

UNIVERSITY OF EDUCATION, WINNEBA

RESILIENCE OF CHILDREN FROM DIVORCED HOMES: A CASE STUDY OF
WESLEY GRAMMAR SCHOOL



A THESIS IN THE DEPARTMENT OF SOCIAL STUDIES EDUCATION, FACULTY
OF SOCIAL SCIENCE, SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES,
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REQUIREMENTS FOR AWARD OF THE MASTER OF PHILOSOPHY
(SOCIAL STUDIES) DEGREE

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DECLARATION

Student's Declaration

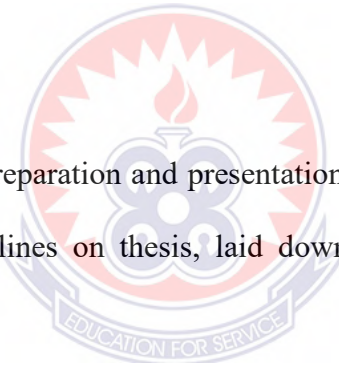
I, **Mercy Oware** hereby declare that except reference to other people's work which has been duly cited, this project is my own original research and that no part of it has been presented elsewhere.

Signature:.....

Date:.....

Supervisor's Declaration

I, hereby declare that the preparation and presentation of this research was supervised in accordance with the guidelines on thesis, laid down by the University of Education, Winneba.



Supervisor's Name: Dr. Lawrence Odumah

Signature:

Date:

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DEDICATION

To my beloved husband- Mr. Kenneth Twi, my children, Vivian Tawiah, Kenneth Tawiah and Kwaku Boateng Owusu-Banie.



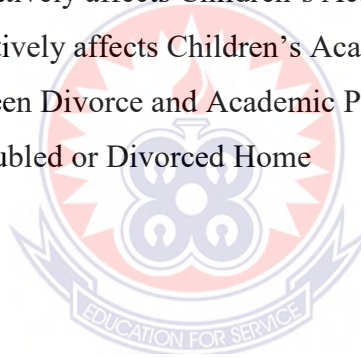
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ABSTRACT

The study was conducted to examine the resilience of children from divorced families in the Ablekuma-North Sub-Metro of the Accra Metropolitan Assembly. Students of the Wesley Grammar School in the Ablekuma North-Sub-Metro constitutes the target population of this study and the accessible population was students from divorced homes from 1 Arts 1, 1 Arts 2 and 1 Arts 3. The sample size was 15 students who were purposively sampled from 1 Arts 1, 1 Arts 2 and 1 Arts 3 who were from divorced homes. The instrument used for data collection was interview guide. The study also adopted the qualitative method approach. The study revealed that: divorce makes some children strong and resilient, divorce can reduce stress on children thereby improving upon academic standards and inadequate support in terms of education is a negative effect of divorce on children's academic performance. Based on the findings, certain recommendations were made. These include effective school counseling for students of divorced parents, divorced parents should endeavor to support their children even in divorce and school counselors should be alert and have an awareness of the warning signs that a student is struggling with home issues that are carried over into the classroom.



CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

The family is the building block of society, and marriage is its foundation (Fagan & Churchill, 2012). Hence, marriage is a social institution that unites people in a special form of mutual dependence for the purpose of founding and maintaining a family. According to Otabil (2010), marriage is a union between a man and a woman who have agreed to live together as husband and wife and have gone through all the necessary procedures for the purpose of marriage. The procedure of contracting marriage differs from one place to the other; it can be based on ethnic group, country or on one's religious affiliation. As a social practice entered into through a public act, religious or traditional ceremony, it reflects the purposes, character, and customs of the society in which it is found (Pathfinder International, 2006).

No matter where one is coming from or who one is, there should be a performance of rites before one can be termed as a married man or woman. In most communities, ethnic groups and religious groups in Ghana, procreation which is a means of maintaining the existence of man, can be accepted only after contracting marriage. Meaning, marriage is a vital institution and therefore must be handled with outermost care, since the existence of man depends on it.

Divorce, or dissolution, on the other hand is a legislatively created, judicially administered process that legally terminates a marriage, thus the marriage no longer considered viable by one or both of the spouses and that permits both to remarry (Levy,

2009). However, divorce has pervasive weakening effects on the family (Fagan & Churchill, 2012). Thus, it is one of the major troubles that affect the family system.

No couple enters into marriage with the intention of it being temporal or ending it, but situations such as incompatibility, long period of illness, infidelity and the like let the life long relationship falls on rocky grounds (divorce). In this modern time, marriage rates have fallen, divorce rates have raised, and the defining characteristics of marriage have changed (Batsey & Justin, 2007).

In America, the rate of divorce is very high; this is because most of the citizens see marriage as being enslaved of their point of view. American's value their freedom more than any other thing, so if out of marriage they will be enslaved by their partners then they will divorce and be free. This they believe is a reason of the high rate of divorce in America. This freedom does not only lead to divorce but deters most Americans from entering into marriage which is also a reason to the reduction in the rate of marriage as seen by Batsey and Justin. This has therefore changed a characteristic of marriage because; one of the main features of marriage is selflessness where one lives for the other. So if one is divorcing as a result of they not having freedom from their partners then where is the issue of being there for the other (Batsey & Justine, 2007).

According to Adjassah (2015), divorce can be seen as an inevitable fact of life. In Ghana, divorce is frowned upon and no religious group has been found to be in support of divorce. In spite of this, divorce cases in Ghana are very high. He further explained that 600,000 marriages contracted in the country in 2014 collapsed. He also said that 40% of marriages registered annually in the Greater Accra region broke up within a spate of fourteen (14) months and the number of females who apply for separation every week far outweighs that of their male counterparts. The causes of this divorce

have been enumerated as infertility, financial problems, physical or emotional abuse, infidelity and even alcoholism (Panse, 2007).

According to Hopf (2010), resilience is generally thought of as a "positive adaptation" after a stressful or adverse situation. In other words, resilience is one's ability to bounce back from a negative experience. Psychological resilience is defined as an individual's ability to properly adapt to stress and adversity. Stress and adversity can come in the shape of family or relationship problems, health problems, workplace and financial worries, among others (American Psychological Association, 2014).

Neil (2006) asserts that divorce is viewed as detrimental to one's emotional health, but studies have shown that cultivating resilience may be beneficial to all parties involved. The level of resilience a child will experience after their parents have split is dependent on both internal and external variables. Some of these variables include their psychological and physical state and the level of support they receive from their schools, friends and family.

Among Ghanaians, it has been reported that a significantly higher proportion of households are headed by divorced and widowed females than divorced and widowed males and the trend seems to be increasing (Ghana Statistical Service [GSS], 2005a). In 1960, there were 16.7% divorced females as compared to 5.6% males. In 2000, there were 22.4% divorced females as compared to 5.5% males. Furthermore, there were 2.3% widowed males and 21.3 % widowed females in 1960 whilst in 2000, there were 1.9% widowed males and 22.0% widowed females (Ghana Statistical Service [GSS], 2005a). The 2010 Population and Housing Census, as reported by Ghana Statistical Service (2012), indicated that there are 4.2% divorcees in Ghana with 2.7% males and 5.5% females. Furthermore, there are 6.0% widows comprising of 1.6% for males and

10% females taking care of people who are 18 years old. A critical look at the first two data sets (that is, year 1960 and 2000) indicates that there were increases in the divorce rate for female Ghanaians but not for Ghanaian males. However, there was a decreased of percentage for widowed males but not for their female counterparts. Conversely, there was a decrease in, percentage-wise, the proportion of divorced males and females in the 2010 census (GSS, 2012). Rural dwellers have more widowed (8.5% as compared to 7.9% in urban areas) individuals whilst the urban dwellers have more divorced (8.1% as compared to 7.45 in rural areas) individuals. It was further found that higher proportions of females than males are in wedlock at younger ages (15-39) but subsequently higher proportions of females than males are either divorced, separated or widowed (GSS, 2005a).

Psychological resilience is the ability or capacity of an individual to withstand stressors and not manifest psychological dysfunction, such as mental illness, persistent negative mood enabling the person to achieve in what he/she wants to do (Neill, 2006).

Bloem (2013) explains that children from divorced homes feel mistreated, misguided and pitiful; these feelings do not motivate them to focus on positive things and on a new future. He stresses that divorce gives them negative consequences that they are not able to succeed in the future because they concentrate on the problems.

Marie (2010) on the other hand defused this when she said about 75-80 percent of children from divorced homes become well-adjusted adult to achieve their educational and career goals. Also, Amato (1999) confirms that 42 percent of young adults from divorced families received higher well-being scores as compared to young adults from non-divorced families.

Growing up with divorce parents is associated with negative outcomes for children. In a review of the marital disruption literature, Amato (2000) outlines a set of consequences observed among children of divorced parents, including diminished academic achievement, increased detrimental conduct, greater difficulty with psychological adjustment, diminished self-concept, and poorer social competence. Over time, studies have revealed reductions in the magnitude and statistical significance of divorce effects, possibly due to the increased prevalence and social acceptance of divorce between the 1960s and 1990s. Another possibility is that parents have become increasingly aware of the potential negative effects of divorce and are taking preemptive measures to mitigate these unfavorable consequences (Amato, 2000). The most common reactions of children in divorce are related to changes in behavior, such as aggression, limited interpersonal relationships, anger towards their parents, insecurity, fear of abandonment by one or both parents and feelings of guilt (Hetherington, 2002a; Wallerstein & Lewis, 2004).

In most situations, the negative effects of the divorce or separation on the children are not seriously taken into consideration. The adolescent stage is one of the most crucial periods in human development as they are in a transition from childhood to adulthood. They are usually confused as to where they belong with a lot of physiological, social and psychological changes. They start seeking to understand their personality very well, focus on how they appear to others, and seeking to understand many aspects in life (Beckett, 2002). Hence, with this trend, it can be expected that the negative effect of the divorce and single parenthood would be impacted more on the children (Adegoke, 2010). Some of the most frequently reported negative impacts of divorce or single parenthood on adolescents are poor academic performance, depression and low self-esteem (Barajas, 2011; Brubeck & Beer, 1992; Wang, Hou, & Xu, 2012). In fact, it has

been reported that children of divorced parents scored higher on depression than children of non-divorced parents (Brubeck & Beer, 1992).

The effects of divorce on children are traumatic. Broken homes can cause children to question their self-worth, to experience unnecessary grief, guilt, or confusion. Young children especially, have difficulty understanding the rationalities of their parents' decision to divorce. In a broken marriage it is difficult for children to find a sense of security because experience shows them that what seemed stable and good fell to pieces and left them empty. Growing up in a broken home may also cause children to have difficulty in future relationship.

Parental relationship plays a very important role in determining the academic performance of their children in school. Family harmony can easily be affected due to parental conflicts. The degree of parental conflicts varies from mild to serious. These conflicts affect the academic performance of their children hence lead to drop out from school. In their recent longitudinal study, Harold and Shelton (2007) revealed the roles of marital relations and children's academic achievement. In accounting for the relationship between marital relations and children's adjustment, researchers suggest that a relationship between spouses affects their children's adjustment directly through the emotional stress level, role modeling and academic performance (Cummings & Davies, 1994).

Unhappy marriage of parents may be associated with low achievement, because witnessing conflicts between parents heightens a level of stress on children and keep them from focusing on schoolwork. These children also learn inappropriate social problem-solving skills through modeling parental behaviors. In Korea, Lee and Chung (2004) found that the marital relationship perceived by Korean adolescent students were

positively related to their school adjustment. Parents in a dysfunctional marriage are likely to be distressed and distracted by conflicts with their spouses, and they cannot afford to invest their time and energy in children. In turn, inappropriate parenting style worsens parent-child relations. This process is consistent with interdependence between subsystems that family systems theorists maintain (Whitchurch & Constantine, 1993).

From the above, one would realize that there are two opposing views on the effects of divorce on the child. One coming from the angle that divorce has negative effects on the child whilst others also believe divorce can make one resilient in life thereby making him/her succeeds in life. It is against this backdrop that there is the need to examine if the divorce of one's parent can make him or her resilient in life there by being able to overcome challenges and achieve in life especially in our part of the world.

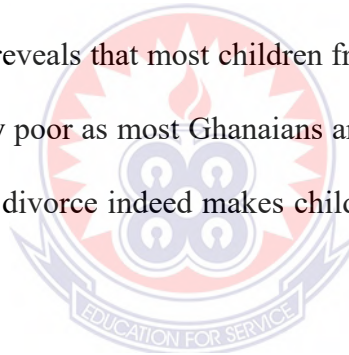
1.1 Statement of the Problem

There are two schools of thought on the effects of divorce on the child. A group believes that divorce can make the children resilient in life, due to the stress they go through, they are toughened in life and if they are handled well they will be able to withstand problems of life and achieve. This is being seen by Emery (2006) when he opines that parents can do much to promote their children's resilience, how a parent works with his/her children and the other non-resident parent basically determine whether the children will be resilient or not. This was confirmed by Masten, Best and Garmezy (1990) when they said children who experience chronic adversity feel better or recovers more successfully when they have a positive relationship with a competent adult, they become good learners and problem-solvers. Both researchers believe that when children from divorced homes are catered for well after the divorce by their parent, family members and other adults, they can recover and withstand challenges and even do better

due to the resilience they acquire. The resilience they have acquired will let them stand strong in the face of challenges and overcome better than those who are coming from non-divorced homes with marital violence.

The other school of thought believes that divorce has negative effects on the child that they mostly become a social deviant. According to the *Journal of the American Academy of Child Psychiatry*, children in divorced families encountered more negative life changes than children in non-divorced families. This has become the belief of most Ghanaians such that divorce is vehemently frowned upon. Couples especially the women, stay in their marriages and suffer even at the verge of death because they are scared their children will go wayward if they should divorce.

The observation I made reveals that most children from divorced homes are not social deviant and academically poor as most Ghanaians are claiming. I therefore decided to research and ascertain if divorce indeed makes children go wayward than to stay in a violent family or home.



1.2 Purpose of the Study

The purpose of this study was to examine the resilience of children from divorced families, in the Ablekuma North Sub-metro of the Accra Metropolitan Assembly.

1.3 Objectives of the Study

The following objectives were formulated to accomplish the aim of the study:

1. To examine the consequences of divorce on children.
2. To analyze how divorce affects children's academic performance.
3. To examine how divorce promotes resilience.

4. To identify the types of resilience that children go through when their parents are divorced.

1.4 Research Questions

The following research questions guided the study in order to meet the objectives of the study:

1. What are the consequences of divorce on children?
2. How far does divorce affect students' academic performance?
3. How does divorce promote resilience?
4. What are the types of resilience that children go through when their parents are divorced?

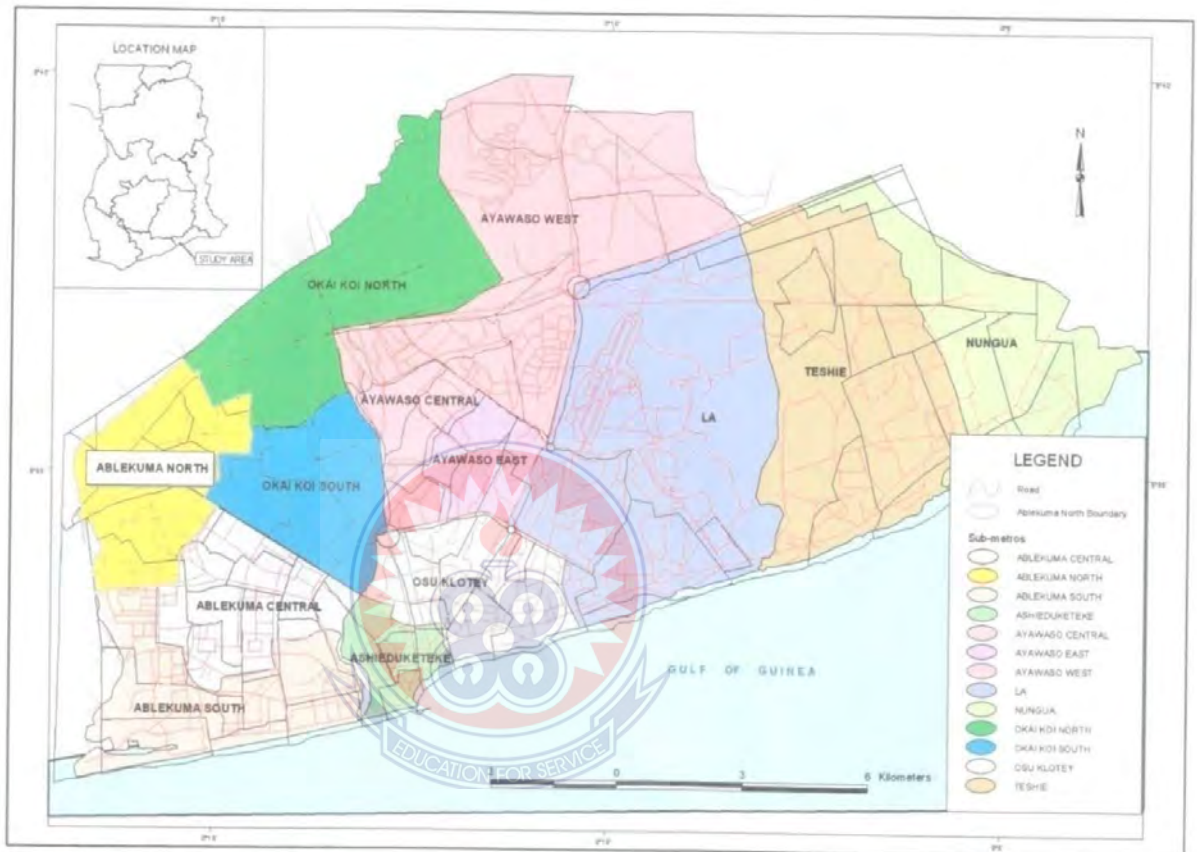
1.5 Scope of the Study

Although the Accra Metropolitan Assembly is made up of eleven (11) Sub-Metropolitan Assemblies, the study was confined to only one, namely Ablekuma--North. It is made up of five (5) communities namely Darkoman, Kwashieman, Aworshei, North Odokor and South Odorkor communities. However, the study was limited to South Odorkor community.

