



**NEAR EAST UNIVERSITY**  
**INSTITUTE OF GRADUATE STUDIES**  
**DEPARTMENT OF GENERAL PSYCHOLOGY**

**INVESTIGATING THE IMPACT OF DIVORCE ON  
ACADEMIC PERFORMANCE AND SUBJECTIVE  
WELLBEING OF ADOLESCENTS**

**M.Sc. THESIS**

**VERONICA LORPU SMITH**

**Nicosia**

**FEBRUARY, 2023**

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**Supervisor**


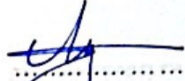
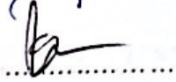
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### Approval

We certify that we have read the thesis submitted by VERONICA LORPU SMITH titled "INVESTIGATING THE IMPACT OF DIVORCE ON ACADEMIC PERFORMANCE AND SUBJECTIVE WELLBEING OF ADOLESCENTS" and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Educational Sciences.

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### **Declaration**

I hereby declare that all information, documents, analysis and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of Institute of Graduate Studies, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study.

**VERONICA LORPU SMITH**

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Day/Month/Year



### **Acknowledgment**

First and foremost, i am thankful to almighty God for giving me the strength, knowledge, ability and opportunity to undertake this stuty and complete it satisfactorily. Secondly, i would like to thank my respected teacher and supervisor, Dr. Gloria Manyeruke for the significant contributions she made to my thesis and to me as a result of her advice, patience, motivation, immense knowledge and support during the process. I would not have been able to finish my thesis without the unwavering guidance and encouragement of my thesis adviser, Dr. Gloria Manyeruke. I'm also thankful to Assist. Prof. Dr. Ezgi Ulu and all of my psychology department lecturers, who have all shared their knowledge and experience in their different classes while remaining patient and committed to providing the best possible instruction. A big thank you to the participants who contributed data because without their participation, this thesis could never have been completed. I am incredibly grateful to my dear brother Mr. Leo Nupolu Johnson and his lovely wife, Mrs. Johnette Johnson, who I believe God sent for their unwavering support, unconditional love, encouragement, and sacrifices, as well as their keen interest in my academic accomplishments as I pursued my master's degree. I can't express how grateful I am for investing in my education. Without you, this graduation would not have been possible. Thank you very much to my mother, Mrs. Viola L. Smith, for her prayers and spiritual support.

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## **Abstract**

### **Investigating The Impact of Divorce on Academic Performance and Subjective Wellbeing of Adolescents**

**Veronica Lorpu Smith**

**M.Sc., Department of Psychology**

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The aim of this study is to examine the influence of divorced on academic performance, and subjective wellbeing of adolescents . This research employed a quantitative research approach that examined the research variables using a comparative research model to compare the differences in psychological well-being and academic performance between children from divorce families and children from conventional two-parent households. A questionnaire was given out to 250 adolescents recruited from 4 high schools in Monrovia, Liberia. Purposive sampling technique was used to choose the sample. The result of this study found that children of divorced parents have significantly lower academic performance than children from conventional two-parent households. These results are consistent across all subjects, including English, Math, History, Geography, Chemistry, Biology and Physics. Lack of financial resources, parental supervision, and emotional support are the possible factors linked to poor academic performance among children of divorced parents. The result of this study also revealed that adolescents of divorced parents have significantly lower psychological well-being compared to adolescents from conventional two-parent households. After parental divorce, children are more likely to experience rejection, loneliness, anxiety, and lack of social support which can account for poor psychological wellbeing. The research recommends that counseling programs be made available to the impacted children of divorced parents, along with educational extracurricular activities that might aid them in coping with their worries and challenges.

**Keywords:** Divorce, Academic Performance, Subjective Wellbeing, Adolescents, parental involvement.

## Öz

Boşanmanın Akademik Performans ve Ergenlerin Öznel İyilik Durumu Üzerindeki Etkisinin İncelenmesi

Veronica Lorpu Smith

M.Sc., Psikoloji Bölümü

Şubat, 2023, 85 sayfa

Bu çalışmanın amacı, aileleri boşanmış kişilerin akademik performans ve ergenlerin öznel refahı üzerindeki etkisini incelemektir. Bu araştırmada, boşanma ailelerinden gelen çocuklar ile geleneksel iki ebeveynli hanehalklarından gelen çocuklar arasındaki psikolojik iyi oluş ve akademik performans farklılıklarını karşılaştırmak için karşılaştırmalı bir araştırma modeli kullanarak araştırma değişkenlerini inceleyen nicel bir araştırma yaklaşımı kullanılmıştır. Liberya'nın Monrovia kentindeki 4 liseden işe alınan 250 ergenlere anket uygulandı. Araştırmaya aktılan bireyleri seçmek için amaçlı örnekleme tekniği kullanılmıştır. Bu çalışmanın sonucu, boşanmış ebeveynlerin çocuklarının, geleneksel iki ebeveynli hanehalklarından gelen çocuklardan önemli ölçüde daha düşük akademik performansa sahip olduğunu bulmuştur. Bu sonuçlar İngilizce, Matematik, Tarih, Coğrafya, Kimya, Biyoloji ve Fizik dahil olmak üzere tüm konularda tutarlıdır. Finansal kaynakların eksikliği, ebeveyn gözetimi ve duygusal destek, boşanmış ebeveynlerin çocukları arasında zayıf akademik performansla bağlantılı olası faktörlerdir. Bu çalışmanın sonucu ayrıca, boşanmış ebeveynlerin ergenlerinin, geleneksel iki ebeveynli hanehalklarından gelen ergenlere kıyasla önemli ölçüde daha düşük psikolojik iyilik haline sahip olduğunu ortaya koymuştur. Ebeveyn boşanmasından sonra, çocukların zayıf psikolojik refahı açıklayabilecek reddedilme, yalnızlık, endişe ve sosyal destek eksikliği yaşama olasılıkları daha yüksektir. Araştırma, boşanmış ebeveynlerin etkilenen çocuklarına danışmanlık programlarının yanı sıra, endişeleri ve zorluklarıyla başa çıkmalarına yardımcı olabilecek eğitim dışı etkinliklerle birlikte sunulmasını önermektedir.

Anahtar Kelimeler: Boşanma, Akademik Performans, Öznel İyi Oluş, Adölesanlar, Ebeveyn katılımı.

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### **Abbreviations**

<b>SES:</b>	Socio-Economic Status
<b>SPSS:</b>	Statistical Package for the Social Sciences
<b>SWB:</b>	Subjective Well-being



## CHAPTER I

### Introduction

Parental divorce has been a concern and it is an increasingly common experience for children in all developed and developing countries. According to data from the United Nations and other sources, the divorce rates around the world is 4.08 per 1,000 married persons as of May 2022 (Lui, 2022). Adolescents with divorce parents require parental love, care, financial support, and emotional support, from their parents (Hill & Tisdall, 2014). Parental unconditional love, emotional support and financial support and encouragement from parents lead to higher academic achievement and lower school dropout rates (Lim, & Ha 2015). Additionally, adolescents who experience parental divorce may lack certain social ability like empathy and affection that are necessary for children to adapt to society (Khattak et al., 2018).

According to McLanahan and Sandefur, (2009), most adolescents with divorced parents are more likely to stay home and not attend school as a result of lack of financial support, parental supervision as well as lack of emotional support given to them by their parents. Steiger et al., (2014), added that these adolescents experience low mental health such as low self-esteem, negative view of self, and unattainable career decisions which lower their academic expectations and performance. Children who go through parental divorce have a difficult time recovering from it (Davidson et al., 2014). Children who are impacted could feel sorrow, shame, resentment, disappointment, anger, or split loyalties (Wallerstein et al., 2013). Following the separation of their parents, these children may regress, exhibit anxiety and

More than one thousand children in Liberia have their lives altered on an annual basis as a direct result of the choice made by either or both of their parents to end their marriage (Smith-Greenaway & Clark, 2015). According to Hailemariam (2015), children's mental health can be jeopardized by a number of different types of stressors, including parental divorce, parental absence, exposure to ongoing conflict and strife between parents, parental distress, remarriage of parents relocating to a new home or even a different city, changes in schools, and a decrease in financial resources.

One of the situations that may be detrimental to the mental health of children is when their parents separate or divorce. When a married couple decides to end their marriage and divorce, one of the parents, most often the father, moves out of the family home. A father is a person who gives children emotional support, protection, assistance, guidance, and supervision as mentioned by (Mazzucato & Cebotari, 2017). Children's psychological growth and adjustment are hindered by their exposure to a traumatic event like a divorce, as noted by (Hashemi & Homayuni, 2017). Teenage children from divorced families, according to a critical examination, have greater difficulties than those from intact two-parent households in the areas of academic accomplishment, psychological adjustment, social adjustment, and self-concept (Baier & Van Winkle, 2021). According to Rani (2015), divorce is the legal process whereby the links of marriage that bind a married couple are severed in accordance with the rules of each specific country or state. It often entails the termination or reorganization of the legal obligations and responsibilities that come along with being married.

### **Statement of the Problem**

Around the world, divorce has a significant impact on the lives of many children (Harkkonen, 2014). Children and adolescents who experience parental divorce may be more susceptible to mental health challenges regardless of their age, gender, or culture, children of divorced parents have more psychological challenges (Lamb, 2012). Most often, parental divorce causes adolescents to simultaneously display feelings of anxiety and wrath (Avci et al. 2021).

Divorced children are more likely to struggle in school, exhibit problematic behaviors, have a negative perception of themselves, have issues with their peers, and have trouble forming healthy attachments with both parents (Amato, 2000). Children who are exposed to a divorce have a higher chance of developing mental health issues, which may manifest in a number of ways, including sleep disturbances, sadness, and poor physical health (Eyo, 2018).

Parents encourage their children's education so that they will be equipped to carry out their future dreams (Waluyandi, e t al., 2023). Yet, children who don't have supportive parents are more likely to struggle with worse mental health and lower

academic achievement, which limits their future chances in the careers they anticipate.

According to Kou, (2022), adolescents who lack parental supervision and sufficient parental support are likely to have poorer self-confidence, which may have an impact on their academic performance. Also, children whose parents do not assist them in establishing their self-identity who have trouble figuring out who they are may do worse in school and have less confidence in themselves (Steinberg et al., 2023).

Additionally, adolescents with divorced parents are likely to have poor mental health and do worse in school. This will affect their future job prospects, their ability to come up with new ideas, and their chances of being unemployed, which will lead to crimes like sexual assault, robbery, and so on. (Coetzee et al., 2022). Literature shows that parental divorce has both short and long-term effects on children ranging from emotional and financial challenges to career and life trajectories. This research investigates how parental divorce affects adolescents' psychological well-being and academic achievement.

### **Purpose of the Study**

The purpose of this research is to investigate the impact of divorce on academic performance and subjective wellbeing of adolescents in Central Monrovia, Liberia.

Based on the stated goal, the research questions below will be addressed.

### **Research Questions**

1. Are there any differences in academic performance between adolescents from divorced families and those from conventional two-parent households?
2. Are there any differences in subjective well-being between adolescents from divorced families and those from conventional two-parent households?
3. Is there a relationship between academic performance, subjective well-being and age among adolescents with divorced parents?
4. Are there any differences in academic performance and subjective well-being based on the gender of adolescents with divorced parents?

5. Are there any differences in academic performance and subjective wellbeing based on the custodian parent?

### **Significance of the Study**

In central Monrovia, Liberia, there is limited literature regarding how divorce affects teenagers' scholastic achievement and subjective well-being. There is scarce literature on how divorce affects the academic development and subjective well-being of adolescents. Over the last decade, research on divorce has concentrated on a variety of themes, including divorce predictors (Wang & Amato, 2000), connections between divorce and the well-being of children and former spouses (Beckmeyer et al. 2021), and treatments for divorcing couples (Amato, 2010). Additionally, there are studies on parenting (Bornstein & Lansford, 2010), marriage (Kiecolt-Glaser & Newton 2001), families and children (Crosnoe & Cavanagh, 2010). One of the areas of research that needs in-depth investigations is the impact of divorce on teenage academic success and subjective well-being. However, although studies have been undertaken in the Western setting, little research has been published on the impact of divorce on academic success and subjective well-being of teenagers in the African context.

