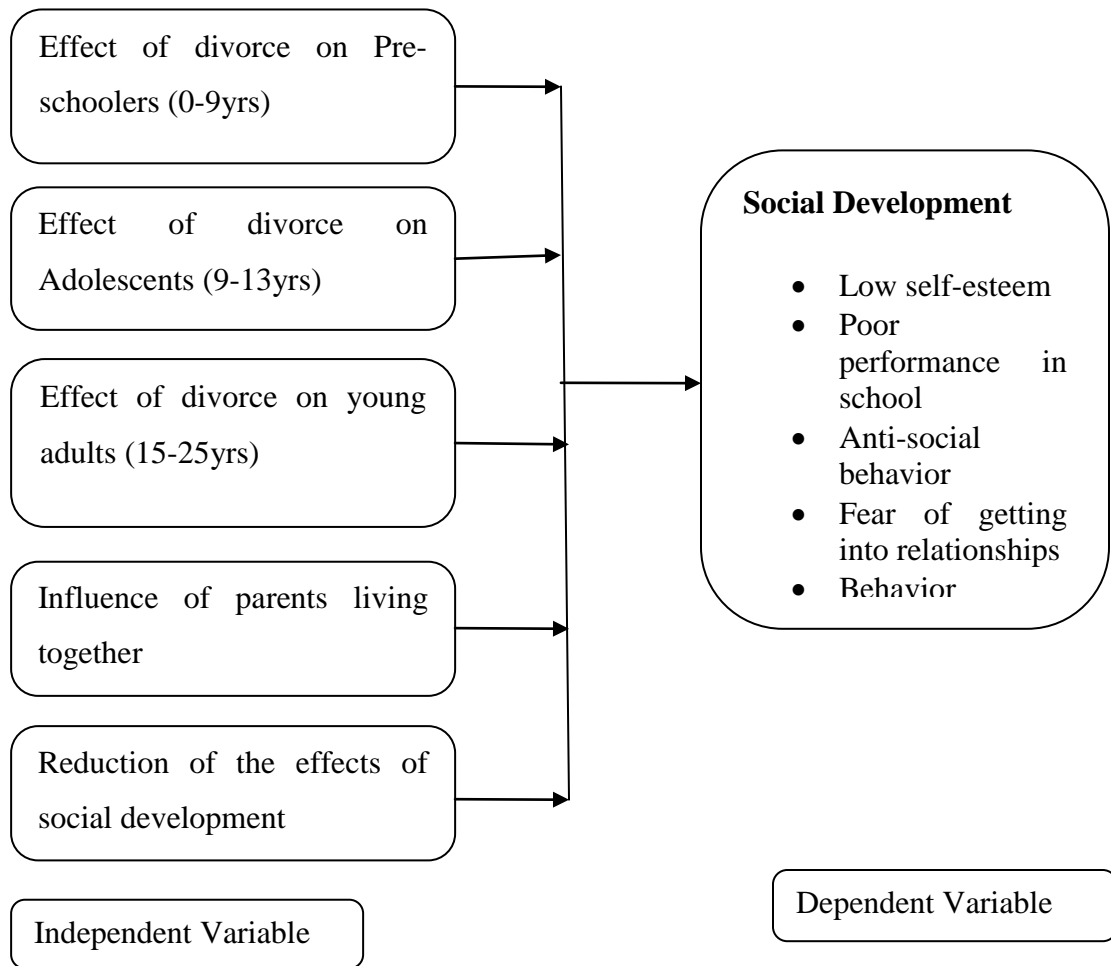


Figure 1: Conceptual Framework

Source: Author (2016)