There are numerous private and public schools within South Odorkor community, in spite of this the study was conducted only in Wesley Grammar School. Within the school where the study was conducted numerous programmes are being run. These include Arts, Agriculture, Home Economic, and other programmes but the study was confined to students purposely pursuing Arts programme thus 1 Arts1, 1 Arts 2 and 1 Arts 3 with a total population of one hundred and thirty-four (134) students. Out of this,

twenty-five (25) were from divorced homes while fifteen (15) were purposively sampled for the study

Figure ACCRA METROPOLITAN ASSEMBLY SHOWING ABLEKUMA NORTH SUB-METRO



Source: Survey Department, Accra

Figure 1: Map of Ablekuma North Sub-Metro



Source: Ablekuma North Sub - Metro Assembly

1.6 Significance of the Study

The study is very timely, because it is coming at a time when people and organizations such as psychologists and churches are worried about the rate of divorce in the country. The information will be of a greater help to women's groups on the type of help they can render to children of divorced homes to make them more resilient in life.

It would help the government to know the positive impact of divorce on children and services that should be provided to help these children in solving their problems. The results from the study will broaden the knowledge of Ghanaians about the positive

impact of divorce (when handled well) on the academic performance of children. The study will help to educate the children of the divorced parents about the need for them to report their problems to family members and social welfare officers for assistance instead of them indulging in anti-social behaviors.

1.7 Limitations of the Study

The study, examining the resilience of students from divorced homes using the qualitative approach to collect data was not without limitations. The methodology relied mainly on in-depth interviews with the participants. In this way, the researcher had spent a lot of time in getting in-depth information from the respondents. The study was also conducted in only Wesley Grammar School in the Greater Accra Region and also only 15 students were interviewed out of the thousands of students found in the school. Therefore the generalizability of the findings would be problematic.

1.8 Organisation of the Study

For analytical purposes and easy understanding of issues raised, the work was divided into five chapters. Each chapter focused on a series of themes. Chapter one is the introductory part of the thesis. It provides information on the main objectives of the study which highlighted the statement of the problem, objectives of the study, research questions, purpose and significance of the study. The research limitations are also raised in this chapter.

Chapter two is the literature review, it discusses issues like resilience, effects of divorce on children, types of resilience among others for the study. It drew from the available literature in the field to access valuable information that guided this research. Chapter

three was devoted to the methodology used in the collection of the data. The data presentation, the analysis and discussion formed chapter four.

Finally, chapter five concludes the write-up with a summary of the principal findings and conclusions drawn from the study. It also incorporated the recommendations for further studies as well.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviews the related literature of the study. I reviewed the literature under the following headings:

- a. Theoretical review.
- b. Meaning of divorce.
- c. Consequences of divorce on children.
- d. Consequences of divorce on children's academic performance.
- e. Stressors of the divorce process and adjustment of children.
- f. Protective factors reducing risk for children of divorced.
- g. Meaning of resilience.
- h. Types of resilience.
- i. Factors contributing to resilience.
- j. Threats to resilience of children in divorcing families.
- k. Strategies to build and enhance resilience in children of separating and divorcing families.
- l. How divorce promotes resilience in children.
- m. Summary of the literature review.

2.1 Theoretical Review

The theoretical review underlying this study is the theory of the intergenerational transmission of behavior. This theory is used to comprehend how parental divorce affects various aspects of children's life courses. This theory consists of three main theories thus stress theory; socialization theory; and the theory of economic deprivation.

2.1.1 Stress Theory

Stress theory is used to describe how stress generated from a parental divorce works as a 'push' factor to prompt youth to enter adult roles such as marriage, cohabitation, premarital sex and parenthood, at an earlier age. When used as an explanatory pattern of the intergenerational transmission of divorce, stress theory focuses "on family events and their consequences for family organization and dynamics" (McLanahan & Bumpass, 1988: 134). The underlying assumption is that an event such as a divorce leads to instability in the family system. This instability drives children to leave their family of origin at a younger age and therefore take on earlier adult roles. Stress theory predicts that parental divorce may encourage children to leave home, marry prematurely and become sexually active earlier than children from intact families (McLanahan & Bumpass, 1988).

Several studies have demonstrated that children with divorced parents are more likely to take on adult roles earlier, such as early marriage (Diekmann & Engelhardt, 1995; Glenn & Kramer, 1987; McLanahan & Bumpass, 1988). An early marriage may afford the chance to escape from an unpleasant home situation or provide an emotional replacement that is lacking in the parental home (Glenn & Kramer, 1987).

Others have found that children of ‘divorced’ parents are more likely to enter into cohabiting unions than their peers from intact families. Cherlin et al. (1995) found that children of divorced families in the UK had a higher tendency to opt for premarital cohabitation. Le Bourdais and Marcil-Gratton (1998) found that children of ‘divorced’ parents were two times more likely to experience cohabitation before the age of 25 but less likely to marry in their younger years than those from intact families. This differs from the previous studies mentioned above (McLanahan & Bumpass, 1988), which found that children who experienced parental divorce tend to marry early.

2.1.2 Socialisation Theory

Another way to understand the impact of parental divorce is through socialization theory, which postulates different assumptions from those of stress theory. Socialisation theory argues that the effects of marital disruption arise from changes in the family structure and transmission of attitudes, values and roles rather than the conditions associated with life in a single-parent family. The main assumption is that attitudes towards divorce, family formation and roles are transferred from one generation to the next. Here, it is important to return to the definitions of family types and to differentiate among one-parent families. One-parent families may be the result of the death of one partner or caused by family disruption.

Children’s socialisation concerning attitudes towards divorce might differ strongly between these two-family types. Socialisation theory generally deals with the question of how parents transfer attitudes regarding different family behaviour to their children or, in other words, of ‘attitude role taking’ concerning family values (Diekmann & Engelhardt, 1995).

Axinn and Thornton (1996: 69) argue that “parents’ attitudes toward premarital sex, cohabitation, marriage, childbearing and divorce are likely to have a strong influence on their children’s attitudes.” Firstly, attitudes could be internalized passively or actively by support or control. Secondly, parents and children could share common values and attitudes because of their similar social position. A common social position could include religious behaviour and other cognitive systems of values and norms.

Other researchers have focussed on role models. McLanahan and Bumpass (1988) insist on the importance of role models and parental supervision for children and young adults. Parental divorce, they argue, can undermine parental authority and social control, with single mothers generally being less ‘disciplinarian’. Their findings show a higher probability of divorce for daughters who grew up only with their mother compared to those who grew up with both parents. In the absence of a father, they contend: “Daughters of single mothers learn that women are capable of managing a family alone” (McLanahan & Bumpass, 1988: 133).

2.1.3 Economic Deprivation Theory

A final theoretical approach is the study of the influence of economic deprivation in childhood caused by parental divorce. The main emphasis of this theory is the assumption that single parents have less time and money for their children. In a situation of economic deprivation, the child might adopt adult roles earlier than usual to contribute time and money to the family household (McLanahan & Bumpass, 1988). If this is the case, many children are disturbed in their normal development (for example, hobbies, education). The findings to this point, however, remain inconclusive (Amato, 1993).

Amato (1996) argues that single mothers often experience economic hardship because of the divorce, which translates into the inability to provide additional resources such as

educational games, computers, books or private lessons to their children (Amato, 1996). Amato's (1996) arguments, however, could not be verified, as no evidence of a strong association between socio-economic status and divorce behavior was found. Similarly, McLanahan and Bumpass (1988) could not find enough valid evidence to prove that the effect of parental divorce operates through the socio-economic deprivation. They argued that for children growing up with one parent because of death, the effects of economic deprivation should be similar.

The inconclusive findings may be partially related to the difficulties in studying economic deprivation. First, in a retrospective data set, such as the one used in this study, respondents may be unable to accurately recall their economic situation during childhood. Secondly, low socio-economic status in general needs to be distinguished from whether it is a consequence of a divorce. Low socio-economic status per se may lead to marital conflict and increase the possibility of a divorce or may be exogenous to the partnership process. Divorce may also be a very expensive experience (Hill, 1995; Amato, 1996; Cherlin, 1992). To examine this issue successfully, panel data that can ascertain whether the socio-economic status changed over time either during childhood (for example, caused by divorce, unemployment) or during the offspring's adult life would be required. However, it is possible to use the educational status of respondents (that is, offspring) as an indicator or proxy for financial well-being. The expectation is that the risk of divorce increases as educational attainment decreases. Consequently, the level of educational attainment is included in the analysis as a control variable.

2.2 Meaning of Divorce

Marriage, otherwise known as the marital union, matrimony or wedlock is the union between a man and a woman who make a permanent and exclusive commitment to each other of the type that is naturally fulfilled by bearing and raising of children together. The couples or spouses, as they are known, seal and renew their union by acts that constitute the behavioral part of the process of reproduction, thus uniting them as a reproductive unit (Sherif, Robert, & Ryant, 2013). Marriage is the primary expression of and preferred locus for the most meaningful and socially beneficial forms of intimate belonging. Though many other personally beneficial, meaningful and more fulfilling relationships exist, the benefits of marriage to society and to members are unique (Lynn, 2011). An idea worth noting in the definition of marriage is the permanency of their commitment. This implies that marriage is not meant to be broken but to be an eternal bond between the couples as long as they have life. When the couples are unable to hang on to their proposed permanent commitment, divorce becomes obvious.

Divorce is variedly referred to as dissolution, disunion, break-up, severance and Talaq (Arabic meaning 'I divorce you') in Islam. When a husband and wife decide that they would no longer live together and that they do not want to be married to each other anymore, then they are seeking divorce. They therefore agree to sign legal documents to declare their intentions to terminate their marriage (based on the type of marriage performed). The termination of the marital union renders each of the couples single and permits them to remarry other people if they so wish (D'Arcy, 2015). When the bond of matrimony between the couples is dissolved, they are relieved of all the rights they were entitled to and the duties and responsibilities expected of them by virtue of the marital union. Divorce represents one of the most stressful life events for both children

and their parents. Major stressors and risk factors include the initial period after separation, parental conflict, the loss of vital relationships, financial problems, and re-partnering or remarriage. Many educators, politicians, mental health workers, family theorists, and the media portray divorced families as unfit for the successful upbringing of children. They believe that only married families can provide a warm and nurturing environment in which children can thrive. Some family scholars even argue that “the breakdown of the traditional family destroys the basic fabric of American society and contributes to a vast array of social problems that will carry on into future generations”.

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

For Gahler (2006) divorce is the judicial separation of the spouses and completely disruption of their marital relations. He further noted that it is the dissolution of marital relations, in this process, marriage is completely broken down either in social or legal context.

Obiadi (2002) noted that divorce is the breaking up or dissolution or abrogation of marriage. According to Hornby (2001), divorce is the legal ending of a marriage. It is to end one’s marriage to somebody by legal means. According to Mirror (2003), divorce is the complete break up or dissolution of marriage through legal means. According to Ochagha (1999), marriage is the legal union between a husband and a wife which manifests two most excellent properties of unity and perpetuity while divorce is a legal complete break up or end of the marriage. She further stated that as marriage resorts morality, fosters mutual love between spouses, confirms families with divine strength,

fosters education and protection of offspring, restores the dignity of the woman and establishes the honour and prosperity of families and civil associations in a most excellent and beneficial way, divorce begets almost the exact opposite of the above marriage functions.

As noted by Dike (1999), divorce is not a new social phenomenon. It has always constituted the major source of family disintegration and thus has attracted much attention. Divorce is one aspect of marital disorganization which could among other things, frustrate the destiny of the children of such marriages. Mgbodile (2000) supports the above statement when he noted that, “a broken home hangs a burden onto the children, while the breakers go about with a noose round their necks”. He further noted that he who contemplates divorce should realize that he is holding a sword over the home and the children. He finally noted that, “children are the greatest victims of a battered marital relationship”. Epstein (2002) stated that divorce is fraternity of those who have gone through emotionally ravaging phenomena that are equal to starvation. According to Mgbodile (2000), a sweet home is the paradise of life, the first pleasant taste of heaven and it is the handwork of peace, love, understanding, endurance and tolerance and in such a home the pot of love is hung conspicuously for all to draw from and refill. He stated that a divorced home is the opposite of the above.

For Goldsteia (2008), divorce is the legal separation of husband and wife affected by the judgment of decree of a court and either totally dissolving the married relations or suspending its effect so far as concern the combination of the practices. He noted that divorce may create some vital problems in the family, like adjusting to new life. Divorce is a dissolution in whole or in part of the marriage (Weiss, 1999; Obiadi, 2002; Kelly, 2005, William, 2001). Even though divorce is a dissolution in whole or in part

of the marriage, it is noteworthy of fact that divorce grants to its beneficiaries the authority to re-marry and map out the way their property will be distributed were they to die without a will. Where, in spite of all the various stages of interventions for peace given to the dissenting couple they still discover that things have really fallen so much apart with them and that their centre can no longer hold, no matter the type of sacrifices they each will be ready to offer to the marriage, the usual endpoint is permanent separation and later on divorce. Our major goal at this juncture is to institute the observation that there is of course nothing like formal divorce mediation in Africa in the sense mentioned by Hayness (2002). Hayness (2002) posited that there is formal divorce mediation. There is nothing like formal divorce mediation in Africa because in most African communities, there are held customary or traditional regulations as regards what should be done where divorce becomes inevitable in a given marriage (Nwoye, 1999). Lika (1999:17) earlier noted this observation. Mgbodile (2000) noted the following factors as the causes of divorce: economy; wrong use of tongues; bad company; mother-in-law; infidelity; impatience; lack of dialogue; alcohol and fighting; gossips and rumormonger; and power tussle. When marriage is dissolved as a result of divorce, both parties shall be free from the obligations and bond of marriage. They could remarry elsewhere or live any type of life they may choose (Obiadi, 2000). Scholars like Ezechi (2005), Aroh (2001) and Ogonnaya (2003), were of the opinion that divorce is the process of setting both parties free from the bond of marriage which give them opportunity of new life. Also, Omeje (2000) noted that divorce can conclusively be seen as a separation of the ties of marriage or a process of putting an end to the ties of marriage. Hornby (2001) defines divorce as the legal ending of marriage so that husband and wife are free to re-marry. From the point of view of Hornby, it is the process of putting an end to a marriage by law, by separating couples

that were together before. According to Anderson (2004), divorce is defined as one of the safety valves for inevitable tensions of married life thereby ending the relationship or connection which existed between two parties. Walter (2005) sees divorce as the legal end of marriage and a relief to the highly stressed and tensed up couple. Divorce from his point of view is seen as a kind of device for dealing with the pressure and problems inevitably experienced in marriage.