The study's results will help communities better understand the wide-ranging consequences of divorce on adolescents, as well as how to address issues that teens face as a result of parental divorce. This study's findings will also be very useful to the government in advising them on how to support children from divorce families and to find solutions to some of the issues adolescents face as a result of parental divorce, such as divorce settlements that ensure the child continues to receive financial support from both parents.

It is critical that research on the impacts of divorce on teenage academic performance and subjective well-being be conducted so that parents may unite in their efforts to help these vulnerable children by ensuring they feel loved, protected, and secure in healthy ways. The findings of this research will also be of tremendous use to school authorities in understanding how to support children impacted by parental divorce. Assisting them in addressing some of the issues that divorce has caused with teenage academic success and subjective well-being

## **Limitations**

- This study has certain limitations since it only examined four high schools in Monrovia, Liberia, and employed a sample size of 250 teens. As a result, generalization of results may be affected.
- Additionally, the online distribution of questionnaires may result in a poor response rate. Which has a negative impact on the sample size. The research also excludes individuals with no access to the internet.

The purposive sampling method used in the ongoing study has limitations and makes it inappropriate to apply the results to the entire population because participants were not selected at random.

## **Definitions of Key terms**

***Academic performance:*** is defined as the amount to which a student, teacher, or institution has met their short or long-term educational goals, such as secondary school diplomas and bachelor's degrees, which demonstrate academic accomplishment (Sáenz & Ponjuan, 2011).

***Adolescence:*** a stage of life marked by physical development, emotional, psychological, and behavioral changes that occur from puberty to maturity (Mishra & Krishna, 2014).

***Divorce:*** is the formal breakup of a socially and legally recognized marriage partnership, which changes the duties and privileges of the two people involved (Rathi & Pachauri, 2018).

***Subjective well-being:*** relates to how individuals perceive the quality of their lives, which involves both emotional responses and cognitive judgements. (Lucas, 2018)

## CHAPTER II

### Literature review

The purpose of this study is to examine the effects of divorce on academic achievement and psychological well-being of children who have been affected by parental divorce. This chapter is divided into two sections. The first section is the theoretical background and the second section is the related research. The first section will examine relevant theories to the study, while the second part will encompass related research.

#### Divorce Definition

Divorced has been defined in a variety of ways by many different individuals. There have been inquiries from social scientists, sociologists, and philosophers, who are interested in learning. Divorce is the legal ending of a marriage by a court order or decree that either ends the marriage completely or puts off its effects as long as the two people still live together. (Randawa & Kamaruddin, 2019). According to Randawa and Kamaruddin (2019), divorce constitutes an official breakup of a marriage. According to Kitanovi (2011), divorce is a common legal phenomenon among individuals. Divorce is a complex legal issue that affects both individuals and groups. In the past six decades, divorce has become a common practice that is carried out by all social strata. It implies that divorce affects the divorcing party, the children, and those who are affiliated.

#### Theories of Divorce

This section gives a more in-depth look at the theories of divorce from four different points of view, building on what family scholars have said: (a) classical perspectives (b) Becker's economic theory (c) modernization and globalization (d) families' stressors.

*Classical Perspectives.* The most significant early theory of divorce dates back to Durkheim's (1893) publication of *The Division of Work in Society*, which introduced the ideas of "mechanical solidarity" and "organic solidarity. The concept of mechanical solidarity was broadened by Durkheim to include many facets of daily life, including domestic, contractual, economic, procedural, and administrative institutions. With regard to the head in particular, Durkheim posed a query on the

household roles and connections in families. He believed that there should be "respective rules and obligations related to husband and wife" (Durkheim, 1893: 96) and that the domestic division of labor may achieve a particular solidarity that connects family members. Durkheim adapted the concept of "organic solidarity" to contemporary families and said that the sexual division of labor, a type of dependency between men and women, was a factor in the development of this concept. Yet, conjugal couples would ultimately survive via sexual interactions if the sexual division of work diminished. The development of the family has therefore been controlled by this domestic distribution of work among family members (Durkheim, 1993).

Parsons, (1949), who is best known as one of the most important structural functionalists of the 1950s, built on Durkheim's ideas about how work is divided in a family. According to Parsons (1949), for family life to work well, there needs to be a clear division of labor between men and women. Women and men should have different responsibilities in the family. In addition, women should play expressive roles in the family by giving physical and emotional support to whole families as well as care and security for children, while men should play instrumental roles by supporting entire families financially as the breadwinner. More precisely, males who worked outside the home provided for the family financially, while women who stayed at home as housewives were employed in the task of administering the home (Parsons & Bales, 1955). Among the first sociologists to stress the relevance of women's roles in family life was Parsons (1942). He reasoned that when women's social standing rose due to increased educational attainment and labor force engagement, status rivalry would undoubtedly arise, harming family relationships. Parsons came to the conclusion that the division of sex roles eliminates destructive rivalry between husbands and wives, hence, this complimentary division of labor would guarantee the stability and well-being of the family.

A few sociological ideas have offered some alternate viewpoints on marriage. The social exchange theory, which is concerned with "the costs and benefits that a person sees as being linked with a relationship," is one hypothesis that is used to explain the breakdown of marital partnerships (Mo, 2016). The expenditures incurred and advantages realized from a marriage relationship will be determined by the parties involved. The couple will consider ending their marriage whenever the



expenses outweigh the advantages. Economic, social, sexual, and emotional advantages are all possible. People often consider the benefits of a new relationship when other opportunities present themselves. As long as things become better in the future, they won't separate or terminate their current relationship (Doss et al., 2009).

***Becker's Economic Theory.*** These earlier ideas were expanded into an economic model that says a marriage will end when the expected benefits of being married are greater than the expected benefits of being single (Becker, 1974). In this model, a production function was added to figure out the total outputs for the family given different inputs. Becker, (1973) says that the main benefits of marriage come from the interdependence of men and women. This interdependence comes from the fact that women specialize in domestic work and reproduction, while men specialize in wage work (Becker, 1973). Furthermore, Males were more likely to marry women who matched their ideals in terms of attributes like physical prowess, intellect, educational achievement, height, race, and a host of other criteria that had nothing to do with salary levels.

Becker et al. (1977) expressed worry about the instability of marriage by stating that there was always danger associated with marriage. The danger was caused by insufficient knowledge of the partners' requirements, personalities, and productivity. When the expectation based on incomplete information cannot be met after marriage, and more knowledge about the competency of the partner and prospective options outside of marriage has been acquired, individuals will consider the continuation or dissolution of the present married partnership. As a result, disparities in productivity between spouses may lead to incompatibility and a poor degree of marital happiness.

***Modernization and Globalization.*** Aside from economic and sociological perspectives, several researchers have linked divorce to historical, cultural, moral, and religious causes (Beck-Gernsheim, 2002; Bauman, 2003). Salem (2015) attributed the steep rise in divorce rates in industrialized nations to the decline of the family as a social institution or to the triumph of individuality over familyism. According to Salem (2015), the dissolution of the nuclear family as the most basic and essential unit of family should serve as a wake-up call to individuals.



Furthermore, the cultural approach to the family emphasized that the elimination of legal impediments to divorce had already contributed to the rise in divorce rates by lowering societal stigma on divorce. With the rise of industrialization and modernization, there was a greater focus on individuality. This made people more tolerant of family problems and more interested in their own happiness (Twenge, 2014).

Regarding the debate over the fading of family, Giddens, (1991) investigated the effects of globalization on personal relationships in the Western world, and he argued that intimate relationships have been transformed from a traditional model to a post-traditional form, in which intimate relationships are viewed as a means to pursue pure-love and self-fulfillment rather than a need for economic interdependence. If these goals are not met, personal relationships are likely to end.

Giddens, (1992) says that the post-traditional form is a two-sided phenomenon that gives people more freedom and enjoyment but also makes close relationships more dangerous and stressful. Beck (1992), Beck-Gernsheim (2002), and, more recently, Bauman (2003) all use the term "individualization" to study how families change in deep ways. Beck, (1992) and Beck-Gernsheim (2002) used the phrase "a post-familial family" to describe the multiplicity of today's family. Because traditional family values have changed and people have more freedom to choose their own lives, there are fewer marriages, more children born outside of marriage, and more divorces. According to them, the family has changed from "a social necessity" in pre-industrial societies to "elective affinities" in modern societies, and there are more problems between men and women in the family because of how work is divided, different roles, and different expectations. As a result, divorce rates are going up and are emerging different kinds of families. This may be because people want to show how unique they are in a culture that is becoming more personalized (Quah, 2015).

In conclusion, the cultural approach to divorce assumed that marriages that existed before industrialization tended to be more bound by social and religious standards than by logical calculation to achieve the highest level of personal pleasure (Wagner, 2020).

**Family Stressors.** Despite their significant relevance, psychological views on divorce have received less attention. The family stress theory of Doirn and Mendolia, (2012) is a significant psychological viewpoint that was initially proposed by Hill, (1949) and further expanded by Burr, (1973) and McCubbin and Patterson (1982). The crisis or stress theory is used to present, explain, and predict when stressor events may cause a crisis and family breakup (Kraft, 2001). This hypothesis was known as the "ABC-X theory," which claimed that event A is governed by incident B and that interaction with family member C may or may not cause crisis X. (Hill, 1949). For example, losing a job can be a stressful event that financially and emotionally shocks a family, resulting in tension and antagonism among family members. This could lead to a crisis in family ties. And when spouses were out of work, the shock seemed to be worse. Even if the woman had a career, Cherlin (1979) hypothesized that husbands' poor performance as breadwinners would cause a variety of stresses in children life.

### **Parental Divorce and Psychological Wellbeing**

Past research has shown that teenage children of divorced parents are more likely to suffer from anxiety and depression and make more frequent use of mental health services than their counterparts whose parents remain married (Biblarz and Gottainer, 2000; Glenn and Kramer, 1985). Children whose parents got divorced had a harder time adjusting than those whose parents stayed together (Cherlin et al., 1998). This suggests that some of the "impact" of divorce might be due to things that happened before the split. When parents separate or divorce, their children often experience stress due to the ensuing disagreement between them. More symptoms of sadness and anxiety, more instances of externalized behavior issues, worse self-esteem, and lower social and academic efficacies were all linked to parental conflict (Amorós et al., 2017; Pálmarsdóttir, 2015). Children's adjustment issues were linked to some but not all forms of parental conflict (Hetherington & Kelly, 2002). Long-term research has linked parental conflicts marked by violence or abuse, including incitement against the other parent, to greater difficulties in the children's ability to cope with developmental tasks and more severe psychological problems (Amato & Afifi, 2006; Lucas, Nicholson, & Erbas, 2013). Long-term exposure to anger and dual loyalty was associated with an increased risk of sadness, anxiety, and a decrease

in self-esteem and happiness, as well as avoidance and discontent with life (Afifi & McManus, 2010; Afifi & Schrod, 2003).

Children from divorced families have rarely been the subject of research that looks at how they feel about their own quality of life. One of the few studies in this area looked at the connection between married parents and their children in Spain. Research showed that children of divorced parents had lower levels of psychological well-being than children of married parents, with the lowest levels of well-being being reported by children of divorced parents, who also reported the highest levels of continuous parental conflict (Orgilés & Samper, 2011). Another study looked at how different family such as (married vs. divorced parents, frequent traumatic occurrences) and the children's views of their parents' conflict affected their overall life satisfaction. The results, was shown to be significant than family composition in predicting happiness (Chappel, Suldo, & Ogg, 2014).

According to the research, the level of parental conflict may shift over time, and this might operate as a risk or resilience factor for the children of divorced parents. For instance, it was discovered that when the intensity of parental conflict was high before the divorce and was also chronic and externalized. The children's health improved when they were given the opportunity to maintain a distance from the conflict on a daily basis after the divorce (Amato, 2000). Unfortunately, for around a quarter of divorced couples, parental conflict persists and even worsens after the breakup, negatively impacting the children' lives (Sarrazin & Cyr, 2007).

