

**RELATIONSHIP BETWEEN POST-DIVORCE PARENTAL ALIENATION AND
ADOLESCENTS' WELLBEING IN PUBLIC MIXED DAY HIGH SCHOOLS IN
KIKUYU SUB COUNTY, KENYA**

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Declaration

I the undersigned, declare that this is my original work and has not been submitted to any other college or university for academic credit.

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Dedication

This dissertation is dedicated to my loving husband Eliud Wanjao, our treasured children, Lorraine Wanjao, Collins Wanjao, Louis Wanjao and my dear grandchild Michelle Wanjao and my cherished siblings Samuel Mbugua and Catherine Gitonga

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Abstract

A home environment in which parents are mutually supportive, have nourishing relationships with their children and employ collaborative parenting is significant for adolescents in order for them to flourish. However, post-divorce parental alienation creates an unfavourable environment which may derange the adolescents from thriving. PDPA harms the cognitive, social and behavioural domains of most adolescents and this threatens their wellbeing. The purpose of this study was to examine the relationship between parental alienation and adolescents' wellbeing. The study was guided by four objectives namely: to determine the parental alienation strategies among adolescents in Kikuyu Sub County public mixed day high schools, Kenya, to investigate the relationship between parental alienation and adolescents' inter-personal relationships, to examine the relationship between parental alienation and adolescents' sense of accomplishment and to establish the relationship between parental alienation and adolescents meaning in adolescents in kikuyu Sub County public mixed day high schools in Kiambu County. PERMA Wellbeing Theory of Flourishing guided this study. PERMA is the acronym for Positive Emotions, Engagement, Relationships, Meaning and Accomplishment the five pillars of wellbeing proposed by Seligman (2011) The study employed a descriptive survey design using mixed methods approach. Multistage sampling and inclusion and exclusion criteria were used to arrive at the 240 respondents who participated in the study. Purposive sampling was employed in the selection of 32 respondents in the Focus group discussions (FGDs). Qualitative data was gathered via the use of focus group discussions and analysed through thematic analysis. Quantitative data was collected using Baker Strategy Questionnaire (BSQ) and the PERMA-Profiler. Descriptive statistics included frequencies, percentages, while Spearman Correlation analysis was used to test for the hypotheses. A Spearman's rank correlation coefficient was computed to determine the relationship between the parental alienation (IV) and adolescents' interpersonal score. Overall positive correlation between adolescent's wellbeing and parental alienation $r(240) = .0.719, p = .002.$, parental alienation had impact of $r(240) = .0.719, p = .003$ towards relationships, accomplishment at $0.409, p = .040$, meaning at $0.565, p = .041$. Quantitative data was analyzed using statistical package for social sciences (SPSS) version 25.0. The Pearson correlation test revealed that there was a statistically significant relationship between post-divorce parental alienation and adolescents' interpersonal relationship, sense of accomplishment and meaning. The study recommends that intercession measures be implemented in consideration of factors such as: creating awareness on the critical role played by mutually supportive interactions as well as collaborative parenting in the enrichment of adolescents' wellbeing, coordination of key stake holders like children attorneys, marriage and family therapists as well as the ministry of education.

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Abbreviations and Acronym

ACD - Adult Child of Divorce

ACE- Adverse Childhood Experiences

AP- Alienating Parent

BIS – Best Interest of the Child Standard

BSQ- Baker Strategy Questionnaire

CAPRD-Child Affected by Parental Relationship Distress

CDCP-Centre for Disease Control and Prevention

CODP-Child of Divorced Parents

DSM-5- TR -Diagnostic and Statistical Manual

ERB -Ethical Review Board

NACOSTI-National Council of Science, Technology & Innovation

PA-Parental Alienation

PCR -Parent Child Relationship

PD -Parental Divorce

PERMA-Positive Emotions, Engagement, Relationships, Meaning and Accomplishment

PDPA-Post Divorce Parental Alienation

SPSS-Statistical Package for Social Sciences

TP-Targeted Parent

WHO-World Health Organization

Definition of Terms

Accomplishment: The goal that individuals set and achieve which translates in increased self-esteem, feelings of achievement, environmental mastery and strength and which ultimately build resilience required to face challenges (Seligman, 2018). In this study accomplishment will mean the same.

Adolescent: Any individual between ages 10 and 19 (Singh et al., 2019). In this study adolescents refer to respondents between 13-19 years old.

Alienating Parent: The parent who uses the parental alienating strategies. In this study the term means the same.

Child: Refers to every human being under the age of 18 years (Vaghri et al., 2022). In this study the term child refers to the same age category meaning most adolescents respondents in the study fit this description. In this study the term child and adolescent mean the same.

Engagement: Attention, interest, or preoccupation in an action (Kovich et al., 2022). In this study engagement will have the same meaning.

Interpersonal -Relationships: Closeness and associations with household members, friends, as well as associates which play a significant role in a person's wellbeing (Seligman, 2018). In this study inter-personal relationships mean the same.

Mattering: Individual's sense of feeling important and cherished by other persons (Flett et al., 2022). In this study mattering will mean the same.

Meaning: How adolescents apply themselves in activities greater than themselves and which brings fulfillment and meaning thereby enhancing wellbeing (Kun et al., 2016).

Parental alienating behaviours: A multifaceted collection of tactics employed by alienating parents which impairs and breaks the association that exists between targeted child and his/her other parent (Verhaar et al., 2022). In this study parental alienating behaviours mean the same.

Parental Alienation: The manipulation of children by one parent with an intention of turning them against the other parent after divorce (Warshak, 2020). In this study parental alienation will be taken to mean post -divorce parental alienation.

Parent-child relational problems: Interpersonal relationship problems between parent and child caused by parental alienation behaviours (American psychiatric Association,2022). In this study parent-child relational problems means the same.

Positive Emotions: Subjective accounts of happiness, optimism, joy, and contentment (Kovich et al., 2022). In this study positive emotions means the same.

Targeted parent: The rejected parent and who is the target of a crusade of alienating tactics (Haines et al.,2020). In this study the term means the same.

Wellbeing: Five pillars of health proposed by Seligman namely; positive emotions, engagement, relationships, meaning and accomplishment as cited in (Seligman, 2018). In this study wellbeing refers to psychological and social wellbeing in relation to PERMA pillars of wellbeing. The study will measure all the five pillars of PERMA wellbeing in order to get a holistic score of respondents' wellbeing as recommended by Butler and Kern (2016).

Extended family support: Extended family comprise of grandmother/grandfather, aunt/uncle, cousins, one-parent extended families, divorced families, and other kin relations (Williams, 2011). Therefore, extended family support means the assistance given to persons by their relatives. In this study the words mean the same.

Social support: Refers to a broad construct encompassing both the social structure of an individual's life and the precise functions served by different interpersonal associations (Kent De Grey et al., 2018). Social support will have the same meaning in this study.

Religion: Refers to the service or worship of God or the supernatural (Victor & Treschuk, 2020). In this study the term means the same.

Chapter One: Introduction and Background to The Study

Introduction

The study sought to explore the relationship between post-divorce parental alienation and adolescents' wellbeing in Kikuyu Sub County public mixed day high schools in Kiambu County, Kenya. This chapter presents the background to the study, statement of the problem, objectives, research questions, assumptions, justification, significance of, scope and limitations and delimitations of the study. Key variables in the study are also introduced and explained.

Background to the Study

The environment in which children are brought up is very important as far as their wellbeing is concerned (Baig et al., 2021; Morawska & Sanders, 2017). For example, Morawska and Sanders (2017) posit that the home atmosphere that is beneficial to the flourishing of the children is found where parents are mutually supportive, have nourishing relationships with their children, and are collaborative in parenting. Additionally, Davids et al. (2017) found that there is current evidence specifying that a diversity of parental contribution such as parental warmth, compassionate parenting, parental reassurance, and generally parental contribution were positively associated with improved wellbeing among adolescents. Moreover, Thomas et al. (2020) postulate that the quantity and type of association a parent shares with their offspring can have either a positive or undesirable effect on their adolescent's bodily, mental as well as social development. Thus, Thomas et al. (2020) recommend that parents strive to have affirmative influence in their adolescents' lives while satisfying the adolescents' requirement for self-sufficiency.

A conducive environment is also one where parents demonstrate sympathetic behaviours to their children (Morawska & Sanders, 2017). For instance, Morawska and

Sanders (2017) maintain that when conflicts occur in such an environment, the parents take it upon themselves to explain to the children the meaning of the conflict which in return elicits positive reactions from them. Additionally, such an environment ensures that the children have positive emotions, have enriching relationships both with parents and peers, are able to make positive meanings of what is happening to them in times of difficulties. These children are also likely to have feelings of accomplishments (Kun et al., 2016). Moreover, where a conducive environment exists, there is a high likelihood of parents interconnecting every day in matters concerning raising of their children. However, when a split-up occurs parenting of children can turn out to be challenging. This could be attributed to the findings by Marzullo (2021) that the two parents, maintain a toxic climate which undermines peaceful co-parenting. further, Marzullo (2021) found out that a crusade of vilification by one parent against the other is common during post –divorce and it complicates parenting.

It could be argued therefore that divorce disorganizes the stability that existed in the family and undermines the wellbeing of adolescents. During post-divorce parental alienation, a hostile or toxic environment is created between the two ex-spouses where the alienating parent (AP) would like to be seen as all blameless by the children while the targeted parent (TP) is depicted as all wicked (Silva,2021). With this toxic environment, the parents cannot effectively meet the needs of their children. These needs include, emotional, physical, psychological and social needs among others. With the children indoctrinated and being turned against the TP, there is the development of poor parent-child relationship which is associated with a compromised wellbeing among adolescents (Manzullo ,2021).

Adolescence is the fifth stage of human psycho-social development in Erickson (1968). According to Baig et al. (2021), adolescence is a critical time in the life progression. Additionally, Baig et al. (2021) theorize that the bodily, intellectual and emotional changes prompted by the onset of puberty can make adolescence a period of heightened sensitivity.

Furthermore, Baig et al. (2021) posit that this critical phase leaves adolescents susceptible to trauma, social segregation, intimidation by peers, and lack of sympathetic adults as well as gender-based sexual ferocity. The developmental tasks that need to be mastered in adolescence include; learning major life competencies; for example, handling emotions as well as the changes occurring in their bodies and developing a healthy life style(CITATION). Other competencies include; dealing with peer group, dealing with family dynamics and being self-aware among others (Adofo & Etsey, 2016). Thus, the adolescents are already going through a major life transition with its own challenges and both divorce and parental alienation may further complicate matters leading to a compromised wellbeing.

The term wellbeing is a dynamic or multifaceted concept which comprises of both subjective, social and mental scopes and also health-related behaviours and financial facets (Kun et al., 2017). This study concentrated on psycho-social wellbeing of the adolescents who have been exposed to parental alienation behaviours. Seligman (2011) came up with five pathways or building blocks of wellbeing and gladness. These five pathways are; positive emotions, engagement, relationships, meaning and accomplishment (PERMA). Individuals who have high wellbeing have resilience meaning they are able to withstand difficult life situations, are less likely to have mental illness, show more cooperation while working with others, are more social and they flourish (Kun et al., 2016). In other words, the five pathways of wellbeing are responsible for optimum human functioning.

Parental alienation denotes the manipulation or indoctrination of children by one parent with an intention of turning them against the other parent (Verhaar et. al. 2022; Warshak, (2020). On the other hand, Manzullo (2021) defines parental alienation as parental bullying which adversely affects the relationship between the child and the terrorized parent. One of the reasons parental alienations occurs in post-divorce period is the extension by ex-spouses of the very conflicts that led to the breakup in post-divorce period (Brits et al., 2018).

In addition, Warshak (2020) and Verhaar et. al (2022) posit that conflicts centre around the welfare of the children and could last for long period of time. This finding by Warshak (2020) and Verhaar et. al (2022) seem to suggest that the children have to contend with the toxic environment for a long period of time which further jeopardizes their wellbeing. Parental alienation behaviours on the other hand refers to a multifaceted cluster of tactics employed by alienating mothers or fathers to impair and sever the association between the targeted child and his/her other parent (Moon et al., 2020; Verhaar et al., 2022).

According to Harman et al. (2019), it has been tricky to arrive at the exact data on children who have been affected by parental alienation because many cases have gone unreported. Further, Harman et al. (2019) elaborate that part of this uncertainty emanates from the findings that not all offspring subjected to parental alienating behaviors become alienated. Furthermore, Blotcky and Bernet (2021) mention that there are study findings which specify that parental alienation is presents in approximately 15% of annulment cases. Further, Blotcky and Bernet (2021) established that around 25% of parents employ alienating tactics for at least six years after split-up. Similarly, Harman et al. (2016 b) found that between 5% and 42% of parents' respondents in an online sample stated that they had engaged in one alienating behaviour or more. An example of parental alienation strategy that was established by Harman et al. (2016 b) was that ex-spouses would shriek at their ex-spouses in the presence of their children. Other respondents confessed having relocated their offspring to other states which was aimed at cutting communication ties with the embattled parent.

In another study, Harman et al. (2016b) used samples drawn from North Carolina. The sample comprised of adults, 18 years old and beyond and who were a representative of parents who were the targets of parental alienating behaviours. This sample was arrived at through chance digit calling of home and wireless telephone. The findings of the research

specified that 13.4% of parents reported being the targets of parental alienating behaviours which, founded on the U.S. populace at the time of the investigation, generalizes to approximately 22,141,650 adults in the U.S. Additionally, in terms of severity, around half of the sample viewed their experience as austere (Harman et al., 2016). Using another sample drawn from Canada, Harman et. al. (2018) found out that 32% of parents from Canada felt they were the targets of alienating behaviours by an ex-spouse. Additionally, the research found that close to 60 % of the respondents reported that alienating behaviours had adversely affected their relationship with their offspring. Founded on most recent computations, the researchers estimated that approximately 22 million children have been victims of parental alienating strategies. It was also revealed that around 47% of reasonably to severely alienated parents had anticipated suicide in the previous year (Harman et al., 2018). Conducting their research from Britain, Giancarlo and Rottman (2015) arrived at the conclusion that parental alienation was a shared feature among 30 diverse countries.

On the other hand, Blotcky and Bernet (2021) report that parental alienation is present in 11% to 15% of divorce cases. Indeed, Blotcky and Bernet (2021) postulate that it has been established that 20% to 25% of parent's employ parental alienating behaviour even after 6 years of separation. Furthermore, Harman et al, (2016b) assert that parental alienation has affected millions of people around the world. Studies carried out in Italy by Baker and Verrocchio (2013) involving college students found that many of the respondents had been brainwashed by the alienating parent in an attempt to reject the other. Additionally, the authors report that this usually happened during the child guardianship conflicts of their parents. Baker and Verrocchio (2013) are of the opinion that parental alienation is a global phenomenon prevalent in multiracial families where parental battles steal the centre stage while the wellbeing of the children involved takes a back stage.

Statistics on post-divorce parental alienation are scanty in sub-Saharan Africa. However, it is quite evident that the phenomenon is present going by findings of research carried out on the same. In South Africa for example, Bosch-Brits et al. (2018) carried out research on fathers' experience and views of parental alienation during acrimonious divorce. Among their findings were the following, the targeted parent, in this study fathers, experienced intense pain, experienced heart ache, were emotionally wounded which was comparable only to death, experienced intense anger which could lead to serious consequences, most had decreased self-worth and social isolation was preferred.

Few studies have been conducted in Kenya on the prevalence and effects of post-divorce parental alienation on adolescents' wellbeing. A hint on the existence of post-divorce parental alienation was highlighted by Citizen Television Network (NTV, 2019) headlines which read, 'tears as daughter admits mother made her lie about being raped by father'. The media reported that the girl had been coerced by the mother to tell the court lies about being raped by the father in the year 1997. Additionally, Citizen Television Network reported that this false allegation had resulted in the imprisonment and languishing of an innocent father in Kamiti Maximum Prison for 10 years. This unfortunate occurrence followed an acrimonious divorce (Citizen TV, 2019). The current study aims at examining the relationship between post-divorce parental alienation and adolescent's wellbeing in the Kenyan context.

The effects of parental alienation on children have been reported as far reaching (Bernet, 2020; Harman & Birigen, 2016; Harman et al., 2019). Among the reported effects include the following; instillation of fear in the children as a result of terrorism meted on them. Here the children are told the other parent is dangerous and can harm them or is too unstable for the children to live with (Verrocchio et. al., 2017). The children are also made to feel remorseful for displaying any loyalty to the targeted parent, they are isolated from extended families of the targeted parent (Harman & Birigen, 2018). Moreover, Aloia and

Strutzenberg (2019) and Brian (2020) found that parental estrangement in the early period was positively linked with the parent-child communication nervousness in adulthood.

Additionally, studies on parental alienation have established that the alienating parent may deny a child love and fondness simply because the latter talked affectionately about the targeted parent (Silva, 2021). According to Aloia & Strutzenberg (2019) and Harman & Birigen (2016) these behaviours are tantamount to psychological and emotional aggression and are associated with the development of depression, substance misuse as well as injured self-esteem. All these effects may make it difficult for adolescents to thrive because most of the five pathways of wellbeing suggested by Seligman (2011) are jeopardized. The study therefore aimed at exploring the relationship between PDPA and adolescents' wellbeing in Kikuyu Sub County public mixed day high schools in Kiambu County, based on PERMA theory of flourishing (Seligman, 2011).

Extant literature reveals that divorce is on the rise globally (Lerner & Genom, 2016; World Bank, 2017). This was of interest to the study on the relationship between PDPA and adolescents' wellbeing because PA is about ex-spouses' conflicts that happen after divorce. This implies that the more divorces cases the more the likelihood of post-divorce parental alienation behaviours. A study done in Sweden reveals that 50,000 children experience parental divorce every year (Bryan, 2013). Another study conducted by World Bank (2017) found out that around 20 % of all children in the world have divorced parents. On the other hand, Olofsson (2019) informs that about 175 million people in China were divorced. A study conducted in the United States of America revealed that around 60 % of entire population of children is affected by parental divorce and most of them were living in single parent house hold (Olofsson, 2019). It was also reported that in the United States of America about half of all first marriages ended in divorce (Lerner & Genom, 2016). In addition, Tullius et al. (2022) reported that in the period between 1960 and 2016, "the unpolished divorce rate in the

European Union had risen from 0.8 to 1.9 per 1000 individuals a year making it one of the most frequent and common stressful events during one's lifetime. Moreover, Tullius et al. (2022) report that it is approximated that beyond 10 million adolescents in Europe are negatively impacted by parental divorce

Regionally, data provided on statistics on divorce shows that the phenomenon is on an upward trajectory just like in the developed countries. Research carried out revealed that cases of divorce had increased intensely among young persons in South Africa and were amongst the uppermost in the world (Statistics South Africa 2017; Bezuidenhout, 2017). In addition, Bezuidenhout (2017) found that in South Africa couples who got married between the ages of 18 and 35 were most likely to annul their unions. Furthermore, the same sources mention that for those in the 25- to 29-year bracket, the frequency of divorce was more than double amongst people in the more mature age groups (Bezuidenhout, 2017; Statistics South Africa, 2017). Mahlangu (2020) conducted another research on divorce statistics in South Africa which revealed that there were 25,284 recorded divorce cases in 2018, with 13,218 (52.3%) of them being instigated by women. In order to show the seriousness of the matter, Mahlangu (2020) further informs that only about four in 10 South African marriages get to celebrate the 10th wedding anniversary and women are most likely to file for divorce and end the union. A cross-national study of 33 African countries found that about one-quarter of first unions ended in divorce, 6.9% in Mali and 47.1% in Congo within 20 years of marriage (Clark & Brauner, 2015).

The situation in both Morocco and Egypt indicate that divorce cases are on an upward trajectory as well (Kasraoui, 2021). In Malawi, Kasraoui (2021) mentions that throughout the years, the figure of final divorce pronouncements from courts saw an alarming increase, shifting from 44,408 in 2014 to 55,470 in 2019. Similarly, divorce rates in Egypt are reported as rising (Mendoza et al., 2019). In addition, Mendoza et al. (2019) reported that

Egypt had recorded an 83% rise in divorce rates between 1996 and 2017. Moreover, Mendoza et al. (2019) found that approximately 200,000 married couples divorced yearly. He further asserts that investigations carried out suggested that 40% of marriages were annulled in the initial five years. Besides this, Mendoza et al. (2019) also established that in 2017, reported divorce statistics in Egypt ranged between 39.3 and 60.7%, which differed in terms of rural as well as urban locations.

Parental divorce has been reported as widespread in Kenya, particularly among new couples in urban areas (Wambua et al., 2021). In addition, statistics on divorce by Milimani Law Courts (2015) revealed that between 2010 and 2015 there were approximately 1246 cases filed at Milimani law courts. Moreover, due to the high cost of divorce rates ranging from between 200,000- 600,000 Kenyan shillings most Kenyans opt out of court settlement (Milimani Law Courts, 2015). Kiplagat (2020) writing in the Business Daily Africa reports that in December 2017 a total of 909 people had filed petitions to end their marriages. In the year 2019 the number of those who filed appeals to end their marriage rose to 1009 (Kiplagat, 2020). Kiplagat (2020) further informs that by the close of the year, December 31st2020 some 1,108 people had filed petitions to nullify their unions. These divorce statistics are for Kenya as a nation and are likely to go higher bearing in mind that in September 2020 the high court judge Reuben Nyakundi did away with a section of the law that barred couples from divorcing before three years of marriage.

Divorce cases in Marsabit County of Kenya was also reported to be on the rise (Walter & Wairimu, 2021). In addition, Walter & Wairimu (2021) found that the young population was the most affected. Reporting the information given by Marsabit Kadhi Ibrahim Tullu, the author reported that in the year 2020 there were 120 divorce cases which were filed in Marsabit. While giving a comprehensive report, the Kadhi reported that divorce rates had increased from 10 per cent in the year 2019 to 40 per cent in the year 2021. The

Kadhi attributed this to girls marrying at a tender age. This made them unable to cope with responsibilities that accompany the unions. On the other hand, the Kenya Bureau of Statistics (KBS) 2014, inform that in Kiambu County, divorce cases stood at 1,510 while couples which had separated stood at 5,395. The high figures in divorced couples implies that parental alienation cases may continue to rise. This is largely because parental alienation mostly occurs in post- divorce and separation era.

It has been observed that divorce negatively affects the children's psycho-social wellbeing. For instance, Erman_and Harkonen (2017) and Wambua et al. (2021) established that divorce adversely affects academic performance of children as well as damaging inter-personal relationships between adolescents and parents. Indeed, Erman_and Harkonen (2017) and Wambua et al. (2021) posit that divorce also damages adolescent's relationships with their peers. Among the psychological effects mentioned by Erman and Harkonen (2017) are the feelings of sadness, loss and grief about loss of the family as the children had known it. Furthermore, studies done in the Western Countries reveal mental health disorders emanating from effects of divorce on the children, are the greatest cause of medical disabilities in children (Piotrowski et al., 2017). Moreover, Olofsson (2019) proclaims that the psychological effects of divorce on offspring and adult children of separated spouses are lifelong. These psychological effects of divorce thwart the adolescent's efforts to flourish. Divorce triggers parental alienation in that many ex-spouses who are still bitter with each other continue with the destructive conflicts which led to the divorce in the first place (Brits et al.,2018). Additionally, Sirbu et al. (2020) reports that these conflicts take a different dimension in that children are coerced or are unwillingly drawn into the arena which adversely affect their wellbeing. Studies done on the impacts of parental alienation which occur after divorce/separation in relation to adolescent's wellbeing have largely been done in western world. In the light of the escalating statistics on divorce in Kenya, coupled with the

adverse effects of parental alienation reported on adolescents in developed countries, this study explored the relationship between post-divorce parental alienation on adolescents' wellbeing in Kikuyu Sub County public mixed day high schools in Kiambu County, Kenya.

Statement of the Problem

There has been a steady increase in divorce statistics globally, regionally and locally (Kiplagat, 2020; Olosson, 2019; World Bank, 2017). Erman and Harkonen (2017) and Wambua et al. (2021) established that divorce adversely affects academic performance and is associated with negative emotions among the children. High rates of divorce imply high rates of PA because PA is about parental conflicts arising after divorce. Indeed, studies conducted in the developed countries assert that post-divorce PA is common (Blotcky & Bernet, 2021).

Studies done on the effects of PA in a child assert that PA is responsible for damaged parent-child bonds (Harman et al, 2018; Silva, 2022; Verhaar et al., 2022). PA is responsible for manifestations of anxiety and depression (Aloia & Struzenberg, 2019) as well as attempted suicide among the alienated (Harman et al, 2018). Although post-divorce parental alienation through childhood has been documented as negatively affecting the wellbeing of those alienated, limited studies have been conducted in Kenya to affirm or deny the existence of the same despite different population characteristics between these studies and the Kenyan context.

Consequently, despite the findings that children of divorced parents suffer so much damage, there has been few studies conducted using a sample drawn from Kenya to find out if these undesirable outcomes emanate from and are maintained by PA. Therefore, this study aimed to investigate the relationship between post-divorce PA and adolescents' wellbeing in Kiambu County Kenya

Purpose of the Study

The purpose of this study was to determine the relationship between post-divorce parental alienation and adolescent's wellbeing in Kikuyu Sub County public mixed day high schools in Kiambu County, Kenya.

Objectives of the study

The study was guided by the following objectives:

- i). To establish post-divorce parental alienation strategies among adolescents in Kikuyu Sub County public mixed day high schools in Kiambu County.
- ii). To investigate the relationship between post-divorce parental alienation and adolescents' interpersonal relationships in Kikuyu Sub County public mixed day high schools in Kiambu County.
- iii). To examine the relationship between post-divorce parental alienation and adolescents' sense of accomplishment in Kikuyu Sub County public mixed day high in Kiambu County.
- iv). To establish the relationship between post-divorce parental alienation and adolescents meaning in Kikuyu Sub County public mixed day high in Kiambu County.

Research Questions

This study sought to answer the following questions:

- i. What were the post-divorce parental alienation strategies among adolescents in Kikuyu Sub County public mixed day high schools in Kiambu County?
- ii. What was the relationship between post-divorce parental alienation and adolescents' interpersonal relationships in Kikuyu Sub County public mixed day high schools in Kiambu County?
- iii. What was the relationship between post-divorce parental alienation and adolescents' sense of accomplishment in Kikuyu Sub County public mixed day high schools in Kiambu County?

- iv. What was the relationship between post-divorce parental alienation and adolescents' meaning in Kikuyu Sub County public mixed day high schools in Kiambu County?

Hypothesis

H₀₁ There is no statistically significant relationship between post-divorce parental alienation and adolescents' inter-personal relationships in Kikuyu Sub County public mixed day high schools in Kiambu County.

H₀₂ There is no statistically significant relationship between post-divorce parental alienation and adolescents' sense of accomplishment in Kikuyu Sub County public mixed day high schools in Kiambu County.

H₀₃ There is no statistically significant relationship between post-divorce parental alienation and adolescents' meaning in Kikuyu Sub County public mixed day high schools in Kiambu County.

Assumptions of the Study

This study was based on the following assumptions:

1. That post-divorce parental alienation exists among adolescents coming from divorced families.
2. That there is a relationship between post -divorce parental alienation and adolescents' interpersonal relationships.
3. That there is a relationship between post-divorce parental alienation and adolescents' sense of accomplishments.
4. That there is a relationship between post- divorce parental alienation and adolescents' meaning. However, absence of flourishing among adolescents is not only associated with parental alienation. There are other factors which hamper the wellbeing of adolescents namely; poverty, death of parents, influence of peers, neighbourhood among others. The study therefore addressed a portion of the variables.

Justification of the Study

Wellbeing is of paramount importance for adolescents who are adjusting to parental divorce for optimal growth and functioning well in life. However, parental alienation associated with post-divorce parenting can easily derail adolescents from this. Empirical data was crucial in informing the following; post-divorce parental alienation strategies among adolescents in Kikuyu Sub County public mixed day high schools in Kiambu County, the relationship between post-divorce parental alienation and adolescents' interpersonal relationships in Kikuyu Sub County public mixed day high schools in Kiambu County, the relationship between post-divorce parental alienation and adolescents' sense of accomplishment in Kikuyu Sub County public mixed day high schools in Kiambu County and the relationship between parental alienation and adolescents' meaning in Kikuyu Sub County public mixed day high schools in Kiambu County. This could only be accomplished through a study like this one hence, its importance. This study was justified as it enlarged the existing body of knowledge about the specific effects of exposure to PDPA among adolescents in Kikuyu Sub County public mixed day high schools in Kiambu County.

The study on post-divorce parental alienation is justified because of limited research in the Context. Consequently, conducting the study in Kikuyu Sub-County, Kiambu, Kenya, adds value by providing localized data. Besides, there exists a possibility of unique cultural, social, or environmental aspects in this area that could influence the relationship between parental alienation and adolescents' well-being. Therefore, steering research in this specific context could help fill the gap in information and contribute to the existing literature. Furthermore, the study is justified because of its potential benefits. This is so because the study can bring awareness to the issue of parental alienation and its impact on adolescents' well-being, potentially leading to enhanced parent-child relationships, better mental health outcomes, and overall positive growth for adolescents. The findings can also contribute to the

arena of counselling and psychology, providing empirical evidence for upcoming research and guiding therapeutic interventions. Moreover, the current study was justified because parental alienation is closely associated with divorce and the latter is on the rise. Moreover, parental alienation is a phenomenon that ought to inspire a lot of attention among parents and indeed the society at large because the stability of any nation is dependent on families.

Significance of the Study

The adolescents coming from divorced families may be the chief beneficiaries of the results of this study. This is mainly because the study has successfully raised public awareness on the existence of post-divorce parental alienation and how it affects adolescents' interpersonal relationships, sense of accomplishment and meaning, its effects on the wellbeing of the adolescents. This increased awareness is associated with improved global wellbeing of the adolescents. More so the study outcomes may be beneficial to families and especially parents who employ parental alienation behaviours during post-divorce parenting. This is because these parents could understand the dangers of doing so. Furthermore, these parents will be equipped with the skills to manage these socially undesirable behaviours. Additionally, knowing the adverse effects of their behaviours on their children may implore them to employ peaceful co-parenting during this era which will help adolescents to thrive as far as their psycho-social wellbeing is concerned.

The Ministry of Education may also benefit from the findings of the study. This is because it may see the need to come up with a data base of at-risk adolescence. These are the ones coming from divorced families and who are the likely recipients of the alienation strategies. With the data base, the affected adolescents would be counselled in order to cope. Thus, the Ministry of Education could use the findings of this study to come up with need-based interventions aimed at establishing a supportive school environment for affected adolescents. This gesture would help the adolescents cope better with PA which would

ultimately translate into adolescents who have meaningful relationships, adolescents who have a strong sense of accomplishment and lastly adolescents who have solid life purpose.

Scholars in the field of Marriage and Family Therapy may benefit from the finding of the study. This is so because the study findings may contribute to the minimalizing of the information gap about parental alienation in the sub-Saharan African nations, especially Kenya. Furthermore, marriage and family therapist may benefit from the study findings. This is because the research may also ignite a discussion amongst contemporary marriage and family therapist who deal with divorcing couples. Put differently the knowledge gained would enable family therapists become better equipped to handle children from post-divorce families where they are likely to have been alienated from one parent. Moreover, with knowledge gained from research findings, family therapists might also be persuaded to see the need to expand premarital counselling curriculum to include psycho-education on the dangers of involving children in post-divorce parental conflicts.

The religious leaders may also benefit from the findings of the study. They may be convinced of the necessity for the churches to constantly counsel partners before and after marriages in order to enable couples find solutions or devise effective coping skills when confronted with marital challenges which lead to annulment. Utilizing the study findings is crucial for religious readers because many young people intending to marry can only benefit from premarital counselling offered by the church because it is free most of the time as compared with that offered by professional counsellors. Furthermore, the study findings could shed light on the plight of adolescents who have been subjected to parental alienation. The study findings may thus implore the religious institutions to come up with interventions geared towards assisting affected adolescence cope better with the phenomenon.

Scope of the Study

This study was conducted among adolescents in 11 Kikuyu Sub- County mixed day high schools in Kiambu County, Kenya. These respondents were 240 adolescents drawn from form one, two and three and whose parents had divorced and 13-19 years old. Kiambu County was purposively selected because it is cosmopolitan due to its proximity to Nairobi, the capital city of Kenya. This county was also selected as it is largely peri-urban meaning there are parts of it that are urban and some parts rural. The county hosts people of diverse cultures because of its proximity to Nairobi. This cultural diversity generated rich information which allowed the researcher to assess how the wellbeing of adolescents of diverse cultures are impacted by PDPA. The focus of study was on adolescents coming from divorced families. Schools were good venues as they offered the researcher a favorable platform to recruit adolescents who met the characteristics of the study population. Additionally, the school setting was selected since it generates social systems or networks in which the influential peer and family progression of adolescence function.

Limitations and Delimitations

The study had the following limitations:

Firstly, the researcher was aware of the possibility of respondents not giving an honest self-report as it is sensitive information. To counter this limitation, the researcher made use of self in the following ways; showed empathy to the respondents, desisted from being judgmental, reassured the respondents that their names would not appear on the research findings, showed no biases, validated the respondents and above all established a therapeutic alliance with the study respondents. This way a safe haven was created which allowed the respondents to share their live experiences.

Secondly, there was also the possibility of respondents telling the researcher what they thought she wanted to hear. To counter this, the researcher explained to the respondents

that they stood to be the chief beneficiary from the findings on the relationship between PDPA and adolescents' wellbeing. Additionally, the researcher explained to them that they could only benefit from the study findings by giving honest responses.

Thirdly, the researcher was aware that PDPA has an impact on wellbeing of other family members namely, the targeted parent (TP), the extended family and also on the alienating parent (AP). Despite this the study only concentrated on the relationship between parental alienation and adolescent's wellbeing. To address this research gap recommendation were listed in an attempt to ensure other involved parties benefit from future research on parental alienation in Kenya. Fourthly, the study was aware that there are other factors that impedes adolescents' wellbeing like parental unemployment, education and health factors. Despite this the study only concentrated on parental alienation only.

Chapter Summary

The purpose of this study was to investigate the relationship between post-divorce parental alienation and adolescent's wellbeing in Kikuyu Sub County mixed day high schools in Kiambu County, Kenya. In the background the definition of post-divorce parental alienation and its effects on children's wellbeing was stipulated. The definition of adolescence and how PDPA affects their wellbeing has been presented. In addition, constructs of wellbeing namely Positive Emotions, Engagement, Interpersonal Relationship, Meaning and Accomplishment were defined. In the statement of the problem the gap that the study envisioned to address was extensively explained. In addition, research objectives, research questions, hypothesis, the scope of the study, justification, significance, assumptions, limitations as well as delimitations were discussed. The next chapter discusses literature review as well as the theoretical framework on which the study was founded.

Chapter 2: Literature Review

Introduction

This chapter presents the theoretical framework that directed the study, a review of literature on significant studies related to the relationship between parental alienation and adolescents' wellbeing. It specifically offers an in-depth discussion on parental alienation based on the four objectives namely: to establish parental alienation strategies among adolescents in Kikuyu Sub County public mixed day high schools in Kiambu County, to investigate the relationship between parental alienation and adolescents' interpersonal relationships in Kikuyu Sub County public mixed day high schools in Kiambu County, to examine the relationship between parental alienation and adolescents' sense of accomplishment in Kikuyu Sub County public mixed day high schools in Kiambu county and to establish the relationship between parental alienation and adolescents' meaning in Kikuyu Sub County public mixed day high schools in Kiambu County, Kenya. The chapter also contains the conceptual frameworks.

Post-Divorce Parental Alienation

According to Sirbu et al. (2020) the term parental alienation originated from Wallerstein and Kelly in the year 1976. Additionally, America Psychological Association (2020) parental alienation denotes circumstances where an offspring becomes separated from one of his/her parent which is instigated by the other parent. This denunciation of the parent by the child is unwarranted or it happens for no justifiable reasons (Warshak ,2020). In addition, Warshak (2020) posits that in PDPA there is the manipulation of children by one parent whose ultimate goal is to turn them against the other parent. On the other hand, Gardener (1985) (as cited in Bernet and Greenhill (2022) came up with the title parental alienation syndrome (PAS). PAS describes the eventual effects of PDPA behaviours on the child who is being alienated from one of the parents (Harman et al., 2018). There seems to

be a general consensus that parental alienation happens most in divorced families particularly those contesting child guardianship disputes (Harman et al., 2019; Johnston & Sullivan, 2020; Warshak, 2020). During these conflicts the children are used as weapons in an attempt to control the target of the manipulation who is largely the targeted parent (Harman et al., 2018).

There are also deliberations among scholars as to whether the terms parental alienation (PA), parental alienation syndrome (PAS) can be used to mean one and the same thing. Bernet (2020) uses the terms (PA) and (PAS) interchangeably and contends that the two terms have more likenesses than variance. Indeed, Bernet (2020) uses the terms PA, and parental alienation disorders (PAD) interchangeably. In this study the term parental alienation was not used interchangeably with parental alienation syndrome. PAS would be considered an effect of post-divorce parental alienation strategies on adolescence which was not covered in the study.

The existence of PDPA has been widely documented (Bernet, 2021). To assert his position, Bernet (2021) reported that research conducted at Vanderbilt university confirmed presence of PDPA in at least a1000 books, book sections, and articles which have been made available in emotional health and legal specific periodicals. Additionally, Saini et al. (2016) posit that most data on PDPA is extracted from law suits, expert views, methodical case studies as well as qualitative investigation. In post-divorce parental alienation, children are involved in parental battles in the sense that parents can implicate children in their disagreements where the child is used as an envoy and a confidant about problems with the targeted parent, or is enticed to become an ally in the fight (Camisasca et al., 2019). This is a pointer to triangulation of children during inter-parental conflicts occurring in post-divorce era.