2.3 Consequences of Divorce on Children

Divorce is not one of the things couples consider when planning their families. However, when it emerges, it affects each member of the family in different ways at different points in time (Laura, 2009). Whether the outcome of divorce is favorable or not, the whole trajectory of the lives of the individuals from the divorced family are profoundly altered by the divorce experience (Wallerstein, 1991). Wallerstein believes that divorce puts children at greater risk for many kinds of problems. However, most children of divorce are strong and resilient and do not experience the problems associated with divorce, returning to a normal life after two to three years. Their problems rather occur at the pre-divorced period, resulting from conflict between parents, less attention from parents, depression and a host of other factors. In a high-conflict marriage situation, children are better off if their parents seek divorce. Children from low-conflict marriages are highly and adversely affected when their parents decide to divorce. They are better off when their parents stay married and keep trying to work things out. The physical, moral, social, educational, emotional and spiritual development of children can be affected by divorce. Divorce, like a coin, is two-sided. Children of divorced homes are either affected positively or adversely based on situations before the divorced and how they are handled after the divorce.

Studies of the implications of parental separation for children's well-being have consistently shown that children of divorced parents fare worse on different measures of well-being than children living in intact families (Amato, 2001; Amato & Keith, 1991).

While there is ample evidence that divorce has negative implications for children in the short term, there is less research examining the effect on long-term socioeconomic outcomes (Liu, 2007). The consequences of divorce for educational attainment may be of special importance as having a poor education may lead to other socioeconomic and health-related disadvantages and may therefore persistently undermine an individual's life chances (Ross & Wu, 1995; Shavit & Müller, 1998). Until relatively recently, research linking family structure and children's well-being has not paid much attention to the moderating effects of socioeconomic background (Demo & Acock, 1988). Although newer studies of the consequences of divorce have increasingly controlled for social origin, questions of whether and how the long-term parental breakup penalty for children's educational achievement is related to their socioeconomic background are still largely unanswered (McLanahan, Tach & Schneider, 2013). As Amato (2010: 661) put it, "focusing on the average effects of divorce masks the substantial degree of variability that exists in people's adjustment." Finally, possibly due to a lack of adequate data, comparative analyses of cross-country differences in the effects of divorce on children are still rare (Dronkers & Härkönen, 2008; Engelhardt, Trappe, & Dronkers, 2002; Lange, Dronkers & Wolbers, 2009; Pryor & Rodgers, 2001).

Divorce affects many members of the family including children. Statistics show that annually, more than one million children will go through the process of divorce within their family per year (Bing, Nelson & Wesolowski, 2009). Another study reported that

40% of all children will experience parental divorce during their lifetimes (Arkes, 2013). A significant amount of research has focused on the impact of divorce on children. This research illustrates that there are numerous consequences of parental divorce on children. When compared to children from non-divorce households, children from divorced families have more stressful relationships with other members in the family, poorer academic performance in school and delayed psychological development (Cartwright, 2008; Kot & Shoemaker, 1999; Uphold-Carrier & Utz, 2012). Additional research found children from divorced households continually score lower than children from non-divorce families on measures of academic achievement, psychological adjustment, social relationships, parental relationships and self-concept (Amato, 2001). Research shows ‘survivors’ of parental divorce are less likely to complete formal education (Riggio & Valenzuela, 2011). Additionally, children of divorced have more anxious, sad, lonely, and angry feelings than children from non-divorced families (Storksen, Arstad-Thorsen, Overland & Brown, 2012). Other studies have showed parental divorce has a lasting impact on children’s attitudes and behaviors about sex (Jeynes, 2011). Additional research has shown children who experienced parental divorce were 50% more likely to experience an increase in health problems than children from parents who were still together (Uphold-Carrier & Utz, 2012).

With the extensive research that compares non-divorce households to households that have experienced parental divorce, there is that evidence divorce is generally damaging to the children involved (Jeynes, 2011). Children’s adjustment is one aspect that is impacted by parental divorce. In the past, adjustment concerns for children of divorce were thought to be present for only a few years; however, recent findings indicate the adjustment timetable for children of divorce is longer than previously noted (Jeynes, 2011). Adjustment for children of divorced parents has been found to be more

challenging due to poor parent-child relations. One study concluded two parents provide better socialization and control for children than just a single parent (Arkes, 2013).

In high conflict marriages and divorce, children are more likely to exhibit symptoms of conduct disorders, antisocial behavior, difficulty relating to peers, difficulty with authority figures and mental health problems (Bing et al., 2009). Additionally, there are studies that reported a link between divorce and depression in children (Vonsoura, Verdeli, Warner, Wickramaratne & Baily, 2012). One study found evidence that parental divorce increases the risk of depression due to a decrease in their standard of living, the availability and activity of role models, as well as an increase in stressful living environments (Wauterickx, Gouwy & Bracke, 2006).

Studies have been conducted to examine both internalization and externalization of behavioral problems in children from divorced homes. Scabini and Cigoli (2008) who interviewed 30 Italian young adult children from divorced homes, revealed that depending on their gender, young adults may experience and internalize their parents' divorce differently. Based on their sample, an absent father was perceived by the males as an absent role model, whereas, the females viewed that same father as the absent partner of their mother. As a result, the males develop a mindset of fear of becoming like their father that is fear of becoming negligent and abusive towards their future spouses and children. Males according to their sample, identified with the father and without proper role model, became fearful that such undesirable traits were innate. On the other hand, females were more likely to focus on the importance of finding a reliable partner. For the females, the excessive maternal presence at the expense of that of the father reinforced the need for unity and stability in the family (Scabini & Cigoli, 2004).

More recent studies have been done to further delve into the relationship between children of divorced parents and their non-residential parent in order to determine the impact of nonresidential parental involvement on the wellbeing of children. The cluster analysis of parenting styles by Amato et al. (2011) revealed that young adults and children displayed the fewest behavioral problems as well as the closest relationship with their fathers, who are usually the non-residential parent, when their parents maintained a cooperative relationship following the divorce. Also, Carlson (2006) using data on the relationship between children and their biological fathers from the National Longitudinal Survey of Youth found several findings pertaining to paternal involvement. Firstly, paternal involvement, independent of other examined mediating factors, such as maternal involvement and mental health, number of siblings and economic status, reduced the size and significance of family structure effects (such as single parents, children outside the marriage) on adolescent behavioural outcomes. Secondly, the implications of gender socialization theory, indicates that a father's familial involvement would have a greater impact on the son's life than the life of the daughter, the benefits of high-quality father involvement mentioned above apply equally to both boys and girls. Thirdly, while continual nonresidential father involvement is important and beneficial, it is more vital that the residential father (in the event that the mother remarries, cohabits and so on) be actively involved in the children's lives, since it promotes the social capital of the family necessary to maintaining a safe and nurturing environment. It is important that the third point only applies to a selected group of divorced families, as does the success of nonresidential father in domestic involvement, since only about 10% to 18% of nonresident fathers devote a significant amount of time to their children (Carlson, 2006).

Most people think there are no positive effects of divorce. This is due to the fact that the negative effects are obvious and often more talked about than the positive. Divorce can be positive when marriage is associated with high conflict and the children are exposed to abuse. Also, if children are well handled after divorce, they become better off than in a violence marriage, it is unhealthy for children to witness disrespect and mistrust. When children become victims of domestic violence, they grow up to like societal vices hence divorce becoming positive.

Most divorces are unpleasant but the break-up that is brought about by the divorce, makes the household situation diffused and the daily problems disappear. When this happens, the children benefit because they would no longer have to live and breathe the uncomfortable situations that characterize their homes. They are relieved from the difficulty situation of feeling the need to take sides whenever there is parental argument and misunderstandings and having to listen to them and attempt to mediate.

Some divorced parents often have a way to get along for the sake of their children once they do not live together anymore. Once the hostility the children have been through extinct, they benefit tremendously. While they continually miss living together with both parents, they are ultimately much happier when they are no longer dealing with adult problems. Children could learn from their parents that relationships do not have to break down completely. Their unpleasant past experiences could be forgotten if they see their parents getting along maturely even at a difficult time. They would accord their parents much respect and learn to deal with problems in a more civil manner.

It is also obvious that children need good parenting. When a marriage begins to show its cracks, parents focus on the problems so much that good parenting is left unattended to. This situation can however be reversed after divorce. Divorce can turn both parents

to become better parents as they learn to cherish and value the time they spend with their children and try to re-connect with them. But whatever the case, the children would always be positively impacted when the parents exhibit love and care for them.

Children who have experienced divorce with their parents can reap the benefit of spending one on one time with each parent. Despite the difficulties involved in divorce, the time children spend on one on one basis is a great bonding opportunity to experience. While the time spent with the parents, especially the visiting or visited parent could be much lesser, the quality of it could be increased because the total focus of the parent would be on the children and the time together is valued more.

Divorce, no matter how stressful it could be, can bring out the best in children especially older ones who have siblings. They want to give their younger brothers and sisters the required protection by ensuring that they are well catered for and shown compassion. This can bring out their maturity and strength beyond their ages. Girls, especially, are happy to take the role of nurturing in the absence of their parents as a sign to take on more responsibilities. They often want to do it to show support to the resident parent.

Lastly, but not exhaustively, children of divorced parents could have a better understanding of life. Their experience nurtures them to be more helpful, caring and more understanding. The fact that they had to go through the parental separation could give them practical skills like problem solving skills. It is notable that divorce can be positive but it is mainly down on the parents to make it this way (Julia, 2005).

According to the National Center for Health Statistics, the percentage of marriages ending in divorce has increased considerably over the past 40 years (Vital and Health Statistics, 2002). With a large percentage of marriages ending in divorce, it is becoming unlikely that in any given year a teacher will not have at least one student who has been

affected. Therefore, teachers must be aware of the existence of these issues and how they may affect their students' academic performance. This small-scale literature review will look at five studies and compare their findings with respect to the effect of divorce on academic achievement. The studies' findings will be separated into three categories, the first being those that show little or no impact from divorce. The second category will discuss studies that show a correlation between divorce and academic performance. Finally, this review will close with a look at a study gauging teacher preconceptions of student performance after a divorce. This final category is included to address the idea that teachers' expectations could skew other studies.

Children can also be affected by divorce in the following ways; First of all, divorce is almost always stressful for children. Most children do not want their parents to separate (unless the marriage was full of intense conflict and anger or other sources of misery not suitable for children). Divorce also can strain parent-child relationships, it can lead to lost contact with one parent, create economic hardships, and increase conflict between parents (including legal conflicts). For all these reasons, most children have a hard time during the divorce transition. How long the transition lasts depend upon how calm or how chaotic you and your ex make it. Parents who do a good job managing the stresses of divorce for children often are surprised by how quickly their kids make the adjustment.

Secondly, divorce clearly increases the risk that children will suffer from psychological and behavioral problems. Troubled children are particularly likely to develop problems with anger, disobedience and rule violations. School achievement also can suffer. Other children become sad for prolonged periods of time. They may become depressed,

anxious or become perhaps overly responsible kids who end up caring for their parents instead of getting cared for by them.

Thirdly, the great majority of children whose parents divorce do not develop these kinds of severe behavioral or emotional problems. Most children from divorced families are resilient, especially when their parents do a convincingly good job managing the stress of divorce. These children (most children from divorced families) feel and function pretty well much like kids whose parents are married. They are not "children of divorced." They are what we want all children to be: just kids.

Fourthly, many resilient children still account painful memories and unending worries about divorce, their relationships with their parents, and their parents' relationship with each other. Laumann-Billings and Emery (2000) asserted with this when they studied the pain reported by 99 college students whose parents had divorced. High percentage of these student reported painful feelings on some of structured items. At their dramatic findings, they concluded that, pain is not pathology and grief is not a mental disorder. They explained that, though many of these young people expressed pains about their parents' divorce, they were resilient, well-functioning college students. One may not be able to fully protect their children from the pain of divorce. Children are entitled to their feelings. They need to be allowed to grieve. Meaning though they may go through all these challenges, they can still be resilient. Being resilient does not mean one does not experience the pain accompanied with what one is going through (Hetherington, Cox & Cox, 1999).

2.3.1 Loss of vital relationships

Children also have a higher risk of losing significant relationships with friends, family members, and especially the nonresident parent, usually the father. Children's

relationships with their fathers frequently deteriorate, because they see each other less frequently. Many factors such as restricted visitation times, interfering mothers, and geographical constraints after moving, psychological problems in fathers and new paternal relationships and remarriage contribute to the diminished relationships between children and their fathers. Boys especially need a close relationship with their fathers and react more strongly to deprivation of paternal contact. Some children purposefully limit the relationships with their fathers if they have abusive or violent tendencies or if the fathers have significant psychological problems and disorders. These decisions represent a healthy choice for the children and protect them from further harm.

2.3.2 Financial situation

Custodial mothers often experience a significant reduction in their economic resources after divorce. The effects of income usually affect the families indirectly. For example, they often lead single families to move to less expensive neighborhoods with weaker schools, higher crime rates and less desirable peer groups. Financial support from noncustodial fathers can protect children from these potentially harmful influences and lead to more positive relationships with their children. Paternal custody usually offers better financial support for children.

2.3.3 Remarriage and re-partnering

Children often experience significant stress when their parents begin a new relationship, especially soon after the divorce and when these children are in early adolescence. The absence of biological ties and the resistance of children make the formation of strong relationships between stepparents and children difficult. The biggest problems arise in

complex family structures with children from multiple different parents and step children.

2.3.4 Problems and effects of divorce

Divorce has tremendous traumatic effects on the husbands, wives and children. According to Ikwuji (2002), in his study on, “the status of Information Service about Divorcees in Kogi State”, using five randomly selected Local Government Areas with 500 as the population of the study, the following are the problems and effects of divorce: indulging in sexual excesses and other social misconducts by both parties; frustrated divorced lady may resort to prostitution to make both ends meet; divorce leads to the raising of bastard and illegal children who grow up to harass and molest the society; the irresponsible action of a divorcee often leads to the breaking up of other homes. A divorced woman may go to tempt a man who is living happily and faithfully with his wife and vice versa; divorce brings about futile expenses on both sides especially when litigation is involved and payment of alimony; divorced couples soon lose their respect and recognition and become objects of gossip and ridicule in the community; divorce creates enmity between individuals and groups and strains existing relationships; where children have been raised before divorce, they are bound to lack parent care. The children will grow to be bad eggs and undesirable elements in the society. They will lack education, training and those other qualities which promote harmonious living; divorce promotes indiscipline, hooliganism and juvenile delinquency.

Pope and Mueller (2002) in studying “marital instability: A study of its transmission between generation, using 800 divorcees as population and structured questionnaire as instrument found that a broken family undergoes economic hardship, at least for the

period in which the child lives with a single parent. This means that the child is more likely to be forced to forgo education for work or marriage.

According to Brown (2000), in a study he carried out on “Sex role and Psychological outcome for black and white women experiencing marital dissolution” at London metropolitan city, with a population of 1000 divorcee, 500 white and 500 black and questionnaire as the instrument found that divorce consequences could either be positive or negative. On the negative side, he found that data on the prevalence of physical and mental health problems among divorced population suggests an association between divorce and poor health including mental health. Thus, divorce becomes a turning point towards stress. On the positive side, he found that divorce could be a source of growth and well-being by providing a woman with an opportunity to realize her potentials for growth that might have been thwarted in the marriage, to expand her personal competence and esteem.

A study by Cohen (2000) found that divorce is looked at as a moral failure, and divorcees especially women are shown no respect and regard in the society. Ifeunni and Asogwa (1995) also found that divorce is a kin to moral failure and divorced woman is shown little or no respect. Bloom, Asher and White (1998) found that divorced people develop physical illnesses and have higher morbidity rate than comparable undivorced married people. Epstein (2002) in his own study on Divorce: American Experience; a study he carried out in New York City using 800 divorcees as his population and structured questionnaire as instrument found that the divorced and their children are a fraternity of the emotionally ravaged and that to go through a divorce is to go through “a very special private hell” no matter how much money is available to cushion the fall.

Another problem of and consequence of divorce is teenage pregnancies of the daughter of divorcees. In a study carried out by Akingba (2001) on the problem of unwanted pregnancy in Nigeria Today, in Lagos Island with 800 population and questionnaire as instrument for data collection found that 80% of the teenage and unwanted pregnancies are rooted from divorced people. He found that a poor relationship which divorced parent holds with children provides conditions for early sexual activity which results usually into teenage and unwanted pregnancies. He found that usually there is poor or inadequate communication and it creates room for their children to become morally loose. This finding supports the earlier finding of Zelnik, Kanter and Ford (1999) which held that poor communication and single parent training of children as a result of divorce result in a loose moral and thus leads to early or teenage pregnancies. According to the finding of Abernethy (2004) in his study of illegitimate conception among teenagers in some selected communities in New York, with 800 separated as his population and questionnaire as the instrument found that adolescents from homes with poor or inadequate communication patterns with their parents, divorced homes for samples, usually suffer the unwanted teenage pregnancies. The finding of Jessor and Jessor (2002) on Transition from virginity to non-virginity among youths: A social-psychological study over-time”, in Pretoria South Africa, with 600 as population and questionnaire as instrument shows that in a broken home adolescents (children) usually lack support and affection from their parents and this would lead to teenage pregnancies. Another effect of divorce is over crime rate in a society. In a broken home parents fail to provide firm and consistent discipline. Their children are loose and over influenced by peers. Izundu (1999) in her study on Contemporary Issues that bother Nigerian Adolescents and Youths: Implication for Counselling, in six states of the federation with a population of 800 youths and questionnaire as instrument listed the

following as different types of crimes youths commit and are mostly traceable to broken homes: homicide, robbery, rape, drug addiction, drug trafficking, occultism, hooliganism, vandalism, abortion, telling lies and examination malpractices and certificate racketing. She found that this is because children from broken homes are loose and over influenced by peers who in most cases initiate them into crimes. This study supports Klein (1998) who found that children are likely to exhibit the same characteristics as peers. If such children belong to bad and criminal peers, they would be bad and criminal children.