Divorce is not typically viewed as a social phenomenon, therefore, this study used the continuous process theory, Relative Deprivation Theory and the family deficit model theory to examine how divorce affects teenagers' psychological wellbeing and academic achievement.

### **Continuous Process Theory**

Divorce is seen as a long-term process rather than just one occurrence generates a crisis for children, according to the continuous process theory. Divorce is not the primary cause of children's academic, psychological, and behavioral issues. For several decades, family has seen parental divorce as a one-time occurrence with no long-term consequences for children. Divorce, according to Sun (2001), is not a lonely, isolated event that causes damage to children only after it happens. Marriage disruption, according to this conceptual model of family breakdown, is a continuous process that might begin years before divorce. According to Sun (2001), marital disruption has a harmful impact on children as a continuous process in its various phases. Sun's longitudinal study on family The relationship between environment and children's well-being before and after divorce demonstrates that children's well-being deficiencies may be detected prior to divorce. The longitudinal research revealed that children from previously disturbed household's families who might someday divorce performed considerably poorer in arithmetic and literacy exams than their intact-household peers. These youngsters seemed to have lower levels of intellectual ambition and preparation for school. Parents in these pre-divorce homes seemed to be less concerned about their children's education, to have lower educational expectations for their children, and to have fewer conversations about school-related concerns or engagement in school activities.

The continuous process theory acknowledges the impact of divorce and refers to it as the crisis stage of the process. At this point, both boys and girls are equally vulnerable and prone to exhibiting indications of maladjustment in academic performance markers. Sun's (2001) research, on the other hand, contends that, as compared to parents who stay continuously married, divorced parents are more likely to have different types of marital problems (e.g., personal, sexual, psychological, or financial) throughout their marriage. These problems may continue to harm youngsters. Given the persistence of these challenges, divorce or separation may actually minimize face-to-face inter-parental confrontations and the emotional stress associated with such confrontations, resulting in very little further harm to child well-being. There is evidence that divorce is hazardous to the wellness of children. The idea of a continuous process explains why pre-disruptions in a family impose considerable additional stress on children. According to Hanson (1999), pre-divorce

conflict explains the apparent negative effects of divorce based on two assumptions: parents who subsequently divorced had more conflicts than parents who stayed together, and parental conflict degrades. A child's well-being dispute may also have an indirect influence on children by disrupting parent-child relationships. This may lead to less consistency in trying to create a pleasant atmosphere for their children. Children who grow up in these kinds of problematic conditions are more likely to face difficulties in school because parental dispute is a stressor for them causing them severe distress.

### **Relative Deprivation Theory**

Gurr's (1990) proposal of the Relative Deprivation Theory provides support for the validity of conflict resolution in the family setting. According to Gurr (1990), "relative deprivation" is the feeling of having less than one deserves in terms of material resources. The potential for collective violence increases when the average perceived gap between anticipated and valued skills grows in both magnitude and depth within a given society. He continued by saying that in this instance, violence a manifestation of conflict with physical, psychological, or structural harm—occurs when an individual or group compares itself to others (perceived to be in the same class or status as them) and feels less measurable as a result of being denied opportunities or resources to which they are both equally entitled under the system. Frustration develops when their efforts to get together are unsuccessful, and they are inclined to attack the cause of their dissatisfaction (Gurr, 1990). Research has revealed that when parents or couples divorce, the children are more likely to reside with either of the partners or are sometimes split between the spouses. So, by extension, the kids or at least some of them might be interacting with relatives on the mother's or father's side. The end consequence is that younger children experience all types of maltreatment as a result. They experience marital abuse, child labor, hawking, lack of freedom or liberty, and lack of control over their own time or thoughts, among other things. They are frequently used to improve family economic survival.

Children who come from divorced households go through a lot of early emotional grief and rage. Yet, they are often better equipped than young children to identify who is to blame for the breakup, to settle loyalty disputes, to deal with

economic changes, and to adjust to a new family structure. The older pupils could also benefit from the existing support networks to cope with the added stress (Imtione, Aluede, & Oboite, 2008). It has come to light that a lot of teenagers from broken homes suffer from early parent-child estrangement. A lot of these kids engage in antisocial activities and organizations, which have terrible consequences. Younger children would not be able to address and challenge certain parts of family function and responsibilities that the older children could because they lack the resources and self-assurance that they have (Aderinto & Okunola, 1998). Deprived of better chances, abused, and mistreated as a result, children from divorced households also do poorly academically.

### **Factors Affecting Subjective Wellbeing**

Divorce is a difficult event, especially for children, since it affects their psychological and emotional well-being. The psychological stress involved with living in a broken household is one of the most significant effects of divorce on children (Widyastuti, 2017). One of the most difficult aspects of divorce is ensuring that the children's emotional and psychological well-being is not affected (Al Gharaibeh, 2015). There is a relationship between subjective well-being and divorce, but it is also influenced by other variables such as age, gender, and custodial parent.

One of the factors influencing adolescent subjective well-being is parental involvement in particular, parental marriage benefits children's wellbeing due to the financial assistance from both husband and wife, as well as social contact among family members, as well as the strength of the relationship between parents who are married (Nomaguchi & Milkie, 2020). Parental marital status, family stability, connections communication patterns among children and their parents according to Shek et al. (2014), all have an influence on teenagers' psychological well-being. Wahyuningsih et al., (2020) identified attachment, harmony, and family functioning to have a role in their study. On the other side, parental marital discord, disagreement, and divorce have the potential to impair the quality of teenage wellness. As a consequence, the quality of parental marriage may impact adolescent mental health. According to research, the feelings of grief, fear, anger, and uncertainty associated with parental separation are harmful to children's psychological well-being (Serafini et al., 2020). It leaves them worried and

overwhelmed, in particular, since the majority of them lack the abilities required for adjusting to new locations and methods of doing things. Divorces have been proven to reduce parental interaction, attention, and love. As a result, children deal with their new reality by acting out and participating in dangerous behaviors like as drug and alcohol abuse (Haverfield & Theiss, 2014). Furthermore, their academic performance suffers since their parents pay little or no attention to their schoolwork.

### *Age*

According to the results of several relevant studies, the child's age may be a factor in deciding whether or not the divorce would have a detrimental influence on the child's academic progress (Arkes, 2015). It has been suggested that divorce has negative consequences on adolescent academic achievement are much greater than those experienced by children in elementary or middle school. Blodgett and Lanigan (2018) investigated the factors that impact the behavior of children who are thought to be at risk of poor academic performance as a result of their parents' divorce. The findings included a summary of the subjects' performance, which was based on teacher evaluations of students' math and reading abilities in 11th and 12th grade. The findings provided evidence to support the primary hypothesis that there was a substantial relationship between parental divorce and poor academic performance among high school students (Shin et al., 2012).

A Canadian study discovered a correlation between a student's age at the time their parents divorced and academic achievement. According to Wallerstein, divorce-related issues for children peak at the age of 12 or throughout middle school. Although most of the research did not focus on a particular age group, it might be claimed that teens may have the most difficulty in school as a consequence of divorce since they have higher academic expectations. Furthermore, middle school and high school freshmen often confront higher social and emotional demands as a result of regular adolescent activities, which, when paired with parental divorce, may provide major obstacles to academic performance (Osonwa et al., 2013).

Individuals, particularly adolescents, may be more vulnerable to emotional stress when their lives change (Branje & Morris, 2021). Parental divorce has been found to have serious implications for teens. (Murry & Lippold 2018). Parental divorce and separation may be very stressful life events for teenagers. This adjustment seems to increase sensitivity and the chance of emotional problems.



Divorce relates to these children's negative behavior patterns, which include low academic achievement.

Pong and Ju (2000) discovered that children who lived with both parents dropped out of high school at a far lower rate than single-parent adolescents. They suggest that any teenage student who doesn't live in an intact, two-parent family has a dropout rate roughly twice that of an intact, two-parent family. During the research period, children who had recently experienced divorce performed the worst on language tests and had the lowest total academic attainment in grade 4. Students from two-parent families who had never experienced interruption fared highest on exams and were seen to be the most productive.

Sun and Li (2001) investigated early longitudinal studies that provided support for the idea that the process is continuous. According to the results of Sun and Li's (2001) investigation, personality and behavioral disorders might have been noticed up to eleven years before the parents' separation. Sun and Li discovered children who had a parental divorce between the ages of 7 and 11 performed worse in terms of academic attainment and classroom conduct. Adolescents seem to be more impacted than children under the age of ten, according to the results of Sun and Li's (2001) own pooled time-series models, which were built to explore the consequences of the disruption process across time. They came to the opinion that teenage issues are worsened by the concurrent change in the structure of the family as well as the adolescent's individual transition or drive for independence. The data, on the other hand, does not go into enough detail to explain how the continuous process argument is related to lower levels of academic achievement.

### ***Gender***

Numerous studies have shown a recurring pattern of adolescent gender differences when it comes to dealing with divorce. Boys and girls from divorced homes are more likely than boys and girls from non-divorced households to have behavioral, social, and academic issues (Brown & Portes, 2006). Understanding Gender Differences in Children's Adjustment to Divorce: Implications for School Counselors. *Journal of School Counseling*, 4(7), n7.). According to the study, boys who do not get emotional support from their custodial parents may be the reason of



gender differences in parenting styles. During and after divorce, most custodial mothers engage in inconsistent and even harmful conduct with their children. Boys are more likely to endure higher amounts of stress in these circumstances; thus academic achievement may not be a key concern.

The majority of research findings supported Arkes' (2015) study, which discovered that boys from divorced families do worse academically than girls owing to behavioral or emotional concerns. Many boys with divorced parents have poorer grade point averages. Boys' sensitivity to this issue might be due to pre-divorce family issues rather than the divorce itself. In contrary to Ham's (2003) shows that divorce has a more negative impact on females than males in terms of attendance and grades. Boys from divorced households had lower GPAs compared to guys from intact households. Females had the same findings. However, the study discovered that women are the most affected. According to the research, males and their dads may have a stronger bond than girls and their fathers (Ham, 2003). Family therapists favor father-daughter pairings, according to Ham. A female bond with her father improves her self-esteem significantly. It seems to reason if the marriage is threatened as a result of the divorce, the girls' self-esteem would suffer, thereby impacting their academic achievement.

Jappens and Van Bavel, (2016) summarized the studies on divorce children. The findings reveal that boys and girls respond differently to parental separation. This was shown to be particularly true when a person is moving into adulthood. Girls are more likely than males to react with behavioral difficulties and act out at home and school. According to research, males from broken households are more likely than their female counterparts to drop out of school and engage in risky conduct. Males drop out at a greater rate (28% vs. 20%). Furthermore, 23% of boys and 12% of girls had behavioral disorders. Even after adjusting for pre-divorce conditions, divorce had no significant influence on female academic attainment. However, studies reveal that women conceal their unhappiness in ways that are difficult to detect or quantify; they may even put on an overly controlled front of cheerfulness (Parkes et al., 2015).

### ***Custodian Parent***

Difficult child custody cases result in estrangement of a non-resident parent, especially in the event of a bitterly fought divorce (Francis, 2012). Fathers who become co-parents after a divorce may have limited contact with their children. When one parent is granted exclusive custody, the other parent may be barred from visiting the children. This lack of cooperation on the part of the custodian, who is usually the mother, may cause the father to terminate the visitation arrangement and stop providing financial support, resulting in a bad parent-child relationship or complete alienation of the child until adulthood (Wallerstein & Lewis, 2009; Booth & Amato, 1991; Sodermans & Matthijs, 2014; Sodermans et al., 2015). The separation of a parent may have serious consequences for the children (Albertini & Tosi, 2018; Miller, 2010; Kruk, 1992). Others advocate co-parenting as a preferable option for mitigating the negative consequences of parental divorce on children (Barth et al., 2019).