2.5 Operational Framework

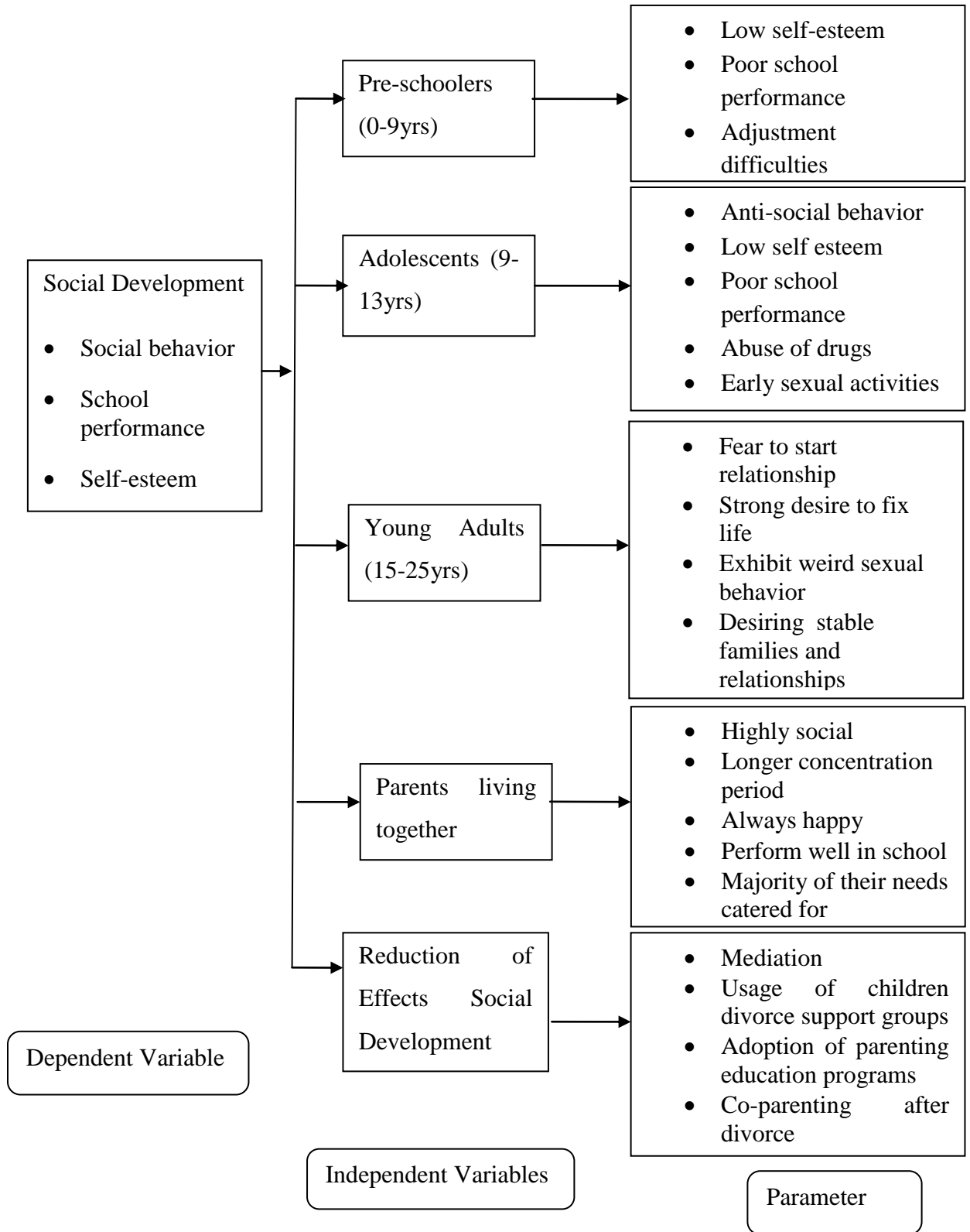


Figure 2: Operational Framework
Source: Author (2016)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter will focus on the research design to be used, the target population of the study, the sampling design, and data collection methods, validity and reliability and data analysis.

3.2 Research Design

The study will employ descriptive survey design. This will involve using a survey design as a strategy for collecting and analyzing data to answer research questions, to gather information, summarize, present and interpret data for the purpose of classification. According to Bryman (2008), a research design provides a framework for collecting and analyzing data.

According to Marshall, and Rossman, (2014) a descriptive survey research is intended to produce statistical information about the aspects of population that interest policy makers without manipulating any data. The method collects information by interviewing or administering a questionnaire to a sample of individuals. The researcher will use primary data.