2.4 Consequences of Divorce on Children's Academic Performance

Existing literature on parental divorce focuses mainly on the negative effects it has on children and young adults in terms of relationships (be it romantic or familial) and academic performance. The implications of such research are that parental divorce negatively impacts families and, consequentially, should be avoided for the sake of the children's wellbeing. However, the potential positive outcomes of parental divorce on children is often missing from such research (Mohi, 2015). For instance, a study by Amato and Anthony (2014) on the effects of parental divorce, compared children from divorced homes and their counterparts whose parents were still married and concluded that children with divorced parents score lower (on average) on a variety of measures of achievement, adjustment, and well-being than children from intact homes. In spite of this assertion, they however, stated that longitudinal studies make it possible to compare children before and after parental divorce, assuming that identical child outcomes are available at both times. These studies have demonstrated that many of the child problems, including academics, typically associated with divorce are present years before the divorce occurs. In a related study, Baxter, Weston and Lixia (2011)

asserted that the emotional and physical damage to families and children do not only occur when undergoing a divorce. Parents who are still married, yet fight constantly also contribute to the emotional and physical damage done to children and themselves.

Regardless of whether separation takes place, processes associated with deteriorating relationships between parents are also likely to impact negatively on the children. Parents who believe that they are doing a good thing by staying together, whether it is for financial, or appearance reasons, can often do more harm to their children than good. It is not healthy for children to live in an environment where conflict and arguments are constantly taking place. There are some evidence to suggest that if children are exposed to high levels of inter-parental conflict, those whose parents remain together tend to indicate poorer adjustment than those whose parents separate (Baxter, Weston, & Lixia, 2011). Although divorce may be a reason why children may negatively act out and feel poorly about themselves, it is not the main reason (Odenweller, 2014).

Parents going through divorce may have children who experience increased chances of problems with social skills, behavior issues, and academic achievement. Parents who share similar views and practices for role expectations, discipline, and time spent with children may diminish the negative impact divorce often has on children. Divorced parents who live separately but focus on ways to create stability in the home, help smooth transitions between homes, and offer good communication help the social and emotional development of their children. Divorce may impact the academic success of some students. It is important for school counselors to have an awareness of the warning signs that a student is struggling with home-life issues that they carry over into the classroom. Strategies that school counselors may use to minimize the impact of a troubling divorce include support groups, individual counseling, referral to community

agencies, and effectively including and communicating with both sets of parents (Landucci, 2008). The foregoing indicates that another area of children's lives that may be at risk as a result of divorce is academics. Children of divorced parents perform more poorly in school and have less academic success than children of intact families. However in most studies, these differences are modest rather than large. Fewer children of divorced homes, graduate from high school, however, about 10% fewer children go on to college if their parents are divorced and they are about 30% less likely to receive their college degree compared to children of married parents.

The reasons for these modest differences in education are pretty straight forward; Academic performance may suffer if a child is experiencing stress or acting rebelliously as a result of parental conflict and divorce. Parents may be less able to carefully monitor the child's performance in school or help with homework because they may have less time and energy to devote to their children. In addition, divorced parents are less able to afford private lessons, educational toys, books, home computers, and other goods for their children that may facilitate academic success. More financial strains may also force families to live in neighbourhoods in which school programs are poorly financed and services are inadequate.

Also, financial strains may limit parents' ability to help their children go on to college. Many children of divorce do not set goals for college because they don't think that financial support from parents will be available. If they do go to college, many children of divorce complain that they do not get financial help. This was the case for one very bright and ultimately successful woman we know. She put herself through college working various jobs, eating baked potatoes and carrots, and starving herself of sleep for four years. She got a little support from her mother, who was also struggling to

survive financially, and none from her estranged father. Even decades later she gets emotional recalling that lack of support and those hard times in college. She also feels that some problems with her health may be a result of poor nutrition and sleep, constant stress, and lack of parental guidance during her college years.

It is notable that even though divorce poses as a threat to the academic achievement, it is well established that students from divorced homes are able to adapt and exhibit resilience than their counterparts from intact but troubled homes. For the resilience in academics to be more manifested, effective school counselling for students of divorced parents, parental support for their children after divorce and the affected students' realization that their challenges in pre-divorce are key to help them to be resilient and able to stand strong in diverse challenges.

2.4.1 The effects of broken homes on children's education

Broken home has done a lot of harm to many of our Ghanaian children. The author of *Critical Issues for Educational Leadership in Ghana*, Afful-Broni (2005) talks about it.

He said the effects that broken home have on people are more tremendous. First and foremost, in as much as both or either of partners may have a called for situation, they are the ones who are hit by its many negative repercussions. The effects of broken homes vary. Even though the couples themselves are the ones directly hit, the children are the ones who suffer most from these unfortunate effects. A break in the home shakes the very sense of self or the identity of the children in a marriage. It may even be said that in extreme cases of physical, emotional or psychological abuse, the departure of one member of the family fundamentally alters the structure and dynamics of the home. Even when such cases eventually turn out for the good of the rest of the family, it still

requires a great deal of adjustment on the part of all involved especially the child and such adjustment can come at great cost.

The idea of having one's parents divorced, under whatever circumstances, can confuse or worry the child. A major reason for this concern may be his awareness of the negative perception of what the Ghanaian society has for divorce or separation. Another factor is that even though we are creatures of habit who are able to develop coping strategies for survival, divorce shakes the stability which all had previously enjoyed, even with the element of abuse. There are of course situations which may be mysterious to the child, situation that seemed perfect to him until the bombshell of divorce or separation comes and these are the ones that hurt most. Such situations can go a long way towards negatively affecting the child's thinking, causing different degrees of distraction and leading to possible crises in psychological development (Muus, 2000).

Where a child from a broken home has his or her total personality at risk performance in academic work is very likely to be negatively affected. His/her relationship with other people might also be poor, making it difficult for him/her to be accepted and admired by peers in or out of school. Research had proved that many juvenile delinquents such as prostitutes, drug abusers, thieves and school dropouts are product of broken homes. Often, the risk of girls from such background bearing premarital babies is significantly greater. Woodruff as vital in Dworetzky (2001) is of the view that healthy mental development depends upon adequate provision of personal needs. Both primary and secondary needs bring about behaviour pattern directly towards striving to attain goals. Such striving is dramatically reduced in children from broken homes and the result is a backwardness which contributes to poor academic work.

Apart from quality or level of intelligence that the child inherits, parental socio-economic background is another factor that has great influence and should not be underestimated. At the basic education level where almost all the schools are day-school, the pupils spend a substantial part of the day at home. The ability of the child to progress academically will depend largely on the conditions prevailing in such home, and these can largely depend on the social economic status of the parents.

Various studies have shown that generally, pupils from high socio-economic background perform better than their counter parts whose parent have lower economic status (Kozol, 1999). In the nuclear family, it is usually the parents who make the expected determination to have a firm control on the child's educational processes. Yet even in such cases, divorce or separation can greatly interfere with the children's effective learning process in school. If as result of the absence of a parent the child has to take on extra responsibilities in the home, this will obviously have negative effect on his academic performance.

The phenomenon of broken home is a great obstacle to a child's ability or motivation to succeed academically. It may disturb him emotionally, having deprived him of valuable parental security within the family (AusuDatta, 1998). The child may experience an emotional block which in turn may interfere with his ability to demonstrate evidence of the intelligence which he/she actually possesses. When children are motivated, they are inspired to reach higher. Unfortunately, children from broken homes often lack adult encouragement. This negatively affects them in more areas than the academic. Children from broken home are sometimes underfed and this affects their health. Since good health promotes learning, children from broken homes are often at greater risks than those in healthy homes. Since a good number of broken

homes in Ghana often experience poverty, a child from such a background is more likely to suffer want for school materials such as books, pencils or uniforms. Related to this is the needless amount of emotional strain which not only the “burdened” parent suffers, but the children in such a situation as well. Undoubtedly, children from broken homes not only face financial struggles but emotional stress. This belief is confirmed by a study of Farrant (2001) who suggests that poor academic performance could be the result of emotional stress and constraints which come as a result of an unhappy home where too many household chores are imposed on the child. Lastly, it is believed that the child should psychologically be prepared at home before he or she gets to school, which implies that the parent of the child has a part to play in the early preparation and education of the child. The parents provide for the needs of the child and if these needs are not met, the child will likely lack the quality of mind that will allow him to do any serious academic work. Besides, he may suffer other lacks which can end up making him/her an unhappy and unproductive adult.

2.5 Stressors of the Divorce Process and Adjustment of Children

The effects of divorce-related stressors vary greatly among children and over time. The nature of the initial separation, parental conflict, the loss of vital relationships, financial problems, and re-partnering or remarriage of one or both parents play a crucial role in how these stressors affect children’s adjustment in the short and long run. Many children exhibit some form of externalizing or internalizing disorders. Externalizing disorders include “antisocial, aggressive, non-compliant behavior, lack of self-regulation, low social responsibility, diminished cognitive agency and achievement. On the other hand, “anxiety, depressive symptoms and problems with social relationships” represent common internalizing disorders. Further, children from divorced families

have a much higher chance of experiencing lower academic performance, dropping out of school, having a teenage pregnancy, and abusing alcohol or drugs than children from married families.

2.5.1 Stress of the initial separation

Most children show strong reactions to their parents' divorce, especially over a period of one or two years following divorce. The departure of one parent and inadequate information about the reasons for divorce often cause externalizing disorders and to a lesser degree internalizing disorders in children.

2.5.2 Parental conflict

Many divorce researchers have wondered whether parents should stay together for the sake of their children despite a high-conflict marriage. Divorce represents the better option if it can lessen the amount of conflict and negativity in the children's environment. Conflict between parents during and following separation and divorce represents a major stressor for children and can lead to difficulties in these children's adjustment. Children experience high conflict during the marriage of their parents. Some families are able to reduce conflict whereas others continue to fight after divorce. High conflict that involves the child, "conflict that is physically violent, threatening or abusive, and conflict in which the child feels caught in the middle has the most adverse consequences for the well-being of children". In addition, mothers and fathers involved in high conflict marriages often practice poor parenting, because they use harsher discipline and express reduced warmth towards their children. Parents also have to cope with emotional problems resulting from the divorce and therefore take less time to support their children through effective parenting. Some children become the only emotional support of their parents, which puts additional stress on children's shoulders.

Children caught in the midst of conflicted divorce disputes may seek to reduce psychological pressure by aligning with one parent against another. In some instances, severe feelings of alienation may arise in which children actually seek to sever the relationship they have with one parent. These children are subject to feelings of abandonment, anxiety and personal vulnerability (Kelly & Johnston, 2001; Chandler, Haave, Vandersteen & Carter, 2000). Current thinking on these matters now tends to focus on a more holistic, family systems approach, with consideration given to a broad range of interventions (Stoltz & Ney, 2002).

2.6 Protective Factors Reducing Risk for Children of Divorced

Many internal factors such as age, gender, temperament and physical characteristics influence children's resilience to the negative effects of divorce. Inter family protective factors such as authoritative parenting, children's residence in maternal or paternal custody homes, involvement of noncustodial parents, effective joint-custody arrangements and involvement of supportive stepparents can significantly reduce the children's risk of developing externalizing or internalizing behaviors. Furthermore, extra familial factors such as relationships with peers and non-parental adults, authoritative schools, and interventions such as educational programs for divorced parents to improve parenting or youth groups can also help ease the transition and adjustment of children to their new life situation.

2.6.1 Internal factors that help to cope with stress

The influence of a child's age on his or her ability to cope with the stresses of divorce remains largely unclear. Many scholars think that younger children might face a higher risk of negative effects, because they cannot comprehend the causes of the divorce and have fewer resources from which to seek help outside the family environment. On the

other hand, older children can often find relief in activities such as sports or hobbies. They can also get help from mentors, teachers and/or coaches. Studies have found that remarriage especially troubles early adolescents when they have lived in a single-parent home for a long time.

Most early research studies reported greater adjustment for girls than for boys. New studies have come to the conclusion that gender differences remain slight. In recent years, greater father involvement and joint custody arrangements have diminished the negative effects on boys who usually benefit from having a father figure in their lives. Both female and male adolescents seem to exhibit higher externalizing and internalizing behaviors as compared to adolescents in non-divorced families. Girls tend to express greater reluctance to their parents' remarriage than boys. Strikingly, "some girls in divorced, mother-headed households emerge as exceptionally resilient individuals, enhanced by confronting challenges and responsibilities that follow divorce when they have the support of a competent, caring adult". These findings do not prove true for boys in mother-, father- or joint-custody arrangements.

Divorce has the most significant negative effects on children with pre-existing psychological and behavioral problems. Children who possess intelligence, competence, self-confidence and a good sense of humor usually adapt well to any kind of adversity. In addition, an easy temperament and physical attractiveness also prove beneficial. These children often receive more help from others. In general, "the psychologically rich may get richer and the poor get poorer in dealing with the challenges of divorce". In addition, the "steeling or inoculation effect occurs when children's controlled exposure and successful adaptation to current stressors enhances their ability to cope with later stressors". Other areas studied in positive psychology

such as self-efficacy and an internal locus of control may also contribute to better coping styles in children.

2.6.2 External factors that aid in coping with stress

According to the socialization theory, parenting plays the most important role in the adjustment of children and in the development of externalizing or internalizing behaviors. Unfortunately, good parenting usually declines and becomes less authoritative in the initial phase after divorce or remarriage, because parents have to use their energy to adjust to their new circumstances. Children often experience parenting marked by more control, less affection, and reduced communication. Remarriage tends to foster better parenting practices in the custodial parent, whereas parenting in single, divorced families remains more problematic. Studies show that “authoritative parents who are warm, supportive, communicative, and responsive to their children’s needs, and who exert firm, consistent, and reasonable control and close supervision, provide the optimal environment for the healthy and competent development of children”. This type of parenting seems especially important for children dealing with multiple marital divorces and remarriages. In addition, adolescents who experienced both parental support and monitoring expressed lower levels of externalizing and internalizing behaviors.

Most children live with their custodial mothers. Yet, little evidence suggests that mother-, father- or joint-custody offers greater advantages over the other. Father-custody homes pertain largely to older boys who have mothers with lower levels of education and financial means and who might suffer from psychological problems. Some studies claim that same-sex custody arrangements benefit children during adolescence. Custodial fathers tend to have fewer problems with disciplining their

children and can often offer better financial means. Nevertheless, they also tend to have a more reserved relationship with their children and monitor their children's activities less carefully. Girls in mother-custody homes often develop close relationships with their mothers and serve as a source of support. In general, children living in single-custody households grow up more quickly, because they receive greater autonomy in decision-making and responsibility. Oftentimes, they help with household tasks, take care of siblings and help their parents with problems.

Noncustodial fathers and mothers differ significantly in their involvement with their children. Noncustodial mothers usually try to keep contact and tend to play a larger role of emotional support in their children's lives. They oftentimes live nearby and sustain close relationships that address their children's needs. In contrast, noncustodial fathers uphold contact and pay child support only if they "feel they have control over decisions about their children and when conflict is low". They usually have a more distant relationship with their children and mostly engage in recreational activities but do not address their children's emotional needs. As a result, "children generally report feeling closer to noncustodial mothers than noncustodial fathers". Overall, children benefit from regular contact with their noncustodial parents. Boys especially do better in school and exhibit less externalizing and internalizing problems when they have contact with their noncustodial fathers.

Co-parenting provides the most advantages for children as parents make important decisions regarding their children together based on mutual understanding and trust. However, few families can achieve these optimal conditions. Many parents engage in parallel parenting without communicating with the other parent. Others do not

cooperate at all. As a result, studies do not suggest significant advantages of joint-custody arrangements.