It has also been observed that post-divorce conflicts which occur between ex-spouses are heated in the first two years during which PDPA is likely to occur and reduce in

frequency after the two years are over (Marzullo, 2021). There is an observation among some scholars that although PDPA typically refers to the alienating parent and targeted parent being a biological parent in its broader sense it encompasses other parental figure in the adolescent's life and subsequently involves grandparents , foster-parent, co-parents, among others (Harman et al., 2018). Additionally, there seems to be a general consensus among scholars that the goal or aim of PDPA is to hurt, damage and ultimately extinguish the association between the embattled parent and the adolescent .Not only does PDPA damage relationships between child and parent, it also ruins the emotional connection between the beleaguered parent and the alienating parent (Harman et al.,2018; Rowen & Emery,2019; Warshak,2020) .It appears like the alienator's intention is to damage the relationship between them and the targeted probably with the intention of creating an a toxic background which makes it easy for the AP to estrange the children from the TP.

Some scholars have professed that despite the findings depicting the prevalence of PDPA and its effects on children it has not been given the attention it deserves (Harman et al., 2018). Further, Harman et al. (2018) asserts that PDPA existence has gone unrecognized or denied by both legal and health experts. Moreover, Harman et al. (2018) are of the opinion that post-divorce parental alienation is a form of family ferocity which has undesirable consequences for family affiliates. As a result, there is has been a clarion call by Harman et al. (2018) for social scientists to study this phenomenon comprehensively. In what seems to be a quick rejoinder to this call, Sirbu et al. (2021) have ploughed deeper into the topic and have similarly reported the prevalence of PDPA and its undesirable effects.

In the United States of America, some estimates point to around 29% of children from divorce families as being alienated from a parent to some degree (Warshak, 2020). The effects of PDPA behaviours on those alienated are far reaching. Verhaar et al. (2022) carried out research using a global sample of 20 adults subjected to parental alienating behaviours in

childhood and who contributed through semi-structured interviews on their experience and its impact. This study finding unveiled the following themes namely; mental health complications, which included anxiety disorders, distress reactions, emotive pain, dependence on substance, coping and resilience. Furthermore, Verhaar et al. (2022) found that PDPA is passed on from one generation to the other with the implications that many alienated persons grapple with the aftermath of PA. The study findings also revealed confusion among those alienated as they struggled to comprehend their experience of estrangement, the psychological health sequelae. Raised levels of suicidal thoughts were also reported. In terms of forms of aggression used by each gender, Harman et al. (2020) found that both gender use both direct and indirect forms of aggression. These deductions have been arrived at by exploration of PDPA constructs namely; mild, moderate and severe alienation discussed in the study.

Post-divorce Parental alienation has become a growing area of study (Harman et al., 2022). As a confirmation of Harman et al. (2022) assertion, the study on the relationship between post-divorce parental and adolescents' wellbeing in Kikuyu Sub County Public mixed high schools is justified as it adds to the growing body of knowledge on PDPA. In addition, Harman et al. (2022) examined four electronic databanks, and acknowledged 213 documents containing empirical data on PA which were published in 10 dialects and concluded by December 2020. The findings confirmed that the present state of PA studies meets three principles of a blossoming field of scientific inquiry namely: a growing literature, a lean towards quantitative studies, as well as a growing body of investigation that assesses theory-generated supposition. Therefore, this study supports findings of Harman et al. (2022) and is indeed warranted in that it is expected to add to the existing body of literature on parental alienation from the Kenyan context.

Common findings among studies conducted in the Western Countries reveal that children subjected to parental alienation have their wellbeing compromised. There is a positive association between divorce and parental alienation as mentioned earlier in the study. Many studies conducted using adolescents' samples from Kenya have reported the adverse effects of divorce on this population (Njeru, 2017; Wambua et al., 2021). However, few studies have been conducted to find out whether these adverse effects could be attributed to parental alienation behaviours. Therefore, this study added to the existing body of knowledge in that it seeks to examine the relationship between post-divorce parental alienation and adolescents' wellbeing in Kikuyu sub county public mixed day high schools in Kiambu County, Kenya.

Post-Divorce Parental Alienation Strategies

According to Haines et al. (2019), parental alienating behaviours are well-thought-out complex collection of tactics employed by alienating parents and aimed at damaging and severing the connection between the adolescent and the other parent commonly referred to as the targeted parent. Furthermore, Haines et al. (2019) posits that the best way to understand parental alienating behavior is in the setting of family ferocity, whereby parental estrangement is the consequence of an abusive progression which is perpetrated by the alienating parent. Researchers of PDPA phenomenon have given characteristics of the undesirable behaviours parents employ and which are tantamount to PDPA namely ; the behavior is enduring rather than temporary and short lived, it is a behaviour that is recurrent as opposed to being irregular, this behaviour happens in most circumstances and not only in certain circumstances (Warshak, 2020). Further, this behaviour, happens without demonstrations of genuine love and fondness towards the rejected parent (Verrocchio et al. 2018). Likewise, the behaviour is focused on only one parent, it does not replicate typical dynamics for the child's age of growth, and finally the behavior is inconsistent with and not

warranted by the rejected parent's past or present behaviour (Verrocchio et al.,2018; Warshak, 2020).

According to PDPA expert Baker (2021) there exists seventeen primary parental alienation tactics which have been identified drawn from investigations with grown-ups who were alienated as children. Baker (2021) report that the 17 PA strategies have been authenticated in a series of succeeding studies. Furthermore, Baker (2021) asserts that these 17 primary parental alienation strategies fall into five general classifications namely : feeding of the child with poisonous messages about the TP in which he or she is depicted as unloving, dangerous, and inaccessible(Velaar,2022; Aloia & Strutzenberg,2019). In addition, the alienating parent restricts interaction and communication concerning the child and the TP, obliterating and substituting the TP in the soul and mind of the child, encouraging the child to be disloyal to the targeted parent's trust; and the undermining of the TP's power (Harman et al.,2018; Silva ,2022). The end results of these alienation strategies is the commencement of war and emotional distance between the child and the TP (vehaar,2022).

According to Harman et al. (2018), the most commonly identified tactics used by alienating parents (AP's) include: badmouthing the TP, cold-shouldering, isolating, demeaning or manipulating and denying the child emotional responsiveness, horrifying of offspring who display fondness for TP, engagement of gas lighting techniques to further entrench PDPA and forcing the children to choose between the AP and the other parent. This study discussed the common parental alienation tactics drawn from Baker's 17 PA strategies.

Bad mouthing or the spread of poisonous messages or bad mouthing the other parent has been established as a parental alienation tactic (Aloia & Strutzenberg, 2019; Brian ,2020; Warshak,2020). In addition, Warshak (2020) and Silva (2022) found that this disparaging and bad mouthing of the TP is done in the full presence of the children and is more common among mild alienators. According to Warshak (2020) mild alienating behaviors usually

denote those behaviors that occur irregularly, such as incidental bad-mouthing and disapproval or disparagement of the other parent. In this form of alienation there is no constant attempt to weaken the child's global positive association with the TP who is the object of disparagement (Harman et al., 2019; Warshak, 2020). Warshak (2020) also posits that the AP uses both spoken as well as nonverbal communications which makes the child perceive the TP as unloving, dangerous, and largely inaccessible to the child (Silva,2022). This would seem like a deliberate attempt to create fear of the TP in the children making it only natural for them to distance themselves from the TP for their own security.

In order to elaborate on the badmouthing of the targeted parent, Warshak (2020) reports that it is common for the AP to take the prevailing flaws of the TP which are in turn are amplified while the non-existent weaknesses are fabricated. In some instances, as Verrocchio et al., (2017) report, the children are fed with lies that the TP is treacherous, has no genuine love for them, does not need them and that the TP is worthless as parent (Harman et al.,2018). This author reports that this is intended to make the child feel hurt or harbor anger towards the TP. Additionally, Harman and Biringen, (2016) found that some of the AP's used children to testify against the TP in law courts, to mental health specialists and teachers about fabricated events, for instance abuse as well as perceived or unconfirmed fears. The end result of these behaviours is the creation of perceptions of danger in the offspring, which prompts needless third-party intermediation. In the use of badmouthing, the TP is also depicted as uncaring and unloving. In order to divulge more information on this study findings, Harman and Biringen (2016) report that some AP creates conflict amongst the child and the TP by telling them untrue, incomplete, or deceptive and misleading information concerning the TP. Indeed, Harman and Biringen (2016) found that in some instances the AP could tell the child that the TP was supposed to be picking them up at a definite time (when no such program was arranged) aimed at to making the child believe the TP discarded them.

In such incidents the AP would tell the children that their mum or dad forgot to pick them up or visit them which left the TP depicted as both careless and unloving

Additionally, Harman et al. (2018) perceives bad mouthing of the TP as a form of terrorism against children. Moreover, Harman et al. (2018) postulate that the behavior of terrorizing children emanates from the AP's behavior of derogating the TP as well as creating fear in the children that the TP might be dangerous or too unstable to be around. To further entrench this fear for the TP the AP manufactures or fabricates stories on ways in which the TP has attempted to injure the child, about which the child has no recollections but will believe to be true nonetheless, especially if the story is recounted recurrently (Harman et al ,2018).

Limiting of contact and communication with the other parent is a PDPA strategy which usually occurs when the child is visiting the TP (Baker ,2021;Harman & Biringen, 2018).In order to illustrate this, Baker (2021) and Harman & Biringen (2018) found that throughout the TP's parenting time, the AP frequently texts or calls the child relentlessly where he or she sometimes sends pictures of their animals, pets and other loved ones who are fond of them in order to lure them back to them .Thus this behaviour is intended to remove the children's attention from the TP. Harman and Birigen (2018) further inform that the AP also would call the child and enquire if they are feeling "safe". This would seem to suggest that the child needed to be concerned about their own safety when with the TP. The meddling with the parenting time with the TP has the following effects namely; the quality of the parenting time with TP is compromised, makes it difficult for the child to be entirely present and emotionally accessible to the TP. Naturally, the TP who would have loved to use the parenting time in order to bond and set records straight with the children is denied chance to do so. Moreover, as the authors found it is common for some APs to make threats of injuring themselves in order to make the TP conform to their wishes of returning the children.

In such instances, the AP may threaten to end their lives or say they will suffer from depression if the TP pursues court involvement to impose court orders.

Obliterating and Substituting the Targeted Parent in The Soul and Mind of the Child.

Another common parental alienation strategy is erasing the memories of the other parents from the minds of the children (Baker,2021; Warshak,2020). According to Harman et al. (2018) in extreme cases of psychological maltreatment of children, some Ap's have conducted a burial rite with their children with the intention of symbolically doing away with the TP. In addition, the authors inform that this ceremony is aimed at marking the birth of a fresh family while erasing the memories of and with the other parent. In addition, Harman et al. (2018) reports that some AP may go to an extent of coaching their children to refer to them by their first name thus creating the impression that they are equal with the children. This behaviour is intended to make it easier for the AP to form alliance with the children. Indeed, in some instances the AP may make children drop their sir name, in favour of the AP's maiden name which is usually different from the children's surname in an effort to publicly reject the TP and erase their memories (Harman & Birigen, 2018). The other dimension of diminishing the image of the TP takes the form of discarding the uniqueness or distinctiveness of the child (Verrocchio et al.,2017). This author found that the alienating parent referred to his or her spouse as mom / dad and expected the children to do the same. This is an attempt by the AP to corrupt their children by ensuring they rejected part of their own identity by calling another adult mother or father in an attempt to 'replace' the TP (Verrocchio et al., 2017), and even change their last name to fully reject the TP (Harman et al.,2018).

The above discussed strategy of obliterating the TP in the children would seem like indoctrination of children as in the process part of their own distinctiveness is discarded when

forced to call another grown up mother or father. This parental alienation strategy is a deliberate attempt to replace the TP in the mind and soul of the children (Verrochio et al., 2017). This is a meddling with the symbolic contact as far as the TP is concerned. Harman and Birigen, (2018) posit that this tactic is aimed at minimizing the TP's role in the child's life. In addition, Birigen (2018) found that the AP would tell the child that their first word when they came to this world was mommy or daddy for example. Yet in other instances as Baker & Eichler (2016) found is that children are made to drop their last names in an attempt to make them completely reject the TP and lose any connection with them. Nonetheless, this symbolic death of the targeted parent may cause the alienated children untold agony which compromises their wellbeing. Moreover, this demand that the children drop their last name, surname implies loss of identity which may hamper the development of a healthy wellbeing. In other instances, Obliterating the TP from the child's mind occurred in the form of taking away the image and photos of the TP from the child's view and any reference of the targeted parent would be addressed by either snubbing or rejecting the child in an attempt to limit their discussion of the TP (Verrochio et al., 2017). Indeed, Verrocchio et al. (2017) established that in order to erase the memories of the TP some alienating parents would reward their offspring for rejecting the other parent. Such parents encouraged the children not to say hello to the other parent during school events for instance.

Withdrawal of love.

The attempt to erase the TP from the mind of the child came in the form of withdrawal of love and affection for the child who talk warmly about the TP (Brian, 2020; Harman et al., 2018). This gesture is likely to result in the child fully and totally rejecting the TP on one hand or the development of children who compartmentalize their emotions by portraying the true and false self-based on whether they are interacting with the AP or the TP (Garber, 2014). This would seem to imply a survival gimmick for the child who

finds it hard to reject one parent and yet does not want to lose the love of the custodian parent. Going by the findings by Garber (2014), it is clear that the AP makes their endorsement of utmost importance to the child so much that the child would do everything possible in order to avoid the loss of love that is experienced in the event the child disappointed or infuriated that parent. Thus, in order to secure the love of one parent the child must surrender the love of the other (Harman & Biringen, 2018). In light of the findings by, Harman and Biringen, (2018), the parentally alienated child is likely to live in constant fear of losing the AP's love and endorsement. In other instances, the AP makes children discard all clothing, gifts, or any reminders of the TP after returning from visiting them (Harman & Biringen, 2018). Thus, the children receive conditional love where those who fail to surrender the gifts risk being rejected by the AP.

Gas Lighting

According to Harman et al. (2018) is common for alienating parent to attempt to erase the memories of the TP from the children's mind through the employment of gas lighting tactics. Additionally, Harman et al. (2018) maintain that gas lighting denotes the production of false information to the victim (children) which is ultimately meant to make them doubt their own recollections with the TP. Further, Harman et al. (2018) found that gas lighting involves revisiting the past history by the AP or making use of events that a child remembers and then falsifies them or fill in with information that never occurred. Furthermore, Silva (2022) found that the AP makes allegations and also fabricate stories to the effect that the TP had sexually and physically abused the child during their interactions before divorce occurred or during the visitation after divorce. It would seem that this gesture is an attempt to distract the recollections of the child about the TP and their relationship with him or her which is achieved through brainwashing (Harman & Birigen, 2016). To this end, deceptive, confusing

and inadequate information is given to the children with the aim of creating conflicts between them and the TP.

On the other hand, Harman and Birigen (2018) report that in some examples of gas lighting involves the hiding of key information by the AP from the other parent. As an illustration of this falsehood Harman and Birigen (2018) explain that the AP may give the school going children the wrong picking hour so that when the TP fails to pick them during the expected hour, the children are left feeling the other parent forgot them, has no love for them, is inaccessible, does not care about them or has indeed rejected them. Therefore, gas lighting tactic is aimed at turning the child against the TP, a construct measured in Baker Strategy Questionnaire (BSQ). In other occurrences of gas lighting the APs tell their offspring to keep secrets from the TP where those who comply are rewarded (Verrocchio et al, 2017). Harman et al. (2018) informs that although many alienating parents are reported as expansively employing this form of aggression (telling children to keep secrets from TP), identification of this tactic is complicated because one cannot directly observe it since it typically happens in privacy.

Showing Displeasure

One parent becoming uncomfortable with children who demonstrate affection for the TP is a known parental alienation strategy (Baker ,2021; Harman et al., 2018; Sirbu, et al., 2021; Verrocchio et al.,2017). This strategy also comes under the category of eliminating and substituting the TP in the soul and mind of the child. In explaining how the AP shows displeasure and discomfort about the other parent, Verrocchio et al. (2017) and Harman and Birigen (2018) found that those children who show affection for the TP are intimidated or terrorized by the AP. Moreover, children who show affection to the TP are frequently rejected, shamed, or made to feel remorseful for displaying any loyalty or cordiality toward the TP or the TP's protracted family which include step-siblings, grandparents (Harman &

Biringen ,2018; Silva, 2022). This illogical rejection of the TP who is typically the noncustodial parent combined with the spread of hostility to the extended family is harmful to the wellbeing of children (Sirbu et al.,2021). Indeed, Sirbu et al. (2021) maintain that this is so because children need the emotional support of both parents for healthy psychosocial wellbeing (Tullius et al., 2022; Wambua et al., 2021). Moreover, Harman and Biringen (2018) are of the opinion that the structure of the parent subsystem is additionally altered and debilitated by distancing the children from the extended family. In another interesting twist as Harman and Birigen, (2018) established that the AP forces children to denounce or discard any gifts received from the TP during a visit.

Betraying of the Targeted Parent

In this type of alienation, the AP expects the child to choose him/her while rejecting the other parent (Balmer ,2018; Verrocchio et al., 2017). In addition, Balmer (2018) and Verrocchio et al. (2017) found that the AP makes it mandatory for the child to denounce the TP and those who comply with the directive are rewarded. This essentially implies that the AP forces the child to choose between them and the TP. Forcing a child to make a decision about preserving an association with AP while discarding the TP would seem like a painful decision which has the propensity to provoke both stress and anxiety in them. In addition, this demand that children choose one parent while denouncing the other has the effects of children feeling stuck in the centre of a skirmish between their parents (Kruk, 2018; Verrocchio et al., 2017). Moreover, Kruk (2018) and Verrocchio et al. (2017) posit that this experience is accountable for a conflict of loyalty in the offspring. This is largely because the child dreads losing the alienating parent's love, appreciation or approval. Additionally, Harman et al. (2018) and Verrocchio et al. (2017) have described this tactic as a form of terrorism meted on the children by the Ap's and which they have identified as a form of child

abuse. While children struggle with these negative stressful emotions emanating from feelings of guilt for having betrayed one parent, it would be challenging for them to flourish.

Confiding in the Child

Betrayal of the TP occurs when one parent confides in the child about adult matters (Baker, 2021; Harman et al., 2019). In addition, Baker (2021) and Harman et al. (2019) established that this behaviour is a common parental alienation strategy engaged in by the AP. Some of the examples highlighted or identified in the employment of this tactic is that some AP's share inappropriate information regarding financial and lawful matters with their offspring (Balmer et al., 2018). Shedding more light on the nature of the confiding, Balmer et al. (2018) established that the information shared with the child is both age inappropriate and that there was no point in the child knowing the confidential information about the TP. Indeed, Balmer et al. (2018) claim that in the process of confiding with the child, the AP would be portrayed as the victim of the TP which would in turn make the children feel pity towards the TP. Confiding in the child reinforces the bond that exists between the offspring and the AP. This is so because in most of the cases, the piece of information that is divulged portrays the TP in a prejudiced way. Confiding in the child ultimately creates more distance between the child and the TP (Harman et al., 2019). Moreover, this alienating behaviour could result in role reversal as the child may see the need to protect or even support the alienating parent.

Asking Child to Spy on Targeted Parent.

In yet other instances of betraying the TP, some alienating parents order the child to spy on or clandestinely obtain information from or about the other parent (Baker, 2021; Harman et al., 2018). In addition, Harman et al. (2018) found that the employment of this strategy happens when the AP probes the children with the purpose of extracting information

from them after going to see the TP. Thus, the children become recruited as well as manipulated in the crusade against the TP. In some instances, the AP will require the child to spy on the TP, for example asking the child to search and actually invade a TP's computer, peruse TP's files, desk for crucial or private information such as bank account matters, legal documents, medical reports (Harman & Biringen, 2018; Verrocchio et al., 2017). The demand that the child spy on the TP may leave the child with the impression that TP has some crucial information he or she is hiding from the AP. The child may thus look at his or her behaviour of spying on the parent as a betrayal of the other parent which is likely to leave the child struggling with guilt feelings and feeling uncomfortable in the presence of the TP. This further alienates the child from the TP. The guilt feelings may also leave the child angry with the AP for forcing them to betray the other parent leaving them devoid of emotional support from both parents which is detrimental to their global wellbeing.

Undermining the Authority of the Targeted Parent

Undermining of the TP's power has been reported as a post-divorce parental alienation strategy (Harman et al., 2018; Silva ,2022). The employment of this strategy involves encouraging the child to disrespect or think less of other parent's morals, rules and even authority. In addition, Harman et al. (2018) and Silva (2022) assert that this tactic is aimed at making the children have no option but to remain totally reliant on the AP. Undermining of the TP may manifest itself in compensation of children who ultimately rejects the other parent for unjustifiable reasons. In order to illustrate this Verrocchio et al. (2017) mention that the children who refuse to greet the TP during school functions are compensated by the alienating parent. This gesture leaves the children more susceptible to additional manipulations. Moreover, the tactics employed by the AP ultimately result in the child totally rejecting the TP.

On the other hand, Silva (2022) posits that in some instances the AP is not successful in his or her attempt to overpower the contribution of the TP in the child's life. This implies that the TP remains significant in that he or she maintains contact with the child. In an attempt to thwart this relationship, Silva (2022) found that the AP would incapacitate the TP's attempt at childrearing by forcing undesirable parenting practices. To illustrate this, Silva (2022) mentions that the TP inspires the child to exude both defiant behaviours and hostility towards the TP. The author mentions that this misbehavior by the child is likely to elicit two responses by the TP namely; the TP may either respond harshly towards the child in an attempt to control the behavior of the child or make a decision to withdraw from the conflict where he or she stops being actively involved in the child's life. This second response by the TP is used as a weapon against him or her as it is used to rubber stamp the allegation by the AP that the TP is both reckless and uncaring.

Severity of Parental Alienation

Behavioral manifestation of parental alienation will also be scrutinized under the severity microscope in this study. In terms of severity, three levels of parental alienation have been identified (Gomide et al., 2016; Harman et al., 2016). These are mild, moderate and severe alienation. According to Gomide et al. (2016) and Harman et al. (2016) the severity determining factor is based on the amount of backing that the AP give to the child in supporting the denunciation of the TP (Gomide et al., 2016; Harman et al., 2016). It has been challenging to Categorize a behavior as mild, moderate or severe (Baker & Eichler 2016; Warshak, 2020). Moreover, Harman et al. (2018) report that it is not yet established whether precise behaviours could be said to be more destructive than others. Indeed, the writers also report that it remains unclear which conducts, or groups of actions are responsible for causing severe alienation. Baker and Eichler (2016) propose that the dimension of time and

occurrence with which behaviours are used, notwithstanding how depraved specific behaviours are, could be used to determine the severity of PA.

In order to resolve the matter on classification of severity levels, Warshak (2020) suggests contemplation of other factors which influence establishment of severity of alienation namely: regularity of the alienating behaviour a child is exposed to, temperament of the child, age of the child, the quality of association that had existed between TP and child prior to the estrangement as well as the magnitude of quality nurturing time that existed formerly, remarriage among others. The age variable is particularly important as it is closely associated with the developmental stage of the one who is subjected to PA. The study is about PA and adolescents' wellbeing. Research has shown that adolescence is a challenging period during which the children are forming their identity (Jones & Hamad, 2017). Reviewed literature asserts that the age bracket of offspring who are more affected by parental alienation includes older children and particularly the adolescents (Harman et al., 2018). The authors posit that these children are more likely to have marked severe parental alienation indications which include total rejection of the TP for groundless reasons. Parental alienation causes confusion as to who the adolescents can identify with when forced to choose between one parent against the other.

Another variable which some researchers have used in the determination of severity of PA is remarriage. For instance, Warshak (2020) is of the opinion that a remarriage can aggravate or deepen rejection of a parent. In terms of those likely to be involved in parental alienation, the author found that natural parents, stepparent(s), as well as the child are key players in the process. Additionally, other authors have in later years suggested much more refined multi factorial prototypes which have included the conversation of both adaptive and maladaptive behaviours and outlooks of parents who are divorced (Saini et al., 2017).

Debate on what determines levels of severity of parental alienation still ranges on (Harman et al., 2018). Indeed, Harman et al. (2018) proclaim that it is not quite clear whether severe alienation emanates from exposure to very austere behaviours for instance hindering all contacts with the TP or can be attributed to being subjected to recurrent exposure to slighter forms of behaviour over a long period. Nevertheless, there is a consensus that the type of alienators is closely associated with the severity of PA (Harman et al., 2018). In terms of severity there are three levels of parental alienation namely; mild, moderate and severe (Harman & Matthewson, 2020; Sirbu et al., 2020). Additionally, Harman & Matthewson (2020) and Sirbu et al. (2020) assert that mild alienation is associated with naive alienators, moderate alienation is linked with active alienators while the severe alienation is associated with obsessed alienators.

Mild Alienation.

Mild alienating behaviours usually denote those behaviours that occur irregularly, such as incidental bad-mouthing and disapproval or disparagement of the other parent. In this form of alienation, there is no constant attempt to weaken the child's global positive association with the TP who is the object of disparagement (Warshak, 2020). The author adds that mild alienating parents are likely to show remorse for their behaviour and are indeed ready to avert the potential damage to their children. As mentioned above, mild alienation is closely associated with naive alienators. Darnall (2015) inform that the naive alienators possess the following characteristics; the ability to distinguish their needs from those of their children. This clarity of mind makes them understand that the children need support from both parents, they thus realize the importance of children spending quality time with both parents although separately. This as Darnall (2015) reports is aimed at fostering a mutually affectionate connection between children and non-custodial parent.

The author further mentions that naive alienators desist from projecting the loss and the wound they are experiencing as a result of the divorce on the other parent. Additionally, naive alienators embrace the maintenance of a good relationship between the children and with the other parent as well as with the extended families of their former spouses. Naive alienators are also bendable and ready to cooperate with the other parent for the wellbeing of their children. They display elements of remorse when they realize that their conduct has the capacity to injure the children's association with the other parent, they also have the capability of allowing the other parent to be incorporated in their children's undertakings, they share health as well as school proceedings with the other parent.

From the above description of naive alienators, it would seem that naive alienators know the importance of peaceful co-parenting. The off springs who have been subjected to naive PA are therefore likely to show lower levels of severity as compared to moderate alienation practiced by active alienators and severe alienation which obsessed alienators engage in. Peaceful co- parenting is beneficial to the children in that they are more likely to adjust faster to post-divorce environment. (Maturana et al. 2019).

Moderate Alienation

Moderate alienation on the other hand entails attempts by one parent or one person to undermine the child's relationship with the other parent (Warshak, 2020). This author indeed reports that the behaviours employed by the AP bear very undesirable themes regarding the TP. In some instances, as Warshak (2020) reports the children are fed with lies that the TP is treacherous, has no genuine love for them, or even does not need them and that the TP is worthless as parent (Warshak, 2020). This is disparaging and bad mouthing of the TP before the children. In sharp contrast with mild alienator who feels guilty for meddling in the affiliation between the offspring and the parent under attack, the moderate alienators have no remorse for their behaviour (Baker & Eichler, 2016; Harman et al., 2018). Those alienated

adolescents internalize the propaganda of AP which leaves them feeling unlovable, not needed or not mattering to significant ones and to others. They thus lose meaning in life

Severe Alienation. In severe alienation (associated with obsessed alienators) there is marked hostility towards the TP punctuated with recurring negative criticism directed towards them. These behaviours are aimed at damaging the relationship between the children and the other parent (Bernet, 2020). This author posits that the AP requires the allegiance of the children in order to entrench severe alienation. In order to achieve this those children who do not show total allegiance are reprimanded or punished for the following reasons; displaying any fondness for the TP, requesting to spend time with them, not displaying sufficient negative opinions about the TP, not showing well-founded refusal of contacts with the estranged parent (Harman et. al, 2018).

Severe alienation

Severe alienating parents embrace a fixed, unbending undesirable opinions of the other parent with some believing or maintaining allegations that the TP has extremely mistreated the child despite producing no evidence for the same. Among the behaviours employed by the AP in order to maintain power and control over the children are the following ; restraining gate keeping, hindering the TP's access to the child , failing to comply in good faith with court-ordered parents time schedules (Austin & Rapport, 2018).

Parental Alienation and Interpersonal Relationships among Adolescents

Parental alienation refers to a situation in which a child becomes estranged from one parent due to the influence of the other parent. This estrangement can have a negative impact on the child's interpersonal relationships, including their relationship with the targeted parent, the alienating parent, and other family members and friends. Parent- child relations are key in that they govern to a great degree the child's behavior during infancy and adolescence. Silva and Sandstrom (2018) assert that a child's emotional wellbeing, psychological health,

behavioural change during difficult situations and proficiency to establish positive associations are closely connected with the level of parental capability during the maturation process. Nonetheless, it is important to note that in PDPA progressions the TP-child interactions are seriously weakened and the positive emotional bond are damaged (Aloia & Strutzenberg, 2019; Harman et al., 2018).

Existing literature shows that before World War II, psychologists laid emphasis in what was wrong with the clients who sought therapy (Seligman, 2011). This emphasis was to change after Seligman made his famous speech in the year 1998. During the occasion Seligman discussed the need for psychologists to explore the factors which constituted the happiness of those people considered happy by others. This led to the development of positive psychology which is concerned with flourishing of individuals. It suffices therefore to say that positive psychology has played a role towards identification of people's inner resources and strengths. Ability to create and maintain relationships with others is one such strength. These inner strengths and resources are important in that they play a huge role in boosting people's wellbeing. According to Seligman (2018) there are five pillars for blossoming or wellbeing whose mnemonic is PERMA. The five pillars are; positive emotions, engagement, relationships, meaning and accomplishment. Three of the study objectives are drawn from the PERMA theory of flourishing. These are interpersonal relationships, meaning and accomplishment.

The term wellbeing could be scrutinized broadly or in precise domains (Centers for Disease Control and Prevention, 2018). According to office of disease prevention and health promotion (2020), wellbeing means general life fulfillment which is a reflection of health and also non-health issues. Additionally, Kienngam et al. (2022) found that absence of depression, anxiety and having healthy interpersonal relationships was linked to academic achievement among adolescents. However, common findings reveal that parental alienation

affects the social realm of adolescents in that it damages their relationship with parents (Miralles et al., 2021; Warshak, 2020).

Research carried out among adults in North Carolina in the year 2016 on the prevalence of parental alienation occurring in post-divorce era revealed that 35.5 % of the U. S. A. parents and 32% of Canadian parents felt they were the targets of alienating behaviours by a partner and ex-partner. Nearly 60 % of the respondents' report indicated that such behaviours had adversely affected their relationship with their children. The impaired parent –child relationship hampers adolescents' wellbeing (Harman et al., 2019; Warshak, 2020) as discussed below. This damaged parent child relationship leaves the children at the risk of developing physiological, psychological, behavioural, social and mental challenges. These challenges may make it difficult for the adolescents to flourish.

The American Psychiatric Association (2022) under problems related to family upbringing category (V 61.20 (262.820) includes parent- child relational problems. This points to the term child affected by parental relationship distress (CAPRD) which include a wide range of parenting association matters that have detrimental consequences for children. Additionally, The American Psychiatric Association (2022) mention behavioural, cognitive and affective problems which emanate from parent-child relational problems. Among the behavioural complications mentioned are insufficient parental control, management and involvement with the child, excessive parental protection or gate keeping, extreme parental pressure, squabbles that escalate to intimidations of physical aggression and evasion of problems as opposed to getting solutions to problems.

According to Bernet et al. (2016), the inclusion of child affected by parental relationship distress CAPRD in American Psychiatric Association (2022) confirms that parental relationship distress adversely affects the children and ultimately damages interpersonal relationship between the two. Bernet et al. (2016) further report that clinical

presentation of CAPRD is manifested in four common clinical scenarios in which off springs may respond to the following; parental intimate partner anguish, intimate partner ferocity, spiteful divorce, and unfair belittling of one parent by another. The responses of the child as Bernet et al. (2016) posit may comprise the beginning or acceleration of psychological indications, somatic complaints, an inner loyalty struggle as a result of a child being forced to choose between one parent which further damages a parent-child association.

According to Bernet et al. (2016) some scholars in the field of post-divorce parental alienation are of the opinion that there is a need for a lengthened explanation of CAPRD. These authors argue that this is necessitated by the fact that American Psychiatric Association (2022) definition of CAPRD is made up of only one sentence. Furthermore, Bernet et al. (2016) suggest that this enlargement need to comprise the clarification that children are prone to developing behaviour, mental, emotional, and bodily symptoms emanating from experiencing varying degrees of parental relationship distress and violence. Moreover, in this study the relationship specifically points to how the distress among the parents who have divorced affects the adolescent's wellbeing. This situation is made worse by the involvement of children in parental conflicts (Silva ,2022). The term child affected by parental relationship distress denotes a key relationship pattern that is responsible for causing or indeed worsening children's mental health among. It is on these grounds that, Bernet et al. (2016) argue that CAPRD merits the attention of mental health practitioner who work with adolescence. Perhaps this is what García-Carrion et al. (2019) alluded to when they postulated that academicians who assess the relationship between environmental inputs and common mental health difficulties need to pay attention to the same. This implies that the academician needs to familiarize themselves with CAPRD in order to come up with effective interventions aimed at both the prevention and arresting the adverse effects of CAPRD on adolescents.

This information or suggestion is crucial as post-divorce parental alienation studies is essentially about child affected by parental relationship distress.

In parental alienation, the parenting processes from the two parents are relentlessly disturbed (Silva, 2022). This author found that parental alienation affects both relationships namely; the relationship between the child and the alienating parent as well as the relationship between the child and the TP. In order to shed lighter on this damaged relationship, the author mentions that a dysfunctional connection occurs between the child and the alienating parent while the connection with the TP is disturbed and may ultimately disintegrate in extreme instances. In addition, Silva (2022) maintains that the offspring is not in a position to adequately grieve the loss of the TP, who, moreover, will possibly be replaced by the AP's new spouse in an unsafe way.

The children who have been subjected to different categories of alienation namely; mild, moderate and severe exhibit different effects of the alienation which is manifested in the way they relate with the TP (Warshak, 2020). In addition, Warshak (2020) established the manifestation of parental alienation behaviours on a child as according to the following levels of severity; the mildly alienated child who may refuse to visit the TP. However, once they visit the TP, they may embrace the relationship until the visitation hours are over. The moderately alienated child on the other hand, strongly resists contacts with the other parent. It is noted that these children are principally rebellious, reserved and even disrespectful when in the presence of the TP. These children show unpredictability where in some instances they may treat the TP better. Warshak (in press) informs that a reasonably estranged child is on the path to becoming more ruthlessly alienated. On the other hand, the severely alienated child both abhors and dreads the TP (Verhaar, 2022). For instance, the child will resolutely refuse to have interactions with the TP or may do it resentfully. This gesture is predominantly aimed at stopping the court from sanctioning the reduction of time spent with the AP (Warshak,

2020). This is in sharp contrast as far as these children's interpersonal relationship with the AP is concerned. Warshak (2020) found that the contacts with the AP are preserved through the use of texts, emails, as well as cellular phone dialogues. In all these examples there is evidence that a sour parent-child relationship exists during parental alienation which is detrimental to the wellbeing of the children.

The effects of post-divorce parental alienation on the children are far reaching (Bernet, 2020; Harman et al. ,2019; Rowen & Emery, 2019) among others. For instance, Whitcomb (2016) mentions that although at the surface area, the short-term effects of parental alienation on children show that they are functioning sensibly well in their day to day lives. This picture may be deceiving because the children struggle with psychological, social and emotional problems. The reported outcomes of parental alienation among children in the western countries is disturbing because they have adverse effects on the wellbeing of adolescents. The current study therefore is aimed at establishing the relationship between parental alienation and adolescents' wellbeing in Kiambu County. This study discusses the outcomes of parental alienation under one broad classification, that is, psycho-social outcomes or challenges which essentially is the wellbeing of the adolescents. The mentioned psycho-social outcomes are discussed below.

Studies done in the developed countries have reported that parental alienation has detrimental effects on children's wellbeing. This objective explores damaged parent –child relationships and its effects on adolescence wellbeing. Harman, et al. (2019) found that parental alienation is associated with a damaged parent-child association. Other outcomes of parental alienation which are related to the compromised relationship are; behavioural challenges, cognitive challenges, attachment difficulties, detrimental emotions, formation of rigid negative beliefs, emotional deprivation, social exclusion/social marginalization and development of psychopathology (Harman et al., 2018; Rowen & Emery, 2019).

Interpersonal Relationships

All human beings have a fundamental need to belong (Karaman & Tarim, 2018; Seligman, 2016). In addition, Karaman & Tarim (2018) posit that those whose needs to belong are met are satisfied and have increased mental and physical wellbeing. To add on to this, Allen et al. (2022) maintain that social interactions play a dominant role in people's lives right from infancy to adulthood. Infants rely on parents and other care givers for basic needs like nourishment, housing, security, and emotional care. Furthermore, Karaman and Tarim (2018) maintain that the caregivers need to provide company, sanctuary and pleasure to infants and adolescents.