3.3 Target Population

Target population is the list of all the elements from which the sample is drawn Cooper and Schinder (2003). The target population will be 27 secondary schools, 55 primary schools and 16 pre-primary schools in Kangema sub-county. Total number of schools at different categories stands at 98 schools with an estimated population of 33,630. The distribution of the population of the schools in different categories is shown in Table 3.1.

Table 3.1 Population of schools

School Category	Number of Schools	Population
Pre-primary	16	880
Primary	55	19,250
Secondary	27	13,500
Total	98	33,630

Source: Ministry of Education, Kangema Sub-county office.

The targeted schools will be classified into three strata. They include pre-primary, primary and secondary.

3.4 Sampling Design

Stratified Random Sampling will be used to select schools from which data will be collected. The various strata in the population will be grouped as in the table below. A population is divided into sub groupings called strata and sample collected from each strata. The sample size will be 10 schools which will represent 10% of the total population of the schools in Kangema Sub-County.

Table 3.2 Sampling Frame

Stratum	Population size	Sample Size
Pre-primary	880	88
Primary	19,250	1,925
Secondary	13,500	1,350
Total	33,630	3,363

In each school the respondents will be drawn from the school administration (Head teachers), Teachers and Students. From each stratum the study will select one head teacher, one teacher and one student.

Table 3.3 Selection of Respondents

Stratum	Target Population		
	Head-teachers	Teachers	Students
Pre-primary	-	20	8
Primary	12	120	193
Secondary	15	550	135
Total	27	690	336

3.5 Data Collection

Primary data will be collected using questionnaires. The questionnaires will comprise of questions which seek to answer questions related to the objectives of this study. The questionnaires would be both closed to enhance uniformity and open ended to ensure maximum data is obtained.

3.6 Data Collection Procedures

My research will get authorization in form of an introduction letter from the Board of Post Graduate Studies at University of Nairobi ascertaining that I am a bona fide student of the university. I will book an appointment with the management of the sample schools and explain the purpose of my study. Assurance on confidentiality of information will be given and questionnaires will be left for three days for the respondents to fill. I will collect the questionnaires for analysis.

3.7 Validity

According to Litwin (1995) validity is the degree to which an instrument measures what it is intended or the degree to which results obtained from data analysis present the phenomena under study. The research will use content validity to measure the degree to which data obtained from the research instrument will be meaningful and accurate.

3.8 Reliability

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. Test-retest method will be used to test reliability of the instrument used. The test involves administering the same instrument to 10% of the target population.

3.9 Data Analysis

Results will be analyzed using qualitative and quantitative methods. The quantitative data generated will be subjected to the descriptive statistics. Descriptive statistics will include means, standard deviations of each item and percentages of selected respondents. Statistics package for social sciences (SPSS) will be used, to aid analysis. Descriptive method will explore the various factors on the relationship between the variables. The qualitative data will be analyzed by attaching significance to the themes and pattern observed. Data will be presented in form of tables, pie charts and bar graphs to facilitate description and explanation of the findings of the study.

CHAPTER FOUR

RESULT AND FINDINGS

4.0 Introduction

This chapter presents the data collected from the field, analysis and interpretation. The study sought to establish the effects of divorce on Children's social development in Kangema Sub-County. To achieve this; the study was guided by four objectives: ways in which pre-schoolers social development (age nine and below) are affected by divorce; ways in which adolescents social development (age 9-13) are affected by divorce; ways in which young adults are affected by divorce (age 15-25) and to establish ways in which parents living together influences the children's social development. Data was collected using questionnaires as the data collection instruments whose presentation and interpretation is given below through the use of a frequency distribution tables, mean and standard deviation; and multiple regression analysis.

4.1 Response Rate

Table 4. 1 Response rate

Responses	Frequency	Percent
Response	863	82
Non Response	210	18
Total	1053	100.0

From the 28 administered questionnaires, 23 questionnaires were completely filled and returned to the researcher resulting in 825 response rate. Mugenda (1999) opine that a response rate above 70% is perfect for generalization since it is adequate and representative of the entire population under study.