Supportive and authoritative relationships between stepchildren and stepparents benefit the adjustment of children. However, many children do not feel comfortable opening up to their stepparents. In addition, the lack of biological relatedness can also undermine the formation of close relationships. Boys tend to accept stepfathers more readily than girls and benefit more from having a new father figure in the household than do girls.

2.6.3 Extra-familial factors in coping with stress

Children from divorced families have a higher chance of experiencing peer pressure and becoming part of destructive peer groups, because they tend to have lower self-esteem and social competence than children from non-divorced families. Many adolescents distance themselves from their families and seek other activities outside the home. This often leads them to engage in delinquent behavior and increases the risk of early pregnancy and substance abuse. In contrast, other adolescents receive support from close friends or from youth groups and organizations. Furthermore, children who have caring, non-parental adults who serve as role models such as mentors, coaches and neighbors in their lives can cope better when they experience a lack of parental support at home.

Children with positive attachments to their schools often cope better with their new life circumstances. School environments characterized by “defined schedules, rules, and regulations, and the use of warm, consistent discipline and expectations for mature behavior have been associated with enhanced social and cognitive development in children from divorced and remarried families”. Children with behavioral problems and

unstable family situations receive the greatest benefits from supportive schools and teachers.

Legal mediations have increased joint-custody arrangements, which have led to greater financial support and involvement from noncustodial fathers. However, the positive results of these interventions do not seem significant to the well-being of children. Nevertheless, many children appreciate the continued role of their fathers in their lives.

Interventions should primarily promote effective family processes such as parental support and monitoring. Educational programs for parents can largely contribute to these goals by giving parents the tools to cope with the stresses associated with divorce to limit conflict and to practise successful parenting. Furthermore, youth groups and other pro-social organizations such as church groups can serve as a strong source of support for children and adolescents. Authoritative schooling can particularly help children with externalizing behavioral problems by setting regulations and rules. Strengthening intra-family and extended family support can contribute to family resilience and buffer children's risk factors following divorce. Lastly, children should know the causes for their parents' divorce and have a say in their living arrangements and have the freedom to decide how much contact they would like to have with their noncustodial parents.

2.7 Meaning of Resilience

A lot of children experience the divorce of their parents. Most of such children (about 80%) are placed physically under the custody of their biological mothers. Some divorced parents and their children undergo stressful situations. The major stressors which emanate from divorce include the period just after divorce, conflict of parents,

the loss of important relationships, financial challenges and re-partnering. Many mental health workers, educators and family theories portray divorced families as unfit for the successful upbringing of children. They argue that only married couples have the capabilities to provide a warm and nurturing environment in which children can thrive. Some family scholars also believe that the traditional family breakdown destroys the very fabric of society and contributes to a variety of social vices that are carried on into the future generations (Sarah-Marie, 2010). According to Piper (1989), divorce is painful and more wrenching than the death of a spouse. The sense of failure, guilt and fear that results from divorce can torture the souls of the divorced family, and become an agonizing place for the children involved. He adds that the loneliness involved in divorce can be overwhelming and can serve as a hindrance to work performance. Tensions that build over child custody and financial support could deepen the wounds for years to the extent that those with sensitive hearts resort to weeping.

In spite of the pains and the trauma that divorced families undergo, they try not to increase the pain and adjust to the situation in order to live a normal life style. This has been described as resilience. Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats, or even significant sources of stress like family and relationship problems (America Psychological Association, 2012). Again, resilience is the capacity of a system, be it an individual, a forest, a city or an economy, to deal with change and continue to develop (Moberg & Sturle, 2014). It also refers to both the process and outcome of coping in response to risk, adversity, or threats to wellbeing, and involves the interplay between internal strengths of the individual and external supporting factors in the individual's social environment (Bruce, 2008). The foregoing definitions of resilience indicate the existence of a shock in the life of an individual and the process or measures to adapt and cope with the shocker. That is bouncing back from

difficult experiences. Being resilience does not mean that a person does not experience difficulty. It is notable that the road to resilience is likely to involve considerable emotional stress. Research has revealed that resilience is not ordinary, it is not a trait that people either have or do not have, and involves behaviors, thoughts and actions that can be learned and developed by anyone.

Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats, or even significant sources of stress – such as family and relationship problems, serious health problems, or workplace and financial stressors. It means “bouncing back” from difficult experiences (American Psychological Association, 2002).

Rutter (2007) agrees with this when he said resilience is not and cannot be a personality trait. He believes that people can only become resilient in the presence of adversity and that this vibrant process can vary in different contexts. Rak and Patterson (1996) explain that, children who are able to overcome odds in life are called resilient children. “Resiliency in children is the ability of those of who are exposed to identifiable risk factors to overcome those risks and avoid unconstructive outcomes such as delinquency and behavioral problems, psychological maladjustment, academic difficulties and physical complications”. Meaning if one is to be seen as a resilient child, these traits should not be seen in his/her life, it is when they have stood strong against the test of time devoid of these challenges that they can be said to be resilient.

According to the American Psychological Association (2002), resilience is an ordinary characteristic of individuals, not an extraordinary one. Resilient children are those who do not develop psychological symptoms and mental health problems when faced with stress (Pearce & Pezzot-Pearce, 1997). Many factors are seen to contribute to individual

resilience that are both inherent to the child and come from their social support network/environment.

Parents play a critical role in the child's development as a child's first social experiences take place within the context of the family (Fleming, 2002). Children experience a range of emotional reactions when their parents separate or divorce, and their family system restructures in a new form. Although resilient children experience emotional reactions to divorce, it is how they adjust to the life change that is the key.

Modern theories of child development view human personality as a self-righting mechanism that allows children to make unending adaptations to their environment and circumstances (Sameroff & Fiese, 2000). It is this capacity that allows children to endure changes and have the ability to bounce back. However, if the changes the child experiences are extreme, it may surpass the ability to accommodate it.

Resilience has been equated to optimism in both children and adults. Optimism, and therefore resilience, can be fostered in children by developing a sense of competence, and confidence in their ability to make a difference in their environment (Seligman, 1996). It is seen that individuals under stress are more vulnerable to physical ailments and that an alarmingly large number of adolescents display depressive symptoms. Seligman (1996, p.23).

A crisis is seen to occur only when the individual lacks support, a positive view of the situation and adequate coping skills (Aguilera & Messick, 1986). Resilience is nothing new. While the term is a recent addition to psychological literature, it has always existed. On a global scale, survivors of wars and natural disasters have demonstrated resilience. Others have even stated that it was only through adversity that their character strengthened and developed. Finally, resilience is not necessarily inherent to certain

individuals and lacking in others. “It involves behaviours, thoughts, and actions that can be learned and developed in anyone” (American Psychological Association, 2002).

2.8 Types of Resilience

Research has indicated that the adaptive powers of individuals to overcoming their challenges, shocks, trauma and the unfortunate experiences that life sometimes present could be manifested in different aspects and spheres of life. Wallace (2015) believes that there are four types of resilience, namely physical, mental, emotional and social resilience. According to him, it is often recommended that people build resilient character trait as they face the press of life. He added that people who exhibit, practice and become accustomed to these behaviours regularly, live much longer and more fulfilling lives than those who do not.

2.8.1 Physical resilience

Wallace indicated that people who are physically resilient do not sit still for longer than one hour at a time. They keep moving even if they do not feel like it. Per his assertion, the aged are often tempted to sit on the couch and to nurse the pain life presents by not moving, meaning the aged are not mostly physically resilient. To become physically resilient, it is recommended that one works the kinks and make physical activity a priority.

This is being seen by Weiss (2013) when he defines physical resilience as the ‘body’s ability to adapt to a rising challenge, maintain stamina and strength in the face of demands, and recover efficiently and effectively when slightly damaged or microbial besieged’ (internet source). To him this type of resilience deals with the physical body,

that it does not move or break when a higher force is exerted on it. Physical resilient is the one that helps the body to withstand a physical opposing force.

Davy also sees physical resilience as being relevant to the study of aging, it comprises of one's ability to maintain or improve function, relating to illness, accidents or age-related issues (Davy, 2011).

Kelly on her work on Current Research on Children's Post Divorce Adjustment, confirms the assertion made above on physical resilience when she agreed that though research shows that children from divorced homes especially boys have problems after divorced, further research shows that they are able to stand and are not disturbed after the divorced. This happens when both parents mostly take care of the children.

Physical resilient is therefore related to the physical ability of an individual which enables him/her to adjust to physically opposing force such as illness, accident. The aged are vulnerable to this type of resilience.

2.8.2 Mental resilience

People who are mentally resilient test their brains by doing puzzles, playing board games, trying new hobbies, reading new books, staying engaged in work, grow gardens and engage themselves in mentally challenging activities. Mentally resilient people simply stay challenged with the motive of overcoming their life shocks.

To be mentally tough as seen by Murphy is to be strong and refuse to give up when faced with failure, it also enables one to be focused and determined in the process of achieving ones goals. She believes this type of resilience will course one to come out of adversity and even become stronger than before (Murphy, 2012). Mentally resilience

deals with the ability to let the mind hold on and go through challenges without relenting or giving up until one achieves his or her goals.

Rutter (1971) in his research on Protective Factors and Resilience to Psychiatric Disorder made this out on child's resiliency on mental trauma. In child psychiatry, the phase was characterized by studies distinguishing the different effects of different types of separation experiences.

By Patterson's (1982) important molecular studies of coercive processes in family interaction; by Hetherington et al. (1982) and Wallerstein's (Wallerstein & Kelly, 1980) dissection of the mechanisms involved in the adverse sequelae that may stem from parental divorce; and by the variety of investigations into the particular environmental circumstances association with an increased risk of delinquency (Rutter & Giller, 1983). The net result of a considerable body of research was the acceptance that life experiences varied considerably in their risk potential and, moreover, that the experiences most important in fostering optimal cognitive development (Rutter, 1985b) differ markedly from those with the greatest impact on socio-emotional or behavioural development (Rutter, 1985a).

2.8.3 Emotional resilience

Emotionally resilient individuals are those who often engage themselves in regular reflection on visionary, beautiful and fanciful things. Engaging in emotionally resilient activities enables people to exercise their capacity to imagine, dream, plan and become creative, which keep their souls strong. All these activities allow people to find positive things even when the prevailing circumstances stay dark.

Carmody asserts with this as she said she stays alone in a quiet place and performs activities such as singing to herself, humming to herself just to calm her down and to release stress. This she said helps her to be more resilient (Carmody, 2014).

Scolt sees emotional resilience as the ability of one to adapt to stressful situations or crises. She further explains that people who are more resilient manage to "roll with the punches" and adapt to adversity without having an effects on them. She believes that people who are less resilient finds it difficult dealing with stress and life changes, both major and minor as compared to those who are more resilient (Scolt, 2016).

2.8.4 Social resilience

Social resilience means staying in touch with other people and avoiding isolation when confronted with a tragic incident. Socializing by way of hugging, handshaking, visiting friends and other relatives and taking the initiative to stay engaged stimulate the brain. The ability of people who are troubled to continue to stay in touch with other people, shape and reinstate their lives back to the social stream.

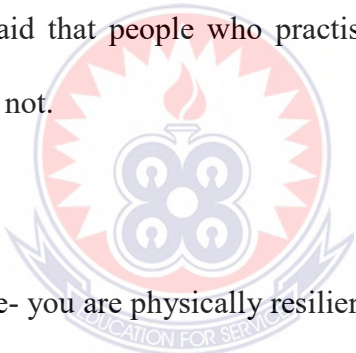
Social resilience is about social entities' abilities to tolerate, absorb, cope with and adjust to environmental and social coercion of different kinds. The development of the idea of social resilience began with an unspecific perception of social resilience as the ability to respond, which then evolved to incorporate notions of learning and adaptation to form a complex definition, which includes the acknowledgement of the importance of the roles played by power, politics and participation in the context of increasing uncertainty and surprise.

This article draws together some of the key findings to emerge from research in Social Support and adjustment of children from divorced and remarried families in particular,

on children's and adult's adjustment to divorce, the risks children encounter after divorce, and the social factors that protect them or make them more vulnerable to adversity. Through collating this evidence, the article suggests that it is the diversity, not the inevitability of any one pattern of adjustment following divorce and remarriage that is striking. Although, on the average, children and adults in divorced and remarried families may confront more stresses and show more problems in family relations and personal adjustment than those in non-divorced families, the vast majority are resilient and able to cope with, or even benefit from their new life situation (Hetherington et al., 1985).

Similarly, in a TED Talk, McGonigal described four types of resilience. In relating these descriptions, she said that people who practise these behaviors regularly live longer than those who do not.

Here are the types:

- 
1. Physical resilience- you are physically resilient if you don't sit still longer than an hour at a time. You keep moving, especially when you don't feel like it. I don't know about you, but as I age, the temptation to sit on the couch or to nurse a pain by not moving is high. A physically resilient person works out the kinks and makes physical activity a priority.
 2. Mental resilience- you are mentally resilient if you test your brain, do puzzles play board games, try new hobbies, read new books, stay engaged in work or grow a garden. In short, mentally resilient folks stay challenged.
 3. Emotional resilience- you are emotionally resilient if you engage in regular reflection on things beautiful, fanciful and visionary. Emotional resilience exercises our capability to imagine, dream, plan and create. It fortifies the soul.

Emotional resilience allows us to find positive things even when circumstances stay grim.

4. Social resilience. When you stay in touch with others socially, you are being socially resilient. Hugs and handshakes stimulate the brain. Having a friend whom you look forward to, visiting and taking with, thus the initiative to stay engaged is social resilience.

In addition to the four types of resilience presented by Wallace, McGonigal and Genie (2012) also presented three other types of resilience; natural, adaptive and restored resilience.

2.8.5 Natural resilience

Natural resilience, as the name suggests is inborn part of the human nature. It is a person's innate force and enthusiasm to experience what life is all about. This naturally inbuilt resilience protects people and causes them to play, learn and also explore their world. Natural resilience enables people to go forth to do or be their best and to take the knocks of life, children especially show some abundant and inspiring resilient approach.

Scolt also believes that emotional and physical resilience are natural resilience, one is born with it. Some people, especially infants by nature, are less upset by changes and surprises and it turns to be stable throughout their life time. Emotional resilience is also related to some factors that aren't under one's control, such as age, gender and exposure to trauma.

2.8.6 Adaptive resilience

Adaptive resilience, according to Genie, is the trial by fire type, where people get toughened by challenging circumstances which cause them to adapt and grow. This is often referred to by many as character. Expressions like, when the going gets tough, the tough gets going is an indication of this type of resilience. This proves why people who have been faced by many adversities or challenges in life, actually become stronger and more resilient than those who have not encountered any adversity in life. Such people become strengthened and are able to cope with similar life challenges because of what they have been through.

2.8.7 Restored resilience

Restored resilience, also known as learned resilience involves the re-establishment of the natural resilience through techniques learned over a period of time especially from childhood. This type of resilience is based on the principle that everyone can learn to be resilient. However, the techniques adopted to acquire resiliency may differ from person to person even when faced with similar circumstances. This type of resilience can help prevent past, present and future trauma.

2.9 Factors Contributing to Resilience

Population health research points to numerous factors that contribute to the health and well-being of individuals (Health Canada, 1999). At a population level, factors determining health/well-being include income and social status, social support networks, education, physical environments, health services, employment and working conditions, gender and culture. At an individual level, factors determining health and

well-being include biological endowments, personal health practices, individual capacity and coping skills, and healthy psychological development.

Other individual factors contributing to healthy child development include: stimulation, encouragement, attachment, empathy, self-efficacy, autonomy, parental mental health and parenting style. Temperament is also a factor that comes into play (Fleming, 2002).

The types of bonds children form turn to be dependent upon, or influenced by the specific environments in which they are raised. Children's ability to develop in a healthy manner and form secure emotional attachments to their caregiver varies depending upon whether the environment is harsh and unpredictable, or secure, nurturing and enriching (Simpson, 1999).

Fleming (2002) added, "A goodness or poorness of fit between the child and her environment is often of major importance. A goodness of fit exists when the demands and expectations of the parents and other people important to the child's life are compatible with the child's temperament, abilities and other characteristics. With such a fit, healthy development can be expected" (pp. 24-25).

The notion that all children do not crumble under stress is well documented. Studies have shown that one-third to one-half of children exposed to stressful family circumstances including poverty, family disruption and parental mental illness do not develop mental health difficulties and emerge as well-adjusted young adults (Pearce & Pezzot-Pearce, 1997).

Mental health interventions should not merely restrict their focus to helping children to cope with difficult circumstances, changes and the associated stress. Therapeutic

interventions need to consider resilience as a factor that impacts the ability to “bounce back” from change (Newman, 2002).