The crucial role played by the type of relationship children have with their children cannot be overstated. According to Loades et al. (2020) a positive warm relationship ensures a child is not socially isolated. Additionally, Loades et al. (2020) discovered that when parents meet the requirements of their offspring, they are essentially regulating their children's fondness, behaviour and even their functioning. Furthermore, Gunnar (2017) is of the opinion that the involvement of the child with a sensitive caregiver can shield a child from developing stress. Similarly, Almeida et al. (2022) found that there is a strong positive association between social isolation and anxiety. This implies that children who are socially isolated, are likely to develop anxiety problems. On the other hand, Lanjekar et al. (2022) attributes the development of depression in children to the lack of collaboration and support from parents. Therefore, the presence of a supportive relationship between the parent and their offspring play a pivotal role in ensuring they are not socially isolated. These two examples imply that having positive relationships with parents shields children from both anxiety and depression. Similarly, Gasser-Haas et al. (2021) found that quality parental backing and companionship as an important factor required by children in order to thrive. Moreover, Gasser-Haas et al. (2021) argue that parental support and comradeship translates

to healthy concept of self, societal proficiency as well as less incidents of undesirable behaviour.

Interpersonal relationships play a significant role during adolescence (Lennarz et al., 2016). In addition, Lennarz et al. (2016) postulate that these relationships are important for the acquisition of sound mental wellbeing. Reviewed literature on parental alienation reveal that the phenomenon is responsible for damaging parent-child relationship. It would seem that the damaged parent -child relationship spills over to withdrawal from peers resulting in an adolescent who is socially isolated. Probably, this is because the child has a negative view of self which emanates from feelings of guilt after betraying one parent or being neglected emotionally by parents. This falling out with parents and isolation from peer affects the wellbeing of children (Lennarz et al., 2016). Indeed, Lennarz et al. (2016) maintain that sound wellbeing of adolescents is dependent on incorporation and the approval of the peers. In addition, Wang et al. (2017) found that adolescents' mental wellbeing may be affected by problems in preserving social associations with peers. The authors further mention that this occurs due to absenteeism of a sense of fitting in, denunciation by peers, or a discontinuity in social associations. PDPA indeed hampers adolescents from thriving because most of the five pathways of wellbeing suggested by Seligman (2018) are jeopardized.

The term interpersonal relationships in this study incorporate all the numerous interactions individuals have with the following; associates, friends, household members, bosses (teachers) in the case of adolescents', guides, superiors in places of work, and with the community at large. Positive interpersonal relationships in the PERMA model (Seligman, 2011) which is largely adopted in this study, refer to feeling supported, treasured, and appreciated by others (Kun et al., 2016). Seligman (2016) maintains that incorporating relationships in the PERMA model is important because humans are essentially social beings. In addition, Mukherjee (2017) posits that interpersonal associations are achieved through

communication. Additionally, Mukherjee (2017) maintains that interpersonal interactions are accomplished and dissolved via communication. Moreover, Mukherjee, (2017) found that interpersonal communications enhance positive emotions.

Interpersonal relationships with important others (parents, siblings, step-parents) among others increase the individual's social wellbeing by shielding them from detrimental emotions and social seclusion (Loades et al., 2020; Standard et al., 2019). Although in parental alienation the chief target of abuse is the TP, it is children who are used to perpetrate this abuse. Saini et al. (2016) report that the children too are adversely affected by the campaign of the demeaning parent. This use of children as weapons therefore leaves them exposed and are at the risk of developing negative emotions (Saini et al., 2016). In addition, Saini et al. (2016) argue that the undesirable emotions put the children at risk of being socially secluded which jeopardizes their wellbeing. Moreover, Saini et al. (2016) have also established that the alienation can cause momentary or permanent separation from the denigrated or taunted parent thereby extinguishing hope for existence of healthy interpersonal relationship between parents and alienated children.

Common findings reveal that PDPA affects the social realm of adolescents in that it injures their association with parents (Amir, 2017; Brian, 2020; Harman et al., 2018; Silva, 2022). Moreover, Warshak (2020) informs that parental alienation affects children and is largely responsible for the difficulties adolescents experience as far as future interactions with peers is concerned. PDPA behaviours have been found to adversely influence the attachment styles children develop in adulthood. According to Silva (2021) the results or outcomes of parental alienating behaviours fall under three categories namely; mild, moderate and severe. In instances where a child is mildly alienated, they show resistance towards going to see the targeted parent. Nevertheless, as Silva (2022) found out, there exists a possibility of a heartfelt parenting as far as the child and parent relationship is concerned.

Additionally, Silva (2022) report that in severe alienation the affirmative affective parent–child connection is cut off and is also extremely challenging to restore even in family therapy.

Silva (2022) explains undesirable consequences of a damaged parent –child relationship. He posits that children estranged from one parent are at risk of developing depression and anxiety. This author informs that during the alienation progressions parenting is interrupted with the beleaguered parent and dysfunctional with the alienating parent. Consequently, the child is at a high risk of developing internalizing difficulties. Such examples include the development of depression and anxiety. Additionally, Silva (2022) found that the child is also at risk of developing externalizing problems, which include and are not limited to alcohol and drugs use as well as violence. Moreover, as Silva (2022) established, these problems occur during future developmental phases and through lifetime.

The adverse effects of the long periods of separation between the child and the TP in conjunction with parental alienation behaviours has been identified as being responsible for deprived psychological adjustment noted among alienated children (Vehaar, 2022). Similarly, Verrocchio et al. (2018) postulate that the long periods of separation between child and the TP implies that the child is devoid of love, nurturance from this parent and could cause irreparable damage of the association with the alienating parent in the long run. Other psychosocial problems associated with Parental alienation are as follows; feelings of rejection, the internalization of anger which is associated with undesirable psychological effects like academic decline, health complications among others (Balmer et al., 2018).

Research on PDPA shows that children who are alienated from one parent develop psychosocial problems (Aloia & Strutzenberg, 2019; Brian ,2020). Among the psychosocial problems noted on alienated children is that they struggle with bottled-up and repressed recollections and experiences (Bentley &Matthewson ,2020). Additionally, Aloia and Strutzenberg (2019) and Brian (2020) established that the suppressed reminiscences and

experiences put children at risk of developing anxiety, hostility, diminished intellectual functioning namely; having a thinking pattern which does not follow the general awareness of what is actual or factual. This therefore means that the alienated child may have reduced capability of differentiating internal world from external world. Moreover, Whitecomb (2016) mentions that the child may develop a reduced capacity for critical assessment and also struggle with cognitive distortions such as seeing things in white or black. This would seem to imply that the alienated child sees the AP as all good while the TP is seen as all bad.

On the other hand, Harman et al. (2016) carried out a systematic review involving literature on PDPA using electronic databases namely; PsycInfo, MEDLINE, SCOPUS, Web of Science, PubMed, Cochrane Library, DART-Europe, ProQuest, Wiley, TESEO and Dialnet. The results of this review showed that children exposed to parental meddling and alienation have the following symptoms; display of hopelessness and anxiety indications, a higher risk of abnormal psychology, lesser self-esteem and self-reliance in maturity, alienated children have an advanced alcohol and drug usage rates, parental affiliation difficulties, insecure attachment, inferior life quality, higher divorce rates, feelings of loss, rejection and guilt. Additionally, the authors posit that respondents have reported a recurrence of these alienating behaviours on their children either by their spouses or even their own grandparents. Similarly, Brian (2020) found that the long-term effects of parental alienation on children comprise of depression, substance misuse problems (Aloia & Strutzenberg, 2019; Harman & Birigen, 2016), the children have injured self-esteem (Harman et al., 2019; Verocchio, 2015) they also develop personality complications as well as identity problems.

Baker and Verrocchio (2016) carried out research in Italy using adult parents who were alienated as children. The findings revealed higher depression scores in men reporting having experienced alienation as children irrespective of the gender of the parent who executed these actions. Additionally, these researchers found that in women, PA by mother's

upsurges depression scores, being immaterial concerning the father. Furthermore, Baker and Verrocchio (2016) report that respondents stated these outcomes are purely due to exposure to parental estrangement behaviours and not parents' marital position. Both Verrocchio et al. (2019) and Rowen and Emery (2019) concur with this finding and inform that parental denigration is also associated with higher levels of depressing symptoms, irrespective of parents' marital standing.

Additionally, Brian (2020) and Harman & Birigen (2016) found that the extended periods of separation of the offspring from the parent adversely affects the children's psychosocial domains. To substantiate this claim Brian (2020) inform that alienated children develop the conviction that the TP is unsafe and unworthy. Consequently, brainwashed children lose the capability to offer and receive affection from the targeted parent. Brian (2020) outlines the psychosocial effects of parental alienation as follows: low self-esteem, self-loathing, lack of trust, depression, substance misuse and other forms of dependence. On the other hand, Harman et al. (2018) looks at PDPA as a form of family violence, thus child abuse and which has adverse outcomes on children. In addition, Harman et al. (2018) posit that parental alienation is a case of intimate partner violence (IPV) which has been documented as causing children harm. Additionally, (Verhaar et al. (2022) posit that most of the impairment initiated by parental alienating conducts falls under the classification of psychological injury. Moreover, Harman et al. (2018) explain that in forensic settings such damages emanating from PDPA come under three kinds namely; chronic aches, traumatic brain damage and posttraumatic stress or anguish. Parental alienation also is positively associated with adjustment disorders as well as anxiety and depression (Brian, 2020; Harman et al. 2018)

Parent –Child Relational Problems and Behavioural Challenges

American Psychiatric Association (2022) lists behavioural difficulties which emanate from parent-child relational difficulties. These include insufficient parental control,

management and involvement with the child, excessive parental protection or gate keeping, extreme parental pressure, squabbles that escalate to intimidations of physical aggression and evasion of problems as opposed to getting solutions to problems. In line with the behavioural impediments listed in American Psychiatric Association (2022) during parental alienation, the TP has inadequate or lacks parental control, it becomes challenging for him or her to be involved in the supervision of the child, the children are subjected to extreme parental protection by the AP least they associate with the TP, gate keeping does occur, children are coerced to reject the TP, they are subjected to threats and intimidations for displaying any signs of fondness for the TP (Harman & Birigen, 2018). Moreover, as Austin and Rapport (2018) discovered they may also be subjected to physical aggression. These are the characteristics of obsessed alienators who in terms of severity their behaviours are classified as severe alienation. The above listed behaviour damages relationship between parent and child and consequently compromises the child's wellbeing.

Post-divorce parental alienation has been listed among childhood adverse experiences (Woodall, 2017). A child with adverse childhood experiences (ACE) emanating from being involved in inter-parental conflicts is not capable of flourishing when compared with the children who have not been subjected to this phenomenon (Kwong & Hayes, 2017). In addition, a blossoming child will seek choices that are beneficial and also build resilience to be exploited during stressful conditions. Thus, this child is not likely to react with behavioural difficulties which is associated with delinquency in a child (Kwong & Hayes, 2017; Opondo et al., 2017). Delinquency in a child could be attributed to lack of guidance from a parent as a result of a damaged relationship between the child and a parent or parents (Kwong & Hayes, 2017). A child lacking guidance from a parent and who is already a delinquent may be incapable of employing adaptive coping strategies when faced with other traumatic experiences later in life. This therefore means that the child will employ ineffective

coping mechanism in order to cope with the guilt of having denounced one parent for no justifiable reasons. It might be challenging for a child who employs maladaptive coping strategies such as use of alcohol and other substances of abuse to flourish in the pillars of healthy relations and having a sense of accomplishment.

Parent –Child Relational Problems and Cognitive Challenges

Among the cognitive complications listed in American Psychiatric Association (2022) as emanating from parent-child relational problems are negative ascriptions of the other person's intents, aggression toward or scapegoating of the other and unjustified feelings of separation. This negative ascription by the children implies that their relationship with the parents is marked with distrust and suspicion. The above-mentioned parent-child relational difficulties have been associated with development of psychopathology. Studies have widely documented the negative impact of parental alienation on children. Among them are “the development of psychopathology in children namely; depression, anxiety, substance abuse and conduct disorders” (Verrochio, 2018, p. 603). This psychological influence has been documented as one factor that undermines children's wellbeing (Platt & Bedwell, 2022; Verhaar, 2022). Children who are subjected to parental alienation suffer from detrimental emotions. Furthermore, it is these negative emotions that trigger, sustain or maintain anxiety and depression. In an attempt to cope with the pain, the children may resort to maladaptive coping mechanisms like the use of drugs (Tran & Lumley, 2019). Furthermore, parentally alienated children may also engage in acting out behaviours as a consequence of damaged parent-child relationship. It is thus evident that healthy interpersonal relationships with parents play the role of shielding the children from negative emotions. Where healthy parent-child relationship exists, the child has the capability to enjoy warm, intimate, satisfying, and trusting give-and-take relationship with family members. Parental alienation undermines the loving parent-child relationship which has adverse effects on children's wellbeing.

Harman et al. (2018) found that one of the characteristics of psychological aggression evident in parental alienation is the use of verbal and nonverbal communication with the intention of harming the other person psychologically. Communication and more so meaningful communication between parents and children is a key indicator of positive interpersonal relationships and increased wellbeing among the children. However, in PDPA the children are harmed psychologically when they are denied love by the AP as a result of showing affection to the TP (Harman et al, 2018). Through this kind of communication, a child's emotional and social security is lost making it hard for the child to enjoy warm, warm, satisfying, and trusting give-and-take relationship with family members, associates, neighbours, and community members. This is attributed to the psychological challenges adolescents grapple with as a result of being subjected to parental alienation (Miralles,2022; Silva ,2022; Velaar, 2022). Such adolescents are not capable of enjoying healthy interpersonal relationships with both parents and peers and this jeopardizes their wellbeing.

Parent –Child Relational Problems and Social Exclusion/Social Marginalization

Studies conducted on the effects of a injured parent-child relationship on a child shows a positive correlation between the injured parent-relationship and social exclusion or social marginalization (Silva, 2022). Social exclusion is detrimental to the wellbeing of children (Martinez et al., 2021). According to Martinez et al. (2021) social marginalization has the effect of causing broad mental and behavioural alterations in governing a person's sense of belonging. The authors further assert that the need to belong to significant others and peers has existed since the evolution of mankind. Additionally, Silva (2022) informs that parental alienation affects children and is largely responsible for the difficulties adolescents experience as far as future interactions with peers is concerned. Social barring or isolation is therefore counterproductive in that it has far-reaching undesirable outcomes. The end result is

that those socially isolated ends up with decreased emotions of belonging, reduced self-esteem, and as such may lack meaning and purpose in life (Macia et al., 2021).

Parent Child -Relational Problems and Formation of Rigid Beliefs

An injured parent –child relationship has been associated with anti-mattering feelings among children exposed to post-divorce parental alienation (Miralles ,2020). In parental alienation, one parent forces the children to cut ties with the other parent for unjustified reasons. Such a demand by the AP may cause the adolescents to develop rigid beliefs of not mattering or not being significant in as far as their relationship with parents is concerned. The term mattering to parents according to Flett et al. (2022) embraces five components that comprise adolescents’ reassurance that parents view them as important and significant, show interest in them, pay attention to them, depend on them and are concerned with their destiny. These rigid beliefs go hand in hand with detrimental emotions noted among children who have been subjected to parental alienation.

Parent –Child Relational Problems and Attachment Difficulties

Literature suggests that a damaged parent child relationship is associated with both relational challenges and attachment complications among adolescents (Verrocchio, 2018). This emanates from the feelings of inadequacy, which are brought about when alienated adolescents begin to perceive themselves as not important to both their parents and peers. When these undesirable beliefs dominate the lives of the alienated children, they are also likely to develop unhealthy feelings emanating from thoughts of being unloved or rejected. These thoughts are associated with low self-esteem, anxiety, depression among others (Spruit et al., 2020). Adolescents who harbor negative emotions and unhelpful beliefs may find it challenging to enjoy warm, intimate, satisfying, and trusting give-and-take relationship with family members, associates, neighbours, and community members. They are more likely to isolate themselves from both parents and peers leading to compromised wellbeing.

Studies divulge that alienated children continue to experience the long-term effects of the alienating behaviours in adulthood (Verrocchio, 2018). One of the long-term effects of alienation behaviours is the development of insecure attachment (Miralles et al., 2021; Verrochio, 2018). In addition, the author adds that the lies told to the children about the parent who is depicted as all bad makes the child loose trust in the TP. Moreover, the child is exposed to long periods of separation (Verrochio, 2018). This separation results in the development of insecure attachment (Scharfe,2017).

Lack of secure attachment with others affects adolescents' wellbeing in that they become either anxiously attached or avoidantly attached which makes forming future relationships with others a daunting task. Quality relationship among partners comprises affection levels, capability to trust a partner, recounted gladness, contentment levels, pledge or level of commitment, ability to communicate effectively, conflict occurrences, duration of the association, and global security with the mate (Rowen & Emery ,2019). Furthermore, the above cited domains are personal in nature and arise from self-report and discernment. Those with insecure attachment emanating from parental alienation may thus have challenges interacting with their spouses which hinders them from flourishing.

Parent –Child Relational Problems and Emotional Deprivation

It can be contended that children who are subjected to post-divorce parental alienation are also victims of emotional abuse and/or overall negligence and abandonment (Hillis et al.,2017). Similarly, Harman et al. (2018) report that these children are likely to exhibit behaviours and somatic indications which are directly linked to the parent's actions and indifference for the child's emotive and physical wellbeing. Giving an explanation of how negligence of children happens, Silva (2022) mentions that the Ap's direct their energy towards hurting the TP leaving them with no time for the children. It appears therefore that the children are left emotionally deprived because a stressed parent (TP) may not be in a

position to meet the emotional needs of their children (Spinelli et al., 2020). Furthermore, Saini et al. (2016) found that alienated children experience somatic indications which relate to their physiology. In addition, Saini et al. (2016) established that the somatic symptoms are exhibited in stomachaches, headaches, among other warning signs. The manifestations of somatic indicators in alienated children may hamper the nurturance of positive associations with the parent.

Alienated children are reported to develop negative emotions. For instance, Aloia and Strutzenberg (2019) posit that alienated children have high amount of self-loathing, have insecure attachment, struggle with the emotions of guilt. The development of insecure attachment may be explained by the fact that children have been brainwashed by the AP to believe one parent is dangerous and not safe to live with. The development of guilt among children seems to emanate from the child's realization that they rejected the TP for no justifiable reasons (Aloia & Strutzenberg, 2019; Brian, 2020). Moreover, Brian (2020) further informs that these negative emotions are detrimental in that they are responsible for causing austere psychological wounds. These wounds further negatively affect relationships with spouses and children in adulthood. The epitome of this as Brian (2020) found in his research, is that those who rejected one parent as a result of being brainwashed by one parent risk being rejected by their own children.

Moreover, Aloia and Strutzenberg (2019) and Harman et al. (2018) found that alienated children also develop fear, phobias, experience attachment difficulties as well as lack of trust for self and others. In addition, Brian (2020) reports that the alienated child internalizes the loathing they experience for one parent. Moreover, as Brian (2020) found out, alienated children falsely believe that the TP neither loved them nor wanted them. Birigen (2018) also reports that in parental alienation a child receives love if she or he shows no affection for the TP, children may be forced to return gifts they receive from the TP as well

(Verrocchio,2017; Harman et al., 2018). The children thus receive conditional love as opposed to unconditional love. Such children are likely to feel unloved, feel not significant to their parent and have feelings that the AP does not recognize their existence.

The involvement of adolescents in inter-parental conflicts occurring during parental alienation undermine adolescent's interpersonal relationships with both significant persons and others. This has been shown to have serious consequences on their wellbeing. Positive relations are further undermined when the child struggles with unjustified feelings of separation from the other parent. Separating children from one parent has negative outcomes on them which may last for long (Waddoups et al., 2019). For instance, Waddoups et al. (2019) observed that the alienation of children from one parent is made worse by long duration of the separation and has adverse effects on adolescents' social-emotional progress, wellbeing as well as on their mental health. Furthermore, it would be challenging for emotionally derived adolescents to thrive as far as inter-personal relationships with both parents and with peers are concerned.

Based on cited literature, post-divorce parental alienation undermines loving parent-child relationships and relationships with others and consequently compromises adolescents /children's wellbeing. Inter-personal relationship constructs namely; parent –child relationship and relationship with others broadly speaking have been used to arrive at this conclusion. The current study therefore aims to investigate whether PDPA affects interpersonal relationships of adolescents in selected Sub County schools in Kiambu County.

Parental Alienation and Sense of Accomplishment among Adolescents

The term accomplishment denotes pursuits that happen in life in order to become winners (Seligman,2018). Additionally, accomplishment often necessitates perseverance as well as resilience, and could embrace academics, sports, or career attainments. On the other hand, Kun et al. (2016) suggests that accomplishment indicates leading a fruitful, meaningful

life. The other names used interchangeably with accomplishment are achievement, environmental mastery and competence (Madeson,2019). Additionally, Madeson (2019) postulate that accomplishment or environmental mastery is the capability of an individual to execute most of the available resources which fortifies their coping capability. Furthermore, Madeson (2019) maintains that this ability enables one to manage the complexities of everyday life. The arena of optimistic psychology proposes that persons will flourish in their lives to the extent to which they consider themselves to be of significance to others (Macdonald et al., 2020). In addition, Macdonald et al.(2020) hypothesize that mattering is similarly connected with many facets of optimistic affects. This would seem to suggest that those with anti-mattering feelings are likely to have sense of accomplishment hampered. In the current study, sense of accomplishment refers to the adolescent's proficiency at a given task, having the motivation to accomplish tasks deemed by them to be difficult while being exposed to post-divorce parental alienation behaviours.

A sense of triumph or achievement is made possible through the following; moving in the direction of and attainment of stated goals, becoming skilled at an enterprise, and having self-motivation to finish what one set out to do (Madeson,2019). Additionally, Routledge (2018) argues that those having meaning in life enables them to go in pursuit of their goals hence having a sense of accomplishment. Therefore, those without meaning in life have their sense of accomplishment hampered. Moreover, Seifert et al. (2023) established that a sense of accomplishment is realized through the following; assistance of students, cooperation among associates, positive contribution to a larger community.

Accomplishment; thus, endorses wellbeing because individuals can look at their lives with a sense of pride if they feel they lived it well. However, Harman et al. (2019) report the following lasting effects of parental alienation on adult and which are likely to hamper a sense of accomplishment in them. These effects are; low self-esteem, depression,

drug/alcohol abuse, mistrust, alienation from own children and higher cases of divorce as compared to those not alienated.

On the other hand, Sher (2017) carried out research among adult men who were exposed to post-divorce parental alienation as children. The findings revealed that those alienated had their mental wellbeing negatively affected in the sense that they struggled with the following emotions; feelings of remorse ,grief, low or depressed mood, truncated sense of self-worth ,showed deficiency in self-assurance ,experienced anguish and frustration, had impulse control challenges ,had drugs and substance misuse , engaged in antisocial conduct, displayed anxiety difficulties , had certain obsessions, were at risk of developing self-induced illness (psychosomatic), harbored suicidal thoughts ,experienced sleep and ingestion maladies, showed scholastic problems, had regression problems specifically, bedwetting and stool incontinence .

Additionally ,explored literature reports lasting effects of parental alienation to include ; having sad moods , inability to trust people and situations ,facing estrangement from their offspring ,annulment of marriages , difficulties with distinctiveness and lacking a sense of fitting in or having roots, opting not to sire children due to fear of being rejected by their very own, low accomplishments ,displayed rage and acrimony emanating from feeling of having not spent meaningful time with TP (Warshak,2020) .Moreover, other findings were that those fathers who were totally estranged from their children were depressed and suicidal. These symptoms derange the efforts of alienated children to attain a sense of accomplishment whether as adolescents or adults.

From the findings given by Warshak (2020) achieving a sense of accomplishment may be a daunting task for children who are subjected to post-divorce parental alienation (Koszyk & Bernet ,2020; Sher, 2017). Koszyk and Bernet (2020) and Sher (2017) attribute challenges in having a sense of accomplishment to the following factors; alienated children

often grapple with feelings of remorse which emanate from their rejection of a parent for no justifiable reasons. In other instances, the alienated child argues vehemently that the decision to reject the other parent is not influenced by the AP (independent thinker phenomenon) knowing very well it is. Therefore, it may be difficult for such children to look back and have a sense of pride derived from their life accomplishments.

Additionally, Harman and Matthewson (2021) established that Children subjected to parental alienating behaviours might develop a disordered sense of self-perception and may lack the capability to remember how to have faith in their perceptions and emotions, resulting in an undefined identity, absence of self-esteem, and profound insecurity. These findings could hinder a sense of accomplishment among alienated children. Moreover, the findings by Sher (2017) that those alienated as children struggle with emotions of anguish and have no impulse control implies a possibility of them relying on substance and drugs in order to numb their pain makes attaining a sense of accomplishment a daunting task. It would seem therefore that, efforts to have a sense of accomplishment may not be easy for children grappling with this internal state of affairs.

Post-divorce parental alienation is a form of child cruelty and abuse where children are intimidated by the AP (Harman & Birigen, 2018). This is manifested in the formation of coalitions between one parent and the children against the other parent. Cruelty to children occurs when AP'S often cast-off, humiliate, or make their children feel regretful for sharing any loyalty or warmth toward the TP. This cruelty may be extended to the TP's extended family which may include step-siblings, grandparents (Harman & Birigen, 2018). Repeated maltreatment of children and exposure to conflict and violence has been associated with severe internal and external outcomes. Such outcomes include; poor academic performance, impaired physical wellbeing, nervous impairment, Platt and Bedwell (2022) as well as undesirable influence on brain development (Corras et al., 2017; Martinon et al., 2017). The

children with the above-named challenges are less likely to thrive in the pillar of sense of accomplishment, meaning and purpose as well as inter-personal relationships.

The adolescent's wellbeing may be threatened or hindered by the absence of environmental mastery skills and social integration. This happens when the child is forced to denounce one parent for unwarrantable reasons. As discussed above this gesture impairs the child-parent relationship with. This is a serious situation because parents are the socializing agents for children (Bauerian, 2015). Moreover, forcing a child to reject a parent does not allow for differentiation of self on the part of the child. This is a concept borrowed from family systems theory. On the contrary those not differentiated become enmeshed with the AP. Enmeshed children cannot be relied on to make independent decisions or express their opinions and desires openly. These children therefore may not have a sense of accomplishment

Based on the discussions above, there is a possibility of alienated children comparing themselves with others and finding themselves sadly wanting. This implies self-criticalness which emanates from difficulties experienced in the process of alienation. Self-acceptance may thus prove to be a huge task for adolescences. Lack of self-acceptance is likely to trigger feelings of rejection where those involved have a negative intra-personal relationship. The same are also likely to believe and feel rejected by others. The end result would be an adolescent who is grappling with self-acceptance.

Reviewed literature seems to support the notion that alienated children may not look back at their lives with a sense of pride which hampers their wellbeing. It seems like challenges in inter-personal relationships contribute towards challenges in acquisition of a sense of accomplishment among adolescents. In conclusion extant literature reveals that most children involved in inter-parental conflicts may have their effort to have a sense of accomplishment mired. This is attributed to the following; challenges in the academic realm,

struggle with emotions of guilt and shame which translates into low self-esteem, they also have low sense of worth. The current study was interested in answering the question whether post-divorce parental alienation effects adolescents' sense of accomplishment in Kikuyu Sub County mixed day high schools in Kiambu County.

In summary, adolescents subjected to parental alienation behaviours are likely to experience undesirable emotions which are associated with the phenomenon. These negative emotions are likely to interfere with interpersonal relationships with parents and also hamper development of positive relations with others. Harman (2016) reports that these children may have challenges starting and upholding positive relations with peers. Subsequently, the adolescents may have their social wellbeing hampered as a result of the impaired relationship with the AP and having challenges in having meaningful relationships with peers.

Parental Alienation and Adolescents' Meaning

The term meaning denotes having a belief or involvement in something bigger than oneself which could be resulting from religion, piety or even backing or support (Kovich et al., 2022). In addition, there has been a consensus among authors that having meaning in life is an imperative psychological requirement which plays a significant role towards flourishing and also health (Czekierda et al., 2017; Disabato et al., 2017; Flett et al. 2022; Routledge & FioRito, 2021; Vail III, 2020). On the importance of having a meaning in life, Vail III (2020) mentions that an increasing body of investigation categorizes significance in life as one of essential human requirements that strongly impacts both psychological as well as physical wellbeing of individuals. Many authors have posited that the term meaning in life refers to coherence, purpose and significance (Martela & Steger, 2016). According to Martela and Steger (2016) there is need to discriminate these three meanings of meaning. Additionally, Martela and Steger (2016) define coherence as a sense of directness and one's life making sense, purpose signifies a sense of central goals, aims and direction in life while significance

concerns a sense of life's integral value and having a life worth living. Indeed, there are those who have adopted a three-dimensional connotation of meaning in life mentioned above (Heintzelman & King, 2019). However, George and park (2016)) inform that there are other authors who have treated the words meaning and purpose as indistinguishable while others have treated the two as different concepts. The term meaning in this study is used simultaneously with purpose. In other words, the two terms are used interchangeably.

According to Routledge and FioRito (2021), persons who see their lives as full of importance live longer, are healthier, and cheerful as compared to those who do not view their existence as significant. Additionally, Routledge and FioRito (2021) posit that the accrued benefits of having a purpose in life are the following; having a global positive mental wellbeing, reductions in the threat of depression, reduction of addictions in persons, and less likelihood of committing suicide. In addition, meaning is also confidently associated with bodily health and prolonged existence (Czekierda et al., 2017). Moreover, having meaning in life is not only beneficial to persons but is also beneficial to the society which flourishes as a result (Hooker et al., 2018; Routledge, 2018). In addition, Hooker et al. (2018) and Routledge (2018) postulate that having meaning in life clearly contributes to mental and bodily health as a result of its motivational and self-regulatory characteristics. According to Hooker and Masters (2018) it is having meaning in life, as opposed to wellbeing pointers like, affirmative affect or optimism, which certainly predicts bodily activity. Additionally, Hooker and Masters (2018) found that when individuals are thoughtful about what offers their lives meaning, it is also probable that they also participate in doing bodily workout as well as exercising for extensive intervals, despite them being physically sluggish previously.

According to Kalashnikova et al. (2022) meaning is a significant psychological reserve both in circumstances of accomplishment as well as in situations of continuing adversity and mental crisis. Additionally, Kalashnikova et al. (2022) posit that meaning in life

motivates the reasons for remaining alive in both everyday as well as in critical situations, thus satisfying a cushioning purpose with respect in as far as life adversities are concerned. On the other hand, Schippers and Ziegler, (2019) suggest that the process of attaining meaning in life involves significant interventions. Firstly, ascertaining one's values as well as passion; secondly, reflecting on present and desired capabilities and habits; thirdly, reflecting on current and upcoming social life; fourthly, pondering on a likely future profession; fifthly, writing down the best future and sixthly, writing the precise goal attainment as well as making open commitment to the written down goals.

Meaning in life is the fourth pillar in the PERMA wellbeing theory (Seligman ,2018). When adolescents develop meaning in life, they are also likely to have feelings of accomplishment which is the 5th pathway identified by Seligman (2018). Within the framework of PERMA, meaning is connected with the sensation of having a purpose in one's life time or being involved in a cause bigger than one's self (Steger, 2018). Those with a life purpose have been reported to experience life gratification, self-realization, and have emotions of contentment in several domains (Czyżowska & Gurba, 2022). Among the factors identified as playing a vital role towards students' sense of meaning and purpose in the school environment are the following; being fully immersed in school undertakings and experiencing instances of flow , having feelings of fitting in the school , being involved in a cause greater than the self ,achieved through involvement in communal service, offering yourself to do the tasks involved , and applying personal character assets (Czyżowska & Gurba, 2022; Shoshani & Slone, 2017).

According to Czyżowska and Gurba, (2022) having a meaning in life is associated with decreased incidents of sleeplessness, anxiety, melancholy as well as stress. Additionally, Czyżowska and Gurba, (2022) maintain that the term meaning encompasses being decisive in matters concerning the future. Moreover, Czyżowska and Gurba, (2022) assert that persons

who have the capacity to make sense of their experiences are likely to attain their psychological health. This is attributed to the fact that they are able to make meaning of their past and present life despite how grim it may be and also have a purposeful future in spite of life's capriciousness. It could be argued that the reverse is true for those who have no meaning or purpose in life which adversely affects their mental wellbeing.

Literature on adolescents' emotions which convey the meanings they make out of post-divorce parental alienation is scarce. What is available is inter-parental conflicts and the meanings children involved make out of the same. Meanings of the adolescents is drawn from their emotions and indeed Xerxa et al. (2020) is of the opinion that for those studying the effects of inter-parental skirmishes on offspring's emotional growth, it is more beneficial to think through children's reactions to these battles as a significant variable. These responses effectively indicate how children are processing and creating meaning from the inter-parental conflict they witness, particularly in relation to their own goals, desires and needs.

The current study was on the relationship between PDPA and adolescents' wellbeing. Reactions of children to parental conflicts were considered in order to arrive at the meanings they make out of the same. Considering children's emotion and reactions in relation to these conflicts again is appropriate because it is from such emotions that the meanings, they make out of these experiences can be derived. Cognitive and behavioral theory posits that individuals' interpretation of circumstances effect their reactions as opposed to the situation itself (Beck & Fleming, 2021). Consequently, the feelings among adolescents involved in or subjected to parental alienation informs the meanings they make out of these conflicts. In a study involving a meta-analysis on statistics of children exposed to inter-parental conflicts in Australia, West Rupp et al. (2015) discovered that these conflicts affected millions of off springs yearly and the numbers were escalating. This was attributed to the fact that statistics of reported cases of intimate partner vehemence had amplified in the previous six years.

Further, West Rupp et al. (2015) maintained that these statistics were underreported as they were largely gathered from the law enforcement agency, child wellbeing organizations, and family court accounts which only captured the most austere forms of mental, physical and emotional cruelty.

The reactions of children towards inter-parental conflicts are key in that they are largely informed by the meaning children make out of them (Xerxa et al., 2020). Thus, the recommendation by Xerxa et al. (2020) to explore children's reactions to inter-parental conflicts is important because these responses and reactions efficiently indicate how children are processing their experiences and the meanings, they attach to them. These responses are drawn as the children witness the conflicts and principally in relation to their own goals, desires and requirements (Xerxa et al., 2020). Of relevance to the current study is that Xerxa et al. (2020) mention that these responses inform how children interpret and cope with inter-parental conflicts. These reactions of the children are a pointer to the concept of perceived mattering in adolescents in relation to inter-parental conflicts (Dixon & Andrea, 2016).

The term mattering was first theorized by Rosenberg & McCullough (1981). Matera et al. (2020) informs that the term mattering was first coined in a study carried out by Rosenberg and McCullough (1981) on self-esteem using adolescents' population. Additionally, Matera et al. (2020) report that the term mattering has its roots from the notion that all human beings have an inherent yearning to matter to others, to feel desired, required by others and to feel important to them. Indeed, Matera et al. (2020) also theorize that it is crucial for persons to see others demonstrate interest in them, in as far as their judgments, philosophies, feelings are concerned and that these yearnings are fundamental to the development of humans with healthy wellbeing throughout their lifespan.

Moreover, Matera et al. (2020) report that the concept of feeling wanted, feeling that one is needed by others and mattering to significant others is fundamental because it gives

meaning in people's lives or rather it makes them have a reason for living. Furthermore, Rosenberg and McCullough maintained that all persons experience changeable perceptions of overall mattering in different settings namely; society, workplaces, and in relation to interpersonal relationships. The latter concerns how people interact with others and whether they perceive themselves as being needed, valued and being significant to them. Therefore, mattering is a central aspect of a person's concept of self (Czyżowska & Gurba, 2022; Flett et al., 2022).

According to Matera et al. (2020) perceived Mattering, where one feels valued, significant in their interactions with family and society is important to a person as it provides a protective factor and thus the capability of an individual to withstand life stressors. In addition, perceived mattering enhances mental health as it plays a pivotal role of in the formation of self-concept and sense of fitting in. Matera et al. (2020) argue that self-esteem and perceived mattering to both family and friends might predict different domains of wellbeing. This is of relevance to the study in that it is about post-divorce parental conflicts and adolescents' wellbeing. When children have perceived mattering, they are likely to have healthy self-esteem, have constructive thoughts which enable them to look at the inter-parental conflict as an occurrence which they have no control of, remind themselves that the conflicts are their parent's and not theirs, see the need to remain objective and thus refrain from being triangulated. The terms mattering and anti-mattering are disused in this study in relation to how adolescents perceive themselves in as far as parental alienation and inter-parental conflicts are concerned.

The sense of mattering is also defined as a person's perception of being significant for other people (Rosenberg & McCullough cited in Matera et al., 2020). In addition, Matera et al. (2020) informs that perceiving yourself as being of significance to others is vital for two imperative purposes namely; it increases a person's sense of fitting in as well as giving one

a sense to one's existence (Matera et al., 2020). Further, Matera et al. (2020) mention that different perceptions can be experienced by persons based on their noteworthy associations with families and companionships. The important role played by mattering cannot be overstated (Matera & Meringolo et al., 2019). Consequently, Matera and Meringolo et al. (2019) arrived at the conclusion that Mattering is a fundamental constituent of a person.

According to Marshall and Tilton-Weaver (2019), mattering to parents embrace five components. These components are; adolescents' reassurance that parents view them as important and significant, show interest in them, pay attention to them, depend on them and are concerned with their destiny. Going by the above-mentioned components, adolescents require constant assurance from parents during post-divorce parental conflicts that they, parents view them as imperative and significant, pay attention to them or recognize their existence or presence, demonstrate dependability on them and care about their purpose in life. Extant literature on parental alienation informs that a child receives love if she or he shows no affection for the TP (Harman & Birigen, 2018). This is conditional love, the children may also be forced to return or discard gifts they got from the TP during visitation (Harman et al., 2018; Verrochio & Marchetti, 2018). Such children are likely to feel unloved, feel not significant to their parent, have feelings that the AP does not recognize their existence, and does not care about their purpose in life. Children harboring these sentiments towards one parent or even both may not thrive because their meaning pillar of wellbeing is compromised.