4.2 Personal Information

4.2.1 Position in school

The researcher sought to know what position the respondent held in the school. The findings revealed that 28% of the respondents were head-teachers in Primary and Secondary school; teachers were 32%, students were 19% and parents accounted for 21% indicating that the response would be varied.

4.2.2 Length in associating with the school

The study sought to know the length in time the respondent had been associating with the school. The research findings showed that majority of the respondents had associated with the school for 2-5 years at 33%; less than 1 year was 21%; 6-9 years at 19% and at 10 years and above at 27% indicating that they had enough information on the social development of the children.

4.3 Influence of Divorce of Pre-Scholars

The study sought to find out the effect of divorce on pre-scholars. The findings are revealed on Table 4.2.

Table 4. 2: Influence of divorce on pre-scholars

	Mean	Std. Dev
Shaken trust in dependency on parents	4.1276	0.3412
Poor performance in school	4.4598	0.5608
Low self-esteem	4.3346	0.4312
Behavior problems	4.8905	0.6422
Distress	4.2178	0.9345
Adjustment difficulties	4.4342	0.4218
Difficulty falling asleep at bedtime	4.7211	0.9063
Difficulty sleeping through the night	4.6341	0.8762
Decline in the standard of living in the custodial household	4.1609	0.8145

The respondents agreed to a great extent that divorce affect pre-schoolers as shown by behavioral problems at a Mean of 4.8905 and Standard Deviation of 0.6422 and it also strongly affected the performance of pre-schoolers at a Mean of 4.4598 and Standard Deviation 0.5608.

The pre-schoolers had difficulty falling asleep at bedtime in cases of divorce was agreed at a great extent with a Mean of 4.7211 and Standard Deviation of 0.9063; they also showed difficulty sleeping through the night at Mean of 4.6341 and Standard Deviation of 0.8762.

The respondents agreed to some extent that divorce led to shaken trust in dependency on parents by the pre-schoolers at a Mean of 4.1276 and Standard Deviation of 0.3412 and they showed decline in the standard of living in the custodial household at Mean of 4.1609 and Standard Deviation of 0.8145.

4.4 Ways in which Adolescents Social Development (Age 9-13) are affected by Divorce

The study sought to know how divorce affected the social development of adolescents who are aged between 9-13 years. The research findings are as shown on Table 4.3.

Table 4. 3: Influence of Divorce on adolescents (Age 9-13)

	Mean	Std. Dev
Early loss of virginity	4.8682	0.6814
Decision to start abusing drugs	4.7452	0.5644
Low self-esteem	4.9876	0.9363
Poor performance in school	4.5632	0.9231
Anti-social behavior (withdrawal)	4.3389	0.9564
Wanting self discipline	4.1264	0.9925
Interpersonal relationships worsen	4.2144	0.8954

The respondents agreed to a great extent that divorce affected adolescents; they strongly agreed that divorce led to the adolescents aged 9-13 years to have low self esteem at a Mean of 4.9876 and a Standard Deviation of 0.9363 and it also led to early loss of virginity at a Mean of 4.8682 and Standard Deviation of 0.6814.

Divorce also affected their social development by influencing their decision to abuse drugs at a Mean of 4.7452 and Standard Deviation of 0.5644 and to a great extent it led to poor performance in school at a Mean of 4.5632 and Standard Deviation of 0.9231 and it was also evident that divorce to some extent caused anti-social behavior like withdrawal at a Mean of 4.3389 and Standard Deviation of 0.9564. It was also found that divorce causes wanting self discipline to a great extent among adolescents at a mean of 4.1264 and Standard Deviation of 0.9925. In addition, it was found that divorces worsen Interpersonal relationships to a great extent at a mean of 4.2144 and Standard Deviation of 0.8954.