To prevent the negative consequences of parental alienation, the study suggests joint custody as the best parenting option in the event of parental divorce. This allows both parents to be engaged in their children's upbringing and allows the children to connect with both "parents" (Akpan & Ezeume, 2020). Poor parenting or parental estrangement may lead to teenage pregnancy or early motherhood by the children (Amato & Kane 2011) and domestic violence (Tan & Quinlivan, 2006). Other consequences of parental divorce include intimate partner violence and violent behaviors such as, sexual assault, threats of severe abuse, stalking, and coercive activities among others (Pokman et al., 2014).

### **Academic Performance**

Academic performance is defined by Narad and Abdullah (2016) as data obtained or gained that is evaluated by grades, by a professor, and/or by educational goals established by students and instructors to be met and accumulated over a particular period of time. Academic performance is often evaluated via tests and other forms of continuing assessment, but there is no agreement on the appropriate methodologies or criteria to consider, such as whether procedural knowledge, such as skills, or declarative information, such as facts, is more significant (Rosman et al., 2015). Because there is little data to determine which personal attributes consistently

predict academic success, it is critical to incorporate aspects such as test anxiety, environment, motivation, and emotions when building models of academic accomplishment.

### **Parental Divorce and Academic Performance**

Numerous studies have found that as the prevalence of divorce in society has grown, children's academic performance and behavior have deteriorated as a result of the emotional concerns caused by divorce. It has been claimed that children of divorced parents succeed less than children of married parents (Anderson, 2014). These children suffer more in school, have more behavioral troubles, a lower sense of self-worth, have more conflicts with their peers, and have a harder time cooperating with their parents (Branje et al., 2012).

According to research, divorce is negatively associated with academic achievement (Yáñez-Yaben & Garmendia, 2016). According to a review of the literature by Anthony et al., (2014), just a few empirical studies found no significant relationship between divorce and worse academic achievement. Furthermore, Everett, (2014) found in a meta-analysis that, after accounting for research technique quality, children of divorce performed 0.17 standard deviations poorer on academic performance assessments than their intact-household peers. Similarly, Amato and Anthony, (2014) revealed in large longitudinal research that parental divorce had a long-term, substantial negative influence on children's academic achievement.

Children from divorced homes often do worse in school than children from intact families (Alubokin & Akyina, 2015). A child from a divorced home is twice as likely as a child from a non-divorced household to drop out of high school (Uerlich, 2020). Children from divorced households may be less likely to attend college, thereby terminating their academic careers (Sumari et al., 2020). Children who are dealing with the consequences of divorce face a variety of challenges in school (Babalis, 2014).

Teenagers from broken homes are more likely to engage in antisocial behavior and do badly in school, according to Dishion and Patterson (2015). Children of divorce are more prone to face psychological, behavioral, social, and academic challenges, according to empirical evidence (Anderson, 2014; Weaver &

Schofield, 2015; Patterson et al., 2017; Fagan & Churchill, 2012; Blodgett & Lanigan, 2018).

Children of divorce are more likely to do poorly in school than their peers from non-divorced homes (Alubokin & Akyina, 2015). Even after accounting for money and intelligence, there are very minor differences. Teachers give students from divorced parents higher grades for characteristics such as increased fear of failure in school, unwillingness to reflect, improper speech, and inattention. According to a research conducted When fathers stay involved in their children's education and schooling after their divorce, academic performance suffers less (Cebotari & Mazzucato, 2016).

Hines and Holcomb-McCoy (2013) explored how family structure affected teenage high school students' attendance and grade point average. Teens from intact homes outperformed teenagers from other families, even those with divorced parents, in terms of academic achievement, according to the study. In terms of GPA, students from intact households beat high school seniors from divorced by over 11%. According to the research, student attendance may have a role in some of the issues that result in lower test scores. According to Ham, divorced high school pupils miss roughly 60% more class time than unbroken students. Cherlin, (2017) was particularly interested in the housing situations of children of divorce from birth to age 19 using data from the National Longitudinal Survey of Youth. (NLSY). Williams and Cooper (2013) revealed that any child raised in a broken household had a lower chance of graduating.

According to Pong and Ju (2000), children who lived with both parents dropped out of high school at a far lower rate than single-parent adolescents. They say that any adolescent student who does not live in an intact, two-parent household has a dropout percentage approximately double that of an intact, two-parent family children who had recently divorced scored the worst on language tests and had the lowest overall academic achievement in grade 4 throughout the research period. Students from two-parent families who had never experienced interruption fared the highest on exams and were seen to be the most productive. Researchers determined that the child's reaction to these problems may be responsible to their lower academic

achievement since divorce is associated with other negative characteristics such as income loss, home mobility, and damaged friendships.

Jeynes (2016), has done substantial study on divorce, remarriage, and the impact on children. According to Jeynes (2016), the rise in divorce rates in the United States in the late 1960s has been no surprise. nearly precisely when standardized test scores started to show a decreasing trend. Jeynes (2016) significant body of research in the subject of divorce and children's academic accomplishment has led him to the conclusion that there is a link between growing divorce rates and declining levels of academic success among children. The more unlike a family structure is to the conventional model of a two-parent home living together in peace, the less likely the children are to succeed in school.

### **Family Deficit Model Theory**

The deficit model theory was proposed by (Bernstein, 1960). According to this theory, a typical healthy family consists of a mother, father, and their biological children. According to family deficit theory this theory, the effects of divorce on children are harmful since they are less likely to grow up in two-parent households. The theory explains that children of divorced parents face greater threats than their two-parent counterparts, even if they are as qualified academically (Donahoo, 2003). According to the family deficit model theory, two-parent families are optimal, but single-parent households are problematic. Gupta & Kashyap, (2020) discovered that, as compared to children raised in two-parent families, those raised by a single parent due to parental divorce were three times more likely to drop out of high school. Amato and Keith (1991) discovered similar results, showing that children growing up in single-parent families as a result of parental divorce may suffer increased risks. Divorced parents often have less time for their children, are less trustworthy in enforcing regulations, and have less overall influence in their life as a consequence of the separation. All of these factors might lead to a student's low academic performance (Pyper et al., 2016).

According to Azuka-Obieke (2013), both parents are accountable for their children's upbringing in two-parent homes. The mother is supposed to assist the father in providing the resources required for the child's academic development. When the father is not around, the child will display troublesome or withdrawn

behavior, and the mother lack sufficient cash to meet all of the child's basic needs while also supervising his or her academic success (Azuka-Obieke, 2013).

According to Owusu (2007), who agreed with the family deficit model theory, children may face financial difficulties when their mother is gone and their father's income is insufficient. As a result of the divorce, a single parent now has responsibilities that need more time, attention, and finances for child raising. It is often assumed that having both parents present at home improves children emotionally and socially. This is because it is widely held that children do best when both parents are actively engaged in their development. However, it is indicated that children from single-parent homes are more likely to endure deprivation and denial of certain rights and opportunities as a consequence of divorce, which may have a significant impact on their performance in real-life contexts (Owusu, 2014).

Jeynes (2012) conducted a research on a theoretical framework centered on three schools of thought that have emerged as the most common in understanding the effects of family structure on children's academic achievement. These are the several schools of thought: Each school of thought examines the changes that occur within the family as a consequence of divorce and how they influence the children's ability to succeed academically. This is due to the fact that divorce disrupts many facets of the family dynamic. First, there is the "absent parent" school of thinking, which argues that a child's loss of a biological parent has a negative impact on their mental health, which might affect their ability to do well in school. This concept is based on the theory that a child is more likely to demonstrate poor academic achievement if they do not have being raised by one's biological mother and father has a number of advantages (According to Jeynes, 2012). It has been stated that children who have the choice of living with both of their parents benefit from more parental engagement in terms of Academic achievement. Second, the socioeconomic school of thought emphasizes that the socioeconomic status of divorced parents is a factor that influences a child's success levels. This is due to the fact that divorced parents are more likely to have children. lower incomes than married parents. Jeynes (2012) stressed the need of accounting for the individuals' socioeconomic backgrounds in divorce study.

Jeynes (2000) study focused on the effects of various family structures on the academic achievement of eighth graders and examined the various schools of thought concluded that the non-parental school of thought explained why children in new family structures perform significantly worse than children in single-parent families. It is important to highlight that the family patterns of widowhood, remarriage, and cohabitation scored the poorest in terms of academic attainment when compared to the other family structures.

Jeynes (2007) and Chowa et al. (2013) concurred that there is a clear connection between the academic success of children of divorced parents. The vast majority of the studies that was examined concluded that there is a plethora of data related to divorce that, without a doubt, must be included when assessing the link between divorce and the negative consequences it has on children's academic achievement (Jeynes, 2014). A significant percentage of the research and academic literature agrees that researchers and instructors must improve both their sensitivity toward these children and their knowledge of the unique challenges that children whose parents have divorced confront. In the following part, we will continue our discussion of the results from the literature review, including a discussion of the limitations and inadequacies revealed in the literature.

### **Factors Affecting Academic Performance**

Academic performance may be described as what the student is capable of doing when tested or evaluated on what has been taught (Ghanney & Aniagyei, 2014). Several empirical research and analyses have been undertaken in an effort to determine the factors that influence students' academic success. Emeke et al., (2006) also stressed the relevance of factors in determining academic achievement. While variables include family or parental impacts, societal influences, school-related factors such as student-teacher rapport, and teacher-related factors such as housing and living situations.

### ***Socioeconomic Situation and education of parents***

Socioeconomic status (SES) is a measure of a person's combined economic and social standing, and it is linked to health benefits (Gururatana et al., 2014). Parents' socioeconomic status (SES) and education have a significant influence on their children's overall academic success (Eshetu, 2015). He also found that female



students outperform male students. Educated parents can communicate more effectively about academic activities and assist their children with their assignments (Fantuzzo et al., 2000). As a result, parental involvement is essential to academic achievement because it enables students to attain greater degrees of excellence. (Farooq et al., 2011). Educated parents may provide greater academic assistance to their children than less educated ones. They may direct their children's professions and be open about their own interests (Purwati & Japar, 2016).

One of the factors influencing a student's academic performance is their socioeconomic position, which is one of the most widely examined and contested issues among education professionals. Other factors have a role as well. The most common and prominent response is that children socioeconomic circumstances have an impact on how well they do academically. The majority of educational experts believe that students from low-income households do poorly in school because their fundamental needs are not met, which has a detrimental influence on their ability to learn (Crosnoe, & Muller, 2014).

Children living in single-parent households as a consequence of parental divorce may experience additional challenges due to a lack of financial resources. According to research, single-parent homes led by mothers earn less than the majority of two-parent households, and many of the issues children face in school are assumed to be the result of the family's financial difficulties (Bago, 2022). In general, family income is related to the well-being of children. As a result, when children demonstrate poor behavior at school and it might be attributable to their difficult economic circumstances (Ackerman et al., 2004).

According to Zhang and Luo (2016), low-income parents have limited alternatives for the schools their children attend, and they seldom have the money to pay for additional courses, tutoring, or extracurricular activities. Loss of financial resources for the family may result in financial hardship as well as less educational opportunities (Salsman et al., 2019). According to Heintz-Martin (2020), this is particularly true for the 53% of children living in single-parent households. Families with female heads who are poor. According to Elder, (2018) study, a child's self-motivation may be influenced by the loss of social and financial resources associated with divorce. According to the researchers, Children who do not intend to attend



college are less motivated to succeed in school (Oyserman, 2013). Income differences between children of two parent and single parent families account for between thirty and fifty percent of the overall variations in high school graduation rates, according to Kornrich and Furstenberg (2013).

According to Shahjahan et al., (2021), the socioeconomic environment has a significant influence on students' academic achievement. It has been a major contributor to the achievement gap in schooling amongst children. In their study on the impact of social and economic disadvantage on school students' academic performance, the authors concluded that parents who have social, educational, and economic advantage unquestionably increase the likelihood that their children will succeed in the future.

