

Influence of Divorce on the Psychosocial Development of Adolescent Students in Junior Secondary Schools in Rivers State

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Abstract: *This study aimed to investigate: Influence of Divorce on the Psychosocial Development of Adolescents in Junior Secondary Schools, PH, Rivers State. Descriptive survey was used for this designed. The data used were obtained from both primary and secondary sources. The population of study comprises: 36,017 adolescent students as well as their parents from fifteen selected secondary schools in Rivers State. The study employed the stratified random sampling technique while the Taro Yamen Formula was used to determine the sample size. The sample size comprises of 390 students and 40 parents from fifteen selected secondary schools in Rivers State. Instrument for the data collection was a self-designed instrument titled: "Influence of Divorce on Adolescents Scale" (IODOAS). A total of 430 copies of the questionnaire were administered to the respondents. The reliability of the instrument gave a correlation coefficient index of 0.80 which was considered very reliable using the Cronbach's alpha. Simple tables, means and grand means were used to analyze the research questions. The hypotheses were tested at a significance level of 0.05 using the Z-test. The findings of the study revealed that : (i) Divorce has a significant influence on the self-esteem of adolescents in Junior Secondary schools in Port Harcourt Metropolis (ii) Divorce has a significant influence on the self-esteem of adolescents in Junior Secondary schools in Port Harcourt Metropolis.*

Keywords: *Adolescent students, divorce, junior secondary schools, psychological development, Rivers State*

INTRODUCTION

Adolescents' behaviour and psychosocial development is subject to so many factors. Many adolescents today are suffering the decisions made by their parents. Consequently, many adolescent children (who suffer lack of parental care) roam around cities today scrambling for crumbs of foods scattered all around the streets. To make matters even worse, these children are denied of proper education, while many end up becoming drop outs.

According to Brian (2015), the rate of divorce and separation among couples has had a lot of consequences on these adolescent children. Also, recent increases in non-marital births, driven largely by rising rates of childbearing among cohabiting couples, have also resulted in a greater number of children experiencing the separation of their never-married parents. Because cohabiting relationships are less stable than marriages, many children who are born into these unions also will experience the dissolution of their parents' union when the cohabiting relationships end (Casper & Bianchi, 2013; Bumpass & Lu, 2015).

For the adolescents, the experience and reality of divorce shakes trust in dependency on parents who now behave in an extremely undependable way. They surgically divide the family unit into two different households between which the child must learn to transit back and forth, for a while creating unfamiliarity, instability, and insecurity, never being able to be with one parent without having to be apart from the other (Pickhardt, 2013).

Bloeme (2017) opined that adolescents (children between 9 and 13 years) react in the opposite direction. They tend to behave more independent. They feel betrayed by their divorced parents. Mistrust enters the relationship. They feel they have to take care of themselves, to take things in their own hands. Mum and dad are apparently putting their interest first. Among boys, this materializes in more rebellious and aggressive behavior. Girls have the tendency to become more anxious and withdrawn. Girls of divorce parents are sexually active at younger age. Among effects of divorce on children are negative emotions like bitterness, stress, emotional pain, anxiety, fear, feeling abandoned, feeling betrayed and loss of self-esteem. Besides low school performances, children also go through [lowself-esteem](#), poor judgment, anxiousness, high feelings of insecurity and extreme pain. Depending on a child's age and family relations, negative attitude may vary and in some cases may not even very prominent (Bloeme, 2017).

Bloeme (2017), in one of his findings concluded that the highest impact of divorce on children comes 15 to 25 years after the divorce, when the children enter into a serious romantic relationship. Numerous studies also found that parental separation and divorce is associated with a range of negative outcomes for younger children and adolescents across various domains. Several scholars have also pointed out that parental separation/divorce is associated with academic difficulties, including lower grades and prematurely dropping out of school, and greater disruptive behaviours (e.g., being oppositional with authority figures, getting into fights, stealing, and using and abusing alcohol and illegal drugs). Children and adolescents who experience the divorce of their parents also have higher rates of depressed mood, lower self-esteem, and emotional distress (Amato, 2013; Lansford, 2014; Kelly & Emery, 2015).

Self-esteem as a measure of social psychological construct have been conceptualized by various researchers as an influential predictor of certain outcomes, such as academic achievement, happiness, satisfaction in marriage and relationships, and criminal behaviour. Psychologists usually regard self-esteem as an enduring personality characteristic ("trait" self-esteem), though normal, short-term variations ("state" self-esteem) also exist. Synonyms or near-synonyms of self-esteem include many things: self-worth, self-regard, self-respect, and self-integrity(Hewitt, 2009).