4.5 Ways in which Young Adults are affected by Divorce (Age 15-25)

The research study sought to understand the effect of divorce on the social development of young adults aged 15-25 years; the findings of the study is as shown on Table 4.4

Table 4. 4: Ways in which Young Adults are affected by Divorce

	Mean	Std. Dev
Strong desire to fix what their parents could not within their own adult lives	4.9784	0.7268
Desire to have stable families and relationships	4.8735	0.4356
A delayed reaction to an event	4.3459	0.7127
Fear to get into relationships	4.5423	0.3451
Exhibiting weird sexual behavior	4.1239	0.2982

The respondents agreed to a great extent on the statement that the young adults showed a strong desire to fix what their parents could not within their own adult lives with a Mean of 4.9784 and Standard Deviation of 0.7268. They also agreed to a great extent that the young adults had a desire to have stable families and relationships at a Mean 4.8735 and a Standard Deviation of 0.4356.

They equally agreed to some extent that the youth from divorced families showed delayed reaction to an event at a Mean of 4.3459 and Standard Deviation of 0.7127 and they had a fear getting into relationships at a Mean of 4.5423 and Standard Deviation 0.3451. Some youths may exhibit weird sexual behavior due to the influence of divorce at a Mean of 4.1239 and Standard Deviation of 0.2982.

4.6 Ways in which parents living together influences the Children’s Social Development

The study sought to establish the influence of parents who are living together on the children’s social development and the findings are as indicated on Table 4.5

Table 4. 5: Ways in which parents living together influences the Children’s Social Development

	Mean	Std. Dev
Longer concentration period	3.5674	1.0456
Good performance in academics	4.7865	0.9864
Highly social	4.7634	0.2365
Are always happy	3.6789	0.8763
Have majority of their needs catered for	4.1768	0.1984
Have a friendly nature	4.0156	0.1247
High intelligence levels are realizable	4.3621	0.3254
levels of anxiety are managed	4.1258	0.2154

When asked about the ways in which parents living together influenced the children's social development, the respondents agreed to a great extent that it had an impact. Specifically it led to good performance in academics at a Mean of 4.7865 and Standard Deviation of 0.9864 and led to the children being highly social at a Mean of 4.7634 with a Standard Deviation of 0.2365.

The respondents agreed to some extent that majority of their needs are catered for with parents living together at a Mean of 4.1768 and standard Deviation at 0.1984. The respondents also argued that the children were always happy at a Mean of 3.6789 and Standard Deviation of 0.8763 and social development of children living with parents to an extent made the children to have longer concentration period at a Mean of 3.5674 and Standard Deviation of 1.0456. The study found that children staying with their parents realizable high intelligence levels at a mean of 4.3621 and Standard Deviation of 0.3254. Lastly, it was found that levels of anxiety are managed when parents live together with Children at a mean of 4.1258 and Standard Deviation of 0.2154.

4.7 Ways of reducing effects on social development

The study sought to establish ways of reducing effects on social development and the findings are as indicated on Table 4.6.

Table 4. 6: Ways of Reducing Effects on Social Development

	Mean	Std Dev
Utilization of the services of a mediator	4.2351	0.9185
Adoption of parenting education programs	4.3258	0.1648
Implementation of Co-parenting responsibilities after divorce	4.3624	0.6217
Usage of children divorce support groups	4.8916	0.8219
Children prioritization during and after divorce	4.2218	0.6217
Proper communication during the divorce process	4.3952	0.6147

When asked about the ways that can be used to reduce the effects on social development. The respondents indicated that there has been utilization of the services of a mediator to a great extent at a mean of 4.2351 and a Standard Deviation of 0.9185. It was also shown that that there has adoption of parenting education programs to a great extent at a mean of 4.3258 and a Standard Deviation of 0.1648. The respondents agreed to a great extent that implementation of co-parenting responsibilities after divorce reduces divorce effects at a mean of 4.3624 and a Standard Deviation of 0. 0.6217.

The respondents held the view that usage of children divorce support groups reduces effects to great extent at a mean of 4.8916 and a Standard Deviation of 0.8219. It was also shown that there is proper communication during the divorce process to a great extent at a mean of 4.3952 and a Standard Deviation of 0.6147. There was also fulfillment of children needs and concerns to a great extent at a mean of 4.1884 and a Standard Deviation of 0.6288.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the summary of key data findings and draws conclusions from the findings based on the objectives. The Chapter also presents the recommendations made from the findings. The purpose of this study was to the effect of divorce on children's social development.