Literature on adolescents' emotions which convey the meanings they make out of post-divorce parental alienation is scarce. What is available is inter-parental conflicts and the meanings children involved make out of the same. Meanings of the adolescents is drawn from their emotions in relation to their reactions towards parental battles. PDPA is an example of such conflicts and which is under scrutiny in this study. These responses effectively indicate how children are processing and creating meaning from the inter-parental

conflict they witness, particularly in relation to their own goals, desires and needs. (Vehaar, et al., 2022). Reliance on this literature is valid because post-divorce parental conflicts are essentially inter-parental conflicts where children are drawn into the conflicts. Many studies have mentioned low self-esteem as a negative outcome of inter-parental conflicts in instances where children are involved (Vehaar, et al., 2022).

On the other hand, Matera et al. (2020) postulates that there is a difference between mattering and self-esteem. According to Matera et al. (2020), self-esteem denotes how good, praiseworthy, or how proficient a person is globally. In addition, Matera et al. (2020) argue that self-esteem is seen as the assessment of one's description of self while mattering denotes a person's perception of being acknowledged as significant by others which is pointer to a relational aspect. Above last-mentioned author also asserts that those with healthy Self-esteem are likely to have lesser psychological problems namely; anxiety, depression and distress. In addition, he mentions that those with healthy self-esteem are likely to report life gratification, cheerfulness, and overall wellbeing. This information is relevant to the study because perceived mattering is associated with healthy self-esteem (Matera et al., 2020) and sound mental health.

Among the symptoms reported by Silva (2021) emanating from parental alienation include: hopelessness, academic failure and health challenges. Furthermore, Verhaar, (2022) found that the alienated children develop attachment complications making them distrust others as well as themselves. This distrust is as a result of the meaning children make out of the inter-parental conflicts and from their parents' attempt to triangulate them into their conflicts. There is a positive association between perceived mattering and healthy self-esteem where those with healthy self-esteem have been reported to have lesser psychological problems. In sharp contrast, those with anti- mattering feelings are perceived as having lesser wellbeing (Flett et al.,2022).

According to McComb et al. (2020), advanced emotional state of anti-mattering refers to an individual's feeling of not being invisible and important to other. Additionally, McComb et al. (2020) established that fears of not counting were related to larger amount of loneliness together with reduced sense of counting to friends. Moreover, McComb et al. (2020) established that those with anti-mattering feelings suffered from loneliness. Harman et al. (2018) reports that some AP may instruct their children to refer to them by their first name to create the illusion that they are equal with the children thus making it easier for them to form alliance with them. Indeed, in some instances the AP may make children drop their surname, in favour of the AP's maiden name which is usually different from the children's surname in an effort to publicly reject the TP (Harman & Birigen, 2018). All these alienation tactics leads to the loss of identity for the children involved as confusion rule their lives. With this scenario the adolescents are likely to question the reasons for living which are fueled by thoughts of not mattering to parents. In addition, going by the five components of mattering to parents listed above, the adolescents would find it hard to belief they are of value to their parents. In the alienation experiences discussed above, any reassurance from parents and especially the AP might not make sense to the adolescents. This is because the AP has totally disregarded their thoughts, feelings and opinions as manifested in the alienating behaviours.

The children involved in post-divorce parental alienation are harmed psychologically when they are denied love by the AP as a result of demonstrating affection to the TP (Harman et al, 2018). Through this kind of communication, a child's emotional and social security is doomed and it makes it hard for the child to enjoy warm, intimate, satisfying, and trusting give-and-take relationship with family members, associates, neighbours, and community members. This is attributed to the psychological challenges adolescents grapple with as a result of being subjected to parental alienation. Talking about situations or factors which allow people to get a sense of meaning Kun et al. (2017) posit that the same is acquired

through being involved in a cause bigger than self. Children who receive conditional love may feel unloved and experience the pain of rejecting the TP for unjustifiable reasons and are likely to grapple with anti-mattering sentiments. Such children might find it hard to have feelings of belonging to their family and only remain there due to the fact that they have no other options available for them. Therefore, meaning and purpose in life may be largely absent among the alienated children which is a pointer to a compromised wellbeing.

Indeed, Baker and Eichler (2016) carried out a study of adults who had experienced parental alienation as children and documented the following effects of austere parental alienation on them namely; low concept of self-alongside self-loathing, distrust, as experienced by those with depression symptoms, drugs misuse and other practices of obsessions. This can be attributed to the inability by children to give and also receive love from one parent. In addition, Baker and Eichler (2016) mention that self-loathing is principally worrying amongst affected offspring. The two authors again attribute self-loathing to internalized hatred harbored towards the AP. Furthermore, these authors maintain that this behaviour is common among alienated children.

The defamation of the TP by the AP result in children becoming certain that the AP who used lies to make them hate the other parent neither loved them nor had any need for them (Baker & Eichler 2016). In addition, these authors found that this perception and meaning made out of alienation behaviours employed by the AP has dire repercussion on the affected children who in later life become engulfed with feelings of extreme sorrow emanating from the betrayal of the TP (Baker & Eichler 2016). The depressed feeling experienced by the children is embedded in feelings of both being loathed by the AP, and from separation from the non-custodial parent (TP). Moreover, Baker and Eichler (2016) report that the alienated children are not accorded the opportunity to bemoan the loss of the

TP or even refer to them in their conversations. From the discussion above it is quite clear that alienated children develop anti-mattering feelings in regard to their treatment by the AP.

Based on the above findings it suffices to conclude that literature on parental alienation supports the notion that most alienated children have anti-mattering sentiments. These are fueled by automatic thinking of not mattering, not being worthy, not significant, not loved and not important to both family and especially parents and to the society at large. Moreover, perceiving yourself as being of significance to others is vital as it increases a person's sense of fitting in as well as giving one a sense to one's existence (Matera & Meringolo, 2020). An alienated child does not have feelings of belonging to both family and society, may doubt their purpose thus, questioning their very existence. As discussed above, it may be a challenge for alienated children, involved in inter-parental conflicts, struggling with anti-mattering feelings to experience gratification, cheerfulness which are indicators of overall wellbeing. On the contrary, such children are likely to lack meaning in life or have a life purpose. The current study sought to establish whether post-divorce parental alienation affects adolescents meaning.

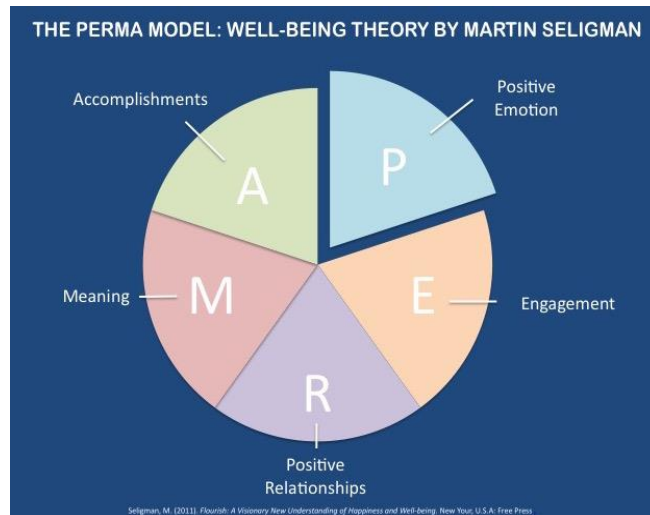
Theoretical Framework

The theory that largely informed this study was PERMA Wellbeing Theory of Flourishing (Seligman, 2011). This theory informs or relates to three objectives of the study namely: the relationship between post-divorce parental alienation and adolescent's inter-personal relationships in Kikuyu Sub County public mixed day high schools , the relationship between post-divorce parental alienation and adolescent's sense of accomplishment in Kikuyu Sub County public mixed day high schools and the relationship between post-divorce parental alienation on adolescent's meaning in Kikuyu Sub County public mixed day high schools. Although Positive Emotions and Engagement pillars of wellbeing were not part of the objectives, the PERMA wellbeing enabled a holistic measure of respondents' wellbeing

as they recounted their experiences of post-divorce parental alienation. Moreover, each pillar in the PERMA wellbeing theory is related to the other.

Figure 1

PERMA Wellbeing Theory



Source :Seligman ,2011

PERMA Wellbeing Theory of Flourishing

The term wellbeing is generally used to refer to optimistic state of matters which are in turn credited to concurrent and balanced contentment of diverse objectives and personal wants of persons (Mpikhelelo et al., 2017). According to Joshanloo et al. (2021), wellbeing encompasses two divergent components which are hedonic and eudaimonic wellbeing. Hedonic wellbeing implies feeling good which denotes the state of experiencing positive feelings. Examples of these are delight and having contentment with life (Butler & Kern, 2016). Eudaimonic wellbeing on the hand denotes functioning well which is used to refer to an individual's capacity to actualize their potential. This is achieved through constructive individual functioning namely: personality growth, purpose in life as well as through positive communal functioning. Examples of these are meaningful associations and community engagement (Kern et al., 2015).

On the other hand, Misra (2018) asserts that general wellbeing denotes the personal feeling of satisfaction, gladness and contentment with life's understandings. In addition, the author maintains that wellbeing also signifies an individual's role in their field of work. The above mentioned produces a sense or feeling of accomplishment, sense of belonging both to significant persons and others (Kernet al.,2015; Misra, 2018). Misra (2018) further emphasizes that the above-mentioned pillars of wellbeing can only be realized in the absence of anguish, disappointment or anxiety. This is relevant to the study because in parental alienation there is distress and anguish in the form of terrorism of children perpetuated by the AP with the aim of cutting ties between the children and the TP.

Before World War II, Seligman (2011) reports that psychologists placed lots of emphasis on client's pathologies as opposed to enhancing wellbeing among the clients. This however took a new twist when Martin Seligman made a speech of (APA) (1998). During the occasion, Seligman persuaded respondents that psychology should not just be about the study of pathology and damages but needed to include the study of individual's strong points and virtues as well.

Wellbeing has become an important aspect of study (Simon et al.,2021). In addition, Simon et al. (2021) discovered that a rising number of persons, establishments, and even policy producers globally have concentrated on wellbeing. Additionally, Simon et al. (2021) have stated that there are valid reasons for doing so. Moreover, Simon et al. (2021) maintains that evidence exists to proof that personal welfare, life satisfaction, hopefulness, cheerfulness among other positive concepts is connected with various desired outcomes. These desired outcomes include: reduced rates of divorce, superior scholastic and work-related success, stronger and meaningful relationships as well as improved bodily health (Diener & Chan, 2011; Huppert, 2009). This information is key to the study on post-divorce parental alienation and adolescents' wellbeing in that divorce is the originator of parental alienation and

embracing wellbeing would lead to its reduction. This would imply less numbers of adolescents being harmed by parental alienation. Furthermore, Huppert and So (2013) maintain that being sympathetic and being supportive of wellbeing has progressively been envisioned as an interdisciplinary matter that ought to be addressed at numerous levels inside a system. These levels involve and are not limited to: persons, establishments, societies, and states (Huppert & So, 2013). A significant component in the elevation of wellbeing is the need to measure and keep records of levels and fluctuations in wellbeing at a personal, communal, and state levels.

Some proponents of the wellbeing theory have used the words wellbeing and flourishing interchangeably. Seligman (2011) developed the PERMA theory of flourishing which was employed in this study. Among current studies which have embraced the PERMA model are Butler and Kern (2016) among others. In their definition of flourishing or wellbeing, Butler and Kern (2016) maintain that the absence of undesirable affects like depression, anxiety, illness and loneliness is not akin to the presence of positive affects like contentment, trust, communal connection and wellness. The term flourishing generally denotes the good life which implies having positive emotions as well as functioning efficiently. Seligman (2011) defined thriving by the use of five pillars namely: Positive emotion, Engagement, Relationships, Meaning, and Accomplishment whose acronym is PERMA. The current study employs the PERMA wellbeing theory.

The first pillar in PERMA wellbeing is Positive Emotions. The study discusses Positive emotions and Engagement as the first and second dimensions although no objective deals with the two. This is aimed at having a comprehensive or holistic understanding of the theory. Besides, all the five pillars of wellbeing in the PERMA wellbeing theory are related. According to Seligman, positive emotions or optimistic feelings are key in that they inspire many human happenings. This pillar of wellbeing is enhanced when an individual engages in

activities they love. Such activities include and are not limited to reading, travelling or being involved in whatsoever activity that makes people feel glad and joyful (Kun et al., 2016). Additionally, (Kun et al. (2016) report that positive feelings boost performance at work, improve physical health, reinforce associations, and generate optimism and hope for the future. Increasing positive emotions helps individuals build physical, intellectual, psychological, and social resources that lead to attainment of resilience and overall wellbeing (Kun et al., 2017; Misra, 2018). In day-to-day life, positive emotions are derived from engaging in an activity which gives one pleasure. Some examples of these are; engaging in activities that induce laughter, the use of humor to cope with difficult life experiences, keeping gratitude lists, love, closeness, dancing to melodies for some people among others.

Common finding, however, reveal that PDPA is associated with negative emotions in that the alienated children may also develop emotions of anxiety, abandonment, anger which make them ultimately cast-off the targeted parent for unwarrantable reasons (Haman & Birigen, 2016). Additionally, Verhaar (2020) and Harman & Birigen (2016). found that PDPA has psychological impact on the children and is associated with the development of depression, academic failure, as well as bodily effects like high blood pressure (When negative emotions reign, flourishing among adolescents is impaired. This is largely because the children may engage in maladaptive coping skills. Ways in which adolescents could effectively cope with the negative emotions emanating from PDPA is by immersing themselves in the present here and now, doing what they love doing in order to enter into a state of flow (Coulombe et al., 2020). These authors add that the term state of flow is associated with meaning and a sense of accomplishment.

The second pillar of PERMA model is engagement. According to Kovich et al. (2023), the term engagement denotes focus, curiosity, or preoccupation with an activity. Additionally, Gouin et al. (2014) posits that engagement implies attachment, participation,

and levels of inclination towards actions such as recreation and hobbies. Interpersonal relationships, specifically healthy ones with important others increase the individual's social wellbeing by shielding them from detrimental emotions and social seclusion (Gouin et al., 2014).

A key concept that is associated with engagement is flow. This refers to those moments when one is deeply involved in an activity making them lose a sense of self in the process and feeling like time has come to a standstill as they immerse themselves in the present moment (Linden et al., 2021). The writers report that by focusing on doing the things individuals truly relish and care about, they can begin to engage totally with the present moment. Additionally, these authors report that being engaged in the present results in going into the state of being referred to as 'flow'. It is indeed a challenging task for the adolescents with impaired interpersonal relationship with TP to enter into a state of flow where time seem to come to a standstill as they enjoy doing what they love doing. This is because lots of their energy and time are consumed in the indoctrination process which leads to denunciation of the TP.

The third pillar of the PERMA model is relationships (Seligman, 2011). Gouin et al., (2016) maintain that healthy meaningful interpersonal relationships with important others have the capacity to increase the individual's social wellbeing. The authors maintain that this happens because meaningful inter-personal relationships shield people from detrimental emotions and social seclusion. Nevertheless, adolescents subjected to parental alienation may have their social wellbeing hampered as a result of impaired relationship with the targeted parents. In addition, those involved in parental alienation have challenges starting and upholding positive relations with peers (Harman, 2016). Parental alienation through childhood has been predicted to cause hostility, lack of self-efficacy, difficulties with future interactions with others, meddling with future roles as parents, emotional naivety, and

difficult association with the target parent among adolescents (Warshak, 2015). Although previous studies have documented about how absence of positive relations with important others distress adolescent's wellbeing this area has received little consideration in Kenya. This study intends to fill this gap by examining how parental alienation affects the relationships of adolescents.

The fourth pillar of PERMA is meaning. Sometimes the words meaning and purpose are used interchangeably (Kun et al., 2017). This study however, does not use meaning and purpose to mean one and the same thing. In addition, Kun et al. (2017) posit that a person gets a sense of meaning and purpose from belonging to and by being involved in a cause bigger than self. On the other hand, accomplishment indicates leading a fruitful, meaningful life (Seligman, 2012, as cited in Kun et al., 2016). Additionally, Kun et al. (2017) suggest that there exist numerous societal establishments that permit a sense of meaning, namely; spiritual conviction, family, science, work, amongst others. When adolescent develop a meaning and purpose in life, they are likely to have feelings of accomplishment which is the 5th pathway identified by Seligman (2018).

Accomplishment is the fifth pillar of PERMA Model and it indicates leading a fruitful, meaningful life (Seligman, 2018). The other names used in PERMA interchangeably with accomplishment are achievement, environmental mastery and competence (Madeson, 2019). In addition, Madeson (2019) is of the opinion that a sense of triumph or achievement is attained through the following means: working in the direction of and realization of goals, becoming an expert at an enterprise, and being self-motivated to accomplish what one set out to do. Accomplishment thus endorses wellbeing because individuals can look at their lived lives with a sense of pride. Children who have been subjected to parental alienation by one parent may have their efforts to flourish thwarted. Therefore, the study sought to understand the relationship between PDPA and adolescents' wellbeing using the PERMA wellbeing

theory of flourishing. This theory was deemed to have strength in that it successfully assisted in highlighting the specific areas in which PDPA affected the adolescents' wellbeing. The following section discusses how PERMA wellbeing theory was applied in the study on the relationship between PDPA and adolescents' wellbeing in Kikuyu Sub County public day mixed high schools in Kiambu County.

Application of PERMA Wellbeing Theory. Using the Positive Emotions pillar of the theory, the study was able to explore the impact of PDPA on alienated respondents' emotional wellbeing including their levels of satisfaction, anxiety, optimism or being positive. The theory was used to investigate how PDPA affected the respondents' ability to experience positive emotions and emotional resilience. The Engagement pillar was also very significant to the study as it aided examination of how PDPA influenced respondents' level of engagement in various areas of their lives, such as academic, social activities among others. The relationship pillar was also significant to the study. Considering that PDPA involves the deterioration of relationships between an adolescent and one parent due to the influence of the other parent, the study was able to investigate the impact of such alienation on the adolescents' relationships and social support networks. This pillar was thus key in the exploration of the effects of PDPA on their relationships with both parents, as well as their peers and extended family. The Meaning pillar was also quite significant to the study as it helped in the exploration of how PDPA affects an adolescent's meaning. Additionally, the pillar assisted in the investigation of whether the loss of a meaningful association with one parent due to alienation impacts adolescents meaning in life and their capability to find meaning in their everyday activities. Finally, the accomplishment pillar assisted in the examination of the relationship between PDPA on the adolescent's academic and personal attainments. Additionally, the pillar was helpful in investigating whether PDPA hindered

respondents' capability to succeed intellectually, pursue personal goals, or develop a sense of self-efficacy.

Like any other theory PERMA wellbeing theory has its share of weaknesses. One of these is the lack of specificity (Wong et al., 2021). The PERMA wellbeing theory offered an extensive framework for understanding well-being. However, it lacked specificity in terms of seizing the unique facets of well-being related to post-divorce parental alienation in Kiambu County. Additionally, the theory did not capture the precise challenges, coping mechanisms, or cultural nuances that adolescents in this context experience. To counter this the study supplemented the theory with context-specific measures. This was made possible by using context -specific items in the focus group discussion (FGDs) Thus incorporating qualitative research methods and findings aided in addressing this weakness.

Additionally, the theory offered a limited focus on negative factors. This is because the PERMA Wellbeing Theory principally emphasizes optimistic aspects of well-being, such as positive emotions and engagement. While this focus is important, it may not fully capture the undesirable impact of post-divorce parental alienation on adolescent well-being. In order to gain a comprehensive understanding of the phenomenon it is key to also consider and measure negative emotions, agony, and the damaging effects of parental alienation on relationships and other aspects of well-being.

Conceptual Framework

This conceptual framework presents a theoretical foundation for understanding the relationship between PDPA and adolescents' wellbeing using the PERMA wellbeing theory of flourishing. The PERMA Wellbeing Theory of Flourishing was developed by Martin Seligman in the year 2011. Seligman (2011) identified five essential elements of wellbeing namely, Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment. In this study, the researcher envisaged a cause-and-effect relationship amongst the two

variables, that is post-divorce parental alienation (IV) and adolescents' wellbeing, (DV). It was hypothesized that the IV caused a change on the DV and thus alteration of the IV would directly translate into a change in the independent variable. The intervening variables in this study, that is, religion, extended family, societal support and belief system could influence the relationship between the IV and DV. Adolescents who experience PDPA could have a thriving wellbeing if they employed spirituality as a coping tool as well as receiving and societal support (counselling services and extended family support). These variables therefore mitigate the effects of parental alienation on adolescents' wellbeing.

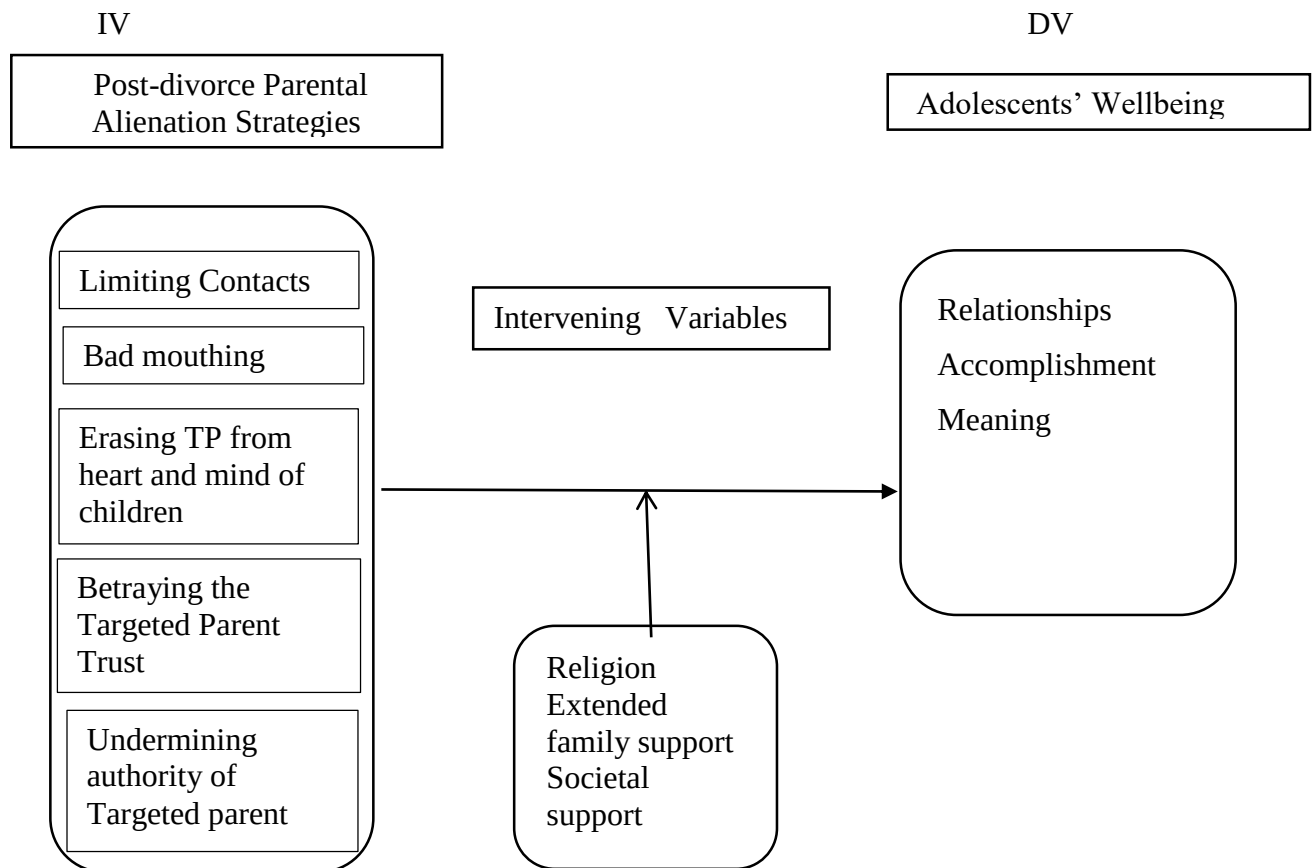
Social support variable was incorporated to aid in the exploration of its potential role in influencing the relationship between parental alienation and well-being. Looking at social support from a theoretical point of view, social support, as a construct, is grounded in several theoretical viewpoints, such as social support theory and attachment theory. Social support theory proposes that individuals who perceive advanced levels of support from their social systems experience better mental well-being. On the other hand, social support played a mediating role in the study. This is because in the setting of PDPA and adolescents' well-being, social support served as an intervening variable. Those respondents who had quality relationships with the targeted parent despite efforts to alienate them by the AP were found to score high in the five pillars of wellbeing.

Examined literature unveils that parental alienation in many instances lead to a disturbance in the quality of parent-child relationships, resulting in abridged emotional support and nurturing from the alienated parent. This, in turn, can impact adolescent well-being. Nevertheless, social support from other sources, for example, extended family, friends, or supportive grownups, can play a mediating role by providing emotional support, endorsement, and guidance to adolescents affected negatively by parental alienation. In this

study social support from both parents and peers in the form of emotional support mitigated the effects of PDPA on the respondent's wellbeing.

Figure 2

Conceptual Framework



Source: Researcher 2023

Research Gap

Divorce remains a major problem for many Nations because the future and stability of nations is pegged on families which have sound wellbeing. Divorce has been reported to adversely affect the wellbeing of adolescents who are the future leaders. It is apparent that divorce and parental alienation cannot be separated because the latter refers to ex-spouse's conflicts which arise during divorce. Though several of the quoted studies have credited decreased wellbeing among adolescents to divorce, limited research has been conducted to

find the relationship between post-divorce parental alienation and adolescents' wellbeing. Moreover, the study was deemed necessary in order to find out whether parental alienation has similar effects on adolescents in the Kenyan context as those reported in developed countries. Furthermore, most studies done on parental alienation have used adult population who were alienated as children and who have given a self-report on the same as adults and as parents (Verhaar et al., 2022). This study was different in that the adolescents who were the target population of study recounted their experiences of post-divorce and inter-parental conflicts in which parental alienation occurs. Therefore, this study sought to address this gap

Few studies on parental alienation have used Seligman (2011) PERMA Wellbeing Theory in the exploration of post-divorce parental alienation on adolescents' wellbeing. Reviewed literature on the same shows the use of Attachment Theory to understand the phenomenon of parental alienation. A gap therefore existed in the theories used which the current study endeavored to fill. This study used the PERMA Wellbeing Theory of Flourishing.

Chapter summary

The purpose of this study was to investigate the relationship between post-divorce parental alienation and adolescents' wellbeing. Literature was reviewed based on the four broad objectives of the study namely; to establish parental alienation strategies among adolescents in Kikuyu Sub County public mixed day high schools in Kiambu County, to investigate the relationship between parental alienation and adolescents' interpersonal relationships in Kikuyu Sub County public mixed day high schools in Kiambu County, to examine the relationship between parental alienation and adolescents' sense of accomplishment in Kikuyu Sub County public mixed day high schools in Kiambu County and to establish the relationship between parental alienation and adolescents' meaning in Kikuyu Sub County public mixed day high schools in Kiambu County, Kenya. PERMA

wellbeing theory on which the study was founded was discussed. The chapter also discussed the conceptual framework used in the study. The research methodology on which the study was anchored is discussed in chapter three below.

Chapter 3: Research Methodology

Introduction

The aim of this study was to investigate the relationship between post-divorce parental alienation and adolescents' wellbeing. Post-divorce Parental alienation was the independent variable while adolescents' wellbeing was the dependent variable. This chapter presents the following; research design, the target population, samples selected, sampling techniques adopted, types of data collected, data collection methods including procedures, reliability and validity of study instrument used to collect data, instrument pre-testing, data management and analysis method, ethical considerations and the chapter summary.

Study's philosophical world view

According to Creswell (2018) and Leavy (2017) there are four worldviews commonly adopted by researchers namely; post positivist worldview (PPW), transformative world view, the pragmatic world view as well as constructivist world view. The paradigm on which this study was anchored was pragmatic world view. According to Creswell (2018) pragmatist world view gravitates around situations, actions, and consequences rather than previous conditions. This worldview puts more attentions on research difficulties and draws from diverse approaches as long as they meet their needs and purposes as opposed to focusing on methods. Pragmatists every so often lean towards mixed methods study that draws from both quantitative and qualitative assumptions in their research undertaking (Ivankova & Clark (2018). The rationale behind this choice of world view is that pragmatic philosophy integrates both qualitative and quantitative methods which were the emphasis of this study. In addition, pragmatic world view was deemed useful in that PDPA and its impacts on adolescents' wellbeing is a substantial real-world problem faced by families going through divorce. Additionally, by embracing a pragmatic world view, the study aimed at providing practical insights and recommendations that could directly address post-divorce parental alienation and

increase the wellbeing of adolescents in Kikuyu Sub County public mixed day high schools in Kiambu County. Moreover, a pragmatic world view places a robust emphasis on the practical implications of research findings. By producing actionable knowledge, the study was able to provide recommendations and strategies that could be employed by policymakers, educators, psychotherapists and parents in Kiambu County aimed at mitigating the negative effects of PDPA and enhance the wellbeing of affected adolescents.

Research Design

Research design involves a systematic procedure of data gathering, analysis as well as interpretation (Creswell, 2017). This systematic method assists in the devising of a step-by-step process from the beginning to the conclusion of a study. In order to accomplish an orderly or systematic process, an investigator needs to formulate both a clear design as well as suitable methods to be employed in the field while assembling data for a particular study

Therefore, the study employed a descriptive survey design using mixed-methods approach. This method leans towards an all-inclusive description of a matter or an occurrence (Shahhosseini & Hamzehgardeshi, 2015). Creswell (2018) reports that the use of mixed methods is beneficial in that it has the capacity to minimize the restrictions of both approaches. Mixed methods in research are a valid method when the goal is to gather, investigate and also assimilate both quantitative data and qualitative data (Leavy, 2017). The justification to use mixed methods in this study is further guided by the fact that two methods are likely to complement each other resulting in a comprehensive understanding of the phenomenon to be studied (Creswell, 2018). Moreover, post-divorce parental alienation studies are comparatively new in Kenya which made mixed method the appropriate design to employ. This design was deemed useful in unfolding present status in as far as relationship between post-divorce parental alienation and adolescents' wellbeing in order to bring out

evolving findings. The descriptive survey using mixed methods design thus ensured a holistic image of the research.

Convergent mixed methods design (one phase design)

The study employed convergent mixed methods design (Creswell & Creswell, 2018). According to Creswell and Creswell, (2018) this design is a single-phase approach in which the investigator gathers both quantitative and qualitative information and scrutinizes them separately. This is followed by the comparison of the results with an aim of seeing if the results confirm or disconfirm each other. Additionally, Creswell and Creswell (2018) inform that the key supposition of this method is that these two methods, qualitative and quantitative data, deliver or provide different kinds of data. In this study quantitative findings provided the base while qualitative findings enriched or enhanced the quantitative findings. The employment of convergent mixed methods in this study enabled respondents in focus group discussions to produce detailed views qualitatively while instruments produced quantitative information. It is assumed that these two approaches jointly yield results expected to be similar (Creswell & Creswell, 2018). The study collected the two sources of data through the use of same variables or constructs. In this study parental alienation strategies were collected via Baker Strategy Questionnaire and the same variable; PA was asked during collection of qualitative data achieved in this study through the use of FGDs. Similarly, the constructs of wellbeing, interpersonal relationships, sense of accomplishment and meaning measured during quantitative information gathering via the use of PERMA Profiler were also asked in the FGDs.

Population of the Study

Population of the study comprises three aspects namely; geographical location, categories and the numbers of respondents. The study was conducted in public high schools in Kiambu county. All high schools in Kiambu County have similar characteristics in that

they all have adolescents in form one to form four. Data from Kiambu County Ministry of Education shows that there is a total of 3776 students in Kikuyu Sub County Public Mixed Day High Schools. The target population comprised of adolescents 13 years to 19 years old drawn from form one, two and three in kikuyu Sub County Mixed Day high Schools.

Research Setting

The collection of data was conducted in different settings in Kikuyu Sub County. In addition, the research happened in a serene environment with negligible distractions (Creswell, 2017). All the four FGDs occurred in selected environments away from the students who did not form part of the study. This occurred in school laboratories and dining halls which were quiet offering the respondents a safe haven to share their experiences. Similarly, quantitative data was collected in the same serene environments which offered safety for the students.

Research assistants

According to American Psychological Association (2020), research assistants refer to individuals who assists in the data collection progression or offer support to investigators in conducting the study. In this study, guidance and counselling teachers and in some cases class teachers from all the 11 kikuyu Sub County Mixed Day High Schools assisted the researcher in administering the questionnaires with bio data. These questionnaires are the ones which were used for getting the adolescents coming from divorced families and who were between 13-19 years old. The counselling and guidance teachers and in some instances the class teachers also assisted in sorting out the questionnaires in order to arrive at those adolescents whose parents had divorced. These counsellors and class teachers were thus quite helpful bearing in mind that school administrators were not allowing many visitors in the school compound since the onset of Covid-19 Pandemic. The counsellors and teachers did not have any other role apart from what is described above. One other research assistant accompanied

the researcher. This research assistant took notes as the respondents narrated their experiences on PDPA. In all the FGDs the researcher and the assistant worked jointly. This was to ensure verbatim remarks picked and recorded did not lose their original meaning. Besides the research assistant was not new to research and was also a student of psychology who understood ethical considerations issues.

Sample size

The sample consisted of 240 respondents. Although the researcher had identified 300 adolescents coming from divorced families and who were 13-19 years old, 240 respondents are the ones who filled the actual Baker and PERMA profiler questionnaires and therefore became the study sample. The focus group had 32 respondents. Each FGD had 8 respondents.

Sampling Methods

The first step involved identification of the Sub County to participate in the study. Kiambu County has 12 sub-counties. According to Mugenda and Mugenda (2013), 10% of total population is enough to be considered. 10% of 12 Sub- Counties is 1.2. Therefore, one Sub County participated in the study. Stage two involved the identification of the specific sub- county to be involved in the study. Simple random sampling technique was used in the identification. Towards this, each of the twelve sub-counties in Kiambu County were written on a separate piece of paper. These 12 papers were placed in a hat and shaken together. The researcher handpicked one paper where Kikuyu Sub County was selected. Although kikuyu sub county was selected by chance it was beneficial to the study because it is pluralistic in nature. This implies that kikuyu sub county is home to communities of varied ethnic, cultural, spiritual and social-economic backgrounds which provided rich information to inform this study. Form fours were excluded from the study sample because they were candidates who were going to sit for a national examination at the end of the year. This being the case, the teachers and students were rushing to complete the syllabus. The respondents selected from

form one, two and three had similar characteristic in that they all had parents who had divorced. The main age group boundary was 13-19 years old elicited through the use of questionnaire with bio data on age, gender among others.

The study adopted multistage sampling aided by inclusion and exclusion criteria in the selection of the sample used in the study (Badu et al., 2019). Simple random sampling and purposive sampling were also used in the study. Rationale behind the use of multistage sampling was the fact that the target population remained unknown. This is because the Kiambu County Ministry of Education did not have a list of all students whose parents had divorced. Therefore, prior to the actual data collection day, the researcher did an exploratory study in the 11 sub- county mixed day high schools in kikuyu sub county. The students were issued with questionnaires containing demographic data namely; age, gender, form and whether they came from divorced family or not. Inclusive criteria imply that not whole student population was used in the sample but only those who are 13-19 years old, coming from divorced families. Exclusion implies those not fitting the stated criteria did not form part of the sample used in this study.

Multistage sampling involved several stages namely: In the first stage a survey method was employed as sampling technique in order to get of adolescents coming from divorced families. Prior to the actual data collection, the researcher did an exploratory study by visiting all the 11 public mixed day high schools in Kikuyu Sub County. The guidance and counselling teachers from all the 11kikuyu Sub County mixed day high schools were used to help elicit (draw) those from divorced families. These teachers were trained on their role in the identification of the research sample. To this end, these counselling teachers assisted in the issuing and administering of the questionnaire. The questionnaire issued had the bio data of the students including name, age, form and a section to indicate whether or not their parents had divorced. Putting names on a questionnaire is unethical as the student can be

easily identified (Berg & Lune, 2018). Ethical issues, (inclusion of names on the survey was handled). The researcher explained that the names were purely for identification purposes and they would not appear on the actual questionnaire. All the filled questionnaires were collected with the assistance of guidance and counselling teachers who also assisted in the sorting process. A total of 300 adolescents were identified as coming from divorced families. However, 240 adolescents are ones who willingly responded to the two actual questionnaires used in the study. These therefore became the study sample. Adolescents who were 13 to 19 years old, whose parents had divorced male and female, currently attending school, all nationalities as long as they were in Kikuyu Sub County public mixed day high schools, all ethnicity, all spiritual or religious beliefs were included in the study sample.

Sampling for Focus Group Discussions

Simple random sampling was used to arrive at the schools which participated in focus group discussions (FGDs). Simple random sampling was used in the identification of the three out of the 11 Kikuyu Sub County public mixed day high schools which participated in the FGDs. A total of four focus group discussions was arrived at (Creswell, 2018). Each focus group discussion consisted of eight respondents. Simple random sampling was used in the selection of specific 32 respondents in the FGDs. Hennink and Kaiser (2022) posit that the principle for the sample size is dependent on data saturation as opposed to concentrating on the number of sample size. All the four focus groups were formed in different location in kikuyu sub county mixed day high schools. They were homogeneous as far as their composition was concerned. This was advantageous as it lessened self-consciousness and increased contribution (Bryan, 2012). In order to provoke responses from the respondents the study employed semi-structured questions in order to guide the discussions. (See appendix vi). The semi structured questions were simple, brief and short and were easily understood by the respondents. The four focus group discussions lasting 90 minutes each were mutually

conducted. The language used was largely English except in few instances when the respondents requested the use of Kiswahili language. Each FGD was considered adequate to produce rich information.