### ***Environment***

The environment in which a child is reared has an impact on how well they do in school. A learning-friendly atmosphere may be established in a family by parents who have completed formal education. To enhance the overall level of the students' work, the school administration may give counseling and guidance to parents on how to establish a pleasant environment in the children's homes (Marzano et al., 2003). Children's academic performance is strongly impacted by their parents' level of involvement in their academic efforts, allowing them to reach a higher level of quality in their academic accomplishments (LaRocque et al., 2011).

The environment and people a child interacts with have a role on overall accomplishment, including academic performance (Haraszti et al., 2014). If a child is bullied by his peers, hates his teachers, or has difficulty making friends, his ability to focus in class may suffer. Furthermore, if the child is not enthused about going to school, it may result in a lack of attendance, causing the child to miss important lectures on topics for which he would most likely struggle to study on his own. Interacting in class, speaking with other students, and making efforts to be engaged in school events may assist a child in developing an appreciation for his environment and, as a consequence, doing better (Kolb & Kolb, 2017).

### ***Facilities at school***

Students' academic performance may be influenced by the characteristics of their faculty since they have direct interaction with their lecturers on a regular basis. The module material should be delivered with the interests of the students in mind (Acheampong & Acquaah, 2015). He also said that student-instructor interactions should be defined by respect and trust. According to Adeyele and Yusuf (2012), the academic staff's competence is the most significant predictor of academic achievement. Mlambo, (2011) identified a relationship between student achievement in higher education and the teaching style of the lecturer. Even if the topic under discussion is uninteresting, the lecturer's teaching style, which incorporates active learning approaches, encourages students to attend lectures (Short & Martin, 2011). According to Melekewei, (2014), teachers are the cornerstones of education, imparting vast knowledge to students. To get the greatest outcomes, teachers must be experts in their particular disciplines. For conceptual understanding, students depend on their professors. This knowledge should not just be based on textbooks, but also on real-life experiences.

According to Kujur and Aradhna (2019), school should be more than just a set of rooms with a chalkboard and chairs. The researchers also said that school must provide the right facilities for the child's entire growth and a well maintained and outfitted library must be the principal building at the schools. This serves as a resource for providing high-quality information on a variety of topics to the young minds. Schools must allow students to take part in a variety of activities, including conferences, seminars, cultural events, and field trips (Ghanbarzadeh & Ghapanchi, 2018).

### **Remarriage**

Jeynes and Antrop-González, (2023) conducted research on the influence of remarriage following divorce on children's academic progress. The results seem to raise doubts about some people's beliefs about the natural advantages of remarriage. According to (Jeynes & Antrop-González, 2023), many people in society promote remarriage because they believe that children benefit intellectually from living in a two-parent household. According to their research, children of divorce in

reconstructed families should outperform their peers in single-parent homes in terms of scholastic attainment.

The results of Jeynes and Antrop-González, (2023) research proved that this isn't the case. However, children with divorced parents from rebuilt households perform no better, and in many cases perform worse than their single-parent peers. For example, it may be argued that the financial increase that generally comes with remarriage does not usually benefit children living in this family arrangement. There are other factors linked with remarriage that have a detrimental impact on children's academic achievement. As a result, the effects of these variables cancel out the potentially favorable effects of growing socioeconomic status. According to Jeynes and Antrop-González, (2023), any financial advantage is little enough that the psychological suffering of living in a household with one natural parent plus the introduction of a stepparent exceeds any benefit.

Family dynamics such as high levels of parental conflict, poor parenting practices, and a poor parent-child relationship after divorce have been found to hinder children's adaptation to divorce and are more likely to result in negative emotional, behavioral, and health outcomes (Yárnoz-Yaben & Garmendia, 2016). Some children may have minimal parental conflict after their parents' divorce, while others will have ongoing or intensified conflict (Kaulia, 2021). Although the research analysis offered above covers various ways in which children may feel caught between parents, such as being used to carry messages. Carrying messages is a dysfunctional mode of communication in divided families in which the child is expected to relay a message between parents, and in the process, the children take on adult concerns and fears (Segrin & Flora, 2014). It is also a strategy for luring the child into triangulation. This family system technique is seldom helpful in resolving difficulties between parents and ends up creating more damage than good (Buehler & Welsh, 2009). Children who are triangulated in their parents' disagreement have been reported to have internalizing issues, which seem to be more prevalent in adolescence and emerging adulthood (Fosco & Grych, 2010).

According to Blydenburgh-Pruett, (2012), children of divorced parents ought to maintain frequent contact with each of their parent in order to be academically successful. Academically, children who kept in touch with both of their parents after

their parents divorced or separated outperformed children who did not keep in touch with either of their parents after their parents split or separated.

### **Related Research**

Fagan and Rector's (2000) conducted a study that included 699 primary students from around the world, children who were raised in homes where both parents were divorced performed worse in reading, spelling, and arithmetic and were more likely to be held back a grade than children who were raised in intact two parent families. In their investigation, Fagan and Rector (2000) came to the conclusion that young children often do badly on cognitive tests when they are confronted with the absence of their father. This was revealed to be especially true for the arithmetic test results of pupils who identified as female. The linguistic skills of young girls, on the other hand, have a tendency to advance more rapidly, especially if their father reads aloud to them when they were very little. At the age of thirteen, the reading ability of children with divorce parents are, on average, six months behind those of a child who lives in a family in which both of their parents are present. This difference is shown in children whose parents are divorced. Even with the most effective therapy for preventing the decrease in reading and math ability that occurs among children of divorce, it is difficult to entirely reverse the drop in academic performance that happens among children of divorce. This is the case even though it is possible to do so.

Potter, (2010) looked at the connection between divorce and a child's psychological wellbeing, as well as the child's academic performance. His research showed that the achievement disparity between children whose parents had a divorce and those whose parents stayed together widened as the children got older. The psychological well-being of children of divorced and non-divorced parents was observed to differ in this research. In other words, research found that children of divorced parents performed worse in school and on measures of psychological health than their peers from intact households.

According to studies conducted by Murray and Farrington, (2012), children whose parents divorced while they were between the ages of 10 and 14 had significant performance losses in academic accomplishment. These children's parents

had been married at the time of the divorce. This was a reflection of the students' academic aspirations as well as their grade point averages. It is a widely held belief that children who grow up in homes with only one parent have a more difficult time succeeding academically than children who grow up in families in which both biological parents are present, despite the fact that the degree to which these two groups of children differ is typically quite negligible.

Bernardi and Radl (2014) looked at how parental divorce affects children's access to higher education. They used data from 14 countries and discovered that the odds of children of divorced parents earning a university degree were 7% lower than those of children from intact homes. In other words, they found that parental divorce hurts a child's chances of going to college and doing well there. This research looked at the connections between children's academic performance and accomplishments and parental divorce. The goal was to look at the impact of parental divorce on children's academic performance at a boarding school in Punakha.

Several studies have shown that parental divorce has a detrimental effect on adolescent's academic performance and success. For instance, in research done in the Ghanaian setting by Alubokin and Akyina (2015), participants included parents, teachers, and students. Their research revealed that immediately after parental divorce, children's academic performance suffers. In other words, they saw a drop in the academic performance of those top students shortly following their parents' divorce. Similar to this, Ham (2004) studied how divorce affected the academic performance of 265 students attending Rampart High School in the US. He discovered that individuals from divorced families performed worse in their academic performance than adolescents from intact families. Moreover, he discovered that family arrangements had a stronger detrimental impact on female students than on male students.

According to studies conducted by Vorria et al., (2015), children who are raised in households with only one parent have IQ deficits ranging from one to seven points, school accomplishment scores that average less than one year in school, and grade attainment rates that are thirty-four points below the national average. These statistics were found in relation to the children's educational outcomes. However,

despite popular belief, not all of these families have transitioned from two-parent homes to single-parent households as a direct consequence of the divorce.

Lamela et al. (2016) investigated individual, family, and environmental factors that influence children's post-divorce adjustment and maladjustment. Physical changes in the community (such as moving to a new neighborhood), social skills necessary to make new acquaintances, and communication skills required to explain the increased anger brought on by undesirable changes were all examples of environmental effects. Marital animosity and poor child management abilities are examples of familial factors that may lead to violence in children. The authors determined that a child's life change events, such as moving to a new residence or changing schools, are the most important drivers of a child's post-divorce maladjustment, followed by marital animosity and parent adjustment, after comparing 87 divorced moms and 47 intact families. A person's degree of satisfaction with their existence, according to Mitas et al. (2016), is a construct concerned with the individual's own subjective judgment of the quality of their life.

## **CHAPTER III**

### **Methodology**

This study aimed to identify differences in adolescents academic performance and subjective wellbeing based on parental marital status as well as the relationship between academic performance, subjective wellbeing and age among adolescents with divorced parents. This chapter provides a summary of the methodology applied in the current research. The design of the study is explained in the first part. Followed by details characteristics of the population from which participants sample was drawn. The techniques employed to collect and analyze the data are examined.

#### **Research Design**

This research employed a quantitative research approach that examined the research variables using a comparative research model to investigate the effects of divorce on academic performance and subjective wellbeing. A comparative model is an approach that analyzes phenomena by grouping them to identify their differences and similarities (Jannah et al., 2021).

#### **Population and the Sample**

The population of this study is made up of adolescents with divorced and non-divorced parents in Liberia. A sample size of 250 was selected from four high schools in Central Monrovia, Liberia. The study employed a purposive sampling technique which is a non-probability sampling technique. Purposive sampling is a sampling technique in which researchers relies on his or her own judgment when choosing individuals from the population to participate in the study (Rahi, 2017). The researcher selected teenagers aged 13 to 19 from grade 6 to 12 whose parents have divorced and adolescents from intact 2 parent households as the comparative group.

**Table 1.***Descriptive statistics for demographic variables*

Variable	Categories	Frequency	Percentage
Gender	Male	114	45.6
	Female	136	54.4
	Total	250	100
Grade Level	6th grade	9	3.6
	7th grade	22	8.8
	8th grade	28	11.2
	9th grade	27	10.8
	10th grade	61	24.4
	11th grade	43	17.2
	12th grade	60	24.0
	Total	250	100.0
Parent Marital Status	Married	119	47.6
	Divorced	131	52.4
	Total	250	100
Custodian	Mother	48	36.6
	Father	46	35.1
	Guardian/Relative	35	26.7
	Total	131	100.0



Variable	Minimum	Maximum	Mean
Ages	12.00	19.00	16.73

Table 1 above show that 45.6% (n = 114) are males and 54.4% (n =136) are females in the sample size.

3.6% (n =9) are 6<sup>th</sup> graders, 8.8% (n = 22) are 7<sup>th</sup> graders, 11.2% (n = 28) are 8<sup>th</sup> graders, 10.8% (n =27) are 9<sup>th</sup> graders, 24.4% (n =61) are 10<sup>th</sup> graders, 17.2% (n =43) are 11<sup>th</sup> graders and 24.0% (n =60) are 12<sup>th</sup> graders. 36.6% (n =48) make up participants from conventional two parents' households, 35.1% (n =46) make up custodian father and 26.1% (n =35) make up guardian or relative.

The minimum age is 12, the maximum age is 19, and the mean age is 16.73 years.

### **Data Collection Tools**

A structured questionnaire was used to collect data for the study, Socio- form, Ryff's Psychological Wellbeing Scale, Academic Performance Rating Scale and Academic performance form was distributed to participants.

### **Socio-demographic Form**

A demographic form was used to collect information on the respondents, such as their age, gender, marital status, grade level, who they are living with and yearly grade point of the following subjects: Mathematics, English, History, Geography, Chemistry, Biology, and Physics

### **Ryff's Psychological Wellbeing Scale**

The Ryff Psychological Wellbeing Scale was used to collect data about the participants psychological well-being. this scale was invented by Ryff in 1989. The measure has 42 items and is scored on a 7-point Likert scale, with 1 representing strongly agree and 7 representing strongly disagree. This tool is internally consistent. The Cronbach alpha coefficient is .78 (Sasaki et al., 2020). The scale's criteria validity was assessed and it has a strong correlation with the components of health

status (Cohen & Janicki-Deverts, 2012). This scale has six subscales namely: autonomy, environmental mastery, personal growth, positive relation, purpose in life and self-acceptance

### **Academic Performance Rating Scale**

The academic performance of the participants was evaluated using the Academic Performance Rating Scale. This scale was created in 1991 by DePaul and Rapport. This survey has 19 items, each with a Likert scale rating from 1 (poor or never) to 5 (very often or excellent). The entire scale has a Cronbach alpha of 0.95 and the reliability of the subscales are 0.91 for academic Success, 0.88 for impulse control and 0.93 for academic Productivity (Taber, 2018). The academic performance rating scale has 3 subscales namely: academic productivity, academic success and academic control.