Assertiveness as a measure of social psychological construct is the quality of being self-assured and confident without being aggressive. In the field of [psychology](#) and [psychotherapy](#), it is a learnable skill and mode of communication. It is also defined as a form of behavior characterized by a confident declaration or affirmation of a statement without need of proof; this affirms the person's rights or point of view without either aggressively threatening the rights of another (assuming a position of dominance) or submissively permitting another to ignore or deny one's rights or point of view (Craighead & Hemeroff, 2015).

Psychological resilience as a measure of psychological construct is the ability to cope with crisis or to return to pre-crisis status quickly. Resilience exists when the person uses "mental processes and behaviors in promoting personal assets and protecting self from the potential negative effects of stressors". In simpler terms, psychological resilience exists in people who develop psychological and behavioral capabilities that allow them to remain calm during crises/chaos and to move on from the incident without long-term negative consequences (Lan & Chrstitine, 2014).

Some studies have claimed that in the sub-scales of self-esteem, self-assertiveness and resilience the adolescents perception of social, physical and mental condition vary according to who live only with one of his/her parents or whole family. Thus, it is believed that adolescents from divorced or broken homes have lower levels of assertiveness resilience, self-esteemed academic achievement compared with adolescents living with their whole family or both parents. Unfortunately, these claims do not seem to

have substantial proofs and literatures corroborating these claims are insufficient (Demirbile & Otrar, 2014).

Statement of the Problem

Marriage breakdown presently appears to be on the increase. Available literature such researcher's observation from the Nigerian society indicate that marriage breakdown appears to be on the increase and it is becoming increasingly stressful on the part of the divorcees, their children and the society. According to National Centre for Health statistics, the divorce rate in United States has been steadily increasing during the past fifteen years and shows no sign of reduction. Similarly, Rice noted that as at 1999 the United States had a divorce rate of 5.0% per 1000 married persons, Australia 4.3% and Sweden 2.7%. Owing to the fact that issues on divorce in Nigeria context are not properly documented due to non-involvement of courts and welfare units in most divorce cases, because most Nigerians would like to treat their divorce issues in secret, determining the percentage rate seems to be difficult.

Studies have also shown that divorce in America affects children of every ethnic background, religion, and socioeconomic status. Approximately 50% of all first marriages will end in divorce, with over 1 million children being affected per year. The most recent data published by the Centers for Disease Control and Prevention (CDC) reveal a divorce rate in 2009 of 3.4 per 1,000 total population across the United States (six states excluded from the CDC numbers), equaling ~1 million divorces in that 12-month period. The CDC reported that in data sampled across five states, 26.6% of adults over 18 years old reported experiencing parental divorce or separation during their own childhood. If the number of marriages that end in long-term separation but not divorce is considered, the rate of children being affected by parental separation is even higher.

Purpose of the Study

The purpose of this study was to critically examine: influence of divorce on adolescent student in Junior Secondary Schools in, Rivers State. Specifically, the study sought to determine the following objectives:

1. Influence of divorce on the self-esteem of adolescents in Junior Secondary Schools.
2. Influence of divorce on the self-assertiveness of adolescents in Junior Secondary Schools.
3. Influence of divorce on the resilience of adolescents in Junior Secondary Schools.
4. Influence of divorce on the academic performance of adolescents in Junior Secondary Schools.

Research Questions

1. To what extent does divorce influence the self-esteem of adolescents in Junior Secondary Schools in Rivers State?
2. To what extent does divorce influence the self-assertiveness of adolescents in Junior Secondary Schools in Rivers State?
3. To what extent does divorce influence the resilience of adolescents in Junior Secondary Schools in Rivers State?
4. To what extent does divorce influence the academic performance of adolescents in Junior Secondary Schools in Rivers State?

Hypotheses

The following null hypotheses have been formulated for this study:

- 1: There is no significant difference between the mean responses of divorced parents and children on the influence of divorce on the self-esteem of adolescents in Junior Secondary Schools.
- 2: There is no significant difference between the mean responses of divorced parents and children on the influence of divorce on the self-assertiveness of adolescents in Junior Secondary Schools.
- 3: There is no significant difference between the mean responses of divorced parents and children on the influence of divorce on the resilience of adolescents in Junior Secondary Schools.
- 4: There is no significant difference between the mean responses of divorced parents and children on the academic performance of adolescents in Junior Secondary Schools in Port Harcourt metropolis.