Types of Data

From the quantitative methods the types of data in the study on the relationship between PDPA and adolescents' wellbeing were as follows; demographic data which included information such as age, gender, form, whether parents were divorced or not, who the respondents were living with and duration of parental divorce at the time of the study. This offered a snapshot of the sample characteristics.

The other type of data from the quantitative method were survey responses: The data was gathered by the use of structured surveys using Likert scales. In this study both PERMA profiler a brief measure of flourishing and Baker strategy questionnaire (BSQ) employed Likert scales where BSQ measured the presence of PDPA strategies while PERMA measured adolescents' wellbeing indicators in relation to PDPA.

For the qualitative method types of data included the use of interviews during the FGDs, which delivered in-depth insights into respondents' experiences, feelings, and perceptions associated with parental alienation and well-being. Thus qualitative data offered rich descriptions and nuanced comprehension about PDPA. By using a combination of both quantitative and qualitative methods the study gathered broad and multi-dimensional data about the relationship between post-divorce parental alienation and adolescent well-being in the specific context of public mixed day high schools in Kiambu County, Kenya.

Additionally, open ended questions were also employed in FGDs as opposed to closed ended questions. This approach enabled respondents to provide in-depth insights into their experiences, emotions, and perceptions related to parental alienation and well-being. Qualitative data therefore offered rich descriptions and nuanced understanding of PDPA.

Data Collection Methods

In order to collect quantitative data, the research employed demographic questionnaires, two questionnaires and four focus groups in order to collect the data. Each of these is discussed below.

Social -Demographic Questionnaire

The first set of demographic questionnaires was issued to identify adolescents coming from divorced families. It captured the age, gender, class/form and asked whether the respondent was coming from a divorced family or not. Those who indicated they were coming from divorced families were further issued with second set of demographic questionnaires just before filling the main questionnaires used in the study. This set captured the following information among respondents: the number of years parents had divorced, whether they were living with mother or father, having siblings or not and also the birth order. (Appendix v,5b).

Baker Strategy Questionnaire

The Baker Strategy Questionnaire (BSQ) is a twenty-item measure which contains a list of nineteen precise behaviours plus one other general behaviour that parents might employ to convince a child to cast-off the other parent with no admissible reasons. The (BSQ) is founded on investigation and theory with grownup children of parental alienation syndrome concerning the most employed parental alienation tactics (Verhaar et. al., 2022). The BSQ evaluates the perception of the occurrence of 17 alienation tactics while the subject was growing up. This tool is therefore valid for the study because the subjects are adolescence whose parents had divorced. The respondents rated each item on a 5-point Likert scale ranging from 0 (never) to 4 (very often). See appendix v.

The PERMA Profiler a Brief Multidimensional Measure of Flourishing

The use of PERMA standardized tool aided the exploration of the impacts of parental alienation on adolescents' wellbeing namely; interpersonal relationships, sense of accomplishment and purpose. Additionally, Butler and Kern (2016) inform there are two options where one can use the measure with 23 item or use the brief measure which consists of the 15 PERMA questions. This study used the brief version as it was found to be more appropriate for students for whom responding to long surveys could have been a challenge due to time constraints and their developmental stage. The study concentrated on three PERMA constructs namely, Relationships, Meaning and Accomplishment as they were objectives of the study. There are three questions from each of the five domains of PERMA. Therefore, the study had nine items three from the three mentioned pillars of PERMA theory. The measure employs Likert –type responses where questions are on an 11-point scale ranging from 0-10 where 0 means not at all and 10 means completely. (See Appendix v,5d).

Focus Group Discussions

The focus group discussions were used to collect qualitative data. Just like in the quantitative section, the researcher explained the purpose of the focus group discussions to the respondents. The willingness and availability of the adolescents to participate was also explored (Creswell,2017). A convenient interview time was arrived at between the researcher and the respondents after deliberation with the guidance and counselling teachers in the three schools where focus group discussions took place. The adolescent's consent to participate in the focus group was given by the head teachers. This was made possible after the head teachers signed the informed consent document. (See Appendix iv).

Although the head teachers gave this consent on behalf of the students, none of the respondent was coerced to participate (Berg & Lune,2018). The researcher read the informed

consent to the students. The researcher emphasized that the students participated on a voluntary basis. The students were made to understand that they stood to benefit from the findings of the study in that key policy makers would use them for their benefit. The researcher led the focus group discussions mostly in English. Additionally, the focus group discussions were audio-recorded after seeking permission from the respondents. Interview notes were also taken in the course of the FGDs. Interview and field notes were transcribed and data was analysed using thematic approach.

In order to achieve the study objectives, four focus group discussions were conducted as proposed by Creswell (2018). On the other hand, Bryan (2012) posits that the principle for the sample size is dependent on data saturation as opposed to concentrating on the number of sample size. The 32 respondents adequately generated sufficient data to the point of information saturation. According to Creswell, (2018) the ideal number of respondents while using focus group discussion is between 6- 8 respondents. In this study each focus group comprised of eight respondents. The goal of using this approach as Leavy (2017) informs is to elicit views and opinions from the respondents about the subject of the group. Consequently, the respondents were required to talk openly about how they experienced post-divorce parental alienation and the meanings they make out of this phenomenon. Focus groups discussions with adolescents were organized in order to inspire group collaborations and in-depth examination of their experiences and well-being in the framework of PDPA. This method provided rich qualitative data and permitted peer-to-peer discussions and insights.

The use of FGDs required the researcher to construe the emerging themes or patterns from data collected. This data collection method was suitable for the study in that it examined the meanings adolescents made out of their experiences and how these meanings impacted on their wellbeing. In addition, Focus Group Discussions data collection method was ideal to the

study because it generated a lot of information within a very short time (Leavy, 2017). This was made possible by the fact that all respondents were put together and an open discussion commenced.

The significance of focus group discussion data collection method was that it gave the respondents a forum to explain their interpersonal and psychological processes as far as being subjected to parental alienation behaviours was concerned. This information could not be fully obtained using quantitative measures. To achieve this there was a portion of broad oral questions which in turn lead to specific small questions during the focus group discussion. This was aimed at doing a deeper exploration of adolescents' experiences. To this end, the researcher created a conducive environment and encouraged respondents to feel free to open up and share their narratives. Probing questions were further used with an aim of re-directing or refocusing the discussion to match with the research questions.

The study profited from the usage of FGDs because they produced a great deal of information fast from different adolescents. This was largely made possible by the employment of diverse modes of communication namely; employment of gestures, jokes and humour. This was beneficial in that the FGDs supplemented other tools used in the quantitative data gathering. Furthermore, the FGDs produced a consensus that parental alienation behaviour tactics affected the wellbeing of adolescents who had been subjected to them.

The FGDs therefore accorded the researcher the opportunity to assess how the adolescents reasoned, conceptualized and generally felt about being indoctrinated by one parent in order to stop loving the other parent. At the end of the FGDs the respondents were offered a token of appreciation which took the form of debriefing, having individual sessions with those who broke down during the interview as well as group counselling which occurred days after data had been collected. The respondents were given hope that no situation is

permanent. The researcher reminded them to take their education seriously, remain positive despite the circumstances they had found themselves in, be aware of triangulation and its effects on them in an attempt to assist them cope with the phenomenon.

Data Collection Procedures

Once data was collected by means of both quantitative and qualitative approaches, the following procedures were used for incorporating and analyzing the data. This involved the use of statistical analysis techniques to analyze the quantitative data. Descriptive statistics included frequencies, percentages, mean and standard deviations. Quantitative data was analyzed using statistical package for social sciences (SPSS) version 25.0. On the other hand, thematic analysis or content analysis was used to analyze the qualitative data. Additionally, triangulation of data from different sources provided a more comprehensive understanding of the research topic.

The researcher also got clearance from Pan Africa Christian university (PAC) Review Board which was used to apply for study permit from National Commission for Science, Technology and Innovation (NACOSTI). The letter from NACOSTI was used to apply for the permit to do the research from both Kiambu County Ministry of Education as well as from county commissioners' office. The study ensured informed consent from respondents, maintained confidentiality, and followed appropriate info management and scrutiny procedures throughout the study research. Additionally, a pilot study was conducted in Kiambaa sub county public mixed day high schools in Kiambu County.

Reliability and Validity

Creswell (2018) posits that reliability or trustworthiness need to be considered in every stage of the research and that documentation of these stages or steps is key in ensuring reliability. The terms reliability and validity are usually used in quantitative research and thus applicable to this study where both quantitative and qualitative data were used. The terms

credibility, conformability dependability and authenticity were employed in this research to enhance trustworthiness. Korstjens and Moser (2018) posit that ‘criteria used in quantitative research, e.g., internal validity, generalizability, reliability, and objectivity, are not suitable to judge the quality of qualitative research’. According to these authors common term used in qualitative research is trustworthiness, which basically ask the question, whether the findings in research can be dependable (Earnest, 2020). According to Birt et al. (2016) trustworthiness of outcomes is the cornerstone of superior qualitative research. According to Korstjens and Moser (2018) the other criteria of trustworthiness is credibility. It was therefore crucial for the researcher to ensure credibility as the study was largely qualitative which carried the potential risk of researcher bias). According to Birt et al. (2016) this bias can be attributed to the fact that the researcher is both the data collector as well as data analyst. Thus, there was a potential for decreased credibility of the research results in as far as qualitative research was concerned. To counter this possibility, the researcher ensured that data did not contain mistakes or was a misrepresentation of facts during the transcription stage. Additionally, coded data was cross checked by an independent person (Guest et al., 2020). This approach ensured there was no generalization (Gibson, 2017).

Positionality of the Researcher

According to Rowe as cited by Darwin Holmes (2020), positionality describes a person’s view of the world and also the position adopted in relation to a research assignment and its societal as well as its political context. In this study, the researcher employed bracketing or ‘Epoche’ in order to ensure that data was shielded from her bias (Neubauer et al., 2019). Bracketing is looked at as an intellectual process which involves the writing down of private beliefs as well as assumptions aimed at minimizing judgments based on what an individual has heard and witnessed (Tufford & Newman, 2012). In addition, the investigator made use of a field journal in which she reflectively penned thoughts and emotions before the

interview and afterwards which were based on personal expectations regarding parental alienation. This was aimed at ensuring transparency. A journal was also kept with an aim of facilitating the process of creating a rapport with the respondents. This was achieved through reflecting on social differences, attitudes, emotions and values (Bryan, 2012). The researcher observed nonverbal communication and also recorded cries, facial expressions, frowns and other gestures employed by the respondents during the FGDs. Reflections and forthcoming themes were similarly included. It was also key for the researcher to remain attentive to how respondents perceived their personal experience of parental alienation. During the data collection period the researcher was conscious of the significance of remaining alert while gathering and analyzing information in order to ensure that the analysis remained a true representation of what was presented by the respondents as opposed to the researcher's private beliefs (Neubauer et al., 2019).

Methodological Rigor

Rigour is a critical part of the investigation process as far as qualitative studies are concerned. The measures taken in order to enhance truthfulness of the research study occurred through the course of data gathering. Owing to the major differences in theoretical underpinning and the objectives of the two key paradigms, that is quantitative and qualitative, the latter approach is not able to use similar terms to assess consistency and validity found in quantitative method, Lincoln and Guba (1985, as cited by in Bryan, 2012). Nevertheless, the capability to establish rigour in a qualitative investigation is imperative to the credibleness of that study. In qualitative research trustworthiness matches dependability and validity which are used in quantitative study, (Lincoln and Guba, 1985; as cited in Bryan, 2012). The term trustworthiness has several constructs which equals dependability and validity in quantitative method. These comprise of credibility, conformability, dependability and authenticity.

Credibility

The term credibility is parallel to internal validity in quantifiable research. In connection to credibility of a study, Polit and Beck (2014) mention that confidence in the truth of a study and the findings are the most important principles to be considered. To ensure internal validity, the researcher adhered to the standard procedures used in mixed methods design where in the event disparities occurred satisfactory justification was given. In order to achieve validity, the researcher employed some strategies like clarifying the bias, she could have brought to the study. This called for self-reflection on the part of the researcher which ensured that honest themes were picked. This was crucial in that it ensured an authentic report finding. Internal validity was further ensured by making use of an external editor who was not familiar with the respondents and the study. This was helpful because the editor gave an objective view of the themes picked and findings arrived at. Since a huge chunk of this study was qualitative, dependability and trustworthiness were safeguarded. Credibility in the current study was achieved through continued engagement with the respondents aimed at establishing a relationship. The time spent in creating this rapport produced a relaxed atmosphere that enabled them to share their experiences of parental alienation with ease. Credibility was also safeguarded by spending a considerable amount of time with the respondents, during which the researcher explained the research and its expected benefits once completed. Additionally, the interviews conducted during FGDs interviews were not rushed.

Triangulation

Triangulation is a technique used to escalate the credibility and soundness of exploration findings (Noble & Heale, 2019). Additionally, Bhandari (2023) suggest that triangulation is the use of several methods to heighten the comprehension of a phenomenon which can be interpreted differently by different individuals. Convergent mixed methods design used in this study was used in conjunction with methodological triangulation.

Bhandari (2023) postulates that methodological triangulation entails using dissimilar methods in order to answer same study question. In this study, data was triangulated from a combination of quantitative and qualitative methods in a single mixed-methods study in order to answer same study questions. This approach was also beneficial to the study in that it aided in the mitigation of errors and research bias associated with reliance on one research technique. The study also made use of different data collection methods (Campbell et al., 2020). These were surveys used for gathering bio data of respondents and instruments (questionnaires) for quantitative data. Focus group discussions on the other hand, were used to gather qualitative data. The study benefited from this triangulation in that a comprehensive understanding of parental alienation was gained and which in turn ensured credibility of the study. Although triangulation provides richness and precision to investigations it has its own share of challenges. For instance, Johnson et al. (2017) mention that triangulation has been reported as complicating research because it is time consuming.

Conformability

The term conformability denotes the objectivity involved in reflecting the true findings of respondents without prejudices, motives or perceptions of the investigator (Polit & Beck, 2008). In order to achieve dependability in the study, the researcher fashioned an audit trail. This was made possible by the documentation of the progression of data gathering from the time it started to the last report (Creswell, 2017). In the current study, an audit trail was achieved via audio-taping recordings of FGDs, maintaining a record of the transcribed information, preserving a record of the data scrutiny progress, recording of field notes, as well as keeping of the investigator's self-reflection journal, therefore realizing conformability (Bryan, 2012; Creswell, 2017). This was significant in that it guaranteed completion of the documentation course from data gathering and afterward, the conclusion of the study.

Dependability

Dependability is a crucial factor in credibility of a study. The term dependability denotes the ability to replicate the results of a study over a period of time and condition (Bryan,2012). According to Polit and Beck (2008), when the trustworthiness of a research is confirmed, dependability is also established. In this study, dependability was realized through the documentation of a comprehensive audit trail of the data scrutiny process which was aimed at ensuring consistency of the results over time. Additionally, the continuous regular consultations, discussions as well as amendments with the supervisors played a significant role in attaining dependability.

Transferability

The other term used interchangeably with transferability is fittingness. This denotes the ability of the findings of the study to have the similar outcome in alike settings (Speziale & Carpenter ,2007). This study attained transferability via the documentation of a ‘thick description’ of every phase of the study progression which encompassed comprehensive methodology, inclusion as well as exclusion characteristics of the respondents, their locality and context. In addition, the researcher kept an elaborate field note which provided detailed descriptive information and findings. This was aimed at facilitating future researchers in making a judgement of the probable transferability of the study outcomes in other settings (Creswell, 2017). Additionally, the study employed two standardized tools whose reliability and validity has been established. These two instruments were BSQ and PERMA profiler a brief multidimensional measure of wellbeing.

BSQ Reliability

In terms of validity and reliability, Sirbu et al. (2020) have endorsed Baker Strategy questionnaire (BSQ) as a standardized tool suitable for measuring post-divorce parental alienation strategies. Thus, this tool was deemed appropriate to use in the current study on parental alienation. Additionally, Baker (2020) mentions that the BSQ has been testified to be

a dependable and valid measure documented as having been used with 2500 research partakers drawn from diverse settings, ages, experiences and sampling approaches. Furthermore, Baker (2020) reports that in each research study the BSQ has been established to have tremendously high internal steadiness scores. Moreover, Baker (2020) and Verrocchio et al. (2018) found that the BSQ is also connected with the relevant dependable and valid measures of conclusions that theory proposes would be connected with experience of alienating behaviours. These outcomes are; unease or anxiety, depression, low self-worth and problems with trusting others amid other outcomes.

PERMA-Profiler Reliability

The study used the PERMA-profiler, a brief multidimensional measure of flourishing by Butler and Kern (2016). According to Butler & Kern (2016) the PERMA profiler is a standardized tool with a reliability of 0.93 (Mc Donald's omega) and α Cronbach alpha of 0.92). Butler and Kern (2016) inform that a Cronbach alpha greater than 0.70 are acceptable values.

Pilot Study

Piloting in research refers to a mini study which is done before the actual collection of data commences. A pilot study is aimed at evaluating and refining the research design, methodology, and processes before executing the full-scale study (Pallant, 2020). In other words, the pilot study was imperative since it offered the investigator a chance to detect and address potential issues, polish the study design, evaluate data gathering procedures, determine sample size requirements and also authenticate research hypothesis. In this study Piloting was done in Kiambaa mixed day high school in Kiambaa Sub County where the respondents were 256 adolescents coming from divorced families. This school was outside Kikuyu Sub County and hence school was not going to participate in the actual research. The adolescents used in the piloting stage had similar characteristics with those from Kikuyu sub

county in the following ways; They were from public mixed day high schools, had come from divorced families and were between 13-19 years.

Instrument Pretesting

The rationale behind doing a pilot study is to establish the content, internal and external validity of the instruments (Creswell ,2017). Additionally, Sileyew (2020) posits that conducting instrument pre-testing is essential in order to ensure both the reliability and validity of tools used in the study. Although the study employed standardized tools which have been reported to have high reliability and as well as high validity, the researcher saw the need to pre-test them. This was deemed necessary because these instruments have been used on a sample outside of sub-Saharan Africa specifically in developed countries like United States of America, Italy and Australia. It was also important to find out if the language used was difficult for the respondents to comprehend. Tools pretesting is significant in that it gives the researcher a clear picture of what to expect in the actual data collection phase. In the study, questionnaires as well as open ended questions used in FGDs were pretested. During the instrument pretesting the researcher was in a position to authenticate that the content was valid which was determined by the way respondents understood the questions.

Furthermore, the pretesting ensured that key or central questions were not omitted or vague. Moreover, Sileyew (2020) adds that instrument pretesting allows the researcher to find out whether questions used answer stated research objectives. The pretesting of instrument was useful as it confirmed that the items in both the questionnaires and in the focus group discussions were valid in answering the objectives of the study. The researcher needed to identify if some items required to be revised. In this study both Baker Strategy Questionnaire and PERMA profiler a brief multidimensional measure of wellbeing were adopted as no items needed to be revised. Instrument pretesting was crucial in that it gave the researcher the opportunity to see how well the open-ended questions used in the FGDs gave an in-depth

understanding of parental alienation. Instrument pretesting thus increased the likelihood that the study met its objectives.

Data Analysis Plan

There was the Integration of both quantitative and qualitative data since the study used mixed methods approach. Once the data was collected using both quantitative and qualitative methods, various procedures were employed for incorporating and analyzing the data. This involved using statistical analysis methods in order to analyze the quantitative survey data, while thematic analysis also known as content analysis was conducted in the analysis of qualitative data. The triangulation of data from the two dissimilar sources (Creswell & Creswell, 2018) provided a more comprehensive understanding of the research topic

Convergent parallel design was used in this study. This method entails gathering and analyzing both quantitative and qualitative data concurrently and separately. Additionally, the qualitative and quantitative components of the study were conducted in parallel and then amalgamated or converged during interpretation and discussion of findings. (Creswell & Clark, 2018). The quantitative findings formed the base while qualitative findings served the role of enhancing or enriching the quantitative findings. Quantitative data gathered through employment of a survey (questionnaire) was analysed by the use of SPSS Version 25.0. Qualitative information collected using focus group discussions was analysed through thematic analysis. After the qualitative information was gathered, the audio recordings were straightaway transcribed (Clift et al, 2019). Clean transcripts or intelligent transcription was applied which ensured minimal editing and minor paraphrasing which would make a sensible read. It took the researcher 30 hours to finish the focus group discussions.

The five steps of analysing qualitative data proposed by Creswell (2017) were followed namely; in step one the data collected through interviews was transcribed, while the

field notes were typed. In the second step the general ideas emanating from the interviews were picked and reflections on the same done. In step three data was coded where a specific word representing the category was in the margins as recommended by (Rossman & Rallis, 2017). In step four themes were generated and lastly coding was done in step five based on the categories mentioned above (Creswell, 2017). As for the Quantitative analysis, the study used descriptive statistics including percentages, frequencies, mean and standard deviation for preliminary analysis while chi-square statistics was used to test hypothesis in order to examine the relationship between dependent and independent variables. The summary of all analysis based on objectives of the study are as shown in the Table 1 below. The table shows the research questions analysis approach in terms of input (independent variable) and output (dependent variable).

Thematic analysis was applied in the analysis of qualitative data. According to Leavy, (2017) qualitative data is appropriate when the goal is to learn about a social phenomenon Parental alienation was the phenomenon of interest in this study. The same author also posits that qualitative data is useful when one wants to unpack the meanings people attribute to experiences and situations or happenings. Qualitative data was useful as it was used to confirm or refute the answers respondents had given in the questionnaires. It was used to capture adolescent's reflections or thoughts, how they felt and said about their lived experiences which made the study rich. The adolescents were thus able to describe their experiences in post-divorce co-parenting where specific themes were picked.

Table 1*Data Analysis Procedures*

Objective	Dependent Variable (output)	Independent Variable (Input)	Analysis Approach
What are the parental alienation strategies among adolescents in kikuyu Sub County public mixed day high schools in Kiambu County?	adolescent's wellbeing adolescent's wellbeing	Post-divorce parental alienation strategies	-Descriptive Statistics Frequencies, Percentages, Standard Deviation
What is the relationship between parental alienation and adolescents' interpersonal relationships in kikuyu Sub County public mixed day high schools in Kiambu County?	adolescent's wellbeing: adolescents' interpersonal relationships	Post-divorce parental alienation strategies	-Frequencies -Percentages -Chi-Square -Scatter-Plot -Thematic content analysis
What is the relationship between parental alienation and adolescents' sense of accomplishment in kikuyu Sub County public mixed day high schools in Kiambu County?	adolescent's wellbeing adolescents' sense of accomplishment	Post-divorce parental alienation strategies	-Frequencies -Percentages -Chi-Square -Scatter-Plot -Thematic content analysis
What is the relationship between parental alienation and adolescents meaning in in kikuyu Sub County mixed day high schools in Kiambu County?	adolescent's wellbeing: adolescents meaning and purpose adolescents meaning and purpose	Post-divorce parental alienation strategies	-Frequencies -Percentages -Chi-Square -Scatter-Plot -Thematic content analysis

Source: The researcher 2022

Ethical Considerations

The researcher adhered to ethical considerations from the beginning to the end of the research (Patten & Newhart, 2018). This is more so because special care and consideration is central when human beings are the subjects in the study (Berg & Lune, 2017). In line with ethical considerations, a letter of introduction was sought from Pan African Christian University. The researcher got clearance from PAC Review Board which was used to apply

for study permit from National Commission for Science, Technology and Innovation (NACOSTI). The letter from NACOSTI was used to apply for the permit to do the research from both Kiambu County Ministry of Education as well as from county commissioners' office. The letter from the ministry of education assisted the researcher in getting access to school head teachers and those teachers in charge of guidance and counselling as well as the respondents. These documents were sought before conducting a pilot study and before going to the field to do the actual data collection. Nesh (2016) posits that engaging in the above-mentioned activities without proper documents is not research integrity.

The researcher upheld the principles of research ethics namely: respect for client, beneficence and justice. At the beginning of the study, the researcher reached out to the respondents and informed them the purpose of the study (Berg and Lune, 2017). Respondents were also informed that they did not have to participate in the study if they were not willing hence, ensuring voluntary participation of respondents. The researcher made it clear to the respondents that they were free to withdraw at any point if they felt uncomfortable in the process of their participation. Informed consent of the subjects to participate was sought as recommended by both Cameron (2018) Berg and Lune (2017). In the current study, informed consent from parents of adolescents was sought through the head teachers where they signed the informed consent allowing students to participate. The students also gave their consent to participate in the study. The consent was both written and verbal. The respondents also gave their consent for their inputs to be used in writing the dissertation (Berg & Lune 2017).

Accordingly, respondents and their identity needed to be concealed. To safeguard the respondents' right to privacy and confidentiality, the researcher did the following; talked about the significance or importance of anonymity with the respondents in the FGDs. To achieve anonymity, each one of them was given pseudonyms. False names were used in the audiotape recordings during FGDs and data assembling. During the results writing stage the

respondents were assigned numbers. Similarly, the names of the day mixed high schools were not disclosed as wished by the respondents. Therefore, the researcher assigned codes to the schools. The respondents were also psycho-educated on the necessity of upholding confidentiality. The researcher got permission from the respondents beforehand in regard to audio-recording and the taking of notes. In the course of the discussions, some respondents broke down. The researcher deemed it necessary to do a debriefing session once the FGD ended in order to offer them psychological support.

The researcher also ensured there was no falsification occurred in the study. Falsification refers to the manipulation of research, materials, equipment, or progressions, or the altering or omitting information or study findings such that the investigation is not truthfully represented in the study record. During data analysis stage, the researcher ensured that multiple viewpoints were reported in order to avoid bias and also reported findings which were contrary to what was expected. This was about ensuring trustworthiness of the research (Fleming ,2018). At the reporting stage honesty was upheld, simple and clear language was used in consideration for intended audience of the study (Nesh, 2016).

Additionally, Fleming (2018) suggests that dissemination of findings and report should be timely. To this end, copies of the report will be handed to the respondents and stake holders in this case to the head teachers of schools from which respondents were drawn from within the time lines given. Data and study materials will be stored for up to 5 years (APA, 2010) after which it will be destroyed through shredding. In addition, the researcher will refrain from using same materials for more than one publication.

Chapter Summary

The study employed a descriptive survey design using mixed-methods approach and anchored on pragmatism worldview. The study sample consisted of respondents who were adolescents from divorced families between 13-19 years old. The quantitative aspect of the

study involved filling of questionnaires by the adolescents. On the other hand, the qualitative data was gathered via the use of FGDs, in conjunction with field notes. The study had 240 respondents who responded to the questionnaires while the four FGDs had a total of 32 respondents. Ethical considerations were upheld in this study with special emphasis being laid on informed consent, confidentiality as well as anonymity.

Chapter 4: Results and Discussions

Introduction

The study aimed at establishing the relationship between post-divorce parental alienation and adolescents' wellbeing in Kikuyu sub- county day mixed schools in Kiambu County, Kenya. This chapter comprises of respondents' social-demographic information together with responses to specific questions explored in the study. Specifically, this chapter concentrates on the descriptive and inferential statistics related to quantitative analysis, comprehensive descriptions of adolescents' responses from the qualitative data and also synthesized findings emanating from two analyses.

The chapter presents findings of the study as per the research objectives namely; to establish parental alienation strategies among adolescents in Kikuyu Sub- County day mixed high schools in Kiambu County, to investigate the relationship between parental alienation and adolescents' interpersonal relationships in Kikuyu Sub- County day mixed high schools in Kiambu County, Kenya, to examine the relationship between parental alienation and adolescents' sense of accomplishment in Kikuyu Sub -County day mixed high schools in Kiambu County, Kenya and to establish the relationship between parental alienation and adolescents' meaning in kikuyu Sub- County day mixed high schools in Kiambu County, Kenya.

Response Rate

It was necessary to attain the questionnaire return rate in order to determine whether data gathered was adequate to proceed with numerical or statistical analysis. The study sampled 300 adolescents from the selected schools. Figure 3 represents the response rate

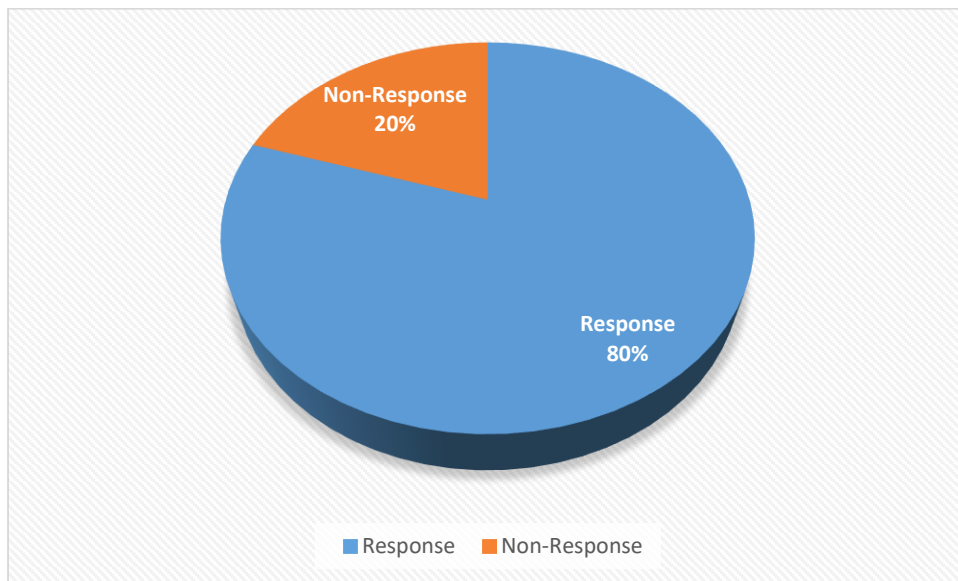
Figure 3*Response Rate*

Figure 3 represents the response rate. Figure 2 shows that out of the 300 adolescents identified as coming from divorced families the researcher received 240 fully completed surveys after disposal of incomplete and inappropriate questionnaires. This provided a response rate of 80 %. According to Mangione (2014), a return rate of less than 50% is not acceptable; 50 – 60% is just acceptable; 60 – 70% is adequate; 70 – 85% is good; while over 85% is outstanding enough to continue with statistical examination. Additionally, Field (2007) says 60% is an appropriate minimum response rate for social and published research and therefore adequate to provide data that can reliably be analyzed. A response rate of 80 % as displayed in the case of the current study was therefore judged adequate enough for analysis and reporting.

Social- Demographic Characteristics of Respondents

The demographic data comprised of adolescent's general profile. It consisted of the respondents' background data which included age, birth order, having siblings or not

siblings in the family. This information offered a deeper understanding of the respondents' backgrounds. The findings are in table 2

Table 2

Social -Demographic Characteristics

Variable		Frequency	Percentage
Age	13-14 Years	62	26
	15-16 Years	82	34
	17-18 Years	58	24
	Over 18 Years	38	16
Total		240	100
Having	Yes	204	85
Siblings	No	36	15
or Not	Total	240	100
Birth	First Born	91	38
Order	Second Born	62	26
	Third Born	48	20
	Fourth Born	38	16
Total		240	240

Age

The sought to understand how respondents who were adolescents' aged 13-18+ and above years were categorized. Findings in Table 2, above show that the frequency of respondents aged 15-16 years were higher at 34% as opposed to aged 13-14 years at 26%, 17-

18 years at 24% and the respondents aged 18 years and above at 16%. The findings revealed that a great majority of the respondents were between 15-16 years.

Siblings

The study was interested in finding out whether the respondents had siblings or not. This was necessary because these characteristics could have influenced the study variables.

Specifically, the study was interested in finding out whether having siblings or not was a protective factor as far as alienation and wellbeing was concerned. The findings are in presented in Table 2 above.

Findings in table 2 above revealed that a significant majority of the respondents (85.0) had siblings, while 15% had no siblings. Having siblings could have a potential influence on the well-being of adolescents in the context of post-divorce parental alienation. This is because siblings can offer emotional support, companionship, as well as a sense of belonging, which may contribute positively to the well-being of adolescents. Further exploration of the sibling dynamics and their connections with well-being measures in the setting of post-divorce parental alienation could offer valuable understandings into the influence of familial associations on adolescent outcomes.

Birth Order

The study assessed the birth order of the participating adolescents. This was significant as these characteristics could have influenced the research findings. Table 2 depicts the percentage of the birth order of the respondents. The findings are as follows, the frequency of first born was higher at 38% as opposed to second born (26%), third born (20%) and fourth born (16%). This implies that a significant number of the respondents (38%) were in the born category.

The study objectives are used to present the results. These objectives are selected as the key themes, while their components are indicated as the sub-themes. Therefore, the

findings of this study are discussed as per the four objectives of the study. This is necessary in order to link the answers to the study questions. For each of the objective the quantitative findings are presented first followed by the qualitative findings

Objective One: Parental Alienation Strategies

The first research question explored parental alienation strategies employed by parents of respondents. To address this research question, the proportion of respondents who endorsed each of the 20 statements was calculated with frequency distributions while a Mean Score of each of Baker Questionnaire was derived by adding the total score for all participants and dividing the total score by number of respondents

Quantitative data was collected via use of 4 level Baker strategy Likert scale where 1=Never, 2=some of the times, 3=Most of times, 4=Always. For each question on the Baker strategy questionnaire, Step 1: Involved deriving each individual response. Step 2: Add the totals, and divide by the total number of respondents to derive Mean of each questions. The findings are presented in table 3 below.

Table 3*Descriptive Analysis of Parental Alienation Strategies*

Behaviours	N=240	%	M	SD
Made negative comments	176	73.2	3.32	1.000
Discomfort at other parent	156	65.5	3.22	0.808
Confided in child	144	60.0	3.18	0.700
Encouraged reliance on him/herself	135	56.4	3.17	0.687
Upset at child's affection with other parent	125	52.0	3.09	0.650
Required favouritism of child	123	51.2	3.03	0.654
Tried to turn against other parent	116	48.2	2.99	0.654
Asked child to keep secrets	103	42.9	2.89	0.534
Made child choose	91	38.0	2.48	0.594
Limited contact	84	35.2	2.42	0.321
Fostered anger/hurt at other parent	81	33.8	2.29	0.300
Encouraged disregard of other parent	78	32.5	2.15	0.234
Asked child to spy	73	30.4	2.13	0.194
Said parent was unloving	72	29.8	2.09	0.121
Said parent was unsafe	71	28.9	2.06	0.104
Hard to be with extended family	60	25.0	2.04	0.090
Made communication difficult	57	23.6	2.02	0.094
Called other parent by first name	40	16.8	1.98	0.021
Withheld or blocked messages	36	14.8	1.87	0.018
Referred to new spouse mom/dad	20	8.5	1.55	0.014

Table 3 presents post-divorce parental alienation strategies. The findings in table 4 show that all 20 alienation behaviours were endorsed by at least a proportion of respondents. Three items were endorsed by over 60.0 % of the sampled respondents. Parents making negative comments to me about the other parents was 73.2 % and Mean =3.32 $\pm$ (SD:1.00) Parent indicated discomfort/ displeasure when respondents spoke/asked about the other parents was reported by 156 respondents. this as 65.5% Mean=3.22 M $\pm$ (SD:0.808) while confided in me about the other parent was a 60 %, and Mean=3.18 M $\pm$ (SD:0.7).

Seven of the alienation strategies were endorsed by between 50-60% of the adolescents who participated in the study. These are; required favouritism of child (Mean=

3.03, SD $\pm$ (SD:0.654), encouraged reliance on himself or herself (Mean=3.17, (SD $\pm$ 0.687), confided in child, Mean=3.18 $\pm$ (SD:0.700). In addition, eight of the parental alienation strategies were endorsed by at least 20-40% of the respondents. These are (made me choose, mean=2.48, SD=0.594), limited contact with other parents, Mean=2.42 $\pm$ (SD:0.321), fostered anger/hurt with other parent Mean=2.29 $\pm$ (SD:0.300), encouraged disregard of the other parents Mean=2.15 $\pm$ (SD:0.234), asked the child to spy the other parents Mean=2.13 SD=0.194, Said parent was unloving Mean=2.09 $\pm$ (SD:0.121), Said parent was unsafe Mean=2.06 $\pm$ (SD:0.104), parents made it hard to be extended family, Mean=2.04 $\pm$ SD:0.94). Parents made communication with the other parent difficult Mean=2.04 $\pm$ (SD:0.094).

Three behaviours were endorsed by under 20% of the respondents (Called other parents by first name, Mean=1.98 $\pm$ (SD:0.021), withheld or blocked messages was reported by 36 respondents, which was 14.8%, Mean =1.87 $\pm$ (SD: 0.018). Children being told to refer to the new spouse as mom or dad was reported by 20 of the respondents, Mean=1.55 $\pm$ (SD:0.014). The study findings are in harmony with those from studies carried out by Sirbu et al. (2020) and Harman (2018) which exposed that making negative comments about the other parent was among the most common parental alienation strategy. Further, this study revealed that the spread of poisonous message concerning the other parent occurs in the full presence of the children which concurred with findings by Harman et al. (2019) and Sirbu et al. (2020). This result means that although the bad remarks were about the TP, it was the children who absorbed them because the other parent was not present. This was detrimental in that the respondents internalized these messages which affected their wellbeing.