2.10 Threats to Resilience in Children of Divorcing Families

It is seen that individuals under stress are more vulnerable to physical ailments and that an alarmingly large number of adolescents display depressive symptoms. Seligman (1996, p.23) stated, “Many children first became depressed when their parents started fighting with each other. Divorce, separation and parental turmoil are generally a high risk factor for the preteen age child.” Children are the “innocent bystanders” in often toxic battles between the two individuals to whom they are most attached. Such children are at “risk for a lifelong legacy of divorce, including higher rates of school dropout, out-of-wedlock pregnancy, marriage during adolescence, reduced life satisfaction and eventual disruption of their own marriages” (Peadro-Carroll, Nakhnikian & Montes, 2001:377). It continues to be very important to carefully research the particular parenting history of the family when recommendations are being formulated with respect to residential care and access matters (Gould & Stahl, 2001).

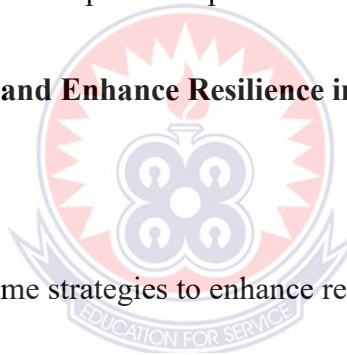
Multiple factors and challenges exist for children during and following family break-up. These are summarized below:

Potential Threats to Well Being in Children of Separation/Divorce (Adapted from Nielsen, 1996; Jaffe, 1998; Elkind, 2001; Greenstone & Leviton, 2002).

- a. Depression, especially in response to parental adjustment to the separation.
- b. Lower standard of living and change in lifestyle/life opportunities.

- c. Prolonged exposure to parental conflict, prior to and following separation/divorce.
- d. Increase in general adjustment issues arising from multiple changes and transitions.
- e. Lack of emotional availability in parents/absence of adequate parental support systems.
- f. Multiple family transitions.
- g. Separation of children from members of extended family.
- h. Children take on role of parent or partner or serve as a therapist or confidante.

2.11 Strategies to Build and Enhance Resilience in Children of Separating and Divorcing Families



The underpinnings are some strategies to enhance resilience in children:

Timely resolution of parental dispute is a means to build resilience in children from divorced families. The longer the time period from the onset of family disruption to a point of resolution, the greater the potential for damage to the children. Resolution is seen to be the point at which the children are free from exposure to parental conflict and free to access both parents as unconditional supports.

Freedom from exposure to conflict will also help build resilience in children from divorced families. Awareness of parental conflict interrupts the developmental tasks of the child. This interruption can take the form of regression (acting in the manner of a younger child), acting out fears (that could include aggressive behaviour), or

prettification (accelerated, yet incomplete, development). Parents now have two key relationships: their relationship as a couple and their relationship as parents to their children. The challenge of separation and divorce is to preserve, and even enhance, the parenting relationship while the couple relationship ends.

Addition to the above, timely investigation and assessment of allegations can also enhance resilience in children. It is the joint responsibility of parents and society to protect children. While false allegations do take place within the context of custody battles, true allegations are also made. In either case, quick and competent assessment and investigation of such allegations provide quicker provision of supports/treatment for the children and family.

There should also be enhanced support systems for parents, therapeutic support: Parents going through separation and divorce are themselves dealing with many grief and loss issues. In addition, the end of the relationship may have eliminated their traditional support system. Therapy provides needed support, while enhancing coping skills. It allows for a separation between the “partner” and “parent” roles and breaks past, dysfunctional communication patterns.

The parents are the primary support system for their children. Therefore, seminars should be given out on parenting after separation/divorce. This is because specialized skills and knowledge are required for them in assisting their children through the transitions they will face. Again, this will increase the parent’s effectiveness and assists them in avoiding the common pitfalls of separation and divorce.

In addition to knowledge of divorce related issues, increased responsibilities fall upon single parents and at times parents must take on, roles that they have not previously had

with their children. Parent education addresses these newly emerged needs for parents and minimizes stresses on children.

Prompt access to alternate dispute resolution mechanisms: controversial and drawn out disputes entrench the parents in their positions and give over more control to outside decision making, such as court decisions. The processes of mediation, post-separation/divorce counseling, parental conflict intervention and targeted assessments can maximize parental control and minimize delays.

Enhanced support systems for children, therapeutic support: Provides the children an outlet to often conflicted emotions, enhances their functioning and adjustment, and can assist the parents in meeting their children's needs.

Attendance of programs for children of divorce; such programs have two key components. First, they allow children to identify feelings, dispel myths and develop coping skills. Secondly, the group environment breaks down the feeling that they are the only ones experiencing such difficulties and normalizes the process of a family break-up.

Restructuring family system, post separation/divorce interventions are designed to create a healthy post-divorce environment in which parents are able to resume responsibility for effectively meeting the needs of their children, and children are free to pursue a close and loving relationship with their mother and their father. Interventions reduce parental conflict and re-focus the parents to more effectively meet the needs of their children, allowing the adults and children to reach a new level of normal.

Routines and stability; one of the most reassuring factors for individual under stress is the presence of familiar routines. Routines and consistency should take place from before and after the change in family structure, and ideally be similar between parental homes. The converse is also true. A child first losing family structure and stability and then being cut off from school, peers, extracurricular activities, community and extended family is at much higher risk for being negatively affected.

Preservation of holiday traditions or development of new traditions similar to maintaining routines, keeping holiday traditions intact minimizes the sense of loss experienced by the child. However, as things are indeed different in the life of a child from separated/divorced, some creativity is required. Parents' insisting that one or the other "gets" to have a celebration on a given year creates upset for the children. With creative scheduling, the child does not have to miss out on special days with one parent or the other, but is able to celebrate the occasion twice.

Contact with extended family support systems, extended family can be a source of great stability and safety for children. This, of course, depends on extended family members taking a neutral stance and not speaking badly of either parent.

Protect and preserve connections to school, community and friends whenever possible. Multiple changes of school for a child can negatively impact achievement. Outside of the family, the school is the area of greatest consistency in a child's life. Children are in school for the majority of the day, five days a week for over nine months. If they should lose their peers and the school environment, it will be of a great stress to the couple with the new family system.

Establish consistent, non-conflicted mechanisms for transferring children between homes; when the parents are unwilling or unable to be civil to each other for the sake

of the children, increased structure is required associated with direct parental transfer. In extreme cases, this can require a neutral third party transfer or a neutral site transfer.

Also, introduction of new communication processes to support ongoing relationship between children and both parents (for example, e-mail communication), developments in communications technology have provided exciting opportunities between parents and children and between separated and divorced parents.

Internet technology allows for inexpensive video communication between parents and children. Electronic mail allows parents to provide frequent updates or make requests in a controlled manner. The nature of e-mail allows parents to choose words carefully, avoid emotional responses and provides a record of the communication.

Ensure children's time with peers and time for extra-curricular activities is protected and preserved. With the onset of adolescence, the world of peers takes on increased importance. This is true for children in separated, non-separated and single parents. Creative considerations must be made to allow stability with peer interactions to be balanced with parental time with each child. For the parent of adolescent's "quality time" is often spent on driving, coaching, shopping, watching or assisting with tasks.

Treat children as unique individuals; while sibling relationships are important and provide stability, children require one-on-one time with each parent. This is especially true for the pre-adolescent and adolescent. It is during this time that children and adolescents share their hopes, dreams and fears. Individual one-to one parent-child interaction time allows parents to support the development of each child's personality, interests, talents and abilities.

2.12 How Divorce Promotes Resilience in Children

Divorce has the most significant negative effects on children with pre-existing psychological and behavioral problems. Children who possess intelligence, competence, self-confidence and a good sense of humor usually adapt well to any kind of adversity. In addition, an easy temperament and physical attractiveness also prove beneficial. These children often receive more help from others. In general, “the psychologically rich may get richer and the poor get poorer in dealing with the challenges of divorce”. In addition, the “steeling or inoculation effect occurs when children’s controlled exposure and successful adaptation to current stressors enhances their ability to cope with later stressors”. Other areas studied in positive psychology such as self-efficacy and an internal locus of control may also contribute to better coping styles in children.

According to the American Psychological Association (2002), resilience is an ordinary characteristic of individuals, not an extraordinary one. Resilient children are those who do not develop psychological symptoms and mental health problems when faced with stress (Pearce & Pezzot-Pearce, 1997).

Resilience in children has been studied since the 1960s and 1970s as researchers started to look at human strengths rather than shortcomings and dysfunctions. Although resilience proves difficult to define, it generally refers to “patterns of positive adaptation during or following significant adversity or risk” that allow individuals to “bounce back” to their previous level of well-being or even to attain a higher level of functioning. In the past, much controversy surrounded the study of resilience due to the difficulties associated with “translating definitions into operation in research”. Researchers often failed to examine differences in resilience associated with cultural and ethnic

backgrounds. Now, researchers are moving towards more standardized measures to obtain greater validity and reliability of their data. Resilience research focuses on assessing risk factors such as stressful life events and protective factors such as the child's personal qualities and environmental interactions such as positive family relationships. Protective factors "moderate the effect of one or more risk factors".

Resilience has been equated to optimism in both children and adults. Optimism, and therefore resilience, can be fostered in children by developing a sense of competence, and confidence in their ability to make a difference in their environment (Seligman, 1996). It is seen that individuals under stress are more vulnerable to physical ailments and that an alarmingly large number of adolescents display depressive symptoms. Seligman (1996, p.23).

The way in which individuals respond to change is highly variable. Consider the case of three teenage boys who are all "dumped" by their long-term girlfriends. The first boy is devastated, the second is upset but philosophical stating, "I have learned a lot and my next relationship will be even better". The third boy was seen skipping off into the distance, shouting, "I'm free at last". A crisis is seen to occur only when the individual lacks support, a positive view of the situation and adequate coping skills (Aguilera & Messick, 1986). Meaning if one is able to see the divorce of their parents as not being the end of their lives but an inevitable phenomenon, can put it behind them and press on towards a good future.

Despite the significant stressors associated with divorce, approximately 75-80 percent of children develop into well-adjusted adults with no lasting psychological or behavioral problems. They achieve their education and career goals and have the ability to build close relationships (Marie 2010). One study by Amato (1999) even estimated

that “42 percent of young adults from divorced families” received higher well-being scores as compared to young adults from non-divorced families. Therefore, the hardship and pain associated with their parents’ divorce made them stronger individuals. Children from high conflict families often times benefit the most from the divorce of their parents as it represents an opportunity for a better life.

2.13 Summary of Literature Review

The review covered areas related to the study. The review began with a discussion of the theoretical review underpinning the study. Other themes reviewed include the meaning of divorce, meaning of resilience, types of resilience, effects of divorce on children, consequences of divorce on children’s academic performance, how divorce promote resilience, stressors of the divorce process and adjustment on children, parental conflict, factors contributing to resilience and threats to resilience in children in divorcing families.

The review established that divorce exposes children to many risk factors such as high conflict, the loss of important relationships, and remarriage. This can lead these children to develop externalizing and internalizing behaviors. For many years, some couples did not dare to divorce because they feared the detrimental effects on their children, although divorce would have been the most beneficial solution for everyone involved. However, most researchers would agree that most children have the necessary resilience to deal with their new circumstances and challenges and ultimately become well-adjusted adults. Internal protective factors such as temperament and coping skills as well as good parenting and a supportive environment help these children successfully cope with their new situation.

The review also revealed that resilience is a natural, although not evenly distributed phenomena (American Psychological Association, 2002). Even within families going through amicable splits, one child can flounder while another flourishes. Children under stress are more prone to mental health disorder (Pearce & Pezzot-Pearce, 1997), and parents can play a pivotal role in the development of resiliency in children (Fleming, 2002). Multiple threats to adjustment and resilience exist within the context of a family going through separation or divorce. The majority of these relate to the mental health and behaviors of the parents (Nielsen, 1996; Jaffe, 1998; Elkind, 2001). Professionals must also take some responsibility with the provision of appropriate, timely services and interventions to minimize the length of uncertainty children face.

The review also suggested many ways to minimize stress and enhance resilience for children of separation and divorce. Supports need to go beyond the nuclear family and consideration for stable relationships involving extended family, peer groups and community/school. Educational and therapeutic interventions directed at both parents and children go a long way to promote healing and resilience. Alternative and timely interventions from psychologists, collaborative approaches from lawyers, prompt and competent investigations by child protection workers and innovative, child centered solutions in the courts all make significant contributions to resilience.

From the foregoing, it is evident that literature abounds on the resilience of children from divorced homes. However, literature is scarce on the resilience of children from divorced homes with regard to the study area. It is therefore hoped that the current study will fill this gap.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explains the methodology adopted for the study. It highlights the research design; population, sample and sampling techniques, research instrument, reliability and validity of instruments, methods of data collection, how the collected data were analyzed and ethical issues.

3.1 Research Design

Research designs are procedures for collecting, analyzing, interpreting and reporting data in research studies (Creswel & Clark, 2011). It is the structure of any scientific work and it gives direction and systematic approach to the research.

The study, which is a case study, adopted the qualitative method approach to make empirical investigation into the resilience of children from divorced homes. This is because case study research design has evolved over the past few years as a useful tool for investigating trends in specific situations (Shuttleworth, 2008).

Qualitative research is designed to show a target audience's range of behaviour and perceptions that drive it with reference to specific topics or issues. It uses in-depth studies of small groups of people to guide and support the construction of hypotheses. Its results is descriptive rather than predictive (Qualitative Research Consultant Associaton, 2016).

In this study, qualitative method was chosen to enable the researcher look into thus (ask questions to help her understand why respondents feel in a particular way) in order

to reach beyond initial responses and rationales. It also gives the researcher the opportunity to observe, record and interpret non-verbal communication as part of respondents' feedback which is valuable during interviews and discussions (QRCA, 2016).

3.2 Population

A population is the total number of people or things from which the sample is selected (Bryman & Bell, 2003). Parahoo (1997) defines population as the total number of units such as individuals, artifacts, events or organizations from which data can be collected.

In this study, students of Wesley Grammar School in the Ablekuma North Sub-metro constitute a well-defined group of individuals who can be considered as a population. This population comprises both the target population and accessible population.

The target population is the entire set of units for which the survey data are to be used to make inferences (Internet source). The study targets students from divorced homes in 1arts1, 1arts2 and 1arts3 since they are the classes the researcher teaches. The accessible population comprises of fifteen (15) students from divorced homes in these classes.

3.3 Sample and Sampling Techniques

Kadam and Bhalerao (2010) said it is naturally neither practical nor feasible to study the whole population in any study. Hence, a set of participants is selected from the population, which is less in number (size) but adequately represents the population from which it is drawn so that true inferences about the population can be made from the results obtained.

In this research a mini survey was conducted which demanded students to indicate their names, class and also write yes if they are from a divorced home or no if they are not. Three classes in first year were chosen. The purpose of the exercise was explained to students to put them into a comfortable mood. Twenty-five (25) students per the survey came from divorced homes from these three classes thus 1Arts1, 1Arts2 and 1Arts 3 of Wesley Grammar School.

The accessible population refers to the part of the target population from which the researcher is able to obtain data for the research. In this research, the accessible population refers to the students from divorced homes who willingly responded to the interview.

Fifteen (15) students from divorced homes were sampled from the target population of 25 students from 1arts1, 1arts 2 and 1arts 3 using the purposive sampling technique. The fifteen students were purposively sampled because they hold the information the researcher needed for the study. The purposive sampling technique was appropriate for this study in order that students who are not from divorced homes might be exempted from the interview and the research. Trochim (2006) revealed that in purposive sampling, a researcher samples with a purpose in mind.

3.4 Research Instrument

According to Parahoo (1997), a research instrument is a tool used to collect data. Various research instruments are available to a researcher. Examples of research instruments include questionnaires, observations and checklists amongst others. Out of the lot available to a researcher, structured interview guide was the research instrument adopted for this study. Dessler (2014) perceives an interview as a procedure designed to obtain information from a person's oral response to oral inquiries. Additionally,

Amunuzzaman (2012) describes interview as a very systematic method by which a person enters deeply into the life of even a stranger and can bring out needed information and data for the research purpose.

The study adopted interview which involves a well-structured question to serve as a guide for the interview. This means that the respondents were asked similar questions. Just like a questionnaire, interview is a widely-used instrument for collecting survey information, providing structured, often numerical data and able to be administered by the researcher, and often straight forward to analyze (Cohen, Manion & Morrison, 2005).

Denscombe points out that interview are more suitable method of data collection when a researcher needs to gain insights into things like people's opinions, feelings, emotions and experiences.