METHODOLOGY

Research Design

This study adopts a descriptive survey in order to find out the influence of divorce and separation on the psychosocial development of adolescent children in junior secondary schools in Rivers State. According to Akukannah and Ugorji (2008), descriptive survey design is characterized with the collection of data based on gathered facts, features and characteristics of a given population.

Population of the Study

According to the data obtained from the Rivers State Universal Board of Education (2018), the population of the study comprises: 36,017 adolescents as well as 78 parents from fifteen selected secondary schools in Rivers State, Gokana, Etche, Phalga, Awelga and Akulga.

Sample and Sampling Technique

A sample of 390 students and 78 parents were accidentally selected from 15 secondary schools for the study. Only adolescents who have had a related experience on divorce were purposively and accidentally selected. The researcher also adopted a systematic sampling technique by selecting only the parents whose adolescent child falls on every 5th position. Thus, the sampling procedures adopted were the purposive sampling, accidental sampling, and the systematic while the Taro Yamen Formula was used to determine the sample size.

Research Instrument

The instrument for the study is “Influence of Divorce on Adolescents Scale” (IODOAS). The instrument was divided into three parts: Part A contains researcher’s letter of introduction to the respondents, part B comprises the demographic data, while part C contains the questions. The structured questionnaire was designed and tailored in a modified five-point likert format to elicit very high extent, high extent, moderate extent, low extent and very low extent response pattern as shown below:

Validity of the Instrument

The researcher made frantic efforts to ensure that the necessary data for the study were provided by the students and their parents. After developing the questionnaire, it was given to experts in the Department of Educational Foundations. These experts examined the suitability of the language in relation to the level of the students.

Reliability of the Instrument

Reliability of the instrument was determined using the Cronbach Alpha reliability statistical test tool. Responses from twenty non-target respondents (outside the scope of the study, say in Akuku Toru Local Government Area of Rivers State) was collected and tested for reliability. A correlation coefficient score was recorded to show how reliable the instrument is.

Administration of the Instrument

Influence of Divorce on Adolescents Scale” (IODOAS) instrument was administered to 390 adolescent children and 78 parents in the fifteen selected schools in Rivers State. Using the head of departments in each school as research collaborators, the researcher administered the questionnaires to the respondents in the various selected schools for the study. The instrument was also administered to the parents of the affected adolescent students by asking specifically the adolescents. The completed data were retrieved by the researcher after a week. The researcher ensured that those who were literate enough to write down their responses will be adequately assisted.

Method of Data Analysis

The research questions was analyzed using tables, mean and standard deviations. The Z-test in SPSS version 22 statistical software was used to analyze the hypotheses . The analysis was based on the various hypotheses postulated by the researcher. The results were then interpreted accordingly.

RESULT OF FINDINGS

Research Question 1: To what extent does divorce influence the self-esteem of adolescents in Junior secondary schools in Rivers State?

Table 4.1: Analysis of Influence of Divorce on Self-Esteem of Adolescents in Junior Secondary Schools in Rivers State.

| S/ N | ITEMS | Parents | | Remark | Adolescents | | Remark |
|---------|---|-----------|------|------------------|-------------|------|------------------|
| | | N= 74 | | | N= 372 | | |
| | | \bar{x} | SD | | \bar{x} | SD | |
| 1. | Children from broken homes often have low self-esteem in the school | 3.43 | 0.06 | High extent | 3.49 | 0.05 | High extent |
| 2. | Children from divorced homes are usually depressed | 3.64 | 0.06 | Very High extent | 3.51 | 0.10 | Very High extent |

| | | | | | | | |
|-------------------|--|-------------|-------------|------------------|-------------|-------------|------------------|
| 3. | Children from broken homes do not see themselves as becoming successful in the future. | 3.45 | 0.07 | High extent | 3.41 | 0.05 | High extent |
| 4. | Children living with separated parents usually look down on themselves. | 3.55 | 0.04 | Very High extent | 3.46 | 0.07 | Very High extent |
| 5 | Children living with divorced parents usually feel sad and rejected. | 3.43 | 0.05 | High extent | 3.62 | 0.04 | Very High extent |
| 6. | Children from divorced homes often have negative feelings about their self-identity. | 3.51 | 0.09 | Very High extent | 3.62 | 0.06 | High extent |
| 7 | Children living with single parents usually feel inferior in the midst of peers. | 3.48 | 0.09 | High extent | 3.43 | 0.06 | Very High extent |
| Grand Mean | | 3.50 | 0.07 | | 3.51 | 0.07 | |