Table 4*Summary of Parental Alienation Levels*

PA Manifestation	Baker Scale Mean Score	Percentage
Mild	53-80	16
Moderate	26-52	24
Severe	53-80	60

Source: (Researcher, 2023)

Summary of Post-Divorce Parental Alienation Levels

Table 4 represents a summary of parental alienation levels. The study sought to give a summary of the levels of alienation. This was important because such characteristics could have influenced the study findings. The respondents rated each of 20 Baker item on a 5-point Likert scale ranging from 0 (never) to 4 (very often). This exploration was necessary in order to find out whether levels of alienation were associated with levels of injury on the adolescents' wellbeing. In this case, severe alienation would mean high levels of injured wellbeing among adolescents. Table 4 provides a summary of the levels of alienation.

The section contains summary of parental alienation scores as reported by participants of the study. In the literature, Behavioral manifestation of parental alienation is categorized in terms of severity where three levels of parental alienation have been identified (Gomide et al., 2016; Harman et al., 2016). These are mild, moderate and severe alienation. The children who have been subjected to different categories of alienation namely; mild, moderate and severe exhibit different effects of the alienation which is manifested in the way they relate

with the TP (Warshak, 2020). To categorize level of PDPA, a Composite score that represents a single, definable and measurable attribute for each participant was created, this was done combining all 20 individual Baker scores into a single composite score, each of the item was measured by 5-point Likert scale ranging from 0 (never) to 4 (very often), therefore for each participants the minimum score of parental alienation would be 0 while the maximum 80. Categorizing each participant parental behavioural manifestation score into mild, moderate and severe, involved collapsing the scale using total score and creating three cut points mild=0-26, moderate 26-52 and severe 53-80. Upon transcribing data from questionnaire, each individual score was calculated, aggregated and allocated level of severity. The findings are as shown in Table 4 above.

The BSQ questionnaire was used to evaluate the perception of the occurrence of the 21 post-divorce parental alienation tactics. The respondents rated each item on a 5-point Likert scale ranging from 0 (never) to 4 (very often). The findings in Table 4 show that majority of respondents, 60.0% were reported having being to have been exposed to severe level of parental, followed by 24.0% with a moderate score of 26-52 (60%) while mild alienation was the least of the three levels (16.0%).

Qualitative Data

Qualitative data played the role of enhancing, augmenting and also clarifying some of the key themes. The following themes emerged from this research question. These are, badmouthing the TP, showing discomfort, limiting contacts/communication, confiding in the child, undermining the authority of the TP and absence of parental alienation.

Table 5*Themes and Sub themes as Indicators of Parental Alienation Strategies*

Parental Alienation Strategies	Subthemes
Badmouthing	Degrading of TP Depicted as unloving, uncaring and dangerous
Showing Discomfort at the other parent	Erasing TP from memory of respondents Guilt and Remorse
Limiting contacts/communication	Limiting communication by AP Respondent's effort rebuffed by other parent Respondents allowed to communicate Respondent's decision not to maintain contacts
Confiding in the child	Confiding in child on marital matters Confiding in child about financial status of TP
Undermining the Authority of the TP	Encouraging child to rebel against TP's rules
Absence of Parental Alienation	Absence of parental alienation

Bad Mouthing

Many of the respondents mentioned that one parent talked ill about the other parent and wanted the respondents to agree with them. Their dialogues brought out the following subthemes related to badmouthing. The respondent's remarks revealed that in most instances the TP was degraded as exemplified below:

Respondent No. 020 remarked, 'My father says that my mother has other men'.

Respondent No 018 lamented, 'my father abuses my mother and threatens to kill her because he says that she is with other men'

Respondent No. 017 remarked, 'My mother calls dad *'kiimba'*, meaning a corpse in the respondent's mother tongue. Your father is also a prostitute and *'kihii'*. The latter means an uncircumcised man in the vernacular language of the participant.

R 002 explained, 'My mother does not want us to mention my dad's name. She says as he is bad, weak and does not care about us'.

Upon further probing, the study established that this opinion of respondent's father being weak and bad had emanated from the mother who coerced the respondent to believe this was true.

R005 retorted, 'My father lies that my mother is dead'

TP Portrayed as Dangerous

The AP portrayed the TP as dangerous and expected the respondents to share the same view. Some respondents labeled one parent as dangerous but had no evidence for the allegation. Upon enquiry as to whether the respondents had reasons to fear the other parent who mostly was the father, some replied that their mothers had told them that about their fathers. Some respondents though, had valid reasons for saying one parent was dangerous or not safe to live with as demonstrated below:

R013: In tears lamented. 'I do not feel safe or comfortable staying with any of my parents. Mum *amenitesa sana. hanipendi*. Meaning mum has really mistreated me and hates me in the respondent's vernacular language. She tells me I am not her child and prefers she did not give birth to me. I hate myself as a result'.

R012: 'I do not feel safe with either parent. So, mum gets angry with dad. She projects on me. Even when I break a cup, which is an accident she tells me, '*Unakaa kama baba yako, stress tupu*', (meaning I resemble my father, and I am just stress to her. I cannot go to live with my dad because I fear him).

Respondent no 002: 'I am not safe staying with any of my parents. My mother keeps looking for my faults. Even when I make a small mistake, she beats me up like a grown up, like she wants to kill me. *'Vitu mum amenifanyia hi!'* meaning the things mum has done to me! I prefer staying with my grandmother. I cannot stay with my dad I am not safe with him'.

Respondent no 011: crying reported: 'Dad says I will kill all of you any time. I can even buy poison worth five hundred shillings and kill you. I can also use a slasher; I kill you then I kill myself. *Nyinyi ni stress tupu'*, meaning you are all source of my stress according to the respondent's vernacular language.

Respondent no 011 mentioned, 'I am safe with my mother and not with my father'

TP portrayed as unloving

R009: *Dad anatuchukia*, (meaning dad hates us in the respondent's mother tongue).

He does not want to see us or talk to us.

R016: Dad hates us. He claims he is too busy to visit us because of his job. If he loved us, he could come to visit us on Sundays when he has an off day.

R029: Dad does not love us. He does not visit us. When we ask to visit him, he always says he is not in.

R010: Dad does not love us and sees as *mzigo kwake*, meaning dad sees the respondent and siblings as a burden to him.

R005: Dad does not love us because he has another wife and family.

TP portrayed as uncaring

R021: My mother keeps repeating that my dad pretends to be too busy at work and has no time for us.

R001: Mum talks badly about dad. She says he does not care about us and therefore no need for us to mention him. Mum says dad is a bad person.

R003: Mum talks ill of dad. He keeps asking us, ‘does your father knows what you wear, eat or where your school fees come from? your dad is dead already’. I know this is a lie.

R020: Mum says, ‘leave that useless man who does not provide for you. If you want your father, go look for him’

R028 retorted: ‘My mother always tells me that my father is bad, he abandoned us and my other siblings’

These findings about the TP being perceived as dangerous, uncaring and unloving concurs with the results of studies conducted by Brian (2020) which found that alienated children develop the opinion that the TP is unsafe and worthless. This finding implies that there were a good number of the respondents who allowed the AP to brainwash them against the TP which was largely responsible for the damaged emotional bonds with the TP. Additionally, the theme of badmouthing the TP confirmed the quantitative findings on the same. The qualitative findings amplified these findings in that the tone and gestures of the respondents could be observed as they narrated their lived experienced of PA. This was demonstrated by the respondent who described mistreatment from mother because of having a relationship with her father. To say that this respondent had emotional wounds is an understatement. Perhaps this is what Velaar et al (2022) alluded to by saying parental alienation is a form of family violence due to the physical and mental abuse children are subjected to. She narrated the magnitude of the mistreatment by the mother by responding with the remarks below:

Respondent no 002: ‘I am not safe staying with any of my parents. My mother keeps looking for my faults. Even when I make a small mistake, she beats me up like a grown up, like she wants to kill me. *‘Vitu mum amenifanyia hi!’* meaning the things

mum has done to me! I prefer staying with my grandmother. I cannot stay with my dad I am not safe with him’.

Showing Discomfort about the Other Parent

The following sub themes based on showing discomfort emerged from the qualitative study.

This was manifested in the AP’s efforts to erase the memories of the TP, making children feel guilty and remorseful for showing affection to the TP.

Erasing the TP

The qualitative findings unveiled that the TP made attempts to remove or erase the memories of the TP from the minds and souls of the respondents. The respondents reported how the APs demonstrated being uncomfortable when they exhibited warmth towards the TP. Some of the respondents experienced further loss and were grieving the lost relationship with TPs extended family as demanded by the AP.

R019: ‘My mum tells me if I want my grandparents to be angry, I talk about my father’.

R026 lamented: ‘My mother told me to throw away the family photos where dad appeared. When I refused, she took them by force and burned them in my very presence.

Respondent No.021 recounted, ‘One day my dad bought me a pair of trousers when I visited him only for my mother to burn it’.

R021: ‘My dad married and moved on. He expects me to call his new wife mom. This is something I cannot do no matter how much he tries. He has accused me of disrespecting his wife, who happens to be my step mother because I do not refer to her as mom’.

Making Children Feel Guilty, Ashamed and Remorseful

The other evidence that demonstrated that the AP was uncomfortable with children showing affection for the TP is that most respondents reported being made to feel remorseful for having an association with the TP.

R015 recounted, ‘My mother makes remarks which make me feel ashamed and remorseful for showing loyalty to my dad. She would rather I have nothing to do with him’.

The findings on showing discomfort about the other parent when child demonstrated affection confirmed the findings of Harman et al. (2018); Sirbu et al. (2021) and Verrocchio et al. (2017). This implied that the respondents were having lots of anxiety as it can be argued this that this PA behavior is tantamount to making the respondents choose one parent while rejecting the other. It has been established that divorce negatively affects the children’s psycho-social wellbeing. For instance, Erman and Harkonen, (2017) and Wambua et al. (2021) found that divorce unfavorably affects academic performance of children and is also responsible for psychological problems like anxiety and depression. Moreover, Verhaar et al (2022) observed that alienated offspring have anxiety disorders as well as trauma reactions. Although the children of divorce suffer so much few studies examined, have affirmed or denied whether these adverse effects are as result of PA as opposed to divorce.

Limiting of Contacts

The limiting of contacts manifested itself in the prevention of physical contacts with the other parent and denying respondents opportunities to communicate with TP or even ensuring the respondents did not have means of communication with the TP.

R006: ‘My mother refuses to give me dad’s contacts so I am unable to call him’.

R021. ‘I would love to call dad but mum does not want to hear his name being mentioned’.

R 014: 'For me, when I ask mum where my dad stays or is, she says it is not a must for me to know'.

R011: 'My mother has no contacts so there is no way I can reach my dad'.

R008: 'Anytime I want to call dad, mum insults me, sometimes beats me up.

However, when she has a problem, she makes me call dad and tell him we have no food'.

R005: As much as I would love to call my father, mum does not allow me to do so.

R003: 'My mum stops me from calling dad because she knows even if I call him to say I need something he will not provide'.

R022: 'I was not allowed to call dad or go near him but since I got my phone, now I can call as often as I want'.

R010: 'My mum does not want me to call my father. So, when I want to communicate with him, I borrow a phone. When my mum finds out she gets mad with me. She tells me to forget him since he helps me with nothing'.

R030 lamented: 'my dad says if you go to your maternal grandparents' home, I will not pay school fees for you'

This finding is in harmony with those of Harman and Birigen (2018) which established limiting of contacts as a parental alienation behaviour. This finding also implies that the respondents were frustrated, sad and angry for being denied access to the TP both physically or via telephone conversation. This meant emotional disconnect with the TP despite the respondents' yearnings to remain connected both physically and emotionally with the TP.

Respondents Free to Communicate with Other Parent

R015: 'I am free to call my dad. My mother does not stop me. She gives me her phone to call him'.

R006: 'I am free to call my father any time. My mother does not have a problem. In fact, she told me to be calling him when I need something. He provides for me when he is in a position to'.

The literature reviewed on PA largely did not mention that some divorced parents did not make attempts to alienate their children from the other parent. In other words, this finding defies or contradicts previous works on PA. It would seem that most literature on PA has largely concentrated on the negative behaviours engaged in by divorcing parents and which have negative effects on the wellbeing of children while the positives, which are likely to promote the wellbeing of children, are largely left out. This explains why some of the respondents coming from divorced families had healthy wellbeing.

Respondents' Decision Not to Maintain Contacts

There were other instances the respondents made independent decisions not to call or maintain contacts with the non-custodial parent. This is exemplified by the following remarks:

R028: 'I am free to call my dad but I cannot do such a thing. This is because he does not care or provide. I cannot call him because when I used to call, he would tell us to go back home. Once we go to his house, abuse is repeated. So, we go come back, go come back I cannot trust him any more so no need to call'.

R012: 'I hear my dad is rich but I don't think he cares about me, has no interest in me. I can't reach out to him'.

R017: 'My dad does not care about me as he does not provide for me despite knowing I am his daughter. There is no need to maintain contacts with him'.

R009: 'My father used to provide for me before he separated with mum. After separation, even if I tell him we need school fees or food he does not care'.

R025: 'My mother allows me to call dad but when I call him, he does not answer'

R021: 'I do not feel like calling my father because he never reaches out to me. I tried to call him but he blocked us. He only calls us, meaning children when he wants. He is very rude to us so no need to call him'.

R 030: 'Dad does not want to see us, does not care for us, so no need to call him or visit him'.

Thus, the qualitative findings demonstrated that in some instances, the respondents were capable of forming their opinions about the TP which largely informed their decision to maintain a relationship with the TP or not. In most of the cases, the decision not to maintain ties with the other parent was informed by the demonstration of lack of responsibility on the part of the other parent. An example was where the other parent did not provide for the respondents after divorce. This behaviour on the part of the parent was construed as uncaring by the respondents. The other instances when respondents made the decision to alienate themselves from the other parents is when they perceived being rebuffed, abandoned and rejected by the other parent as reported above. The finding that some respondents had the capability to make their own decisions contradicted the findings of Harman et al. (2022) which postulated that children subjected to PA strategies might develop a disordered sense of perception and also fail to recall how to have faith in their discernments and emotions which results in an undefined identity, absence of self-esteem as well as deep insecurity. It would be a challenging task for alienated children with deficiencies such as these described above to be in a position to make bold decisions not to keep contact with one parent.

Confiding in the Child

Confiding in children about adult matters and which the child did not need to know was also reported by the respondents during FGDs. The matters that the AP discussed with the respondent was both sensitive and not age appropriate. The following are the subthemes that emerged.

Confiding in Child about TP's financial matters

R027: 'My mom told me that my father has been laid off and hence bankrupt and cannot afford to take us out any more. As mum disclosed this, to us she was laughing sarcastically. I sensed this could be untrue and if true my mother was rejoicing in my dad's financial struggles or predicaments'.

Confiding in child Marital Concerns.

R028: 'My mother always tells me that my father is bad, he abandoned us and my other siblings because he has other children'.

R031: 'my mum keeps telling me that my father is a useless person who impregnated her while she was in high school. She says she regrets having been married to him and that was the worst mistake she did.

R032: 'My father says my mother is a prostitute and has HIV and AIDS. Even if she has HIV, I need not hear the same thing being told me over and over again'.

Undermining of Authority.

This alienating behaviour was reported by respondents in the FGD's. The following subthemes emerged as demonstrated by respondent's remarks.

Encouraging Respondents to Rebel against Rules and Values of TP

Respondent No. 028: 'my dad wants to take me to a boarding school that performs well so that I can excel in my form four exams. However, mom tells me there is no need to do so. She tells me that I do not have to go to boarding school simply because my dad has said no. She tells me that my dad's only reason for wanting to take me to a boarding school is to get rid of me so that he can enjoy with his new spouse.'

Respondent No.009: 'I know I need extra tuition and my mother can afford and would like me to attend tuition after school. However, my dad says it is not necessary. I am now confused to go for tuition or not.'

Respondent 032: ‘My mother gave me one thousand shillings. This was after I had refused to answer dad’s greetings in an event the three of us attended. It seems like this made her very happy and I guess that is why she gave me the money’.

Respondent No. 023 reported, ‘My dad has been encouraging me to disobey rules set by my mother. For example, he tells me not to tell my mother where I am going and also encourages me to be out at night with friends something he knows infuriates my mother’.

It was evident that respondent R032 mentioned above felt no remorse for having snubbed his father during the mentioned function. This could be read from the tone and body language. The findings revealed that the AP encouraged the child to rebel against the authority of the TP even if the child was to benefit. Equally, the findings on undermining the authority of the TP significantly agreed with those of Harman et al. (2018) and Silva (2022). The findings imply that there was a possibility that the TP would get angry and stop being involved in the life of the child. This meant that the emotional bond between the child and parent were injured is associated with impediment of respondents’ wellbeing.

Mild or Absence of Parental Alienation among Respondents

Findings emerging from the FGDs revealed that a very small number of respondents were not subjected to parental alienation by any of their parents. These are the ones who reported never in most items in the Baker Strategy Questionnaire score. Data from quantitative findings revealed that parental alienation was quite rampant among the respondents coming from divorced families. The qualitative findings confirmed and also disconfirmed some of the revealed literature. These qualitative finding further helped get a comprehensive understanding of the phenomenon of PA as they unveiled some subthemes not captured by BSQ. Examples of such findings was the revelation that some divorced parents did not make any attempt to alienate the respondents from the other parent. Such did

not engage in PA alienation behaviours. They also allowed their children to retain contacts with the other parents. Additionally, the qualitative findings revealed that some of the respondents refused to be alienated by the AP. This implied that their wellbeing was not as hampered as compared to that of their counterparts who rejected the TP without establishing the authenticity of derogatory remarks used to describe them by the AP. The findings that some parents did not employ PA behaviours and some respondents refusing to be alienated were not found among literature explored.

Objective Two: To Investigate the Relationship Between Post-Divorce Parental Alienation and Adolescents' Interpersonal Relationships

In this study the researcher envisaged a cause and effect amongst the two variables, that is parental alienation (IV) and adolescents' wellbeing, (DV). It was hypothesized that the IV caused a straight change on the DV and thus alteration of the IV will directly translate into a change in the independent variable. Post-Divorce Parental alienation was rated using a 5-point Likert scale ranging from 0 (never) to 4 (very often). Respondents' wellbeing which consisted of five constructs namely; positive emotions, engagement, interpersonal relationships, meaning and sense of accomplishment were measured using an 11-point scale ranging from 0-10 where 0 means not at all and 10 means completely.

Descriptive Statistics

Respondents' Interpersonal Relationships wellbeing scores was measured using an 11-point scale ranging from 0-10 where 0 means not at all and 10 means completely. The participants were requested to show the levels of agreement with the attributes about interpersonal Relationships and its influence on performance. Respondents' Adolescents' relationship wellbeing scores was measured using an 11-point scale ranging from 0-10 where 0 means not at all and 10 means completely. The respondents were requested to tick the box

which best described each one of them. The items in the PERMA Relationships pillar of wellbeing are shown in table 6 below. The findings are as shown in Table 6 below.

Table 6

Interpersonal Relationships Items and Score

Supportive Relationships Pillar	M	SD
To what extent do you receive help and support from others when you need it?	5.00	0.781
To what extent do you feel loved?	4.54	0.600
How satisfied are you with your personal relationships?	4.51	0.555
Composite Total Score	14.5	
Composite Mean Score	4.68	0.645

Source: (Researcher, 2023).

The findings in table 6 show that the largest proportion of the respondents was in neither in agreement or disagreement on the statement provided. In regard to whether they receive help and support from others when they need it, Mean =5.00 $\pm$ (SD: 0.781), to what extent do you feel loved, (Mean= 5.00 $\pm$ (SD=0.600). about being satisfied with current personal relationships the Mean =4.51 $\pm$ (SD=0.551). The findings therefore, imply that majority of students had lower than average score in terms of inter-personal relationships. The study further sought to establish whether the inter-personal relationship score was related to the parental alienation score. A Spearman's rank correlation coefficient was computed to determine the relationship between the parental alienation (IV) and adolescents' interpersonal relationship score (DV).

Testing Hypothesis Analysis

H01: There is no statistically significant relationship between parental alienation and adolescents' inter-personal relationships in Kikuyu Sub County public mixed day high schools in Kiambu County.

The study sought to establish the degree of association between two or more variables. The test yields Spearman rank-order correlation coefficient statistics (r) whose values lies between -1 and +1. ' r ' measures the strength and direction of a linear relationship between two variables (Sekaran & Bougie 2013). A value closer to +1 shows a strong positive relationship whereas a value closer to -1 shows a strong negative relationship at a significance level of less than 0.05. In this objective the independent variable of the study was post-divorce parental alienation while the dependent variable was adolescents' inter-personal relationships. Hypothesis testing was done using Spearman rank-order correlation where the score of parental alienation were correlated against the score of adolescents' wellbeing construct of interpersonal relationships. The findings are represented using both Correlation model and scatter-plot

Inferential Statistics

In this study the researcher envisaged a cause and effect amongst the two variables, that is parental alienation (IV) and adolescents' wellbeing, (DV). It was hypothesized that the IV caused a change on the DV and thus alteration of the IV will directly translate into a change in the independent variable. Both DV and IV were measured using an ordinal Likert scale. Post-Divorce Parental alienation was rated using a 5-point Likert scale ranging from 0 (never) to 4 (very often). Adolescents' inter-personal relationships were measured using an 11-point scale ranging from 0-10 where 0 means not at all and 10 means completely.

The Spearman rank-order correlation coefficient was used to measure the strength and direction of association that exists between two variables. The findings are as shown in Table 7 below.

Table 7

Correlation between Parental Alienation and Adolescents' inter-personal relationships

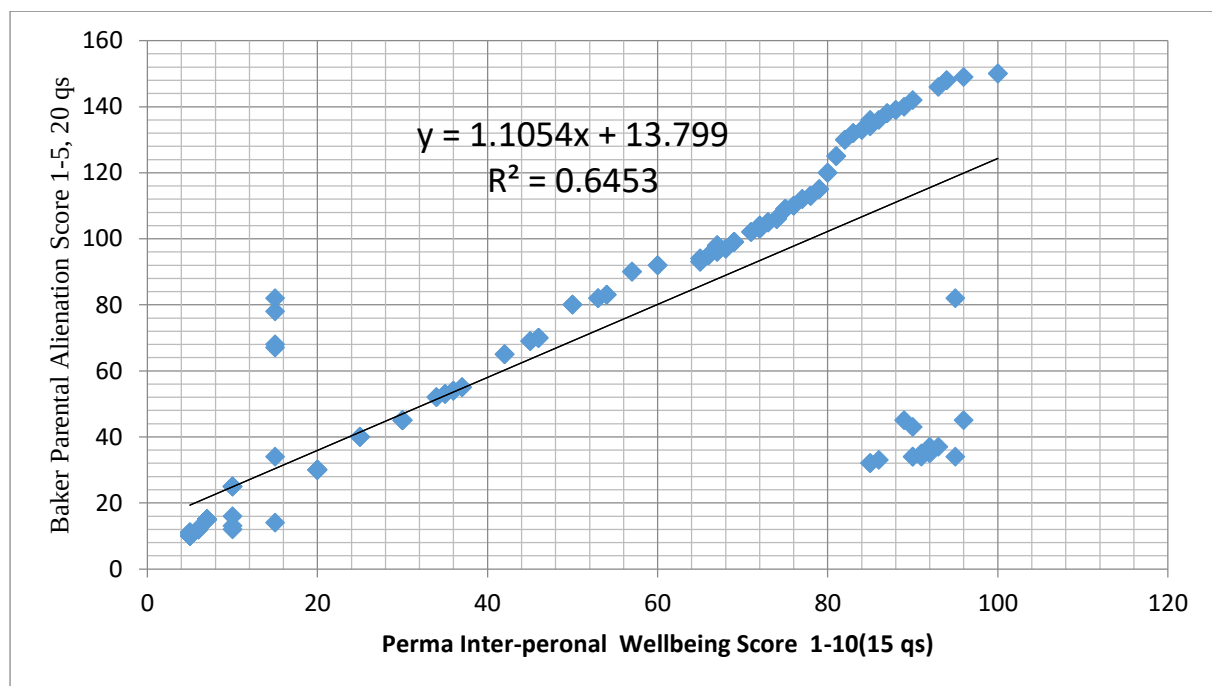
Variables		PERMA relational wellbeing scores.	
Parental	Spearman	0.645	1
alienation s	rank-order correlation		
	Sig. (p value)	0.030	
	n	240	

The results in table 7 above indicate that there was a significant positive relationship between Post-Divorce Parental alienation and Adolescents' inter-personal relationships (240) = .645, $p = .03$). According to Creswell, (2017) a Spearman's correlation coefficient between 0.51 and 0.99 indicates a high correlation between variables (values above 0.80 indicate an extremely high correlation. The p-value hypothesis test was used to measure of how much evidence is present to reject the null hypothesis (Creswell, 2017). The statistical analysis found a P value of. $.03 < .05$ indicating a strong evidence against null hypothesis. A smaller p value less than .05, is considered evidence against null hypothesis (Creswell, 2017).

The study, therefore, rejected the null hypothesis that there was no relationship between the two variables. Additionally, the scatter plot was used to assess patterns, direction and strength between post-divorce parental alienation and adolescents' Relationship pillar of PERMA wellbeing theory as shown Figure 4.

Figure 4

Parental Alienation and Interpersonal Relationships



The findings in Figure 4, (Scatter-plot) show that there was a significant association between parental alienation (IV) and adolescents' interpersonal relationship construct and therefore the null hypothesis was rejected ($R^2 = 0.645$, p value < 0.05). This implies that parental alienation scores accounted for 64.5% of PERMA relational wellbeing scores. Holding all other factors constant, a unit increase of parental alienation scores was attributed to an increase of 13.799 PERMA scores in adolescents' interpersonal construct. The more the scores of parental alienations the more the scores for this interpersonal relationship impairment. The likelihood of this relationship disturbance seemed to increase in line with severity of parental alienation

The study sought to establish the degree of association between two or more variables. The test yields Pearson correlation coefficient statistics (r) whose values lies between -1 and +1. ' r ' measures the strength and direction of a linear relationship between two variables (Sekaran & Bougie 2013). A value closer to +1 shows a strong positive relationship whereas a value closer to -1 shows a strong negative relationship at a significance level of less than 0.05. In this objective the independent variable of the study was parental alienation while the dependent variable was adolescents' inter-personal relationships. Hypothesis testing was done using Pearson correlation where the score of parental alienation were correlated against the score of adolescents' wellbeing construct of interpersonal relationships.

Thus the quantitative findings revealed that PA negatively impacts the interpersonal relationships of those adults subjected to PA behaviours in childhood. These findings affirm the findings of Woodall (2017); Verrocchio (2018) and Martos Martinez et al. (2021). This means that the effects of PA continue to negatively impact those alienated in adulthood. This therefore means there is need to urgently come up with interventions with the aim of mitigating the effects of PA on the respondents. Below are the qualitative findings.

Data from Qualitative

This objective was assessed using the following constructs; To what extent do you receive help and support from others when you need it? To what extent do you feel loved? How satisfied are you with your personal relationships? The following themes emerged in the focus group discussions: Damaged emotional bonds, emotional deprivation (emotional wounds), insecurity, triangulation of children, social seclusion, attachment difficulties, and significance of relationships among others which impended respondents' interpersonal relationships. However, and on a positive note, some respondents reported to having a cordial

relationship with the TP, and some had meaningful relationships with peers. This was exemplified by the findings below:

Table 8

Themes and Sub-Themes as Indicators of Interpersonal Relationships

Themes	Sub-Themes
Injured /Damaged Emotional Bonds	With Parents With others (peers)
Emotional deprivation	Emotional pain, Rejection feelings, guilt, and shame, sexual abuse
Anxiety	Worry , fear
Loneliness and Social marginalization	Falling out with one parent or both Falling out with peers Negative beliefs and behaviours Feeling of abandoned and rejected them
Triangulation of children	Enmeshment
Meaningful relationships with TP and peers	Healthy emotional bonds, mattering to parents and peers

Injured Emotional Bonds

Injured emotional bonds between respondents and one parent (TP). The qualitative findings established that most of the respondents had injured emotional bonds with the TP. Most themes from this section were not assessed by the PERMA -Profiler and so it can be said that qualitative data enriched the study. The injured emotional bonds were exemplified by the following remarks from the respondents.

R031: ‘I will say this, my mother takes good care of me, school fees, food and others.

I do not think much of dad because we do not talk with him even for a single time since they parted ways’

R016 ‘I don’t see the need to call my dad’.

R002: ‘I cerebrate good times with my grandmother. She is the only person who appreciates me’.

R025: 'My mother allows me to call dad but when I call him, he does not answer'.

R021: 'I do not feel like calling my father because he never reaches out to me. I tried to call him but he blocked us. He only calls us, meaning children when he is in the mood. He is very rude to us so no need to call him'.

R 030: 'Dad does not want to see us, does not care for us, so no need to call him or visit him'.

R006: 'My mother refuses to give me dad's contacts so I am unable to call him'.

R021: I would love to call dad but mum does not want to hear his name being mentioned'.

R 014: 'For me, when I ask mum where my dad stays or is, she says it is not a must for me to know'.

R011: 'My mother has no contacts so there is no way I can reach my dad'.

R008: 'Anytime I want to call dad, mum insults me, sometimes beats me up.

However, when she has a problem, she makes me call dad and tell him we have no food'.

R005: 'As much as I would love to call my father, mum does not allow me to do so'.

R003: 'My mum stops me from calling dad because she knows even if I call him to say I need something he will not provide'.

The findings that PA injures emotional bonds between parents and the child are in line with the findings of Miralles et al. (2021) and Warshak (2020) which established that PA adversely affected the interpersonal domains of those alienated after parental divorce. This finding implies that the respondents were not in a position to have their emotional needs met by one parent which resulted in a hampered wellbeing. This seems to echo the findings of Spruit et al. (2020) and Cherry (2019) which established that attachment difficulties

(damaged emotional bonds) is significantly associated with low self-esteem and depression. These mental disorders are linked with hampered wellbeing (verrochio,2018).

Emotional deprivation

The long periods of separation between the child and the other parent meant that the respondents' emotional needs were neglected. The neglect of respondent's emotional needs was associated with the following subthemes; emotional pain, rejection feelings, shame and guilt, sexual abuse, loneliness and marginalization and lastly anti- mattering feelings among the respondents. This was exemplified by the following remark:

Emotional Pain

The qualitative findings also revealed that most of the respondents were struggling with emotional wounds and pain. The emotional pain was caused and maintained by the following subthemes: rejection feelings, low self-esteem, guilt, loneliness and isolation, helplessness, guilt, trust issues abandonment as well as loss and grief as revealed by the respondents. In this study, rejection feelings, loneliness and social marginalization, shame and guilt have been discussed.

Rejection feelings. The theme of rejection was shared by many respondents

R013: 'I feel happier with friends at school. Whenever I ask mum for some little money to buy doughnuts she responds, '*enda ukazurure ulete pesa ya doughnuts*.

(Meaning, go 'loitering' in order to get money for doughnuts). My mother calls me a prostitute and tells me to have sex with men in order to get money I need'.

R031: 'My father provides for me. However, he has never showered me with the love I see other students enjoy'.

Respondent no 006 mentioned, 'my father hates me, he does not pay my school fees or provide for me'

Respondent no 004 mentioned, 'It is like he does not love me. He got another family and moved on'.

Respondent No. 002 retorted: 'I celebrate good times with my grandmother. She is the only person who appreciates me'.

R009: 'Dad *anatuchukia*, (meaning dad hates us in the respondent's mother tongue). He does not want to see us or talk to us.

R016: 'Dad hates us. He claims he is too busy to visit us because of his job. If he loved us, he could come to visit us on Sundays when he has an off day'.

R029: 'Dad does not love us. He does not visit us. When we ask to visit him, he always says he is not in'.

R010: 'Dad does not love us and sees us like *mzigo kwake*, (meaning dad sees the respondent and siblings as a burden to him).

R005: 'Dad does not love us because he has another wife and family'.

R013: In tears lamented. 'I do not feel safe comfortable staying with any of my parents. Mum *amenitesa sana. Hanipendi*. (Meaning mum has really mistreated me and hates me in the respondent's vernacular language). She tells me I am not her child and prefers she did not give birth to me. I hate myself as a result'.

This finding that alienated children develop or struggle with negative emotions of self-loathing as a result of perceived rejection by the TP coincides with research conducted by Aloia and Strutzenberg (2019) which established negative emotions among adults alienated as children. This finding implies that many respondents did not feel enough, they felt they were not of value to parents and also to others, and thus withdrew from both the TP and peers both physically and emotionally which hampered their interpersonal relationship construct.

Shame and Guilt. Some of the adolescents struggled with guilt and shame and were remorseful when they realized they had rejected the TP for no justifiable reasons. They felt cheated by the AP who had brainwashed and indoctrinated them against the TP. Most of the respondents who experienced guilt over rejecting one parent also expressed helplessness about ever having a reunion with the TP.

R032 in tears lamented: 'I wish I knew then what I know now. I was misled by my mother to hate my father for no good reasons. It is too late now. The relationship has gone sour and I have lost connection with my dad'

R031 remarked: 'I struggle with the emotions of shame and guilt. Occasionally I feel I am responsible for both the divorce of my parents and parental alienation. Perhaps I deserve to be rejected by my father for refusal to reject my mother.

Stuck with a Molesting AP.

The study findings also revealed that a number of the respondents had been subjected to lots of abuse by the alienating parent. The quantitative data did not cover this theme. Therefore, qualitative data enabled a comprehensive understanding of the research question. This abuse comprised of sexual as well as physical abuse. It also occurred that the victims of this abuse continued to ally themselves with the AP despite the abuse.

R015 retorted, 'my father has attempted to rape me on several occasions. He has been making attempts, has touched me inappropriately and only God has protected me. I reported this to mum but she did not believe me. Other times she told me that I had no choice but to stay with my father because she is not in position to provide for me. I have learned to protect myself by wearing very tight jeans and by keeping a torch under my mattress ready to escape if he makes advances. I wonder how long this cat and mouse game will last. Surprisingly I still feel loyal to him. Sometimes I ask

myself if I am normal after the abuse, he has subjected me to. My father is my sole provider; I guess I can't do without him'.

R017: Sobbing uncontrollably, this respondent lamented: *Siwezi sema hapa yale nimeyapitia* in the hands of my father. (Meaning I cannot tell here what I have gone through in the hands of my father!

Feeling Betrayed

The focus group discussions also unveiled that the theme of betrayal among some respondents as was demonstrated by the respondent R015 who reported being sexually molested by her father but the mother did not believe her. The study suspects that there were many other respondents who did not reveal being sexually molested by their fathers as was demonstrated by respondent R017 mentioned above. This revelation implies that the pain such respondents felt was unfathomed. In such instances, the respondents also felt betrayed by their mothers because when they reported the sexual advances and rape, their mothers either did not believe them or expressed helplessness in as far as the rescue of the child was concerned. This finding means that PA can comfortably be classified as a form of child abuse characterized by psychological, emotional and sexual abuse of alienated children in many instances. This finding concurs with those of Harman et al. (2018) which posited that PA is an undervalued form of domestic violence. Similarly, Woodall (2017) reported that PA behaviours are listed among childhood adverse experiences.

Physical and Psychological Abuse

The evidence that physical abuse by one or even both parents was rampant among alienated children was illustrated by the following remark:

Respondent no 002: 'I am not safe staying with any of my parents. My mother keeps looking for my faults. Even when I make a small mistake, she beats me up like a grown up, like she wants to kill me. *'Vitu mum amenifanyia hi!'* meaning the things

mum has done to me! I prefer staying with my grandmother. I cannot stay with my dad I am not safe with him’.

R012: ‘I do not feel safe with either parent. So, mum gets angry with dad. She projects on me. Even when I break a cup, which is an accident she tells me, ‘*Unakaa kama baba yako, stress tupu*’, (meaning, I resemble my father, and I am just stress to her). I cannot go to live with my dad because I fear him’.

R006: ‘I feel my opinion does not matter or count to my mother. When I tell her I want to call dad she refuses to give me her phone. When I borrow and call dad, she beats me up like I am not a human being. She needs to respect my opinion about my dad. Whether I want a relationship with him or not is up to me’.

Anxiety

Physical abuse in conjunction with sexual abuse contributed greatly to the feeling of anxiety among the respondents. One respondent narrated about receiving death threats from the AP. The fact that she was living with her father after parental divorce and remarriage by her father compounded the feelings of anxiety. The extent to which anxiety manifested in the respondents was revealed by the high percentages of the same from the quantitative findings where 168 out of 240 respondents which was a 70 percent reported feeling anxious. The following remarks demonstrated the theme of anxiety.

Respondent no 011: ‘My father has been threatening to kill mom and us using slasher or by poisoning us. He also says he can kill himself after killing us. I worry that he might actualize this threat. Many nights I do have nightmares on the same’.

The finding that those exposed to parental alienation behaviours experience anxiety are in harmony with the findings of Verhaar et al. (2022) which established that anxiety disorder was rampant among those alienated. This was expected given that majority of the respondents did not feel safe with the TP or even with the custodial parent. In many

instances, they received death threats or feared they would be raped which caused lots of anxiety. The high percentages of anxiety unveiled by the quantitative findings thus largely contributed to the hampered inter-personal relationships domains of the respondents.

Loneliness and Marginalization.

Additionally, the qualitative findings also revealed that most adolescents were experiencing social exclusion or social marginalization. Some decided to self-segregate.