The interviews were face – to – face interviews. Thus, it involved a meeting between the researcher and the respondents. This format makes it relatively easy to control, and also transcribing and recording become relatively easy (Denscombe, 2007). Also, the physical expression of the interviewee could let you be informed and asked questions for deeper understanding

The interview guide used for the interview had an introductory front page stating the purpose of the interview and assuring interviewees of confidentiality and anonymity. It also had three sections; the first section had to do with the demographic profile of respondents. The second section dealt with parents' divorce background, child custody and child support and the final section touched on the consequences of divorce and child's resilience. The interview in each case lasted between 15 and 20 minutes. The

interviews were auto – taped, transcribed and transcription excerpts quoted to support analysis and interpretation. In all, the interview guide contained seven-teen (17) items.

3.5 Validity and Reliability of Instrument

Validity according to Kankam and Weiler (2010: 78) refers to the degree to which an instrument accurately measures what it intended to measure. In establishing the validity of the instrument, a copy of the interview guide was given to the supervisor to find out whether the instruments measured what they were meant to measure and also checked on the phrasing, understandability and wording of the statements. The supervisor also cross checked the interview items for consistency, relevancy, clarity and ambiguity. This was done before the interview guides were administered to participants.

Hackman (2002) cited in Seidu (2012:95) views reliability as the extent to which data are consistent, accurate and precise. It is also the extent to which a research instrument produces consistent results when administered under similar conditions.

Reliability is a measure of the degree to which a research instrument yields consistent results (Amin, 2005, Saunders, Lewis & Thornhill, 2007). In this study, the reliability of the interview was done by carrying out a pretest of the interview on 10 respondents

3.6 Data Collection Methods

The researcher used an interview guide as a tool to solicit data for the study. Students were first briefed on the purpose for which the data is being collected. Students from divorced homes were informed that participation in the interview is purely optional. They were however encouraged to take part. After this, those who were willing to participate in the interview were selected and taken through a face to face interview. The participants willingly gave responses to all the questions.

3.7 Data Analysis

Data collection does not end the research process. The collected data needs to be analysed to make meaningful the responses provided by the respondents. Data collected for this study were processed, coded and analysed descriptively by transcribing the information received.

Transcribing is a useful means for turning digitally recorded interview data findings into transcripts, it is the act of representing original spoken words (recorded talking data) in written dialogue as well as analysing and interpreting instances of these data (Bird, 2005). It is seen as the act of data representation, analyses and interpretation. The transcribed data were there after interpreted into descriptive statistics for deeper understanding.

3.8 Ethical Issues

Bell (2005) intimates that research ethics is about being clear about the nature of agreement a researcher has entered into with the research participants or contacts. To Bell, ethical research involves getting the informed consent of the participants to be interviewed, questioned and observed or take materials from. It also involves reaching agreement about the uses to which the data collected will be put. Creswell (2009:88) opines that ethical practices in research involves much more than merely following a set of static guidelines, such as those provided by educational and professional associations. Creswell suggests that researchers need to protect their research participants, guard against misconduct and impropriety that might reflect on their organizations or institutions and promote the integrity of research.

At the onset of the data collection, I sought permission from the individual students to engage them in this research. The purpose of the study was revealed to the prospective respondents. I then booked an appointment with them for the interview. This was done to ensure that the students would cooperate fully with me and to brief them on the area of the research. In addition, each interview guide contained an opening statement requesting for the respondents assistance in providing the required information for the study. The respondents were further assured of confidentiality of the information provided and that the study's findings were to be used for academic purposes only. Respondents were further assured of their personal protection and that they had authority to refuse or accept to be interviewed.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

The purpose of the study was to examine the resilience of children from divorced families, in the Ablekuma North Sub-metro of the Accra Metropolitan Assembly. In particular, the study seeks to explore the consequence of the divorce on children and the types of the resilience the children are confronted with. This chapter presents and discusses the results of the study in order to tackle the stated objectives of the study. A structured interview guide was designed and used to gather the data for the study by the researcher. The discussion includes the interpretation of the findings in reference to previous findings.

4.1 Demographic Profile of Respondents

This section deals mainly with the distribution of the respondents by age, educational level and number of siblings they have. The data on the background characteristics of the respondents were analysed using frequency and percentage distributions to know much information about the respondents being interviewed.

Interview item one (1) sought to find out from respondents their age range. These responses are found in Table 1.

Table 1: Age of Respondents

| Age range | Frequency (f) | Percentage (%) |
|--------------------|---------------|----------------|
| 15-17 years | 8 | 53.3 |
| 18-19 years | 4 | 26.7 |
| 20 years and above | 3 | 20.0 |
| Total | 15 | 100 |

Source: Fieldwork, 2016

Table 1 indicates the age distribution of the respondents sampled for the data collection. The result reveals that eight respondents representing 53.3% are between the ages of 15 and 17 years. Also, the finding indicates that four respondents representing 26.7% are between 18 to 19 years. These findings suggest that majority of the respondents sampled for the interview were in between 15 and 17 years.

Furthermore, Interview item 2 elicited from interviewees their level of education or form. The responses are presented in the Table 2.

Table 2: Educational Level of Respondents

| Educational level/form | Frequency (f) | Percentage (%) |
|------------------------|---------------|----------------|
| SHS1 | 15 | 100.00 |
| SHS2 | 0 | 0.0 |
| SHS3 | 0 | 0.0 |
| Total | 15 | 100.0 |

Source: Fieldwork, 2016

From Table 2, it can be seen that the respondents were all chosen from SHS one Interview Item 3 required respondents to indicate whether they have other siblings. Their responses are found in Table 3.

Table 3: Whether Respondents have Other Siblings

| Response | Frequency | Percentage (%) |
|-----------------|------------------|-----------------------|
| Yes | 11 | 73.3 |
| No | 4 | 26.7 |
| Total | 15 | 100.0 |

Source: Fieldwork, 2016

It can be seen from Table 3 that eleven respondents representing 73.3% affirmed to the fact that they have other siblings whiles four of the respondents claimed they have no other siblings. This implies the respondents have siblings who will depend on them for survival. Item 4 expected respondents who indicated they have other siblings to indicate the number of other siblings. Table 4 indicates their responses.

Table 4: Number of other Siblings of Respondents

| Number | Frequency (f) | Percentage (%) |
|---------------|----------------------|-----------------------|
| 1 | 5 | 33.3 |
| 2 | 3 | 20.0 |
| 3 | 4 | 26.7 |
| 4 and above | 3 | 20.0 |
| Total | 15 | 100.0 |

Source: Fieldwork, 2016

With regards to the number of other siblings of the respondents, 33.3% of the respondents confirmed that they have a sibling while 20% of the respondents affirmed to the fact that they have two (2) siblings. Also, the finding from the study indicated that 26.7% of them agreed to the fact that they have three (3) siblings while 20% also affirmed to the fact that they have four (4) siblings and above. These findings indicated that there is a likelihood that these siblings are also going through consequences of the divorce. Interview item 5(a) asked respondents to indicate whether they are staying with any of their parents. Table 5 indicates their responses.

Table 5: Whether Respondents are Staying with any of their Parents

| Response | Frequency | Percentage (%) |
|--------------|-----------|----------------|
| Yes | 11 | 73.3 |
| No | 4 | 26.7 |
| Total | 15 | 100.0 |

Source: Fieldwork, 2016

Table 5 indicates that 73.3% of the respondents are staying with one of their parents while 26.7% are staying with either of their parent. Interview item 5(b) wanted respondents who indicated yes in item 5 to also indicate which of their parents they are staying with. Table 6 represents their responses.

Table 6: Parent Respondent Stays With

| Response | Frequency | Percentage (%) |
|--------------|-----------|----------------|
| Father | 4 | 26.7 |
| Mother | 7 | 46.6 |
| None | 4 | 26.7 |
| Total | 15 | 100 |

Source: Fieldwork, 2016

Table 6 indicates that 4 (26.7%) of the respondents sampled for the study claimed that they stayed with their father while 7(46.6%) of the respondents claimed they stayed with their mothers while four stay with none of their parents.

Interview item 5(c) required respondents to indicate how often their other parent visits them as a follow – up question to item 5(b). Their responses are represented in Table 7.

Table 7: How Often Other Parent visits Respondents

| Response | Frequency (f) | Percentage (%) |
|-----------------|----------------------|-----------------------|
| Frequently | 4 | 26.7 |
| Occasionally | 5 | 33.3 |
| Never | 6 | 40.0 |
| Total | 15 | 100.0 |

Source: Fieldwork, 2016

Statistics from Table 7 reveals that 26.7% of the respondents reported that their parents frequently visit them despite they are not together. Also, five respondents which represents 33.3% agreed that they visit them occasional despite the divorce. Finally, six respondents representing 40.0% indicated that their parent never visit them.

Interview item five 5 (d) expected respondent to indicate whether they receive financial support from their other parent. Table 8 depicts their responses.

Table 8: Financial Support from their other Parent

| Response | Frequency (f) | Percentage (%) |
|-----------------|----------------------|-----------------------|
| Yes | 11 | 73.3 |
| No | 4 | 26.7 |
| Total | 15 | 100.0 |

Source: Fieldwork, 2016

Table 8 indicates that 11 of the respondents representing 73.3% receive financial support from their other parents while 4 (26.7%) claimed that they do not receive any financial support from their other parent.

4.2 Analysis of Research Questions

Research Question 1:

What are the types of resilience that children go through when their parents are divorced?

Research has indicated that the adaptive power of individuals to overcoming their challenges, shocks, trauma and the unfortunate experiences that life sometimes present could be manifested in different aspects and spheres of life. Based on the above premise, interview guide items 6 to 8 were formulated to gather data.

Interview item 6 expected respondents to express their views on the concept of resilience or toughness. In response, the respondents had these to say:

Student 1. "Ability to withstand"

Student 2. "Adapting to something"

Student 3. “Withstanding something”

Student4 “Overcoming challenges”

Student 5. “Adjusting to situations”

Student6 “Overcoming challenges”

Student 7. “Strength to face adversity”

Student 8. “Withstanding challenges”

Student 9. “Adapting to Challenges”

Student10 “Overcoming challenges”

Student11 “Overcoming challenges”

Student 12. “Overcoming shocks of life”

Student13 “Overcoming challenges”

Student14 “Overcoming challenges”

Student15 “Overcoming challenges”

It can be deduced from the above that all the respondents believe that resilience is about being able to adapt well in the face of adversity. This is in line with the view of Bruce (2008) that resilience refers to both the process and outcome of coping in response to risk, adversity or threats to well-being and involves the interplay between internal strengths of the individual and external supporting factors in the individual’s social environment. It also confirms the view of the American Psychological Association (2002) that resilience is the process of adapting well in the face of adversity, trauma,

tragedy, threats or even significant source of stress such as family and relationship problems, serious health problems or workplace and financial stressors. Thus, resilience means bouncing back from difficult experiences. It is also in conformity with Moberg and Strules' (2014) view that resilience is the capacity of a system, be it an individual, a forest, a city, or an economy to deal with change and continue to develop.

Interview item 7 required respondents to indicate their understanding on some types of resilience. On physical resilience or toughness, the respondents had these to say:

Student 1, "having strength to overcome"

Student 2, "Body's ability to adapt to challenge"

Student 3, "having stamina"

Student 4, "having stamina"

Student 5: "having strength to overcome"

Student 6, "having strength to overcome"

Student 7, "having stamina"

Student 8, "having stamina"

Student 9: "having stamina"

Student 10, "being able to work for a long time"

Student 11, "Body's ability to adapt to challenge"

Student 12, "being able to work for a long time"

Student 13: "Body's ability to adapt to challenge"

Student 14, “being able to work for a long time”

Student 15, “being able to work for a long time”

From the above responses, it can be concluded that all the respondents had the view that physical resilience has to do with the body’s strength and ability to do something. These views conform to Weiss (2013) when he defines physical resilience as body’s ability to adapt to a rising challenge, maintain stamina and strength in the face of demands, and recover efficiently and effectively when slightly damaged or microbial besiege. It also supports Wallace (2015) when he indicated that people who are physically resilient do not sit still for longer than one hour at a time. He emphasized that they keep moving even if they do not feel like it.

With regard to mental or psychological toughness or resilience, the respondents had the following to say:

Student 1: “ability to think”

Student 2: “thinking to solve problems”

Student 3, “having stable mind”

Student 4, “minds capacity to hold on”

Student 5, “minds capacity to hold on”

Student 6, “having stable mind”

Student 7, “having stable mind”

Student 8, “Capacity of the mind to go through difficulty”

Student 9, “Capacity of the mind to go through difficulty”

Student 10, “having stable mind”

Student 11, “minds capacity to hold on”

Student 12, “Capacity of the mind to go through difficulty”

Student 13, “Capacity of the mind to go through difficulty”

Student 14: “Capacity of the mind to go through difficulty”

Student 15; “minds capacity to hold on”

It can be seen from the responses above that all the respondents believe that mental or psychological resilience has to do with the strength or ability of the mind to withstand difficulties. This view confirms the view of Murphy (2012) that mental resilience deals with the ability to let the mind hold on and go through challenges without relenting or giving up until one achieves his or her goals. Again, Murphy (2012) asserts that to be mentally tough is to be strong and refuse to give up when faced with failure.

With emotional resilience or toughness, all the respondents believe it has to do with releasing stress that an individual goes through. This unanimity of response is in line with the views of Scolt (2016) who sees emotional resilience as the ability of one to adapt to stressful situation or crises.

With regard to social resilience or toughness, five of the respondent think it is about having people around you, seven believe it is about not staying away from people (avoiding isolation) and three believe it is about the ability to mingle with people. It can be concluded based on the responses given that the respondents believe social resilience is about inter - relationship among individuals and socialization. This notion justifies the view of (Hetherington et al., 1999) that social resilience means staying in touch with

other people and avoiding isolation when confronted with a tragic incident. She stresses that social resilience is about social entity's ability to tolerate, absorb, cope with and adjust to environmental and social coercion of different kinds.

On natural resilience or toughness nine out of the fifteen respondents believe it is a kind of resilience that is not manmade (given by nature) while six respondents think it is a combination of emotional and physical resilience. These two responses are all in line with the view of Genie (2012) and Scolt (2016). Genie (2012) posits that natural resilience is an inborn part of the human nature. It is a person's innate force and enthusiasm to experience what life is all about while Scolt (2016) on the other hand believes that emotional and physical resilience are natural resilience, one is born with it. Scolt emphasizes that emotional resilience is also related to some factors that aren't under one's control such as age, gender and exposure to trauma.

In relation to adaptive resilience or toughness, all the respondents believe it is about being able to adjust to situation and circumstances. These responses fall in line with Genie (2012) who asserts that people get toughened by challenging circumstances which cause them to adapt and grow. Genie emphasized that expressions like, when the going gets tough, then tough get going is an indication of this type of resilience. Being able to adjust to situations strengthens people and is able to cope with similar life challenges because of what they have been through.

On restored resilience or toughness all the respondents responded in line that it is about regaining resilience. A follow-up question was asked to find out from the respondents on how resilience can be regained. In response, nine of them said it will be regained through learning to do so from others, six of them said no idea. It is true that one can regain his or her resilience through learning. Genie (2012) views restored resilience as

learned resilience and involve the establishment of the natural resilience through techniques learned over a period of time especially from childhood. Genie emphasized that this type of resilience is based on the principle that everyone can learn to be resilient. It must however be mentioned that the techniques adopted to acquire resiliency may differ from person to person even when faced with similar circumstances (Genie, 2012).

Interview item 8 required respondents to indicate whether people are able to build resilient character as they face the press of life. Their responses are represented in Table 9.

Table 9: Building Resilient Character as Students go through the Press of Life

| Responses | Freq. | Percentage (%) |
|------------------|--------------|-----------------------|
| Yes | 9 | 60.0 |
| No | 6 | 40.0 |
| Total | 15 | 100.0 |

Source: Fieldwork, 2016

Table 9 depicts that nine respondents representing 60% believe that people are able to build resilient character as they go through the press of life while six of the respondents which represents 40% disagree with the statement.

A follow-up question was posed to find out from the nine who responded yes how the character could be built. They responded “through learning” these were the nine who responded in similar way in response to a follow-up question on restored resilience. It is a fact that resilience can be built through learning. This confirms the view of Genie

(2012) when she sees restored resilience as learned resilience and involves the establishment of the natural resilience through techniques learned over a period of time especially from childhood. Genie emphasized that this type of resilience is based on the principle that everyone can learn to be resilient. It must however be mentioned that the techniques adopted to acquire resiliency may differ from person to person even when faced with similar circumstances (Genie, 2012).