5.2 Summary of the Findings

The findings on the effect of divorce on children's social development were that it affected the social life of children differently as grow up. The pre-schoolers at ages 0-9 years are affected by divorce and they express this by showing distress and behavioral problems; some show difficulties in falling asleep and sleeping throughout the night. There performance is school work becomes poor as they have adjustment difficulties.

The study established that adolescents (ages 9-13) were affected socially by divorce and this was expressed by them in poor performance in school; some engage in early sexual activities and abuse of drugs due to low self esteem faced by the effects of their parents' divorce. Some acted out and showed anti-social behavior like withdrawal and lack of interest in their peers.

The respondents agreed that young adults (aged 15-25) were affected by divorce, as they showed a strong desire to fix what their parents could not within their own adult lives and majority had a strong desire to have stable families and relationships. On the flip side some of the young adults feared getting into relationships and commitment while others exhibited weird sexual behaviors that weren't acceptable by the society.

Further findings showed that the parents who were living together equally influenced the social development of the children. This is evidenced by children being highly social beings and happy most of the time. Many of them had better and longer concentration periods making them perform well in their academics as majority of their needs are catered for by both parents.

The research findings showed that there are various ways that can be used to reduce the effects of divorce on children's social development. It was revealed that utilization of the services of a mediator, the adoption of parenting education programs, usage of children's divorce support groups and proper communication during the divorce process can effectively reduce the effects on children's social development.

5.3 Conclusion

The study concludes that pre-schoolers (aged 0-9 years) are affected by divorce and this is expressed by them showing distress and behavioral problems both in school and at home. The children have difficulties in falling asleep during their bedtime and they have difficulties sleeping throughout the night. On the schooling their performance in school work is poor as they have adjustment difficulties to different environments.

The study undertook to understand the effect divorce has on adolescents who are aged 9-13 years and the study concluded that these children are affected to a great extent as it is exhibited by their poor performance in school, low self-esteem making them anti-social to their peers and some withdraw completely. Some of the adolescents engage in sexual activities and usage of drugs as an effect to their parents' divorce.

The study further concludes that divorce affects the young adults (15-25 years) and this is shown by the choices that they make. They express a strong desire to fix their parents' problems and seek strong, stable relationships and families. Alternatively the study

concludes that these young adults due to divorce may be afraid to start relationships for fear of it ending and some may find solace in weird sexual behaviors.

When looking at the influence of parents living together and the children's social development; a positive correlation was drawn as such children showed a health social life, were happier and did perform well in their school work.

The study concludes that utilization of mediators, adoption of parenting education programs, usage of children divorce support groups and proper communication can reduce divorce effects on children social development during the divorce process.

5.4 Limitations of Study

The main limitation of the study was the difficulty in obtaining data since divorce is a sensitive matter. And talking about the experience to the parents and children wasn't very easy. There is also a fact that social development of the children is affected by many other factors including financial status, culture, and religion. This challenge was handled by selecting respondents that cut across all social dimensions.

It was also difficult to access data because some respondents failed to give adequate information. However, the researcher assured them that the information was confidential and would be used only for academic purpose. Time limitation posed a great constrain in carrying out this study. This challenge was handled through rescheduling of the time plan so as to meet the planned activities within the limited time available.

5.5 Recommendations

The study found out that divorce as a great influence on the social development of children at all ages and it does even to young adults and the choices that they make. Therefore the study recommends guidance and counseling to help children understand

and adjust to avoid adverse effects of their parents' divorce. For children exhibiting adverse negative social behavior then therapy either individual or with the parents to help the children cope with the changes. The study further recommends that children priorities need to be placed at the frontline during the divorce process as they are adversely affected by divorce. Parents after divorce need to carry out co-parenting so as to ensure that children social development is not adversely affected after the painful process of divorce.

5.6 Suggestions for further studies

The study confined itself to schools in Kangema Sub-county in Murang'a County. The study therefore recommends that future studies on the effects of divorce can cover a wider area of Kenya.