R.015 remarked, “Sometimes I feel somehow lost and forgotten. Those who have not experienced being dragged into parental fights may not understand what I go through. There is so much to handle or deal with. It seems to remain in the background like ghosts haunting me wherever I go. Those who come from families which do not have such conflicts may not understand and this is expected. Anyway, how would they be expected to understand me if my own parents cannot understand what I go through. I feel all alone and lost at times. Now my family is split and I do not know what next. R027 reported, ‘I do not feel like I can fit in. I simply want to keep to myself as I feel different from others’.

The finding that PA is associated with loneliness and social marginalization is in harmony with the findings of Bosch-Brits et al. (2018) and Vehaar (2022). This finding could mean that some of the respondents felt not fitting in as a result of lack of a sense of belonging which was lost when the relationship between child and TP became totally severed.

Meaningful Relationship with Peers

However, the qualitative findings demonstrated that not all respondent reported feeling lonely and marginalized. A small percent reported receiving help from others when in need, felt loved, were satisfied in their personal relationships. Their responses are as shown below.

Subtheme: Satisfaction with personal relationships.

R009 reported: 'I dance with my friends quite often'

R 016 mentioned: 'I go swimming with my friends over the weekends'

R022 responded: 'I pray and fast with my two friends during challenging moments'

R008 mentioned: 'I share good news with my mother and my good friends'

R019: When something good happens to me I celebrate with my friends.

R020: I share with my friends when I am going through difficult moments.

R011: During tough times I pray, share with my mother and my sister.

The respondents who had satisfying relationships also reported feeling needed by others and therefore useful to them. This was supported by the following remarks:

Feeling needed by others (mattering). The respondents were asked how useful they felt they were to their friends. The responses are shown below.

R030: 'I would say I am helpful to others when they are having trouble. I listen to them and help where I can'

R001: 'I advise my friends pray for them and with them when they go through tough times'.

This finding about respondents having the capability to have meaningful relationships with peers and feeling needed by others defied most literature on PA outcomes on the alienated children. There is little data about those alienated having healthy interpersonal relationships from literature examined. Most of the literature scrutinized associates PA with unhealthy relationships or relationship difficulties among those alienated. This feeling of being needed by others was a pointer to healthy interpersonal relationships. For instance, Bosch-brits et al. (2018) and Velaar (2022) found that PA behaviours are connected with loneliness and marginalization of alienated persons. Additionally, scanty literature exists that mentions development of meaningful relationships despite the trauma of alienation.

Triangulation of Children

The theme of triangulation also emerged in the focus group discussions. The findings confirmed that the alienating parent had coerced the child to take sides in the parental conflicts.

Respondent No 010 lamented, ‘Yes, my parents used to fight and this was manageable for me as they did not drag me into their battles. However, I wish it did not come to this’ (meaning the alienating behaviours).

Respondent No. 008 lamented, ‘I wonder why my parents cannot leave me in peace. I don’t understand why they have to drag me into their mess’.

Responded no 011 bemoaned, ‘I am too tired why can’t they leave me alone? I was not there when they met and I have not caused their separation’.

Both quantitative and qualitative findings generally showed that PA adversely affects the interpersonal relationships of alienated children. More specifically, PA was associated with parent-child relational problems which in turn was responsible for the following; behavioural problems, cognitive challenges, social exclusion and attachment difficulties. PA was also found to be associated with damaged emotional bonds, and emotional deprivation among others. These themes were largely brought out by the qualitative findings which thus amplified the quantitative findings. The qualitative findings also brought out other themes not measured by BSQ. Qualitative findings however, unveiled that in some circumstances, the respondents had healthy inter-personal relationships and believed they mattered to their friends which enhanced their interpersonal construct. These study findings significantly concur with those of Buchanan and Waizenhofer (2016) who report that parents can use children to feed their tension (triangulation) where they focus on the child as the cause of their problems (scapegoating) or coerce the child to become their ally in inter-parental conflicts.

Objective Three: Investigate the Relationship Between Post-Divorce Parental Alienation and Adolescents' Sense of Accomplishment

In this study the researcher envisaged a cause and effect amongst the two variables, that is parental alienation (IV) and adolescents' wellbeing, represented as adolescents' sense of accomplishment in Kikuyu Sub County Day mixed high schools in Kiambu County (DV). It is hypothesized that the IV causes a change on the DV and thus alteration of the IV will directly translate into a change in the independent variable. Post-Divorce Parental alienation was rated using a 5-point Likert scale ranging from 0 (never) to 4 (very often). Adolescents' sense of accomplishment was measured using 11-point scale ranging from 0-10 where 0 means not at all and 10 means completely.

Descriptive Statistics

Respondents' Adolescents' sense of Accomplishment wellbeing scores was measured using an 11-point scale ranging from 0-10 where 0 means not at all and 10 means completely. The respondents were requested to tick the box which best described each one of them. The items in the PERMA Accomplishment pillar of wellbeing are shown in table 9 below. The findings are as shown in Table 9 below.

Table 9*PERMA Accomplishment Items*

Accomplishment Pillar	M	SD
I finish whatever I begin	2.89	0.311
Once I Make a plan to get something done, I stick to it	2.81	0.711
During the past two weeks I have been pleased about completing something that was hard to do	2.00	0.600
Composite Total Score	7.7	0.540
Composite Mean Scores	2.56	

Source:**(Researcher, 2023).**

Table 9 shows the Accomplishment measure items from PERMA wellbeing of flourishing. The findings reveal that the largest proportion of the respondent's scored low in regard to the statements provided as indicted by the following. Regarding whether they finish tasks they begin, was a Mean = $2.89 \pm$ (SD: 0.311), feeling they never stick to plans to get something done, Mean= $2.81 \pm$ (SD:0.600), during the past two weeks I have been pleased about completing something that was hard to do. The findings revealed that majority disagreed with the statement. This is evidenced by, Mean = $2.00 \pm$ (SD=0.600).

In terms of composite score, the entire construct of relationship had a summation score of 7.7 with a Mean= $2.56 \pm$ (SD=0.540). The findings therefore imply that majority of students had lower than average score in terms of Accomplishment construct. The study further sought to establish whether the accomplishments score had an association with the parental alienation

score. A Spearman's rank correlation coefficient was computed to determine the relationship between the parental alienation (IV) and adolescents' relational score

Inferential Statistics

In this study the researcher envisaged a cause and effect amongst the two variables, that is parental alienation (IV) and adolescents' wellbeing, (DV). It was hypothesized that the IV caused a change on the DV and thus alteration of the IV will directly translate into a change in the independent variable. Both DV and IV were measured using an ordinal Likert scale. Post-Divorce Parental alienation was rated using a 5-point Likert scale ranging from 0 (never) to 4 (very often). Adolescents' sense of accomplishment was measured using an 11-point scale ranging from 0-10 where 0 means not at all and 10 means completely.

The Spearman rank-order correlation coefficient was used to measure the strength and direction of association that exists between two variables. The findings are as shown in Table 10 below.

Table 10

Correlation Between Parental Alienation and Adolescents' Sense of Accomplishment

Variables		PERMA relational wellbeing scores.	
Parental	Spearman	0.409	1
alienation s	rank-order correlation		
	Sig. (2-tailed)	0.040	
	n	240	

Source: (Researcher, 2023).

H01: There is no statistically significant relationship between parental alienation and adolescents' sense of accomplishment in Kikuyu Sub County Day mixed high schools in Kiambu County.

The results in table 10 above indicate that there was a significant positive relationship between Post-Divorce Parental alienation and adolescents' sense of accomplishment (240) = .645, $p = .03$). According to Creswell, (2017) a Spearman's correlation of between 0.51 and 0.99 indicates a high correlation between variables (values above 0.80 indicate an extremely high correlation.) (Creswell, 2017). The p-value hypothesis test was used to measure how much evidence is present to reject the null hypothesis (Creswell, 2017). The statistical analysis found a P value of $.03 < .05$ indicating a strong evidence against null hypothesis. A smaller p value less than .05, is evidence against null hypothesis (Creswell, 2017). The study, therefore, rejected the null hypothesis that there was no relationship between the two

variables. Additionally, the scatter plot was used to show the pattern, direction and strength of the relationship between post-divorce parental alienation and adolescents meaning construct as shown in Figure 5

Figure 5

PERMA Accomplishment Wellbeing Score

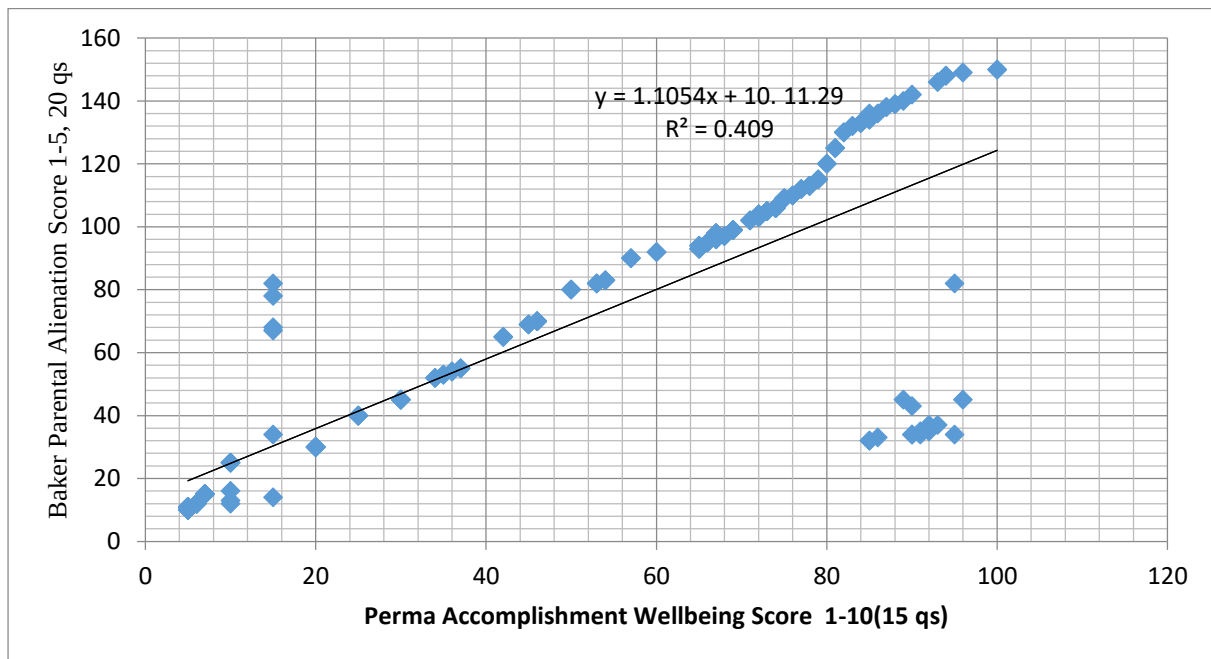


Figure 5 above shows the association between post-divorce parental alienation and adolescents' wellbeing. The findings in Figure 5 (Scatter-plot) show that there was a significant association between post-divorce parental alienation (IV) and adolescents' accomplishment construct and therefore the null hypothesis was rejected ($R^2 = 0.409$, p value < 0.05). The findings unveiled that parental alienation scores were 40.9% of PERMA accomplishment scores. Holding all other factors constant, a unit increase of parental alienation scores was attributed to an increase of 11.29 PERMA scores in adolescents' Accomplishment construct. The more the scores of parental alienations, the more the scores for accomplishment impairment. The likelihood of sense of accomplishment disturbance

seems to increase in line with severity of parental alienation. The qualitative findings on the relationship between PDPA and adolescents' wellbeing are discussed below.

Qualitative Data

Table 11

Themes and subthemes of sense of accomplishment

Themes	Sub-themes
Problems with Setting of goals	No goals, vague goals, too broad
Inability to accomplish difficult tasks	Lack of motivation to start
Having a sense of accomplishment/resilience	Finishing difficult tasks began
Inability to overcome distractions	Family and friends distractions Social media distractions
Adaptive coping strategies	Spirituality, use of trusted friends, optimism, resilience, -Desire to raise awareness of parental alienation, creation of support groups
Maladaptive Coping	Use of alcohol and drugs, revengeful thoughts about the alienating parent, defense mechanisms

Problems with Goals Setting

A majority of the respondents had no goals, some had vague goals while others had goals which were too broad to be achieved in the stipulated time.

Respondent No. 015 said, 'I do not see the need for having any goals in life. My life is a mess. I feel worthless and a worthless person cannot accomplish anything'.

Respondent No. 005 mentioned, 'I have no idea which career is suitable for me. I will find before I finish form four'.

Majority of the literature reviewed did not concentrate on the relationship between PA and having a sense of accomplishment among those subjected to the phenomenon. According to Madeson (2019), the key components of having a sense of achievement is the capability of persons to set goals they want to achieve, the ability to become an expert in certain area of specialization, and having self-motivation to finish tasks they have begun. Above qualitative findings mean that some respondents were not in charge of their lives, they were waiting for life to happen to them. They were clueless as far as setting specific goals was concerned. This was responsible for the hampered sense of accomplishment observed on many of the respondents. This also means such respondents lacked a sense of mattering as well as purpose in life, another construct of wellbeing discussed in this study.

Inability to Accomplish Tasks

The study findings also revealed that the respondents lacked motivation to start and finish tasks they had begun. Some of the respondents reported that they were not able to finish given homework and tasks assigned to them by parents.

R023 replied, 'I get into trouble with most of my teachers because of matters to do with homework. Most of the time I lack the energy required. In fact, I lack the motivation to start let alone finish on most days'.

R030: 'I joined drama club later on I quit, I joined debate club I quit and I also joined football team and dropped out after three months'.

R022: I promised my mother that I would build a house for the chicken. I began on a high note. 'I do not know what happened to me later because it is now five months

since I began the task and I have not completed to date. My mother is very disappointed with me. I am also disappointed with myself. However, I do not know how to move on’

The finding revealed that a significant number of respondents lacked capability to accomplish tasks started. Respondent no RO30 reported lacking energy to both begin and lacking any motivation finish the tasks began. There is a probability that these results meant that the respondent was suffering from depression. This is because the respondent listed two symptoms of depression namely, lack of both energy and motivation to start and finish tasks started.

Having A Sense of Accomplishment/Resilience

Some of the respondents; however, demonstrated a sense of accomplishment in some of their life endeavors. This means that despite being parentally alienated, they still accomplished some tasks and this gave them a sense of pride.

Respondents reported:

R007: ‘I started school from nursery school and have not given up and not intending to do so. Many people I started schooling with did not finish primary school education. I am in form two and sure I will complete my high school studies. Many girls have become pregnant along the way hence not completing their studies. I am proud of my accomplishments’.

R026: ‘I keep reading even if I don’t perform well in my academics. I keep pushing on despite the difficulties. I know my efforts will bear fruits soon. I must finish my high school studies no matter what’.

R019 interjected: ‘I told my friends that I was going to be baptized in my church. They laughed at me, mocked me and discouraged me from doing so. Their remarks did not stop me. I was baptized regardless of discouragement from friends’.

Responded No. 012 reported: 'I can fast for as long as I have decided or planned to without giving up despite the temptations involved'.

R019: 'I really suffered in the hands of my mother throughout primary school. I kept praying and did what I needed to do to get out of home and get shelter where there is peace. I have finally accomplished this. I approached a rescue centre and I was well received. I am happy here'.

R011: 'In primary school I did not have a friend and felt very lonely. I found it very difficult to make friends. In high school I have managed to establish great relationships. I am no longer lonely. To me this is a great accomplishment'.

R008: 'My life has been full of challenges. Many boys have harassed me; I have gone through attempted rape. It has not been easy handling all the heavy homework teachers give us. However, I am proud of myself because I have not given up. I am still moving on with my studies, I have also overcome temptations to have sex with boys and I am sure I will finish my high school education without getting pregnant'.

The findings that those subjected to PA could have sense of accomplishment seems to defy other literature on PA studies. This is because some of the literature reviewed have largely concentrated on the negative outcomes of PA. For instance, Harman et al. (2022) found that a majority of children subjected to PA strategies develop a disordered sense of perception and additionally fail to recall how to have faith in their discernments and emotions which translated to a vague identity, deficiency in self-esteem as well as high levels of insecurity. Similarly, Velaar et al. (2022) established the following themes among alienated children; psychological difficulties, which included anxiety disorders as well as trauma reactions, emotional wounds and substance use. It would be challenging for alienated children having such characteristics to have a sense of accomplishment. This finding means that of the respondents had developed positive self-beliefs and positive attitudes which

enabled them make tough decisions about exceling in tasks they engaged in no matter what. This is what aided them in having a sense of triumph. This finding disconfirmed Chen et al. (2022) findings which reported that growth of resilience in persons during stressful periods is a big challenge. PA is indeed a very stressful phenomenon and developing resilience was no mean feat among the respondents. Furthermore, Chen et al. (2022) reports that those alienated by parents from one parent are unsuccessful in having earnest communication with even immediate neighbours, separate themselves from immediate environments, have dwindled psychological strength and are incapable of mental or psychological resilience.

Inability to Overcome Distractions

The study findings also revealed that many of the respondents were unable to overcome distractions which came along their way. Distractions denote anything, thought or action which averts one's attention from their chosen area of focus. These distractions took the form of family and friends, sports and hobbies, disorganization, anxiety among others. Some of the respondents had a problem with entertaining friends and relatives who came unannounced. This resulted in them abandoning the task they were doing. Some of the most affected areas where distraction occurred was the studies. Most reported stopping doing their studies when a friend called or visited them at home.

Friend's Distractions. R012 remarked, 'I do not know what is wrong with me. When my friend or friends come to my home, and she had not told me she was coming, I end up not finishing my homework. They convince me we go visiting or just loitering in the village. I feel a loser because I do not finish what I had intended to do. This makes me feel bad about myself but I do not know how to overcome this weakness on my part'.

R009 remarked, 'I do not know how to say no or handle distractions. I love writing songs and these require lots of concentration. However, when my friends visit me and request, we go swimming or go somewhere I am not able to say no to their

requests. I end up not doing what I had intended. This makes me struggle with feelings of regret for having listened to my friend’.

Social Media Distractions. The study findings established that majority of the respondents had social media distractions. Many reported spending too much time on Instagram and Facebook or simply texting friends at the expense of their studies. Some had posted messages and photos on Facebook and were constantly checking on the number of likes.

R004 mentioned: These days I spend lots of my time on Facebook. I am fond of posting my photos on this platform and I am always checking how many followers I have as well as the number of likes I have. I know very well that I spend time supposed to be for study on Facebook. I feel guilty about it, have tried overcoming but not yet successful’.

Respondent No. 019 remarked, ‘The first thing I do when I wake up is to check messages from my friends, the number of likes I have as well as followers. I check the same each night before going to sleep.it is like opium... I do not know how to do without social media’.

It would seem that these respondents had based their self-worth on external factors for instance the number of likes they got on the social media platforms. It also suggests desire to be praised and validated by others. The praising and praised and validation of children is largely in the docket of parents. For these respondents these key boosters of self-esteem were largely absent as a result of lack of closeness from both parents. Additionally, many respondents had narrated the emotional pain they were struggling with as a result of the alienation. It could thus be argued that the use of social media was for numbing their pain.

Ability to Overcome Distractions among Respondents

On the other hand, the qualitative findings revealed that not all adolescent respondents were struggling with how to handle distractions emanating from use of phone and social media in general.

Respondent No. 001: 'I always switch off my phone or put it on silence mode when I am doing my studies. This way I am able to achieve much'.

Respondent No. 029: 'I find it is much helpful to leave my phone in another room in order to overcome distractions'.

Respondent No. 002: 'I have joined a study group in school. This way I am sure to avoid distractions as we set goals to achieve every time, we meet for study discussions'.

Respondent No. 013: 'I have drawn a schedule of sporting activities which has helped me prioritize the time allocated to different tasks I have to perform. I give my studies first priority followed by sports'.

R030: 'When I have a lot of homework, I tell myself the need to control both my body and mind. I usually overcome laziness and distractions by doing positive self-talk'.

R015: 'I usually take care of my grandmother who stays with us. When I go to home there are many assignments for me to do as I am also expected to take care of our last born and also cook too. On top of this, I still have to do my homework. These can all be termed as distractions. I overcome by locking myself in a quiet room. I do not leave until I have finished my homework'.

R004: 'I am usually distracted by the television probably because of the images. I therefore switch it off when doing my studies. I listen to soft music from my phone. I find it very soothing and this is how I do my homework'.

Maladaptive Coping

A good number of the adolescent respondents reported using coping styles that were maladaptive. Some of the ineffective coping methods included the following: Indifference, suspicion, use of alcohol and drugs, withdrawal among others. These methods are ineffective in nature and have a negative effect on adolescents' wellbeing. Use of alcohol and substance is reported below.

Use of Alcohol and Drugs. Some of the respondents confessed that they were using alcohol and other substances. Among the listed drugs include alcohol and cannabis sativa. Respondent No 016 had fallen out with both parents as a result of using drugs. He was very bitter about the falling out which he perceived as rejection.

R016: 'I started using alcohol and bhang because I could not cope with the pain I was going through. I was dragged into my parents' conflicts and was fooled into hating my father. The sad thing is that both of my parents have now given up on me because I use excess alcohol and drugs. They caused me pain which made me start using substances and drugs in order to escape from the reality'.

These findings are in agreement with those of Silva (2022) which established that those alienated as children used alcohol and drugs as a way of coping or escaping the reality. This finding means that the alienated children feel rejected by one parent or both as in the case above. Those with rejection feelings have low self-esteem. The respondent above seems to have lost the capability to trust self and others which included parents. It would seem like this respondent had internalized anger was resentful and always hyper vigilant and afraid of being emotionally manipulated and controlled. PA has been associated with creation of toxic home environment for the children characterized my control and manipulations by the AP (silva 2022).

Adolescents' Faith in God. The second identified theme on adaptive coping was adolescents' faith in God. Most of the adolescent contributors in this study professed Christian faith and most had a solid belief in God.

Respondent No. 009: I do not know how things could have turned out for me were it not for my belief that God is all knowing. This means that nothing happens without him knowing. Guess my suffering has a reason. God gives me hope and strength to carry on when times are difficult. I always make sure I remain close to God by praying consistently and praising him. Nothing is impossible with God and I am confident he will give me peace and even reunite me with my father who I rejected for no good reason. Sure, God has forgiven me already'.

The qualitative findings showed that there was a significant number of respondents who used spirituality to cope with the difficult situations they found themselves in.

R007: 'Some people tell me to take my problems to God. I trusted that God would deliver me from my pain, that He would remove me from the toxic environment created in my home after divorce and me living with my mother. However, I gave up as He does not seem to hear and answer. I sometimes wonder whether he is aware of my existence let alone the psychological agony which seems to have become my daily bread'.

This finding agrees with those of Dollahite et al. (2018) who alluded that employment of these strategies are effective as they enable those going through tough situations to have hope. Additionally, these authors found that the use of spirituality aid persons in making sense of a tough and stressful situations. However, there was one respondent who demonstrated anger towards God for not getting immediate answers to his problems.

The use of spirituality to give the respondents hope and strength was viewed as a positive coping mechanism. This result defied Kiami and Goodgold (2017) findings which specify that the use of religion or spirituality is maladaptive since it is principally a way of escaping the reality or avoidance.

The respondents scored low in the domain of sense of accomplishment as compared to inter-personal relationships and meaning. The quantitative findings unveiled that most respondents were not capable of setting goals, many lacked the capability to start a task and follow through. This means that these respondents lacked resilience a key component of accomplishment. A significant number of respondents were unable to overcome distractions, employed maladaptive coping mechanisms which all contributed to a hampered sense of accomplishment. However, the qualitative findings revealed that among the respondents there were those who were able to set goals, accomplish tasks they had begun, had the ability to overcome distractions, employed adaptive coping which all contributed to thriving in the realm of accomplishment. This was an interesting finding bearing in mind that many of the examined literature on PA have largely concentrated on the negative outcomes of PA on those alienated. This difference in finding could possibly be attributed to the fact that the sample used had different characteristics from those used in most of the studies on parental alienation. A majority of the studies that were examined in PA have used samples from developed countries such as America, Italy and Australia.

Objective four: To Investigate the Relationship Between Post-Divorce Parental Alienation and Adolescents' Meaning

In this study the researcher envisaged a cause and effect amongst the two variables, that is parental alienation (IV) and adolescents' wellbeing, represented as adolescents' meaning and purpose in Kikuyu Sub County day mixed high schools in Kiambu County (DV). It is hypothesized that the IV causes a change on the DV and thus alteration of the IV

will directly translate into a change in the independent variable. Post-Divorce Parental alienation was rated using a 5-point Likert scale ranging from 0 (never) to 4 (very often). Adolescent Meaning construct was measured using 11-point scale ranging from 0-10 where 0 means not at all and 10 means completely. The respondents were requested to tick the box which best described each one of them. The items in the PERMA Meaning pillar of wellbeing are shown in table 12 below. The findings are as shown in Table 12.

Table 12

Adolescents' Meaning Items and Findings

Specific Items levels of Meaning Pillar	M	SD
In general, to what extent do you lead a purposeful and meaningful life?	4.42	0.551
In general, to what extent do you feel that what you do in your life is valuable and worthwhile?	4.33	0.408
In general, to what extent do you feel you have a sense of direction in your life?	4.00	0.390
Composite Total	12.75	0.449
Composite Mean	4.25	

Source: (Researcher, 2023).

The results found that the largest proportion of the respondents were indicated they never felt like they lead a purposeful and meaningful life as shown by, Mean = 4.43 ± (SD=0.551), The same with indication that they never felt that live a valuable and worthwhile lives as shown by, Mean=4.33 ± (SD=0.408), the findings established that a significant number of respondents indicated never feeling they had a sense of direction in their lives as shown by a Mean=4.00 ± (SD=0.390).

In terms of composite score, the entire construct of Meaning had a summation score of 12.75 with a Mean=4.25 ± (SD=0.449). The findings therefore imply that majority of students

had lower than average score in terms of Meaning construct. The study further sought to establish whether the meaning constructs score were related with the parental alienation score. A Spearman's rank correlation coefficient was computed to determine the relationship between the parental alienation (IV) and adolescents' relational score.

Inferential Statistics

In this study the researcher envisaged a cause and effect amongst the two variables, that is parental alienation (IV) and adolescents' wellbeing, (DV). It was hypothesized that the IV caused a change on the DV and thus alteration of the IV will directly translate into a change in the independent variable. Both DV and IV were measured using an ordinal Likert scale. Post-Divorce Parental alienation was rated using a 5-point Likert scale ranging from 0 (never) to 4 (very often). Adolescents' Meaning were measured using an 11-point scale ranging from 0-10 where 0 means not at all and 10 means completely.

The Spearman rank-order correlation coefficient was used to measure the strength and direction of association that exists between two variables. The finding Are as shown in Table 13

Table 13

Correlation between Divorce Parental alienation and Adolescents' Meaning

Variables		PERMA relational wellbeing scores.	
Parental	Spearman	0.409	1
alienation s	rank-order correlation		
	Sig. (2-tailed)	0.041	
	n	240	

Source: (Researcher, 2023).

The results in table 13 above indicate that there was a significant positive relationship between Post-Divorce Parental alienation and adolescents meaning $(240) = .645, p = .003$. According to Creswell, (2017) a Spearman's correlation of between 0.51 and 0.99 indicates a high correlation between variables (values above 0.80 indicate an extremely high correlation.) (Creswell, 2017). The p-value hypothesis test was used to measure of how much evidence is present to reject the null hypothesis (Creswell, 2017). The statistical analysis found a P value of. $.03 < .05$ indicating a strong evidence against null hypothesis. A smaller the p value less than .05, is evidence against null hypothesis (Creswell, 2017).

Summary of Spearman correlation coefficient

This section shows the summary of the Spearman correlation model r estimate, p value and hypothesis tested based on analysis in each of the objectives. Measured by R^2 (R Square), which varies between 0 and 100%. R^2 is coefficient of determination which indicates the variation in the dependent. The findings are as shown in Table 14 below.

Table 14*Hypothesis Testing*

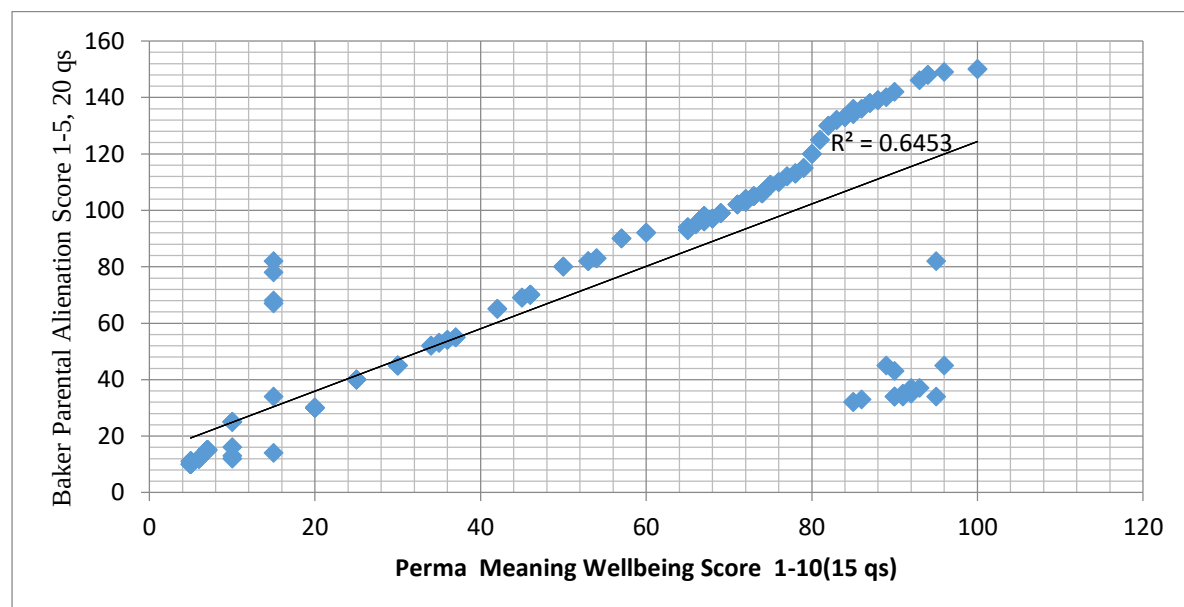
Hypothesis	Description	Hypothesis	r	P – value	Results
H ₀₁	There is no statistically significant relationship between post-divorce parental alienation and adolescents' inter-personal relationships in Kikuyu Sub County public mixed day high schools in Kiambu County	H ₀ Reject H ₀ if P – value ≤ 0.05 H ₁ :Fail to reject H ₀ if P- value > 0.05	.645	.02<.05	Reject H ₀
H ₀₂	H₀₂ There is no statistically significant relationship between post-divorce parental alienation and adolescents' sense of accomplishment in Kikuyu Sub County public mixed day high schools in Kiambu County.	H ₀ Reject H ₀ if P – value ≤ 0.05 H ₁ :Fail to reject H ₀ if P- value > 0.05	.409	.04<.05	Reject H ₀
H ₀₃	H₀₃ There is no statistically significant relationship between post-divorce parental alienation and adolescents' meaning in Kikuyu Sub County public mixed day high schools in Kiambu County.	H ₀ Reject H ₀ if P – value ≤ 0.05 H ₁ :Fail to reject H ₀ if P- value > 0.05	.565	.03<.05	Reject H ₀
Overall	R Estimate		.539 ^a	.03<.05	
	.				

The findings in table 14 reveal that overall parental alienation 53.9 % of the total variance in adolescent's wellbeing could be accounted for by impact of parental alienation $r(240) = .539, p = .03$), post-divorce parental alienation had greatest impact on adolescents' interpersonal relationships $r(240) = .645, p = .02$), followed by relationship between post-divorce parental alienation and adolescents' meaning $r(240) = .565, p = .03$) and lastly relationship between post-divorce parental alienation and adolescents' sense of accomplishment $r(240) = .409, p = .04$). The study, therefore, rejected the null hypothesis that there was no relationship between the two variables. Additionally, the scatter plot was used to show the relationship between post-divorce parental alienation and adolescents meaning construct.

Testing Hypothesis Analysis Using the Scatter Plot

Figure 6

Meaning Wellbeing Scores



The findings presented in the Scatter-plot (figure 6) show that there was a significant association between parental alienation (IV) and adolescents' meaning construct and therefore the null hypothesis was rejected ($R^2 = 0.565, p \text{ value} < 0.05$). This implies that

parental alienation scores accounted to 56.5% of PERMA meaning scores. Holding all other factors constant, a unit increase of parental alienation scores was attributed to an increase of 12.0 PERMA scores in adolescents' meaning and purpose construct. The more the scores of parental alienations the more the scores for meaning/ purpose damage in the adolescents. The likelihood of this emotional disturbance seems to increase in line with severity of parental alienation.

Intervening variables

To determine how much or the extent to which the Intervening variables affected the strength of the relationship between independent variables and dependent variables, the research carried out partial correlation analysis. The findings are as shown in table 15 below. The intervening variables in this study, that is, religion, extended family, societal support and belief system could affect the relationship between the IV and DV. Adolescents who experience PDPA could have a thriving wellbeing if they employed spirituality as a coping tool as well as receiving and societal support (counselling services and extended family support). These variables therefore mitigate the effects of parental alienation on adolescents' wellbeing. Religion, extended family, societal support system, belief system discusses these factors

Intervening Variables Effect

The influence of intervening variables in this study, that is, religion, extended family, societal support and belief system was measured using an 11-point scale ranging from 0-10 where 0 means not at all and 10 means completely. The participants were requested to show level of agreement on 5 statements measured on the 11 Likert scale where 1-point scale ranging from 0-10 where 0 means not at all and 10 means completely. The findings are as shown in Table15

Table 15*Intervening Variable*

Intervening Variable	<i>N=2 40</i>	<i>%</i>	<i>M</i>	<i>SD</i>
Extended family including aunts, uncles give me support structure	115	48.0	1.42	0.551
Strong faith in God has helped to cope	101	42.0	2.30	0.408
My involvement in volunteer activity has helped to cope	87	36.4	4.00	0.390
The most important support structure are my teachers	101	42.0	3.87	0.408
I am involved in peer counseling which has helped me to cope	87	36.4	4.00	0.390
Composite Total			16.5	
Composite Mean			3.99	0.712

Source: (Researcher, 2023).

The results found that the small proportion of the respondents indicated support from Extended family, aunts, uncles give me support structure as shown by Mean = 1.42 ± (SD:0.551), The same with indication of strong faith in God has helped to cope as shown by Mean=2.30 ±(SD:0.408), It was also found that involvement in volunteer activity has helped them to cope as shown by Mean=4.00 ± (SD: 0.390). Similarly, respondents indicated that the most important support structure are their teachers as shown by a Mean=3.87± (SD:0.390) and finally I am involved in peer counseling which has helped me to cope Mean=4.00± (SD:0.408). In terms of composite score, the entire construct of intervening, was a summation score of 16.5 with a Mean=3.99 ±(SD=0.771). The study further sought to establish whether the intervening variable had any effect on relationship between parental alienation score and independent variable effect.

Table 16*Moderating effect*

Moderating Factor			
Control Variables		Well Being Construct	Parental alienation
Moderating Variables:	Correlation	1.000	.608
	Significance (2-tailed)	.	.010
	df	0	240
	Correlation	.608	1.000
Well Being Construct		Significance (2-tailed)	.010
Parental alienation		df	240
, religion, extended family, societal support and belief system		Correlation	.608
		Significance (2-tailed)	.010
		df	240
		Correlation	.608
		Significance (2-tailed)	.010
		df	240

Source: (Researcher, 2023).

The findings of this study were that there was a drop in the Correlation coefficient of determination from 0.719 to 0.608. The decline in the AR showed that the intervening variables, which included religion, extended family, societal support and belief system affected the interaction between the independent variables (post-divorce parental alienation and the dependent variables (adolescents' wellbeing). The implications of this study were that application of religion, extended family, societal support and belief system reduced the impact of parental alienation to the wellbeing of students. The next section deals with the qualitative findings on the relationship between post-divorce parental alienation and

adolescents' Meaning. The qualitative findings on the relationship between post-divorce parental alienation and adolescents' meaning are presented below.

Qualitative Findings

Table 17

Themes and Sub-Themes as Indicators of Adolescents' Meaning

Theme	Subthemes
Negative emotions	Self- blame, self-loathing, Anti-mattering, low self-esteem
Adaptive coping	Prayers, talking to trusted friend, listening to soothing music
Maladaptive coping	Use of alcohol and drugs, externalizing behaviours, externalized behaviors, repression of painful emotions
Lacking a Sense of Purpose	Loss of direction Loss of concentration No reasons to be alive
Having A Sense of Purpose	Having hope, knowing one's passions doing more of it
Meaning Making Desire To Raise Awareness	Positive interpretation of their experiences positive energy, serving community, Involvement in creation of awareness about PDPA

Negative Emotions: Self-Blame and anxiety

Some adolescents struggled with guilt feeling, blaming self and others. In this study findings, the respondents irrationally blamed themselves for both parental divorces. They also blamed themselves for rejecting the TP for no justifiable reasons.

Respondent No. 001: 'I think that I am responsible for my parents' divorce and my falling out with my mother. This makes me to feel guilty ... I keep asking myself what I would do differently if the clock and time could be reversed. I enjoyed a great relationship with my mother which I really miss. Anyway, I guess I am responsible for the negative emotions I am currently experiencing'.

Respondent No.007: Sometimes I blame myself for being gullible. I listened to the negative remarks my mother made about my father and I ended up hating him for opinions that were my mother's if only I had used my own judgment.

Respondent No 011: I feel ashamed of my own foolishness. When I compare myself with my friends enjoying good relationships with both of their parents, I feel awful. I was misled and believed lies talked about my dad by my mother ...most of the time I prefer being alone.