Research Questions 2:

What are the Consequences of Divorce on Children?

Divorce is not one of the things couples consider when planning their families. However, when it emerges it affects each member of the family in different ways at different point in time (Laura, 2009). Whether the outcome of divorce is favorable or not, the whole trajectory on the lives of the individuals from the divorced family is profoundly altered by the divorce experiences (Wallerstein, 1991). In line with the above assumption, interview guide items 9 to 11 were formulated to gather data.

Interview item 9(a) required respondents to indicate how they are affected by the absence of their other parent. In response, they had the following to say:

Student 1, “none to guide me and to look up to”

Student 2, “no body to cook for me”

Student 3: “none to guide me and to look up to”

Student 4, “no body to advise me”

Student 5, “I think much about that”

Student 6, “no body to cook for me”

Student 7, “none to guide me and to look up to”

Student 8, “no body to advise me”

Student 9, “no body to cook for me”

Student 10, “no body to advise me”

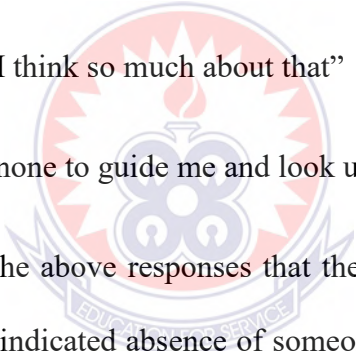
Student 11, “none to guide me and to look up to”

Student 12, “none to guide me and to look up to”

Student 13, “I think so much about that”

Student 14, “I think so much about that”

Student 15, “none to guide me and look up to”



It can be deduced from the above responses that the respondents gave varied views. However, seven of them indicated absence of someone to guide them and look up to. All these respondents were males, they also form the majority. The fact the respondents gave varied responses confirms Scabini and Cogli (2008), who interviewed 30 Italian young adult children from divorced homes, and concluded that depending on their gender, young adult may experience and internalize their parent’s divorce differently. They emphasized that absent father was perceived by males as an absent role model.

Interview item 9(b) also sought to elicit from respondents their views on the presence of their other parent. All the respondents believe the presence of the other partner will complement the effort of the other thereby ensuring sanity in the family. This supports Wallerstein’s (1991) view that children from low-conflict marriages are highly and

adversely affected when their parents decide to divorce. He emphasized that such children are better off when their parents stay married and keep trying to work things out.

Interview item 10 expected respondents to indicate some negative effects of divorce of their parents on them. The respondents indicated stress, increased risk and painful memories as some of the effects on them. Undoubtedly, these are certainly, effects of divorce on children. This confirms Bloem's (2013) view when he explains that children from divorced homes feel mistreated, misguided and pitiful; these feelings do not motivate them to focus on positive things and on a new future. He stresses that divorce gives them negative consequences that they are not able to succeed in the future because they concentrate on the problems.

Interview item 11 also wanted respondents to indicate how the divorce of their parents affects them positively. The responses indicated are represented in Table 10.

Table 10: Positive Effects of Divorce on Children

| Responses | Frequency (f) | Percentages (%) |
|------------------|----------------------|------------------------|
| Resilient | 5 | 33.3 |
| Strong | 3 | 20.0 |
| Good parenting | 7 | 46.7 |
| Total | 15 | 100.0 |

Source: Fieldwork, 2016

From Table 10 above, it can be seen that five respondents indicated, divorce of their parents made them resilient, three indicated it made them strong and seven enjoying good parenting. It is obvious that divorce brings about positive effects on children.

Wallerstein (1991) believes most children of divorce are strong and resilient and do not experience the problem associated with divorce, returning to a normal life after two to three years. Amato et al. (2011) also holds the view that when marriages begin to show its cracks, parents focus on the problems so much that good parenting is left unattended to. They emphasized that this situation can however be reversed after divorce. They further emphasized that divorce can turn both parents to become better parents as they learn to cherish and value the time they spend with their children and try to re-connect with them. This point to the fact that children enjoy good parenting after the divorce of their parents.

Research Question 3:

How far does Divorce affect Students' Academic Performance?

Existing literature on parental divorce focuses mainly on the negative effects it has on children and young adults in terms of relationships (be it romantic or familial) and academic performance. The implications of such research are that parental divorce negatively impacts on families and consequentially, should be avoided for the sake of the children's wellbeing. However, the potential positive outcome is often missing from such research (Mohi, 2015). Accordingly, interview guide items 12 to 14 were designed to gather data.

Interview item 12 sought to find out from respondents how the divorce of their parents affects them negatively academically. Their responses are represented in Table 11.

Table 11: How Divorce Negatively affects Children’s Academic Performance.

| Response | Frequency (f) | Percentage (%) |
|-----------------------------|----------------------|-----------------------|
| Poor performance | 2 | 13.3 |
| Very poor performance | 1 | 6.7 |
| Weak performance | 1 | 6.7 |
| Inadequate parental support | 11 | 73.3 |
| Total | 15 | 100.0 |

Source: Fieldwork, 2016

Table 11 depicts that two respondents indicated poor performance as the negative effect of their parent’s divorce on their academic performance; one indicated very poor performance while another one also indicated weak performance and eleven indicated inadequate parental support as the negative effect of their parents’ divorce on their academic performance. The above revelation is an indication that divorce poses different forms of threat to different individuals. The fact that eleven respondents indicated inadequate parental support as the effects of their parents’ divorce on their academic performance indicates two things: First, parents maybe less able to carefully monitor the child’s performance in school or help with homework because they may have less time and energy to devote to their children. Second, divorce parents are less able to afford private lessons, educational toys, books, home computers and other goods for their children that may facilitate academic success. It must also be noted that more financial strains may also force families to live in neighborhoods in which school programs are poorly financed and services are inadequate.

Interview item 13 asked respondents to indicate how the divorce of their parents affects them positively in terms of academic performance. Their responses are indicated in Table 12.

Table 12: How Divorce Positively affects Children’s Academic Performance.

| Response | Frequency (%) | Percentage (%) |
|---------------------------|----------------------|-----------------------|
| Excellent performance | 1 | 6.7 |
| Average Performance | 2 | 13.3 |
| Below Average performance | 8 | 53.3 |
| Poor performance | 4 | 26.7 |
| Total | 15 | 100.0 |

Source: Fieldwork, 2016

Table 12 depicts that a respondent which represents 6.7% of the respondents sampled for the study indicated he/she had excellent performance as a result of the parents’ divorce. Also, the finding from Table 12 reveals that 2 (13.3%) respondents were of the view that due to the divorce of their parents, their performance is average while eight respondents representing 53.3% disagree with the statement that divorce affect their performance positively. They claimed that their performance is below average as a result of divorce. Consequently, 4 (26.7%) indicated poor performance. A follow-up question was posed for them to give reasons to support their responses. They gave varied responses. For instance, the one who indicated excellent performance said “Comparing my performance now to when my parents were still staying together but were in serious challenge, I am better today”. He continued that “their challenges put

so much stress on me, less attention on me as a result, I couldn't concentrate on academic work". He finally said "but today I am finally free because the troubles are gone. Although they are divorced, I get good support from all of them and I am a better person", He added. This assertion supports Baxter, Weston and Lexia (2011) when they asserted that the emotional and physical damage to families and children do not only occur when undergoing a divorce. They added that parents who are still married and yet fight constantly also contribute to the emotional and physical damage done to children and themselves. It is notable that even though divorce poses as a threat to the academic achievement, it is well established that students from divorced homes are able to adapt and exhibit resilience than their counterparts from intact troubled homes. As such, it is no surprise that a student in divorced home is an excellent student.

The eight who indicated below average performance generally attributed it to inadequate parental support in terms of education, lack of concentration in school, stress among others. This is in line with Landucci (2008) when he opined that academic performance may suffer if a child is experiencing stress or acting rebelliously as a result of parental conflict and divorce. He added that parents may be less able to carefully monitor the child's performance in school or help with homework because they may have less time and energy to devote to their children. Further interaction with some of the eight respondents who indicated below average performance reveals that four of them were having academic challenges even when their parents were not having any marital challenge. Impliedly, they were having their challenges before their parents' challenges. This revelation conforms to the view of Amato and Anthony (2014) when they posit that many of the child problems, including academics, typically associated with divorce are present years before the divorce occurs.

Interview item 14 was posed to enquire from respondents their views on the relationship between divorce and academic performance. Their responses are found in Table 13.

Table 13: Relationship between Divorce and Academic Performance

| Response | Frequency (f) | Percentage (%) |
|-----------------|----------------------|-----------------------|
| Positive | 3 | 20.0 |
| Negative | 12 | 80.0 |
| Total | 15 | 100.0 |

Source: Fieldwork, 2016

From Table 13, three respondents believe divorce helps to adapt and show resilience and hence, it is positive and as bad as it may be, there is something good about it while a large number 12 out of 15 respondents believe it is very bad (negative). They generally indicated that they don't wish any one to be in their situation. This perhaps indicates how bitter these twelve respondents are as a result of divorce. A follow-up question was posed to the twelve to indicate their preference for a troubled home and a divorced home. Their responses are found in Table 14.

Table 14: Preference for Troubled or Divorced Home

| Response | Frequency (f) | Percentage (%) |
|-----------------|----------------------|-----------------------|
| Troubled home | 9 | 75.0 |
| Divorce | 3 | 25.0 |
| Total | 12 | 100.0 |

Source: Fieldwork, 2016

The Table 14 depicts that nine respondents representing 75% preferred troubled homes while 25% of the respondents preferred divorced homes. This implies that majority of the respondents believed that staying in trouble home is far better than divorce due to the consequence they faced as result of divorce. This revelation contradicts the view of Launducci (2008) that even though divorce poses a threat to the academic achievement, it is well established that students from divorced homes are able to adapt and exhibit resilience than their counterparts from troubled homes.

Research Question 4:

How does Divorce promote Resilience?

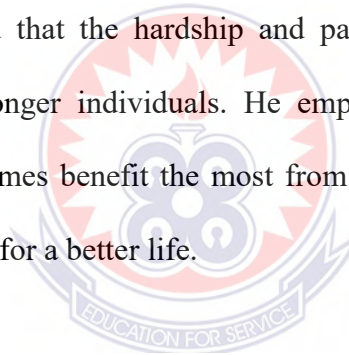
Divorce has the most significant negative effect on children with pre-existing psychological and behavioral problems. Children who possess intelligence, competence, self-confident and a good sense of humor usually adapt well to any kind of adversity. It was to this end that interview guide items 15 to 17 were designed.

Interview item 15 required respondents to indicate their views on the relationship between divorce and resilience. In response, all the respondents indicated that divorce helps individuals to be able to overcome and withstand challenging situation. Impliedly, they believe divorce brings about resilience. One of them said this:

“Madam, I don’t have an option. I just have to try as much as possible to face it. I am used to it and I am better today than before”.

This revelation supports the view that despite the significant stressors associated with divorce, approximately 75-80 percent of children develop into well-adjusted adults with no lasting psychological or behavioral problems (Marie, 2010).

Interview item 16 required respondents to indicate whether in their view divorce promotes resilience. In response they were all emphatic that divorce promotes resilience. Interview item 17 also enquired from respondents whether divorce makes them stronger. They were again emphatic that divorce makes them stronger. The above indicates that divorce promotes resilience and makes people stronger. This confirms the position of Amato (1999) who estimated that “42 percent of young adults from divorced families” received higher well-being scores as compared to young adults from undivorced families and that the hardship and pain associated with their parents’ divorce made them stronger individuals. He emphasized that children from high conflict families often times benefit the most from the divorce of their parents as it represent an opportunity for a better life.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

The purpose of this study was to examine the resilience of children from divorced families in Wesley Grammar School in the Ablekuma North Sub-Metro of the Greater Accra Metropolitan Assembly. Most research have been done on the negative effects of divorce on children and a lot of its findings indicate that divorce makes children deviant and social misfit. Yet a cursory observation made by the researcher reveals that, there are some children from divorced homes who are very discipline and focused in life, hence the need for the researcher to assess if divorce makes one resilient and aiding him/her to achieve his/her goals in life.

The purpose of this study was to examine the resilience of children from divorced families in Wesley Grammar School in the Ablekuma North Sub-Metro of Accra Metropolitan Assembly.

Even though students of Wesley Grammar School in the Ablekuma North Sub- Metro constituted the target population of this study, the accessible population was students from divorced homes from 1 Arts 1, 1 Arts 2 and 1 Arts 3 classes. Fifteen (15) students from divorced homes in these classes were purposively sampled to deduce our sample size.

The instrument used for data collection was the interview guide. I adopted the case study research approach, qualitative research design for the study, and the data collected for this study were processed, coded and analyzed descriptively by transcribing the information received.

5.1 The Summary Findings

The major findings of the research were that, the divorced of parents have some consequences on the children such as lack of role models, an increase in stress, risk and painful memories which are negative consequences of the divorce. Also, from the research we realized that divorce makes some children strong and resilient.

Another major finding of the research was on how divorce affects students' academic performance. These were inadequate support in terms of education which is a negative effect of divorce on children's academic performance, divorce can also reduce stress on children (especially those from violent homes) thereby improving upon academic standards.

It also reveals on the types of resilience. Thus the physical resilience, which is the body's strength and ability to do something, mental or psychological resilience, the strength or ability of the mind to withstand difficulties. The ability to release an individual's stress is called emotional resilience while social resilience is being able to maintain relationship or be with people when going through challenges in life. The ability to adjust to changing situations and circumstance is known as adaptive resilience. Divorce helps individuals to be able to overcome and withstand challenges hence divorce promotes resilience.

5.2 Conclusions

Based on the findings obtained in this study, a number of conclusions can be drawn. First resilience is about being able to adapt well in the face of adversity. Secondly, lack of role models, stress, increased risk and painful memories are some consequences of divorce on children. Again, inadequate parental support in terms of education is a

negative effect of divorce on children's academic performance. Divorce can reduce stress on children thereby improving upon academic standards. Finally divorce helps individuals to be able to overcome and withstand challenges thus become resilient in life.

5.3 Recommendations

Based on the findings and conclusions of this study, the following recommendations have been made;

1. For resilience in academics to be more manifesting, effective school counseling for students of divorced parents should be embarked upon.
2. Divorced parents should endeavor to support their children even in divorce.
3. School counselors should be alert and have an awareness of the warning signs, which a student who is struggling with home life issues carries over into the classroom.
4. School counselors should adopt support groups, individual counseling, referral to community agencies and effectively including and communicating with both sets of parents as some strategies to minimize the impact of troubling divorce

5.4 Suggestions for Further Research

This study was conducted at a micro-level by using only one school and 15 participants. I think that, future research should be conducted on the same topic to cover more schools and participants in Ghana. Again, this study examined the resilience of children from divorced homes; I proposed that future research should enquire into resilience of other children rather than those from divorced homes.

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APPENDICES

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF SOCIAL STUDIES

INTERVIEW GUIDE

This interview guide is prepared to obtain data for research purposes. The research is on resilience of children from divorced homes. You are therefore encouraged to be as honest as possible with your responses. Please have the assurance that your responses will strictly be kept in confidence and used for the intended purpose(s) only.

Demographic profile of respondent

1. What is your age range, 15-17 years, 18-19years, 20years and above
2. What is your educational level /form?
SHS ONE SHS TWO SHS THREE
3. Do you have other siblings?
4. How many are your siblings if any?

Child custody and child support

5. (a) Are you staying with any of your parents?
 - (b) If yes, which of your parents are you staying with?
 - (c) How often does your other parent visit you?
 - (d) Do you receive financial support from your other parent?

RESILIENCE

6. What is resilience/toughness?
7. What do you know about the following?
 - a. Physical toughness/resilience
 - b. Mental / psychological toughness or resilience
 - c. Emotional toughness/resilience
 - d. Social toughness/resilience
 - e. Natural toughness/resilience
 - f. Adaptive toughness/resilience
 - g. Restored toughness/resilience
8. Are people able to build resilient character as they face the press of life?

Consequences of divorce on children

9. How are you affected by the following?
 - a. The absence of your father or mother?
 - b. The presence of your mother or father?
10. What are some of the negative effects on you as a result of the divorce of your parents?
11. How are you positively affected by the divorce of your parents?

Consequences of divorce on children's academic performance

12. How are you negatively affected academically by the divorce of your parents?
13. Are you positively affected academically by the divorce of your parents? Give reasons to your answer.
14. What is your view on the relationship between divorce and academic performance?

How divorce promotes resilience

15. What is your view on the relationship between divorce and resilience?
16. Do you think divorce promotes resilience? Give reasons to your answer.
17. Are you sure divorce makes you stronger? Give reasons to your answer.
- 18.