From the result on table 4.1 above, in response to research question 1 in items 1,2,3,4,5,6, and 7 the majority generally agreed to a very high extent that :Children from broken homes often have low self-esteem in the school, Children from divorced homes are usually depressed, Children from broken homes do not see themselves as becoming successful in the future, Children living with separated parents usually look down on themselves, Children living with divorced parents usually feel sad and rejected, Children from divorced homes often have negative feelings about their self-identity, Children living with single parents usually feel inferior in the midst of peers (this is indicated by final grand means of parents (3.50) and adolescents (3.51)).

Research Question 2: To what extent does divorce influence the self- assertiveness of adolescents in Junior Secondary Schools?

Table 4.2: Analysis of influence of divorce on self-assertiveness of adolescents in Junior Secondary Schools.

| S/N | ITEMS | Parents N= 74 | | Remark | Adolescents N= 372 | | Remark |
|-----|---|------------------|------|------------------|-----------------------|------|------------------|
| | | \bar{x} | SD | | \bar{x} | SD | |
| 1. | Children from broken homes often have low self-esteem in the school | 3.57 | 0.02 | Very High extent | 3.50 | 0.00 | Very High extent |

| | | | | | | | |
|-------------------|--|-------------|-------------|------------------|-------------|-------------|------------------|
| 2. | Children from divorced homes are usually depressed | 3.32 | 0.04 | Very High extent | 3.71 | 0.06 | Very High extent |
| 3. | Children from broken homes do not see themselves as becoming successful in the future. | 3.49 | 0.00 | High extent | 3.38 | 0.03 | High extent |
| 4. | Children living with separated parents usually look down on themselves. | 3.35 | 0.04 | High extent | 3.53 | 0.01 | Very High extent |
| 5 | Children living with divorced parents usually feel sad and rejected. | 3.51 | 0.00 | Very High extent | 3.43 | 0.02 | High extent |
| 6. | Children from divorced homes often have negative feelings about their self-identity. | 3.57 | 0.02 | Very High extent | 3.45 | 0.01 | High extent |
| 7 | Children living with single parents usually feel inferior in the midst of peers. | 3.54 | 0.01 | Very High extent | 3.58 | 0.02 | Very High extent |
| Grand Mean | | 3.48 | 0.02 | | 3.51 | 0.02 | |

From the result on table 4.2 above, in response to research question 2 in items 1,2,3,4,5,6, and 7 the majority generally agreed to a very high extent that : children from broken homes find it difficult to express themselves in the public, children from divorced homes are less aggressive about their rights, children from broken homes do not readily claim what is theirs, Children living with separated parents usually are shy in the public, Children living with divorced parents usually feel less outspoken Children living with divorced parents usually feel less outspoken, Children from divorced homes often lack the ability to accept their wrongs, Children living with single parents do not usually speak up when they have challenges(this is indicated by final grand means of parents (3.48) and adolescents (3.51).

Research Question 3: To what extent do divorce influence the resilience of adolescent children in Junior Secondary Schools.

Table 4.3: Analysis of Divorce Influence on Resilience of Adolescent Students.

| S/N | ITEMS | Parents N= 74 | | Remark | Adolescents N= 372 | | Remark |
|-----|--|------------------|------|------------------|-----------------------|------|-------------|
| | | \bar{x} | SD | | \bar{x} | SD | |
| 1. | Children from broken homes do not recover fast from depression | 3.68 | 0.06 | Very High extent | 3.48 | 0.01 | High extent |

| | | | | | | | |
|-------------------|---|-------------|-------------|------------------|-------------|-------------|------------------|
| 2. | Children from divorced homes often lose focus in times of challenges. | 3.19 | 0.07 | High extent | 3.53 | 0.02 | Very High extent |
| 3. | Children from divorced families often lack the courage to face their challenges. | 3.59 | 0.04 | Very High extent | 3.52 | 0.02 | High extent |
| 4. | Children living with separated parents usually have low morales | 3.35 | 0.02 | High extent | 3.53 | 0.02 | Very High extent |
| 5 | Children living with divorced parents usually give in to negative circumstances. | 3.30 | 0.04 | High extent | 3.41 | 0.01 | High extent |
| 6. | Children from divorced homes find it difficult to brace up after several failed attempts to succeed | 3.43 | 0.00 | High extent | 3.42 | 0.01 | High extent |
| 7 | Children living with single parents often lack determination to finish what they started . | 3.27 | 0.04 | High extent | 3.50 | 0.02 | Very High extent |
| Grand Mean | | 3.44 | 0.04 | | 3.40 | 0.01 | |