The study looked at influence of divorce on social development; further study should look at the influence of divorce on other aspects of the human being namely physiological development; spiritual and psychological development of the children.

Further study should be conducted covering a large sample size in order to bring out a more relevant and reliable results that will reflect the Kenyan society as a whole.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE

- 1) Name of the School _____
- 2) Kindly indicate your position in this school
- Head teacher [] Teachers []
- Student [] Parent []
- 3) For how long have you been associated with this school?
- Less than 1 year [] 2-5 years []
- 6-9 years [] 10 years and above []

INFLUENCE OF DIVORCE OF PRE-SCHOLARS

- 4) Kindly identify the various ways that children aged nine years and below are socially affected by divorce.
- _____
- _____
- _____

- 5) Below are several common ways that divorce affected children aged nine years and below. Kindly indicate the extent to which these have been felt among children in this situation. Use a scale of 1-5 where 1= no extent, 2 = little extent, 3= moderate extent 4= great extent and 5= very great extent.

	1	2	3	4	5
Shaken trust in dependency on parents					
Poor performance in school					
Low self-esteem					
Behavior problems					
Distress					
Adjustment difficulties					
Difficulty falling asleep at bedtime					
Difficulty sleeping through the night					

Decline in the standard of living in the custodial household					
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WAYS IN WHICH ADOLESCENTS SOCIAL DEVELOPMENT (AGE 9-13) ARE AFFECTED BY DIVORCE

6) Kindly identify the various ways that children aged (9-13) years social developments are affected by divorce.

7) Below are several common ways that divorce affected children aged (9-13) years. Kindly indicate the extent to which these have been felt among children in this situation. Use a scale of 1-5 where 1= no extent, 2 = little extent, 3= moderate extent 4= great extent and 5= very great extent.

	1	2	3	4	5
Early loss of virginity					
Decision to start abusing drugs					
Low self-esteem					
Poor performance in school					
Anti-social behavior (withdrawal)					
Wanting self discipline					
Interpersonal relationships worsen					

WAYS IN WHICH YOUNG ADULTS ARE AFFECTED BY DIVORCE (AGE 15-25)

8) Kindly identify the various ways that children aged (15-25) years are socially affected by divorce.

9) Below are several common ways that divorce have socially affected children aged (15-25) years. Kindly indicate the extent to which these have been felt among young adults in this situation. Use a scale of 1-5 where 1= no extent, 2 = little extent, 3= moderate extent 4= great extent and 5= very great extent.

	1	2	3	4	5
Strong desire to fix what their parents could not within their own adult lives					
Desire to have stable families and relationships					
A delayed reaction to an event					
Fear to get into relationships					
Exhibiting weird sexual behaviour					

WAYS IN WHICH PARENTS LIVING TOGETHER INFLUENCES THE CHILDREN’S SOCIAL DEVELOPMENT

10) Kindly identify the various ways that parents living together influence children’s social development.

11) Below are several common ways that parents living together influence children’s social development. Kindly indicate the extent to which these have been felt among young adults in this situation. Use a scale of 1-5 where 1= no extent, 2 = little extent, 3= moderate extent 4= great extent and 5= very great extent.

	1	2	3	4	5
Longer concentration period					
Good performance in academics					
Highly social					

Are always happy					
Have majority of their needs catered for					
Have a friendly nature					
High intelligence levels are realizable					
levels of anxiety are managed					

WAYS OF REDUCING EFFECTS ON SOCIAL DEVELOPMENT

12) Kindly identify the various ways that can be used to reduce divorce effects on children's social development.

13) Below are several common ways that can be used to reduce the diverse effects of divorce on children's social development. Kindly indicate the extent to which these have been applied among reported divorces instances. Use a scale of 1-5 where 1= no extent, 2 = little extent, 3= moderate extent 4= great extent and 5= very great extent.

	1	2	3	4	5
Utilization of the services of a mediator					
Adoption of parenting education programs					
Implementation of Co-parenting responsibilities after divorce					
Usage of children divorce support groups					
Children prioritization during and after divorce					
Proper communication during the divorce process					
Fulfillment of children needs and concerns					