### **Academic performance:**

To measure Academic Performance, the researcher also made use of the participant's current yearly grade point of the following subjects: a) Mathematics b) English c) History d) Geography e) Chemistry f) Biology g) Physics. (e.g., what are your current grades in the following subjects?). Average GPA will be graded as follow: A = 85% or above, B = 75-84%, C = 65-74%, D = 50-64%, E = below 50%.

### **Data Collection Procedures**

The Google Forms were created after receiving approval from the Near East University Ethics Committee. Before gathering the participants' data, the researcher received permission from their parents, and a consent form was also given to the participants. In order to complete the survey, the researcher sent a google link to teenagers WhatsApp groups of students in central Monrovia, Liberia, as the researcher was unable to physically interact with the participants. The authors of the scales gave their permission before the survey was given to the participants.

## Data Analysis Procedures

The data was analyzed using the Statistical Package for the Social Sciences (SPSS), IBM version 22. The data normality was tested using skewness and kurtosis indicators. The details of the data normality are given in the table below:

**Table 2.**

*Data Properties.*

Variables	N	Minimum	Maximum	Mean	Std.Dev	Skewness	Statistic	Std.Error	Kurtosis	Statistic	Std.Error
Academic performance	250	45.00	94.00	59.5101	7.06754	1.151	.155	.155	3.265	.309	.309
Academic productivity Subscale	250	25.00	69.00	37.5385	5.54339	1.589	.155	.155	6.640	.309	.309
Academic success Subscale	250	14.00	55.00	22.2713	4.06393	2.268	.155	.155	16.592	.309	.309
Academic control Subscale	250	5.00	15.00	9.1700	1.15972	.279	.155	.155	2.831	.309	.309
Psychological Wellbeing	250	107.00	248.00	158.0810	21.20653	.922	.155	.155	1.203	.309	.309
Autonomy Subscale	250	17.00	88.00	27.6032	5.86956	4.624	.155	.155	24.0081	.309	.309
Environmental mastery Subscale	250	16.00	36.00	24.0081	3.43463	1.145	.155	.155	1.145	.309	.309

Personal growth Subscale	25	20.00	39.00	27.137	3.7052	.607	.155	-.287	.309
	0			7	6				
Positive relation Subscale	25	14.00	69.00	27.129	5.5222	1.889	.155	12.49	.309
	0			6	6			7	
Purpose in life	25	19.00	39.00	27.060	3.4933	.454	.155	.309	.309
	0			7	7				
Self-acceptance	25	13.00	42.00	25.141	6.1320	.358	.155	-.200	.309
	0			7	3				

As seen from table 2, the detailed characteristics of the data is seen. George and Mallery in 1999 suggested that for a data to be normally distributed, the Skewness and kurtosis should be between -2 and 2. As seen, our data did not meet the normality test criteria, so the researcher used the nonparametric equivalent of the parametric test. The test begins with the MannWhitney U test to see the difference in academic performance and psychological wellbeing . Secondly, the spearman correlation analysis was used to enable us see the relationship between age, academic performance, and subjective well-being of the adolescents with divorced parents. The researcher ran Mann Whitney U test to see gender differences in academic performance and psychological wellbeing of adolescents with divorced parents. Lastely, the researcher ran Kruskal Wallis H test to see as to whether there is any difference between Marital status, Academic performance and subjective well-being.

### Research Plan

Permissions from researchers who created or developed the scale were obtained in the first section of the investigation.	Sep 2022
The Near East University Ethics Permission Committee completed the following stage, which was to submit an application to the Ethics Committee in	October 2022

order to get permission to carry out the research.	
In this part, the research study group consists of teenagers aged 13 to 19 years. The questionnaire was presented to Liberian adolescent students in Central Monrovia. The survey was administered online using Google Forms due to the restricted period for performing the study physically in the research region. Google Forms provides personal information forms and participant consent forms online.	November 2022
Literature Review and examination of related research	November 2022
The present research used a purposive sampling method. Google Forms was used to send the survey to teenagers in Central Monrovia.	November 2022 – December 2022
Statistics created using data from the sample group from the results of the study, as well as the literature, were examined, and conclusion and recommendations were offered.	December 2022 – January 2023

## **CHAPTER IV**

### **Findings and Discussions**

This chapter outlines the findings of this study. The aim of this study is to identify differences in adolescent's academic performance and subjective wellbeing based on parental marital status as well as the relationship between academic performance, subjective wellbeing and age among adolescents with divorced parents. It also aims to examine differences in academic performance and subjective wellbeing based on the gender of adolescents with divorced parents. Lastly, it aims to examine differences in academic performance and psychological wellbeing according to custodian of adolescents whose parents are divorced.

**Table 3.**

*Differences between the academic performance of adolescents from divorced families and adolescents from conventional two-parent household.*

<b>Variable</b>	<b>family structure</b>	<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>		<b>P</b>
Math Grade	Two-parent households	119	153.84	20153.00	4082.000	.000**
	Divorced	131	94.30	11222.00		
English Grade	Two-parent households	119	155.35	20351.00	3884.000	.000**
	Divorced	131	94.30	11222.00		
History Grade	Two-parent households	119	149.19	19544.00	4691.000	.000**
	Divorced	131	99.42	11831.00		
Geography Grade	Two-parent households	119	148.20	19414.00	4821.000	.000*
	Divorced	131	100.51	11961.00		
Chemistry Grade	Two-parent households	119	150.98	19778.00	4457.000	.000**
	Divorced	131	97.45	11597.00		
Physics Grade	Two-parent households	119	139.68	18297.50	5937.500	.000**
	Divorced	131	109.89	13077.50		
Academic performance	Two-parent households	119	154.98	18442.50	3929.500	.000**
	Divorced	128	95.20	12185.50		
Academic Productivity	Two-parent households	119	153.60	18278.50	4331.500	.000**
	Divorced	130	98.82	12846.50		
Academic success	Two-parent households	119	156.97	18679.50	4049.500	.000**
	Divorced	131	96.91	12695.50		
Academic control	Two-parent households	119	151.55	18034.00	4457.000	.000**
	Divorced	129	99.55	12842.00		

P≤0.05\* p≤0.01\*\*

As seen from table 3 above, there are statistically significant differences between adolescents from divorced families and adolescents from conventional two-parent

households in academic performance and its subscales (Academic Productivity, Academic success and Academic control), ( $p$ -value  $< 0.001$ ). As seen from table 4, adolescents who parents are married have higher academic performance scores as compare to adolescents who parents are divorce.

There are statistically significant differences between adolescents from divorced families and adolescents from conventional two-parent household's academic performance scores in the major subjects (Math, English, History, Geography, Chemistry, Biology and Physics) based on parental marital status ( $p$ -value  $< 0.001$ ). Adolescents who parents are married have a higher mean rank score as compare to adolescents who parents are divorced.

**Table 4.**

*Differences between the psychological wellbeing of adolescents from divorced families and adolescents from conventional two-parent household.*

<b>Variable</b>	<b>Gender</b>	<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>	<b>U</b>	<b>P</b>
Psychological wellbeing	Married	119	164.43	19567.50	3161.500	.000**
	Divorced	131	90.13	11807.50		
Autonomy	Married	119	158.17	18822.00	3907.000	.000**
	Divorced	131	95.82	12553.00		
Environmental mastery	Married	119	150.08	17859.00	4870.000	.000**
	Divorced	131	103.18	13516.00		
personal growth	Married	119	148.97	17727.00	5002.000	.000*
	Divorced	131	104.18	13648.00		
positive relation	Married	119	158.11	18815.50	3913.500	.000**
	Divorced	131	95.87	12559.50		
Purpose in life	Married	119	131.85	16285.50	6443.500	.017*
	Divorced	131	115.19	15089.50		
Self-acceptance	Married	119	169.39	20158.00	2571.000	.000**
	Divorced	131	85.63	11217.00		

$P \leq 0.05$ \*  $p \leq 0.01$ \*\*

As seen in table 4, there are statistically significant differences, between adolescents from divorced families and adolescents from conventional two-parent households in psychological wellbeing and its subscales of autonomy, environmental mastery,



personal growth, positive relation, self-acceptance (p-value < 0.001). Purpose in life (p-value<0.05). Adolescents who parents are married have a higher mean rank score as compare to adolescents who parents are devorce.

**Table 5.** Relationship between age, academic performance, and psychological well-being among children with divorced parents.

Variables	1	2	3	4	5	6	7	8	9	10	11	12
<b>1 Age</b>	r	-.07	-.17	-.06	-.05	-.14	-.14	-.06	.003	-.03	.014	-.084
	p	.45	.05*	.49	.51	1.2	.11	.53	.97	.69	.87	.347
<b>2 Academic Performance</b>	r		0.363	0.233	0.089	0.102	0.387	0.178	0.341	0.927	0.827	-0.015
	p		.000**	0.000**	0.320	0.255	0.000**	0.046*	0.000**	.000**	0.000**	0.865
<b>3 psychological wellbeing</b>	r			0.581	0.455	0.550	0.654	0.338	0.680	0.317	0.285	-0.022
	p			0.000**	0.00**	0.000**	0.000**	0.000**	0.000**	0.000**	0.000**	0.809
<b>4. Autonomy</b>	r				0.107	0.348	0.423	0.249	0.229	0.198	0.151	-0.013
	p				0.227	0.000**	0.000**	0.000**	0.000**	0.024**	0.087	0.886
<b>5 Environmental Mastery</b>	r					0.164	0.170	-0.192	0.465	0.136	0.061	-.108
	p					0.063	0.226	0.028*	0.000**	0.123	0.489	0.225
<b>6 Personal Growth</b>							0.250	0.207	0.169	0.099	-0.021	0.040
							0.000**	0.018*	0.054	0.266	0.809	0.651
<b>7 Positive Relation</b>	R							0.303	0.346	0.358	0.334	-0.093
	p							0.000**	0.000**	0.000**	0.000**	0.298
<b>8 Purpose in Life</b>	r								-0.015	0.111	0.145	-0.007
	p								0.868	0.210	0.099	0.939
<b>9 Self-Acceptance</b>	r									0.313	0.398	-0.172
	p									0.000**	0.000**	0.053
<b>10 Academic productivity</b>	R										0.727	-0.224*
	p										0.000**	0.011
<b>11 Academic Success</b>	r											-0.202*
	p											0.023
<b>12 Academic Control</b>	r											
	p											

P ≤ 0.05\* p ≤ 0.01\*

As shown in table 5, the Spearman correlation coefficient indicate that there is no significant relationship between age, academic performance and its subscale that include academic productivity, and academic control.

The table also shows that there is no significant relationship between age and psychological well – being and all of its subscales, including which are autonomy, environmental mastery, personal growth, positive relation, purpose in life, and self-acceptance.

There is a positive and significant relationship between Academic performance and psychological well-being (p-value < 0.001), autonomy (p-value < 0.001), positive relation (p-value < 0.001), purpose in life (p-value < 0.001), self-acceptance (p-value < 0.001), academic productivity (p-value < 0.001), academic success (p-value < 0.001). There is no significant correlation between academic performance and academic control. There is no significant correlation between academic performance and environmental mastery (p-value >0.005), personal growth (p-value >0.005), and academic control (p-value >0.005).