From the result on table 4.3 above, in response to research question 3 in items 1,2,3,4,5,6, and 7 the majority generally agreed to a high extent that : Children from broken homes do not recover fast from depression; Children from divorced homes often lose focus in times of challenges; Children from divorced families often lack the courage to face their challenges; Children living with separated parents usually have low morales; Children living with divorced parents easily give in to negative circumstances; Children from divorced homes find it difficult to brace up after several failed attempt to succeed; Children living with only single parents often lack determination to finish what they started (this is indicated by final grand mean of parents (3.44) and adolescents (3.40)).

Research Question 4: To what extent do divorce influence the Academic Performance of adolescent students in Junior Secondary Schools.

Table 4.4: Analysis of Divorce Influence on Academic Performance of Adolescent Students.

| S/N | ITEMS | Parents N= 74 | | Remark | Adolescents N= 372 | | Remark |
|-----|-------|------------------|----|--------|-----------------------|----|--------|
| | | \bar{x} | SD | | \bar{x} | SD | |

| | | | | | | | |
|-------------------|--|-------------|-------------|------------------|-------------|-------------|------------------|
| 1. | Children from broken homes do not often perform well in class exercises. | 3.68 | 0.02 | Very High extent | 3.53 | 0.02 | High extent |
| 2. | Children from divorced homes need close supervision to perform well in their studies. | 3.57 | 0.01 | High extent | 3.50 | 0.03 | Very High extent |
| 3. | Children from divorced families often leave their assignment undone or unfinished. | 3.92 | 0.08 | Very High extent | 3.55 | 0.02 | High extent |
| 4. | Children from broken homes do not often interact well in the class. | 3.68 | 0.02 | High extent | 3.53 | 0.02 | Very High extent |
| 5 | Children from divorced homes are often found playing truancy at school. | 3.70 | 0.02 | High extent | 3.51 | 0.03 | High extent |
| 6. | Children living with separated parents often do not participate in school quiz competitions. | 3.49 | 0.07 | High extent | 3.49 | 0.03 | High extent |
| 7 | Children from broken homes often feel lackadaisical about outperforming others in the class | 3.59 | 0.01 | High extent | 3.48 | 0.04 | Very High extent |
| Grand Mean | | 3.72 | 0.03 | | 3.51 | 0.02 | |

From the result on table 4.4 above, in response to research question 1 in items 1,2,3,4,5,6, and 7 the majority generally agreed to a high extent that : Children from broken homes do not often perform well in class exercises; Children from divorced homes need close supervision to perform well in their studies; Children from divorced families often leave their assignment undone or unfinished; Children from broken homes do not often interact well in the class; Children from divorced homes are often found playing truancy at school; Children living with separated parents often do not participate in school quiz competitions; Children from broken homes often feel lackadaisical about outperforming others in the class started (this is indicated by final grand means of parents (3.72) and adolescents (3.51).

Hypothesis

H₀1: There is no significant difference between the mean responses of parents and adolescents on the influence of divorce on the self-esteem of adolescents in Junior Secondary schools in Rivers State.

Table 4.5: Z-Test Output for Significant Difference Between the Mean Responses of Parents and Adolescents as Regards the Influence of Divorce on the self-esteem of Adolescent Students in Rivers State at 0.05 Level of Significance

| S/ N | Variable | Mean | Var. | Observation N | Df | Z-critical | Z-cal | Remark |
|---------|-------------|------|--------|------------------|-----|------------|-------|-----------------|
| 1. | Parents | 3.50 | 0.0058 | 74 | 444 | 1.96 | 0.036 | Not significant |
| 2. | Adolescents | 3.26 | 0.0072 | 372 | | | | |

Decision 1: The result of the statistical analysis above (as indicated by $Z\text{-cal} = 0.036$ being less than the value of the $Z\text{-critical}$ at 1.96), shows that there is no significant difference between the mean responses of parents and adolescents as regards the influence of divorce on the self-esteem of adolescents in Junior Secondary schools in Rivers State. Based on this statistical evidence, it is logical to argue that divorce may influence the psychosocial development of adolescents in Rivers State.