Psychological well-being has a significant and positive correlation with academic productivity (p-value < 0.001), academic success (p-value < 0.001), autonomy (p-value < 0.001), environmental mastery (p-value < 0.001), personal growth (p-value < 0.001), positive relation (p-value < 0.001), purpose in life (p-value < 0.001), and self-acceptance (p-value < 0.001).

**Table 6.**

*Gender differences in academic performance and psychological wellbeing among children of divorced families.*

<b>Variable</b>	<b>Gender</b>	<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>	<b>U</b>	<b>P</b>
Academic performance	Male	52	65.54	3408.00	1818.000	.598
	Female	74	62.07	4593.00		
Psychological wellbeing	Male	55	70.10	3855.50	1754.500	.181
	Female	74	61.21	4529.50		
Autonomy	Male	55	66.27	3645.00	1754.500	.737
	Female	74	64.05	4740.00		
Environmental mastery	Male	55	75.70	4163.50	1446.500	.005**
	Female	74	57.05	4221.50		
personal growth	Male	55	64.72	3559.50	2019.500	.941
	Female	74	65.21	4825.50		
positive relation	Male	55	67.64	3720.00	1890.000	.488
	Female	74	63.04	4665.00		
Purpose in life	Male	55	61.84	3401.00	1861.000	.403
	Female	74	67.35	4984.00		
Self-acceptance	Male	55	70.67	3887.00	1723.000	.136
	Female	74	60.78	4498.00		

Academic Productivity	Male	54	65.81	3554.00	1927.000	.731
	Female	74	63.54	4702.00		
Academic success	Male	55	71.68	3942.50	1667.500	.077
	Female	74	60.03	4442.50		
Academic control	Male	53	60.35	3198.50	1767.500	.318
	Female	74	66.61	4929.50		

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$P \leq 0.05^*$   $p \leq 0.01^{**}$

Table 6 shows that there is no statistically significant difference between gender in terms of their academic performance and its subscales (Academic Productivity, Academic success, Academic control), and psychological well-being, including its subscales (autonomy, personal growth, positive relation, purpose in life, self-acceptance). However, there is statistically significant difference between gender and environmental mastery, which is a subscale of psychological well-being ( $p < 0.005$ ).

**Table 7.**

*Differences in academic performance and psychological well-being according to the custodian of the children of divorced parents.*

Variable	Adolescent living condition	N	Mean Rank	X <sup>2</sup>	df	p
Academic performance	Mother	45	67.89	2.298	2	0.317
	Father	46	63.77			
	Guardian/Relative	34	55.501			
Academic Productivity	Mother	46	71.27	3.174	2	0.205
	Father	47	62.31			
	Guardian/Relative	35	56.93			
Academic Success	Mother	46	70.95	3.579	2	0.167
	Father	47	64.99			
	Guardian/Relative	35	55.37			
Academic Control	Mother	46	57.59	2.390	2	0.303
	Father	46	62.15			
	Guardian/Relative	34	69.26			
Psychological wellbeing	Mother	46	62.59	0.393	2	0.822
	Father	47	67.16			
	Guardian/Relative	35	63.44			
Autonomy	Mother	46	59.87	3.210	2	0.201
	Father	47	72.16			
	Guardian/Relative	35	60.30			
Environment Mastery	Mother	46	66.57	1.269	2	0.530
	Father	47	59.77			
	Guardian/Relative	35	68.14			
Personal growth	Mother	46	57.70	5.610	2	0.061
	Father	47	62.10			
	Guardian/Relative	35	76.67			
Positive relation	Mother	46	62.77	2.226	2	0.329
	Father	47	70.53			
	Guardian/Relative	35	58.67			
Purpose in Life	Mother	46	58.74	2.253	2	0.324
	Father	47	70.19			

	Guardian/Relative	35	64.43			
Self-Acceptance	Mother	46	67.48	0.654	2	0.721
	Father	47	64.36			
	Guardian/Relative	35	60.77			

$P \leq 0.05^*$   $p \leq 0.01^{**}$

As seen from table 7 above, there are no statistically significant differences in academic performance, its subscales (Academic Productivity, Academic success, Academic control), Psychological well-being, and its subscales (Autonomy, Environmental mastery, personal growth, positive relation, Purpose in life, Self-acceptance), according to custodian parent.

## CHAPTER V

### Discussion

The purpose of this study is to examine the impact of parental divorce on academic performance and subjective wellbeing of adolescents. The findings showed a statistically significant differences between adolescents from divorced families and adolescents from conventional two-parent households in academic performance and its subscales, academic productivity, academic success, and academic control. Adolescents from conventional two parent's households scored significantly higher in all academic performance. This study agrees with the findings of Ogunshola and Adewale (2012), who discovered that low academic performance in adolescents with divorced parents is mostly caused by a lack of social support, financial difficulties, a loss of parental care, and a lack of emotional support.

Ogunshola and Adewale (2012) further explained that adolescents with divorced parents may have lower levels of academic ambition and school preparation, which may impact academic achievement. This implies that adolescents with divorced parents lack both parental guidance and nurturing, emotional support, and financial hardship, all of which may have an influence on their academic performance. This finding is also in line with Wang and Sheikh-Khalil, (2014) who also found that there is a significant difference in the academic performance of adolescents based on parental marital status. They further explained that the less parents were involved in their children education, the less children were motivated to perform well in school. Diminished parental involvement may account for the poor academic performance among children with divorced parents in comparison to children from conventional two-parent households.

This study also revealed that teenagers from divorced households performed worse in all subjects including English, Math, History, Geography, Chemistry, Biology and Physics. The study by Amato and Anthony, (2014) results showed that children from divorced families scored significantly lower on math and reading tests than did their counterparts from conventional two-parent households. Amato and Anthony, (2014) explained that children from these families seemed to have lower levels of academic aspirations and readiness for school. This indicates that



adolescents from divorced homes may lack educational assistance from their parents, as well as parental supervision and emotional support, which may lead to low academic performance. Parents who have divorced seemed to be less involved in their children's education, have lower expectations for their children's education, and less discussions of school related issues, or attendance at school events. Therefore, adolescent academic performance is negatively affected as a result of parental divorce.

This study's results revealed that there are statistically significant difference between adolescents from divorced families and adolescents from conventional two-parent households in psychological wellbeing. Adolescents from conventional two parent households scored significantly higher on measures of psychological wellbeing and its subscales, autonomy, environmental mastery, personal growth, positive relationship, and self-acceptance than adolescents whose parents are divorced. The result of this study is similar to Lampropoulou (2018) study who found that there is significant difference in adolescents psychological wellbeing based on parental marital status. Additionally, it suggested that adolescents from divorced homes exhibit more internalizing and externalizing issues generally, as well as more specifically, social issues, as well as greater problems with cognition and concentration.

Furthermore, teenagers from divorced homes are more likely to have poorer psychological well-being because parental divorced increases their proneness to experience rejection, loneliness, anxiety, and lack of social support (Thadathil & Sriram, 2020). It has also been indicated that adolescents with married parents are more likely to get the emotional as well as social support necessary to improve their psychological wellbeing, physical health, and self-esteem compare to adolescents from divorced parents (Ryff, 2014). The findings of this study come in agreement with a study by Fosco et al., (2012) that indicated a significant relationship between adolescents psychological wellbeing and parental marital status. It further explained that teenagers with divorced parents appear to be less socially mature, have less positive peer relationships, and have more overall adjustment issues than adolescents from conventional two parent's households.

This study also found that there is no significant relationship between age, academic performance and its subscales, academic productivity, academic success, and academic control among adolescents with divorced parents. This means that processing of divorce has a negative impact on adolescents of all ages equally and performed in the same way academically. These findings are supported by Mutisya et al. (2016), who found that among adolescents with divorced parents, there is no relationship between age and academic achievement. Their research also showed that students of all ages struggled academically and had lower educational goals as result of parental divorce. Therefore, there is no association between age and academic achievement among adolescents with divorced parents.

Furthermore, there is no relationship between psychological wellbeing and age among adolescent with divorced parents. Meaning that teenagers of all ages suffered depression, had trouble processing divorce and were negatively affected by parental divorce at all ages. The finding of Milevsky (2019), also showed that psychological well-being was unrelated to age among adolescents with divorced parents. According to Milevsky (2019) study, Children of all ages were significantly affected by parental divorce. Therefore, all children no matter their age, go through the emotions of grief, aggression, depression, anger, and bafflement after parental divorce.

There is a significant and positive correlation between academic performance and psychological wellbeing. This implies that when psychological wellbeing increases, so does academic performance (Mustafa et al., 2020). If students' psychological wellbeing is good, they can function effectively and this might influence their academic performance (Yu et al., 2018). Similarly, Carranza et al., (2014) in their study found there is a significant correlation between academic performance and psychological well-being. The study further revealed that students who have an optimistic outlook on life do better academically. According to Tomás et al. (2020), a student's impression of how confident they feel influences their ability to perform well in school. Adolescents who have a good view of themselves show affection for others and are persistent and consistent in their efforts to succeed academically (Assor & Tal, 2012). Students who are not in good psychological health may experience depression at a higher degree because of their discontent,

dissatisfaction, and low self-esteem (Mond et al., 2011). Their academic performance may suffer as a result of this circumstance.

According to the findings, there is no statistically significant difference in academic performance and its subscales, academic productivity, academic success and academic control based on the gender of adolescents with divorced parents. This suggest that both boys and girls had difficulty processing divorce, and that both genders performed in the same way academically. The findings of Topham and Moller (2011), also revealed that there were no gender differences in academic performance of adolescents with divorced parents. They explained that both genders did poorly academically and repeated grades more often, and that gender is not a determinant of academic performance.

According to the findings of this study, there is no statistically significant difference in psychological wellbeing and its subscales autonomy, environmental mastery, personal growth, positive relationship, and self-acceptance based on the gender of adolescents with divorced parents. This implies that children of both sexes are equally affected by parental divorce and the effects of parental separation on their sense of self-worth. This finding is consistent with the result of a study done by Serkalem's (2006) which revealed that there is no difference between the gender of adolescents with divorced parents in term of psychological wellbeing. Explaining further that both boys and girls experienced depression, anxiety, and lower levels of psychological wellbeing. In conclusion, adolescents whose parents are divorced do not vary from one another psychologically on the basis of gender.

Furthermore, another finding of this study revealed that there is no significant difference in academic performance and its subscales, academic productivity, academic success, and academic control according to the custodian parent. This means that regardless of the custodian, both paternal and maternal are essential for academic performance. The results of this research are consistent with those of Gähler and Palmtag (2015), who showed that is no difference in academic performance depending on the custodial parent. They further explained that regardless of the custodian, both paternal and maternal are essential for academic performance. Adolescents who lose their mother's care may have lower cognitive test score and academic test score, and they are also less likely to attend college. In

particular, a mother's absence seems to have persistent negative effects on children's development. Adolescents who lose their father's care are more prone to physical and mental problems, dropping out of school, engage in drug and alcohol misuse.

Finally, this study found a no significance difference in psychological well-being and its subscales autonomy, environmental mastery, personal growth, positive relationship, and self-acceptance according to the custodian parent. The findings of this study shows that regardless of the custodian, both paternal and maternal are essential for psychological wellbeing. This study's findings concur with those of Fransson et al., (2016), who found no changes in psychological wellbeing of adolescents depending on the custodial parent. The study further explained that children who lose their mother's care may have low self-esteem, depression, lack of self-control, and family issues that lead to estrangements and children who lose paternal care may be more prone to physical and mental problems, engage in drug and alcohol misuse, experience other negative outcomes and girls are more likely to become pregnant as teenagers. Therefore, there is no difference in the psychological wellbeing of adolescents based on the custodian parent.

## CHAPTER VI

### Conclusion and Recommendations

#### Conclusion

The purpose of this study is to examine the impact of parental divorce on academic performance, subjective wellbeing. This study found that children of divorced parents significantly do worst in academic performance scores and this is consistent across all subjects, including English, Math, History, Geography, Chemistry, Biology and Physics. This means that children with divorced parents would be lacking emotional support, parental supervision, financial assistance, and academic motivation, all of which might have a poor impact on academic achievement.