H₀₂: There is no significant difference between the mean responses of parents and adolescents on the influence of divorce on the self-assertiveness of adolescents in Junior Secondary schools in Rivers State.

Table 4.6: Z-Test Output for Significant Difference Between the Mean Responses of Parents and Adolescents as Regards the Influence of Divorce on the self-assertiveness of Adolescent Students in Rivers State at 0.05 Level of Significance

| S/N | Variable | Mean | Var. | Obsv. N | Df | Z-critical | Z-cal | Remark |
|-----|-------------|------|--------|------------|-----|------------|-------|-----------------|
| 1. | Parents | 3.51 | 0.0106 | 74 | 444 | 1.96 | 0.815 | Not significant |
| 2. | Adolescents | 3.49 | 0.0120 | 372 | | | | |

Decision 2: The result of the statistical analysis above (as indicated by $Z\text{-cal}$ value = 0.815 which is less than the $Z\text{-critical}$ value at 1.96) shows that there is no significant difference between the mean responses of parents and adolescents as regards the influence of divorce on the self-assertiveness of adolescent children in Junior Secondary Schools in Rivers State. Based on this statistical evidence, it is logical to argue that divorce may influence the psychological development of adolescent children in Junior Secondary school.

H₀₃: There is no significant difference between the mean responses of parents and adolescents on the influence of divorce on the resilience of adolescents in Junior Secondary Schools.

Table 4.7: Z-Test Output for Significant Difference Between the Mean Responses of Parents and Adolescents as Regards the Influence of Divorce on the resilience of Adolescent Students in Rivers State at 0.05 Level of Significance

| S/ N | Variable | Mean | Var. | Obsv. N | Df | Z-critical | Z-cal | Remark |
|---------|-------------|------|--------|------------|-----|------------|-------|-----------------|
| 1. | Parents | 3.40 | 0.0315 | 74 | 444 | 1.96 | 0.21 | Not significant |
| 2. | Adolescents | 3.48 | 0.0026 | 372 | | | | |

Decision 3: The result of the statistical analysis above (as indicated by $Z\text{-cal}$ value = 0.21 which is less than the $Z\text{-critical}$ value at 1.96) shows that there is no significant difference between the mean responses of parents and adolescents as regards the influence of divorce on the resilience of adolescents in Junior Secondary Schools in Rivers State. Based on this statistical evidence, it is logical to argue that divorce may influence psychosocial development of adolescents in Junior Secondary Schools.

H₀₄: There is no significant difference between the mean responses of parents and adolescents as regards the influence of divorce on the academic performance of adolescents in Rivers State.

Table 4.8. Z-Test Output for Significant Difference between the Mean Responses of Parents and Adolescents as Regards the Influence of Divorce on the Academic Performance of Adolescents in Rivers State at 0.05 Level of Significance

| S/ N | Variable | Mean | Var. | Obsv. N | Df | Z-critical | Z-cal | Remark |
|---------|-------------|------|-------|------------|-----|------------|-------|-----------------|
| 1. | Parents | 3.72 | 0.089 | 74 | 444 | 1.96 | 0.18 | Not significant |
| 2. | Adolescents | 3.51 | 0.000 | 372 | | | | |

Decision 4: The result of the statistical analysis above (as indicated by Z-cal value = 0.18) which is less than the Z-critical value at 1.96) shows that there is no significant difference between the mean responses of parents and adolescents as regards the influence of divorce on the academic performance of students in Junior Secondary Schools in Rivers State. Based on this statistical evidence, it is logical to argue that divorce may influence the psychosocial development of adolescents in Junior Secondary Schools.

Discussion of Findings

This chapter has adequately treated and analyzed four research questions and four hypotheses and as a result, appropriate conclusions and findings have been deduced. After reviewing the topic : “Influence of Divorce on the Psychosocial Development of Adolescents, the researcher specifically examined the following : the influence of divorce on the self-esteem of adolescents in Junior Secondary schools in Rivers State; the influence of divorce on the self-assertiveness of adolescents in Junior Secondary schools in Rivers State; the influence of divorce on the resilience of adolescents in Junior Secondary schools in Rivers State; the influence of divorce on the academic performance of adolescents in Junior Secondary schools in Rivers State. The study was further subjected to statistical analyses, after which some logical deductions were made

RECOMMENDATIONS

1. Parents and teachers must understand that divorce and separation does not have to lead to maladjustment of the children.
2. Parents must understand that the best way to increase the likelihood of positive adjustment is to avoid exposing the child to parental conflict and to engage in cooperative co-parenting

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