Another finding of this study found that children whose parents have divorced have lower psychological wellbeing, and this is consistent on all measures of psychological wellbeing, including autonomy, environmental mastery, personal growth, positive relation, and self-acceptance. This suggests that divorced children are more likely to lack social support, feel rejection, anxiety, despair, and loneliness, which may have a negative impact on their psychological wellbeing.

This study showed that there is a significant correlation between academic performance and psychological wellbeing. This implies that teenagers with poor psychological wellbeing may experience depression at a higher level due to their dissatisfaction, and low self-esteem, which may negatively affect their academic performance as a result of this situation.

Additionally, there is no relationship between between age, academic performance, and psychological wellbeing. This indicates that the effects of divorce processing were felt by all ages and that these effects negatively affect teenagers' academic success and psychological wellness. However, there is a significant correlation between academic success and psychological well-being among adolescents autonomy, with divorced parents.

The study also showed that there is no difference in academic achievement, psychological wellbeing and gender of adolescents. This suggests that divorce

affected both genders academic performance and psychological well-being negatively and that both boys and girls had trouble processing divorce.

Lastly, there is no difference between academic performance and psychological wellbeing based on the custodian parent. This means that regardless of the custodial parent, both children of divorced parents lose maternal assistance if they stay with the mother or paternal support if they stay with the father, and as a result, this has a negative impact on their academic performance and psychological wellbeing.

### **Recommendations for future studies**

Findings of this research suggests that divorce as a connection to both academic performance and subjective wellbeing. Adolescents in Liberia who have experienced parental divorce are more likely to exhibit poor academic performance and report having low psychological wellbeing. The researcher suggests the following based on the results of this study:

- The researcher suggests that other researcher should further developed this study by using bigger samples in order to have more reliable and increase the generalizability of results.
- Also, a follow up research should be planned to look at how divorce affects children across the lifespan as the initial study only focus on adolescents. A longitudinal study should be carry out.
- Further research should include additional Liberian cities in investigating the effect of parental divorce on children as a whole to increase generalizability of results.

### **Recommendations for practice**

- According to this study, parental divorce has an impact on academic achievement. Based on the outcomes of this study, the researcher suggests the that schools collaborate with school counselors and board psychologists to create and provide training sessions for classroom instructors. These workshops would empower instructors to adopt strategies for assisting children of divorce and promoting healthy and successful parenting.

- This study found that parental divorce negatively affect the psychological wellbeing of adolescents. However,the researcher suggest that counseling programs be made available to the impacted children of divorced parents, along with a range of educational opportunities and extracurricular activities that might aid them in coping with their worries and challenges. Providing young kids with the chance to do well in school, as well as with group support and knowledge that helps them feel less alone, clear up common misconceptions, and learn better ways to interact with their parents.
- According to the finding of this study, parental divorce result into low psychological wellbeing of adolecsents. Therefore, the researcher recommends that counseling psychologists and other related fields should develop therapies that will promote good communication between parents and their offspring as well as provide measures for students to develop a stronger sense of self.
- According to the finds of this study, adolescents lose both paternal and maternal care based on the custodian. I therefore urge the government to take action to guarantee that children in divorced families continue to receive financial support from both parents.

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## Appendices

### Appendix A

#### INVESTIGATING THE IMPACT OF DIVORCE ON ACADEMIC PERFORMANCE AND SUBJECTIVE WELLBEING OF ADOLESCENTS

##### Informed Consent Form

Dear Parent

I would like to seek your consent for your child/student to participate in my research study which is being carried out to examine how divorce has affected adolescents. It focuses on their academic performance in school as well as their subjective wellbeing. The questionnaire will require just 30 minutes to complete. Participation in the study is voluntary and will not affect any of the child's term grades in anyway. The data collected will only be used for academic purposes and no identifying data will be collected or included in the write-up. The child is at liberty to withdraw from the study at any time. The data collected will be stored in password protected database and will be deleted two years after the research is completed. If you have concerns about the study, please contact us through the communication channels provide below.

Veronica Lorpu Smith

Dr. Gloria Manyeruke

Psychology Department

Psychology Department

Near East University

Near East University

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05338761456

[20205995@std.neu.edu.tr](mailto:20205995@std.neu.edu.tr)

Gloria.manyeruke@neu.edu.tr

By signing below, you agree to take part in the study.

Signature..... Date.....

**Appendix B****INVESTIGATING THE IMPACT OF DIVORCE ON ACADEMIC  
PERFORMANCE AND SUBJECTIVE WELLBEING OF ADOLESCENTS.**

## Participant information sheet

Dear Parent

The purpose of this research study is to investigate how divorce affects adolescents' academic achievement and subjective wellbeing.

The choice to take part in this study is voluntarily. The child is free to withdraw from the study at any point without giving reason. In this case, all of the child's responses will be destroyed and omitted from the research. The exam scores of the child will not be in any way impacted by your decision to participate in the study or not. All responses and questionnaire collected will be treated confidentially. The participants' identities won't be revealed to outside parties. The data collected will only be used for academic work; it will be saved in password-protected files and will be deleted two years after the study is completed. In case the study upsets the child in anyway, please get in touch with the researchers for counselling. Kindly use the details listed below to get in touch with us if you have any more inquiries.

Veronica Lorpu Smith

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Near East University

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[verasmithonline@gmail.com](mailto:verasmithonline@gmail.com)

Dr. Gloria Manyeruke

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### Appendix C

This questionnaire is subdivided into sections with each section rating different aspects

#### SECTION A: Sociodemographic form:

**Please circle the best answer as it applies to you.**

**Please circle the best answer as it applies to you.**

1. What is your gender?	a) Male    b) Female
2. What is your age?	_____ ( please specify)
3. What grade are you in?	a) 6 grade   b) 7 grade   c) 8 grade   d) 9 grade e) 10 grade   f) 11 grade   g) 12 grade
4. what are your parent marital status?	a) Married    b) Divorced
5. Who do you live with?	a) Both parent    b) Mother    c) Father d) Guardian/relative    e) Other group( group home, living alone

#### SECTION B: ACADEMIC PERFORMANCE FORM

**For each of the below items, please estimate the above student's performance over the PAST WEEK. For each item, please circle one choice only.**

1. What are your recent grades in MATH?	a) 85% or above    b) 75-84%    c) 65-74% d) 50-64%    e) below 50%.
2. What are your recent grades in English?	a) 85% or above    b) 75-84%    c) 65-74% d) 50-64%    e) below 50%.
3. What are your recent grades in History?	a) 85% or above    b) 75-84%    c) 65-74% d) 50-64%    e) below 50%.
4. What are your recent grades in Geography?	a) 85% or above    b) 75-84%    c) 65-74% d) 50-64%    e) below 50%.



5. What are your recent grades in Chemistry?	a) 85% or above b) 75-84% c) 65-74% d) 50-64% e) below 50%.
6. What are your recent grades in Biology?	a) 85% or above b) 75-84% c) 65-74% d) 50-64% e) below 50%.
7. What are your recent grades in Physics?	a) 85% or above b) 75-84% c) 65-74% d) 50-64% e) below 50%.

### SECTION C: Academic Performance Rating Scale (APRS)

**Instruction: For each of the below items, please estimate the above student's performance over the PAST WEEK. For each item, please circle one choice only.**

1. Estimate the percentage of written math work completed regardless of accuracy relative to classmates.	1 0-49%	2 50-69%	3 70-79%	4 80-89%	5 90-100%
2. Estimate the percentage of written language arts work completed (regardless of accuracy) relative to classmates.	1 0-49%	2 50-69%	3 70-79%	4 80-89%	5 90-100%
3. Estimate the accuracy of completed written math work (i.e., percent correct of work done).	1 0-49%	2 50-69%	3 70-79%	4 80-89%	5 90-100%
4. Estimate the accuracy of completed written language arts work (i.e. percent correct of work done).	1 0-49%	2 50-69%	3 70-79%	4 80-89%	5 90-100%

### Ryff's Psychological Well-Being Scales (PWB), 42 Item version

The following set of questions deals with how you feel about yourself and your life. Please remember that there are no right or wrong answers. Circle the number that best describes your present agreement or disagreement with each statement (using a score ranging from 1-6).

1. I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.	Strongly Disagree 1	Disagree Somewhat 2	Disagree Slightly 3	Agree slightly 4	Agree somewhat 5	Strongly Agree 6
2. In general, I feel I am in charge of the situation in which I live.	1	2	3	4	5	6
3. I am not interested in activities that will expand my horizons.	1	2	3	4	5	5
4. Most people see me as loving and affectionate.	1	2	3	4	5	6
5. I live life one day at a time and don't really think about the future.	1	2	3	4	5	6

APPENDIX D

25.10.2022



NEAR EAST UNIVERSITY

**SCIENTIFIC RESEARCH  
ETHICS COMMITTEE**

Dear Veronica Lorpu Smith

Your application titled **“Investigating The Impact of Divorce On Academic Performance and Subjective Wellbeing of Adolescents”** with the application number NEU/SS/2022/1401 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form

Prof. Dr. Aşkın KİRAZ

The Coordinator of the Scientific Research Ethics Committee

## Appendix E

### Permission from George DuPaul to use Academic Performance Rating Scale:



**Veronica\_Lorpu Smith** 9/22/2022

Good day Sir, I am Veronica Lorpu Smith, a student of the Near East



**George DuPaul** 9/23/2022

to me ▾



Dear Veronica,

You have my permission to use the Academic Performance Rating Scale in your research.

Best regards,

George DuPaul

George J. DuPaul, PhD  
Professor of School Psychology  
Associate Dean for Research  
College of Education  
Lehigh University  
111 Research Drive  
Bethlehem PA 18015  
(610) 758-3252 (office)  
pronouns "he/him/his"  
Lehigh REACH lab

## Appendix F

### Permission from Theresa to use the Ryff Psychological Wellbeing Scale:



**THERESA M BE...** 9/20/2022 ←  
to me ▾

Greetings,

Thanks for your interest in the well-being scales.  
I am responding to your request on behalf of Carol Ryff.  
She has asked me to send you the following:

You have her permission to use the scales for research or other non-commercial purposes.

They are attached in the following files:

"Ryff PWB Scales" includes:

- psychometric properties
- scoring instructions
- how to use different lengths of the scales  
(see note about the 18-item scale, which is not recommended)

"Ryff PWB Reference Lists" includes:

- a list of the main publications about the scales
- a list of published studies using the scales

There is no charge to use the scales and no need to send us the results of your study.

We do ask that you please send us copies  
of any journal articles you may publish using the scales to:  
[berrie@wisc.edu](mailto:berrie@wisc.edu) and [cryff@wisc.edu](mailto:cryff@wisc.edu).

Best wishes for your research,

--

Theresa Berrie  
UW-Madison Institute on Aging  
[berrie@wisc.edu](mailto:berrie@wisc.edu)  
Hours: Tues-Thurs, 7:30am-4:30pm

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## Appendix G

Turnitin Originality Report

Processed on: 19-Jan-2023 11:40 EET  
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THESIS By Veronica Veronica

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1% match (student papers from 05-Jan-2022)

## **CURRICULUM VITEA**

### **Personal Data**

Name: Veronia Lorpu Smith  
Date of Birth: December 25, 1989  
Place of Birth: Gbonyea, Lofa County  
Marital Status: Single  
Nationality: Liberian  
Current Address: 78 sht mehmet kemal Sokak, kucuk kaymali, Nicosia,  
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Contact: +905428591530  
Email Address: [verasmithonline@gmail.com/20205995@std.neu.edu.tr](mailto:verasmithonline@gmail.com/20205995@std.neu.edu.tr)

### **Educational Background**

- St. Kizito Catholic High School / West African Examinations Certificate  
2009
- BSC Sociology/ University of Liberia -2019
- M.Sc. General Psychology/ Near East University/Graduate School of Social  
Sciences-2023

### **Work Experience**

- Ebola Treatment Unit - John F. Kennedy Memorial Hospital -2015
- National Elections Commission of Liberia -2019
- National Port Authority - 2019