Anti-Mattering /Low-Self-Esteem

Data from qualitative method demonstrated that the respondents had anti-mattering feelings and low self-esteem.

Respondent 003: I do not feel enough or important. When the teacher asks me to answer a question in class, I hesitate before I to give the answer. I find it hard to raise my hand as I always doubt my capability to give the correct answers'.

Respondent no 014: 'I do not feel worthy. When my friends ask me to attend a party, I usually decline. I feel like I will be the odd one out'.

Respondent 031: 'I do not believe I am likeable or lovable. I see no need of reaching out to others. I guess no one would notice me or say I did a good thing'.

Respondent no 020: 'I feel guilty when I say no to people. I guess I like pleasing people too much and I do not know why'.

R027: 'I do not feel like I matter to my mother. I do not feel seen or heard by her.

Sometimes I doubt if she is aware of my existence as an individual and quite separate from her. I wonder if she is aware that I have feelings too'.

R006: 'I feel my opinion does not matter or count to my mother. When I tell her I want to call dad she refuses to give me her phone. When I borrow and call dad, she beats me up like I am not a human being. She needs to respect my opinion about my dad. Whether I want a relationship with him or not is up to me'.

Having a Sense of Mattering?

On a positive note, data from qualitative methods established that some of the respondents had a purpose of life. This was indicated by positivism, and optimism and being involved in a course greater than themselves. The questions asked were; In general, to what extent do you lead a purposeful and meaningful life? In general, to what extent do you feel that what you do in life is valuable and worthwhile? The responses are as given below.

Respondent No. 024 said, 'I am always happy regardless of my situation'.

Other adolescents expressed optimism about their destiny.

Respondent No. 025 remarked, 'I am going to be a pilot. Nothing or no one except God can stop me from realizing my dream'.

Respondent No. 013 mentioned, 'I do charity walks in order to raise money for children with heart problems every year'.

Respondent No. 017 remarked, 'I give my clothes, the ones in good shape for charity'.

Respondent No. 001: 'I have been helping a blind neighbour cross the road whenever I am available. This puts joy in my heart'.

R023: 'I am there for friends and other people going through tough times. I give them hope and also help them with what I can'.

R026: 'I usually visit orphans near my home. I play with these children, give them hope and remind them nothing is impossible with God. I tell them to never give up and to believe they can get a better life in future'.

From these findings, it emerged that some respondents felt useful to others. As a result of this, they engaged in behaviours that demonstrated that they were involved in a cause greater than themselves. Examples of these behaviours were offering encouragement and hope to peers in need and also got involved in doing charitable works. From the two data sets, the study was able to establish that most of the respondents had problems setting goals, were unable to complete tasks they considered challenging, had real struggle overcoming social media and people distractions. Such respondents also employed maladaptive coping skill hence having their sense of accomplishment hampered. However, some respondents demonstrated the ability to complete tasks they alleged were difficult, were able to devise ways and means of overcoming distraction and also employed adaptive coping skills. This was advantageous as it enhanced the sense of accomplishment among the respondents.

Adaptive Coping

Among the examples given in the FGDs were the following; meaning making, spirituality, desire to raise awareness of parental alienation, creation of support groups and help other at-risk adolescents learn to recognize parental alienation in order to be prepared.

Meaning Making. Some respondents made attempts to make sense of their experiences. This was identified as an example of adoptive coping skills. Some of the

respondents mentioned that they had made sense of their alienation experiences and thus were able to cope. Some explained that there are times they stayed alone for one hour reflecting on the meaning of what they had gone through.

Respondent No. 010: Sometimes it is like I day dream. I lock myself in my bedroom for at least one hour trying to reflect on the meaning of PA and why it has to happen to me. I try and ask myself what blessings and lessons it has for me because my grandmother once told me that in all tough situations there is both a blessing and a lesson. I therefore look for this as I would not want to miss the two. I would love to help alienated children cope with their experiences. I guess this suffering is part of the preparation for the task ahead’.

Desire to Raise Awareness on PA

Desire to raise awareness on the phenomenon of parental alienation was another theme identified adaptive coping theme. Most of the respondents desired to be involved in making other people and especially parents and adolescent understand what parental alienation is and how it impacts negatively on those alienated.

Respondent 011: ‘I am glad to have participated in this study because I believe it will help in creating awareness about the existence of the phenomenal and its outcomes on adolescents’.

Respondent no 006: ‘I would love to be included in a support group if any exists for those children who have been subjected to parental alienation behaviours so that we can encourage each other’.

Discussion of Results

The present study used mixed methods approach to investigate the lived experiences of adolescents who were exposed to parental alienating behaviours. The study explored the relationship between exposure to post-divorce parental alienating behaviours and adolescence

and wellbeing. The dataset ($n = 240$) was obtained from a sample of adolescents from Kikuyu Sub County Public Mixed Day High Schools who had been subjected to parental alienating behaviours. The quantitative data was collected using questionnaires, PERMA profiler as well as Baker's alienation strategy (BSQ). The qualitative data on the other hand was thematically analyzed with the intention of extending the prevailing literature on parental alienation with a sub-saharan perspective. The emerging themes were, mental health difficulties, substance use, emotional pain, and coping and resilience, absence of alienation among others. This study provided insight into the parental alienation tactics employed among adolescents and the impact of exposure to parental alienating behaviours on adolescents' wellbeing.

Insights from the Respondents' Demography

Age distribution

The study looked at the age distribution (Refer to Fig 3). The age variable was significant because Warshak (2020) stresses that this variable is key in the determination of whether a particular alienating behaviour comes under mild, moderate or severe category. Additionally, the age variable is principally important because it is closely associated with the developmental phase of the alienated child. The study established who these respondents were living with at the time of the study.

Having siblings or not

Table 3 revealed that a significant majority of the respondents (85.0) had siblings, while 15% had no siblings. It is interesting to note that Osman and Miranda (2022) carried out a cross-sectional study comprising three independent samples drawn from a Canadian university. This research aimed at establishing whether supportive siblings protect against the stress that emanate from feelings of alienation with parents and Peers. These authors arrived at the conclusion that having supportive siblings does not protect against the stress that

emanate from feelings of alienation from parents and Peers. Contrary to these findings, Davies et al. (2019) established that superior or robust sibling connections was a protective factor as it neutralized inter -parental skirmishes which were largely responsible for increased insecurity among adolescents. From both quantitative and qualitative findings, majority of the respondents were struggling with the effects of PA behaviors. From these data sets it would seem like having siblings did not shield respondents from the aftermath of PA. However, the study did not assess whether these siblings were supportive or not as this was not within the scope of the study.

Objective One: Parental Alienation Strategies

Bad mouthing/negative comments

The results under objective one revealed the various strategies employed by the APs of the respondents. The results indicated that bad mouthing was a common alienation strategy. Parents making negative comments to me about the other parents was reported by 176 respondents out of the 240, in terms of percentage this was 73.2 % and (Mean=3.32, SD=1.00). During the focus group discussion, the respondents revealed that their parents would bad mouth the other (TP). The respondents narrated that the AP would portly the TP as dangerous, uncaring and unloving. Remarkably, the study findings agreed with those of Baker's (2021), Sirbu et al. (2020) and Harman's (2018) which unveiled bad mouthing or making negative comments about the other parent as among the most common parental alienation strategy. Additionally, previous research has reported that the spread of poisonous message concerning the other parent occurs in the full presence of the children (Harman et al., 2019; Sirbu et al.,2020). This was true about the study respondents as they reported verbatim what the alienating parent talked about the TP. It also emerged that most of the alienators had managed to indoctrinate the children as most of them had no affection for the TP as a result of the brainwashing. This finding significantly concurred with those of Harman

et al. (2019) who argues that badmouthing tactic is a form of viciousness which is harmful to those children subjected to it because it has the capability of undercutting the child's affection and respect for the TP and their relatives.

Looking at the statistics given on parental alienation strategies and given that some studies have established that PA can have lifelong undesirable effects on those alienated, then there need to be urgent interventions in order to arrest the situation. Portraying the TP as dangerous, uncaring and unloving as per the narration of the respondents has serious repercussions on the wellbeing of the respondents. This is because majority of the respondents believed the allegations of the alienating without establishing the authenticity of these allegations.

Limiting of contacts

During the focus group discussion, the respondents revealed that one of their parents limited communication with the other parent. Limiting of contacts was reported by 84 out of the 240 respondents. 57 of the respondents reported that that the AP made it difficult for them to communicate with the TP. Withholding of messages was reported by 36 respondents which was at 14.8 %. Majority of the respondents mentioned they were not free to communicate with the other parent. Some respondents expressed frustration as a result of being denied the opportunity to meet or talk with their other parent. These respondents expressed their desire and yearnings to communicate and thus maintain relationship with the other parent. However, this yearning was left unmet because the other parent was not willing to permit this reunion. This finding was in harmony with (Harman & Birigen (2018) and Baker (2021) who established limiting of communication as one of the PA strategies. It would seem that the goal of the TP was to erase the memories of the TP from the minds of the children. This was achieved through ensuring the respondent had no emotional and physical connection with the TP.

However, there were some respondents, though few who said they were free to communicate with the other parent. Some of these respondents mentioned the custodial parent encouraged them to call their fathers or mothers. This respondent in this category reported they were also free to visit the other parent. In other instances, the custodial parent gave the children freedom to choose whether to maintain contacts with the other parent or not. This is a pointer to peaceful co-parenting which is associated with flourishing of children of divorce. This was demonstrated by the fact that some alienated children had self-confidence and healthy level of self-esteem. This was deduced from the way these respondents talked excitedly about their accomplishments and the big roles they wanted to play in life such as being involved in the creation of awareness on PA and its effects on those alienated. This is what Baig et al., (2021) and Morawska & Sanders (2017) alluded to when they stated that the environment in which offspring are brought up is very imperative as far as their wellbeing is concerned. This free interaction of the respondents with the other parent meant that the two ex-spouses consulted each other in matters to do with the wellbeing of the children which allowed them to thrive. Most examined literature depicts most of the divorced parents as subjecting children to PA behaviours.

Showing discomfort

Showing discomfort about child showing affection to the TP was reported by 156 respondents out of the 240 respondents. In terms of percentages this was a 65.5% (Mean=3.22 SD=0.808). This finding coincides with research conducted by Baker (2021) and Harman et al. (2018) which established that the AP would become uncomfortable when children displayed affection for the TP. Many of the respondents expressed anxiety because they were being intimidated in order to cut ties with the TP. Some of the respondents narrated that that talking about the TP was forbidden topic while others reported being threatened that their school fees would not be paid if they continued showing affection for the TP. This

finding is in agreement with that of Harman and Biringen (2018) who established that those children who showed affection for that TP were ashamed and made to feel remorseful. Most of the respondents were struggling with guilt and shame as a result of being forced to denounce the TP.

Confiding in the child

The study established that the parents of the respondents confided in them about serious matters that they needed not have been told. The quantitative data shows that 144 out of 240 respondents which was a 60 %, a mean of 3.18 and SD,0.7 confirmed the frequency of the strategy in the child. In the focus group discussion, the respondents revealed that their parents confided in them very sensitive matters about the TP. Such matters were about the bankruptcy of the TP, their bad health status including allegations of being HIV positive among others. This study finding was in harmony with the findings of Harman et al. (2019) and Baker (2021) which found that this strategy of alienation is a common parental alienation engaged in by the AP.

Additionally, Balmer et al. (2018) posits that confiding in the child entails sharing of unfitting and not age-appropriate information with the child about the TP. Moreover, these authors assert that it is pointless for the child to know the confidential information concerning the other parent. It would seem like the ultimate goal of the AP was to ensure that the child understood that help can only be found in them; thus, creating an alliance with the child while sidelining the TP. This alienating behaviour had the effect of portraying the AP as the victim of the TP which would in turn make the children feel pity for him or her and see the need to protect themselves from them while at the same time harbouring anger towards the TP. During the FGDs, it emerged that these respondents became allied to the AP as a result of the confiding and were thus left without support and love of the other parent which adversely affected their wellbeing. Confiding in the child adult and sensitive matters also had the effect

of causing a lot of anxiety on them. Some expressed concern about their other parent dying as a result of the mentioned health complications thus leaving them at the mercy of the AP. The qualitative finding thus established that confiding in the child was one of the factors responsible for the high levels of anxiety reported among the respondents.

Undermining of Authority

About parent indicating discomfort/ displeasure when respondents spoke/asked about the other parents was reported by 156 respondents out of the 240. This was 65.5% (Mean=3.22, SD=0.808). Both quantitative and qualitative findings unveiled that undermining of the TP's power was common among the respondents. In this case, therefore the qualitative findings confirmed the quantitative findings. This finding is in harmony with those of Harman et al. (2018) and Silva (2022) who established that undermining the authority of the TP is a common parental alienation strategy. In addition, these authors found that undermining the TP's authority entailed cheering the child to disregard and also defy the other parents' values and authority. The study established that the AP entrenched their authority over the children and this was achieved through undermining that of the TP. This was an indication that some respondents had become enmeshed with the AP, lacked differentiation of self which enabled the AP to fight the TP through them. Unfortunately, this development meant that the AP had achieved the goal of ending the relationship between the child and the mother. This resulted in emotional deprivation among the respondents and the ultimate rejection of the TP by the child which played a significant role in hampering their wellbeing.

Absence of Parental Alienation

Some positive findings on PA revealed that some divorced parents did not alienate their children against the other parent. The qualitative findings revealed that there was a number of respondents who reported that the parent they lived with did not indoctrinate them

with a view to have them reject the TP. This was a significant finding and which therefore, adds to the existing body of knowledge. Most of the reviewed literature did not contain information indicating that some divorced parents did not employ parental alienation behaviours and allowed the children to make their own judgments. The study findings indeed revealed that some divorced parents allowed respondent to visit the other parent freely and did not speak ill of the TP. Moreover, among revealed literature, it is adults who were alienated in childhood who are used as the sample rather than adolescents. This therefore means the voice of adolescents in relation to parental alienation has been largely absent. The study findings from the mixed methods design thus contribute to new knowledge based on adolescent's perception of the targeted parent. It can be deduced from these findings that some divorced parents saw the need for peaceful co-parenting or letting go of the other parent without tarnishing their names for the sake of it. This then can explain the reasons why some of the respondents seemed to thrive despite the divorce or separation of their parents. The majority of the respondents who exuded confidence, demonstrated evidence of having a life purpose and having a sense of accomplishment were largely drawn from this group.

Trauma bonding

Many of the respondents had to remain aligned with the AP not because they loved it but in order to survive their aggravation and mental pressure. Many reported that they had to follow the instructions of the AP without questioning for fear least they annoyed them. This was a normal human reaction bearing in mind that they had effectively lost one parent and thus were compelled to do everything possible to get the APs love which enabled them to avoid the APs coldness (Silva,2022). It could thus be argued that these undesirable experiences with the TP were related to the high levels of anxiety, school-related problems, anxiety, alcohol and drugs misuse, low self-esteem as observed among the respondents.

Respondents' Response to Parental Alienation

Respondents' reaction to alienation was not within the scope of the study. However, the following themes emerged from the qualitative data. The efforts to indoctrinate the respondents in an attempt to make them reject the TP elicited several responses among the respondents. Below is a discussion on two of these responses namely; refusal by the respondents to be alienated and confusion among the respondents on which of the parent to believe and thus form a coalition with and which one to reject.

Refusal to be Alienated

A positive finding was that some of the respondents refused to be alienated. This means that they made their own independent judgements and decisions on whether to retain contacts with the TP or not. This would seem to be a pointer to a differentiation of self among the respondents. In such instances, the implications were that these respondents continued to have a warm association with the TP. And it also meant that the APs had not succeeded in their mission to alienate respondents from the other parent. In order to realize their goal, the AP encouraged the respondents to defy the rules and values of the TP (Harman et al., 2019; Silva 2022). Silva (2022) found that the TP was likely to respond harshly towards the child which was an attempt to regulate the misconduct of the youngster. The other possible reaction from the TP was making a decision to pull out from the conflict. The latter response pronounced that the TP was no longer actively involved in the child's life. It would seem like this second response by the TPs was used as a weapon against them. This is because the same was used to rubber stamp the assertion by the AP that the TP was both reckless and insensible. Substantially, this finding affirmed those of Baker (2021) which established that in most cases of PA, the TP was depicted as one who had rejected the child, was inaccessible and also dangerous.

The respondents who managed to retain healthy emotional bonds with the TP, were privileged in that this was a protective factor. Such were not likely to experience emotional deprivation, were not likely to struggle with guilt and shame as a result of rejecting the TP for no justifiable reasons and they were also not likely to have excess anxiety. Such respondents were bound to thrive as compared to their counterparts who got alienated from the TP.

Objective Two: Relationship between Post-Divorce Parental Alienation and Adolescents' Interpersonal Relationships

The results indicated that parental alienation behaviours affected inter-personal relationships among the respondents. These relationships comprised of respondents' relationships with parent and with peers. The quantitative results showed that 132 out of 240 respondents which was 55.0%, mentioned that they received help and support from others when they needed it. 127 out of 240 respondents which was 53.0%, reported feeling loved while 53 out of 240, which was 51 %, reported being satisfied with their personal relationships. The effects of PA on interpersonal relationships of respondents were manifested by the following themes; damaged emotional bonds, emotional deprivation, emotional pain, rejection feelings, loneliness and marginalization.

Damaged Emotional Bonds

During the focus group discussions, the respondents revealed that PA had damaged their emotional bonds with parents. Many narrated how they had disconnected themselves from the TP. Some had done so not because they had been indoctrinated by the AP but as a result of their own independent judgments that keeping in touch with the TP was not worth it or beneficial to them. These findings concur with those of Miralles et al. (2021) and Warshak (2020) who established that PA damaged emotional bonds and was largely responsible for deprivation of emotional support from TP among respondents. A similar view was shown by

Harman, et al. (2019) who established that parental alienation is associated with a damaged parent-child association.

For those respondents who were forced to cut ties with the TP, it meant that they were experiencing a hostile or toxic environment as far as their relationship with the AP was concerned. Additionally, there was a likelihood of them falling out with the TP who could have interpreted that the child no longer needed them when they saw them develop coldness towards them as a result of the fear instilled in them by the AP. This was detrimental to the thriving of the respondents. Baig et al. (2021) and Morawska and Sanders (2017) underscore the significance of a conducive home environment for the flourishing of children. These authors stress that the environment in which off springs are raised is very imperative as it leads to the thriving of children or hampering of the wellbeing of the children. In addition, Baig et al. (2021) and Morawska and Sanders (2017) assert that the home atmosphere that is associated with the thriving of the children is one where parents are mutually sympathetic, have healthful relations with their offspring, and where collaborative parenting occurs. The falling out of the respondent with the TP implied that they were no longer having a warm give and take and lasting relationship with the TP and therefore thriving was a challenge.

There were some respondents would have wished to keep lines of communication open with the TP. However, as the results indicated, several strategies were used by the AP to disconnect them from the TP such as violence, denial of contact, the depiction of the TP as uncaring, unloving and dangerous among others. Whether the respondents were forced to cut the communication lines with the other parent or whether they chose not to, the end result was that they had lost emotional bonds or ties with one parent or even both in some instances. Some had cut ties with the TP because they believed the indoctrination and therefore believed the TP did not love. This believe is associated with low self-esteem. It would seem like the process of PA had the effects of the respondents losing capability to trust self or anyone else

which left them angry, on permanent alert and scared of being emotionally controlled as had happened with the AP. Inter-personal relationship is the third pillar of PERMA theory of flourishing. According to Gouin et al. (2016) maintaining healthy as well as meaningful associations with significant others has the potential to rise a person's social wellbeing .PA was responsible for the falling out of respondents with the TP. which played a role in hindering the interpersonal realms of the respondents.

Additionally, Silva and Sandstrom (2018) noted that the adolescents' psychological welfare as well as mental wellbeing, ability to adjust behaviour in problematic situations and the competence to create positive relations with other persons are closely related to the level of parent competence during the early stages of maturing. In this study, adolescents 13-14 years were the most affected by parental alienation behaviours and it can be argued that these are the early stages of maturation. Therefore, this study finding builds on or adds to the findings by Silva and Sandstrom (2018) as it specifies the age bracket that is most affected by PA. The high scores of bruised interpersonal relationships emanating from parental alienation behaviours are associated with a persistently disturbed parenting processes from the two parents (Silva, 2022). It can therefore, be inferred that qualitative data augmented the quantitative findings. In this study, qualitative confirmed quantitative findings as far as parental alienation largely working against respondents' interpersonal relationships.

Moreover, Allen et al. (2022) reiterated the significance of nourishing social connections with care givers and significant others. These authors point out that social connections play a critical role in people's lives from early stages of life through adulthood. This is so because infants are dependent on parents and other care givers for the provision of basic needs. These include, nurturance, shelter, security, and emotive care. Moreover, Karaman and Tarim, (2018) posit that all persons have a vital need to belong. Going by the PERMA wellbeing of flourishing definition of positive interpersonal relationships, the

respondents did not feel supported, valuable, and treasured by the TP. These results thus significantly concur with those of Harman, et al. (2019) and Sirbu, et al. (2021) who found that parental alienation is associated with a damaged parent-child association.

According to the PERMA Model (Seligman, 2011), the term interpersonal relationships include several interactions between persons, and associates, friends and significant others. In the case of the respondents, this term incorporates their association with peers, friends and teachers. Additionally, positive interpersonal relationships in the PERMA wellbeing of flourishing largely used in this study, refer to a person feeling supported, precious, and treasured by others (Kun et al., 2016). Moreover, Sagone and De Caroli (2014) highlight the significance of positive interactions as an individual's skill or ability to have warm, nourishing, and give-and-take association with significant others, associates, neighbours, and other public members. In the current study therefore, interpersonal relationships refer to the ability of respondents to form stable associations with important members of the family, with peers and other societal members.

The American Psychiatric Association (2022) refers to behavioural, intellectual and affective complications which emanate from parent-child relational problems. The behavioural hitches mentioned in American Psychiatric Association (2022) are deficient parental control, reduced parental involvement with the child, extreme parental gate keeping, extreme parental pressure, heated arguments that lead to intimidations and physical aggression as well as the evasion of difficulties instead of finding solutions to the problems. PA was thus associated with reduced or no association between respondents and the TP, intimidations by the AP to reject the TP. Physical aggression occurred when the TP demanded that the respondents erase memories of other parent which was achieved through limiting of contacts or communication with the TP or demanding that respondents called their new spouse mom.

Emotional Deprivation

The findings of the study unveiled that the respondents were emotionally deprived as far as their interactions with the TP and both parents in some instances. These results are also in harmony with a study by Hillis et al. (2017) which established that children who are subjected to parental alienation are also victims of emotional abuse and/or overall negligence and abandonment. In addition, Harman et al. (2018) found that there is a likelihood of alienated children to display behaviours and bodily indications which are associated with the parent's apparent indifference to the offspring emotive and bodily wellbeing. Silva (2022) established that the emotional negligence occurs because of the AP's behaviour of spending their energy to hurt the TP; thereby, neglecting children's emotional needs. It can also be deduced that emotional deprivation on the part of the respondents could be as a result of the stress both the AP and the TP were going through. Perhaps this is what Spinelli et al. (2020) alluded to when they mentioned that it is very challenging for a stressed parent to meet the emotional needs of their offspring. Furthermore, Saini et al. (2016) found that PA is related to experiencing of somatic indications among the children. In addition, these authors found that the somatic symptoms were characterized by upset stomach, headaches among other warning signs. Although the study did not assess the mentioned symptoms, there was still a likelihood that the respondents presented with these somatic symptoms owing to the emotional negligence by one or both parents. Additionally, the somatic manifestations in alienated children could have hampered the nurturance of positive associations with the parent. It could be argued therefore that the emotional deprivation played a significant role in impeding the interpersonal relationships of the respondents.

Emotional Pain

The theme of emotional pain was quite rampant among the respondents. This showed up in the form of feelings of rejection, shame and guilt, sexual abuse, loneliness and

marginalization among the respondents. The rejection feelings were accompanied by repressed anger. This came up as the respondents narrated their experiences of PA where many had emotional breakdowns. Similarly, studies by Bentley and Matthewson (2020) established that alienated children struggle with bottled-up recollections and experiences. Research on parental alienation shows that children who are alienated from one parent develop psychosocial problems (Aloia & Strutzenberg, 2019; Brian, 2020).

Among the psychosocial problems noted on alienated children is that they struggle with bottled-up and repressed recollections and experiences (Bentley & Matthewson, 2020). This is a pointer to emotional pain. Additionally, Bentley and Matthewson (2020) found that the repressed reminiscences left the children at risk of developing conditions such as anxiety, resentment and diminished academic functioning. The findings unveiled that many respondents had high levels of anxiety (refer to Table 6). Moreover, these authors report that alienated children with the above conditions have irrational thinking and have difficulties differentiating what is actual or factual. This thus implies that the respondents could have been struggling with cognitive distortions or irrational thinking patterns. The black and white thinking pattern is a pointer to defence mechanisms employed by them. This could be used to explain why the respondents saw the TP as all bad while the AP was portrayed as all good in most instances.

Rejection Feelings

The findings from both qualitative and quantitative findings unveiled that most of the respondents did not feel loved by the TP or the non-custodial parent. The long periods of separation between the child and the TP thus impaired the interpersonal relationships of the respondents. Velaar (2022) noted that the long periods of separation between the child and the TP were responsible for psychological adjustment noted among alienated children. To support this finding, Verrocchio et al. (2018) established that the long periods of separation

between child and the TP indicated devoid of love and nurturance for the child from this parent. Additionally, Verrocchio et al. (2018) found that this lack of nurturance could also ultimately cause irreparable damage of the association with the alienating parent. Similarly, Balmer et al. (2018) found that other psychosocial complications associated with parental alienation are as follows; feelings of rejection, the internalization of anger which is associated with undesirable psychological effects like academic decline, health complications among others. Rejection feelings among the respondents meant they were not having positive emotions which is the first pillar of PERMA wellbeing. According to Kun et al (2016) positive emotions are associated with the boosting of performance at work, for students boosting of academic performance enhancement of bodily health, reinforcement of interactions and generation of optimism and hope for the future. The study findings thus confirmed that parental alienation affects the wellbeing of adolescents exposed to PA behaviours.

Loneliness and marginalization

The study findings from both approaches revealed that PA affected respondents in that some reported being lonely and relegated. There were those who reported being lonely and side-lined while for some the themes were picked as they narrated their experiences of PA. These findings are in harmony with those of Bosch-Brits et al. (2018) who found that parental alienation was responsible for decreased self-worth and that survivors preferred social isolation. Perhaps, this is what Loades et al. (2020) and Standard et al. (2019) alluded to when they mentioned that interpersonal relationship with significant others shields one from social exclusion. The feelings of loneliness and isolation among the respondents were a result of being separated from one parent. A similar view that PA is positively associated with social isolation and loneliness was shown by Verhaar et al. (2022) who established that those adults alienated as children struggle with emotions of loneliness and isolation.

Moreover, Saini et al. (2016) found that although in parental alienation the central target of abuse is the TP, this abuse is executed through the children. This therefore implies that the children are hurt in the process and are at the risk of developing negative emotions. Negative emotions are positively associated with social seclusion which hampered respondents' interpersonal relationships realm.

It would seem like PA alienation had caused permanent separation between the respondent and the TP and also with the alienating parent which ended any hope for having a healthy inter- personal relationship with the parents. This situation was detrimental to the wellbeing of the respondents considering that Wang et al. (2017) found that sound wellbeing of teenagers is reliant on integration and endorsement or validation of the peers. In addition, Wang et al. (2017) found that adolescents who did not preserve social associations with peers had their mental wellbeing adversely affected. The findings that most of the respondents were lonely and isolated could be attributed to an absence of a sense of not fitting in, denunciation by peers, a discontinuity in social associations, or self-isolation as was the case with respondent R015.

The other case scenario would be that the respondent was lonely and isolated as a result of harbouring guilt feelings. These guilt feelings could be argued to have originated from the respondents having negative views of self after the realization that they have rejected the TP for no justifiable reasons or because of the emotional neglect by parents. The findings that falling out with a parent and isolation from peers leads to impaired social interpersonal relationships concur with those of Lennarz et al. (2016) who established the same findings.

Anxiety

The study findings on anxiety among respondents being an outcome of PA significantly concur with the findings of Verhaar et al. (2022) and Miralles et al. (2021)

which established anxiety disorders among parentally alienated persons. A good number of respondents had anxiety problems. The study did not use Becks Anxiety Inventory (BAI) or any other tool to measure the severity. This is because this was not within the scope of the study. PERMA profiler used in this study asked the respondents to respond to the question, in general do you feel anxious? The findings revealed that 70% of the respondents had anxiety problems (refer to Table 6). The anxiety emanated from threats by some of the respondent's parent. These threats included being killed by use of weapons or poison. Other sources of anxiety were the projection on the respondents by the custodial parents who were stressed as a result of continued conflicts with ex-spouses and also from the tarnishing of their names by the AP. As a way of dealing with their pain, some of the parents would punish respondents for trivial reasons like breaking a cup. The beatings some of the respondents described was not commensurate to the mistake done and caused lots of anxiety. Anxiety among the respondents is an indication of absence of positive emotions, the first pillar of PERMA wellbeing. It can be argued that anxiety worked against respondents' effort to thrive in that it was indeed challenging for some to have optimism for the future. Additionally, anxiety among respondents meant a decrease in the intellectual, mental and social resources. These factors are key in that they ensure attainment of resilience and overall wellbeing (Kun et al., 2017; Misra.2018). Thus, PERMA wellbeing was in agreement with the findings of the study.

Objective Three: Relationship between Post-Divorce Parental Alienation and Adolescents' Accomplishment

The term accomplishment denotes pursuits that occur in life in order for persons to become champions (Kovich et al., 2022). Furthermore, accomplishment regularly demands persistence and also resilience, and could include matters such as academics, sports, or career accomplishments as far as adolescents are concerned. In addition, Kwong and Hayes (2017) and Opondo et al. (2017) underscored the importance of resilience. These authors inform that

a blossoming teenager has the capability to make meaningful choices and also builds resilience which come to their rescue when going through traumatic situations.

Moreover, a sense of triumph is characterized by persons setting goals they want to achieve, attainment of specified goals, becoming an expert in a given area of specialization, and having self-motivation to finish what they set out to do (Madeson, 2019). Both the quantitative and qualitative findings unveiled that a significant number of respondents did not have stated goals or they were vague, lacked the motivation to accomplish stated goals, and were incapable of overcoming distractions that came in their way of achieving them. Some reported abandoning their homework when friends asked them to go out with them or when excess time was spent on the social media. However, there were those respondents who had stated goals, they had motivation to accomplish the goals and indeed accomplished them, were able to overcome distractions and employed adaptive coping skills in order to accomplish their stated goals.

Problems with goal setting

Some respondents in the study had no stated goals, others had vague goals or goals that were too broad. For this reason, they could not have been expected to become skilled in whatever activities they engaged in. The respondents also lacked self-motivation to finish activities they had begun. Going by Madeson (2019) suggestion that having a sense of accomplishment entailed persistence and resilience, then achieving the same was a daunting task for the respondents. This was largely because PA behaviours had created a toxic environment for the respondents. This means that the parents were largely not supportive, nourishing relationships with the parents were largely lacking, and collaborative parenting was nonexistent for the majority of the respondents which hampered the respondent's effort to feel accomplished in life. It is important to note that Baig et al., (2021) and Morawska and Sanders (2017) found that this is the home environment required for the thriving of children.

Difficulty finishing tasks

Some of the respondents reported inability to finish tasks they had begun. This was associated with an absence of commitment to their stated goals. This implies that although the respondents in this category had goals, they lacked commitment to follow through. Additionally, lack of commitment meant the respondents failed to give goal realization their total effort. According to Han (2021) commitment is critical for realizing any goal in life. The fact that the respondents did not give themselves fully, meant that they failed to achieve stated goals and, in most cases, achieved mediocre results. During the focus group discussions some respondents became overwhelmed by emotions, broke down as they narrated their experience. Their mood was also depressed. It was thus tricky for them to accomplish tasks bearing in mind that those with depression have low energy levels.

Additionally, the quantitative findings unveiled that some of the respondents did not have engagement which is an important pillar of PERMA wellbeing. This situation was evidenced by the fact that 149 out of 240 (62.0 %) reported to being absorbed in what they were doing, 134 out of 240 respondents which was 56.0 % reported losing track of time while doing something they enjoyed doing. It could be argued that those who did not accomplish tasks belonged to the category not included in these statistics. This category therefore lacked engagement which refers to attention, interest, or obsession with an action (Kovich et al., 2022). Moreover, Coulombe et al. (2020) posits that when one is deeply involved in an activity, they lose themselves and sense of time in the process as they immerse themselves in the present moment. It can be argued that these respondents lacked gladness and were not joyful in as far as the activities they engaged in were concerned (Kun et al., 2016). Some of the respondents lacked positive emotions, there was absence of engagement which are key components of having a sense of accomplishment. The study findings support PERMA

Wellbeing Theory of Flourishing which postulates that positive emotions and sense of engagement are important as far as flourishing of persons is concerned.

Accomplishing tasks

There were those respondents who started tasks, followed them through to completion despite them being challenging. These responses and many more are an indication that despite the tough situations occasioned by PA, some of the respondents developed resilience in the process. According to Madson (2019), the term environmental mastery can be used interchangeably with sense of accomplishment. The study findings show that some respondents were living a fruitful, meaningful life (Kun al.,2016). The accomplishment of tasks implied that some respondents were working in the direction of and realization of goals, were becoming authorities at diverse enterprises and were self-motivated to accomplish the tasks they had begun. Madson (2019) mentions that these requirements are necessary for having a sense of mastery or accomplishment. Moreover, the FGDs divulged that some of the respondents had developed positive self-beliefs which helped them make tough decisions. This is what enabled them to have a sense of accomplishment coupled with the manifestation of resilience observed among some of the respondents. Wen et al. (2022) observed that development of resilience among the respondents during stressful periods is a big challenge. To stress this position, Wen et al. (2022) established that those alienated from one parent during PA were incapacitated in the following areas; were unsuccessful in having worthy communication with their immediate neighbours, segregated themselves from nearby environments, had decreased psychological strength and lacked psychological resilience. Additionally, Chen et al. (2022) posits that after decreased mental resilience, perception of self and self-judgment could affect clarity in matters regarding self-concept. The respondents demonstrated having positive emotions like optimism, had healthy concept of self, and had

meaningful relationships with peers. These factors aided resilience among the respondents which was largely responsible for accomplishment of tasks.

Maladaptive coping

Although this study has demonstrated that some respondents defied this odd and were demonstrating flourishing characteristics, many others were incapacitated and used maladaptive coping. This was a pointer to delinquency on the part of the respondents. It would seem that absence of guidance from a parent emanating from an injured relationship with the child was largely responsible for the delinquency. The finding significantly agrees with those of Tran and Lumley (2019) who established that offspring disengaged from their parents are likely to utilize maladaptive coping mechanisms like avoidance, use drugs and substance to cope with stressful situations like parental alienation. Tran and Lumley (2019) inform that maladaptive coping includes the use of the following tactics: defense mechanisms, circumvention, emotive coping, emotional reactivity, disconnection or detachment, use of drugs and substance, blaming self and others, being in denial and suppression of emotions (Lai & Oei, 2017; Tran & Lumley, 2019). The employment of PA behaviours by the parents of the respondents meant that they had to contend with inflexible boundaries put between them and the TP. These boundaries eventually resulted in emotional detachment between the respondents and the TP. The emotional detachment from the TP by some of the respondents implied emotional deprivation which has negative impacts on children.

The injured parent -child emotional bonds was associated with emotional deprivation, emotional pain, characterized by negative emotions such as rejection feelings, guilt and shame among others. In order to deal with the emotional wounds, these respondents employed maladaptive coping strategies, such as the use of alcohol and other substance of abuse. These behaviours hampered the respondents' sense of accomplishment. These findings

were in harmony with those of Kwong and Hayes (2017) and Verhaar et al. (2022) which established that a child with adverse childhood experiences (ACE) emanating from being involved in inter-parental conflicts is not capable of flourishing when compared with the children who have not been subjected to this phenomenon. According to Woodall (2017), parental alienation is on such example of childhood adverse experiences. Some of the respondents reported reliance on alcohol and cannabis on a daily basis in order to survive the day or needing to use recreational drugs when involved in social occasions.

The use of drugs and other substances of abuse intensified the effect of PA on adolescent's sense of accomplishment in that the users lacked positive emotions, there was absence of engagement, absence of gladness and joy which contribute to achievement. Additionally, Metzger et al. (2017) posits that reliance on alcohol harms cognitive capabilities required for finishing academic tasks as well as others to the best of their ability. This therefore meant that those concerned were not capable of finishing homework and thus did not perform well in their exams. The findings thus confirmed that PERMA wellbeing theory was suitable for the study as they demonstrated that PA strategies undermined sense of accomplishment among the respondents. These respondents may profit from intercessions that seek to advance coping skills, potentially easing the load of stress, anxiety and depression among the respondents.

Respondents Faith in God

It is quite evident from the study findings that the adolescent's faith in God aided some of them in making sense of their experiences. Their belief that what was happening to them was in the will of God assisted them to cultivate a self-positive approach, thus enhancing their capability to attain self-acceptance. This helped the adolescents to keep moving as opposed to stagnation while doing their best in academics, notwithstanding the endless trials they encountered. Dependence on God acts as a spring of hope and wellbeing to

those who are sorrowful, strength to the feeble, and aids those individuals suffering make sense of their lives (Matthew 7:7, New International Version, 2011). Hope acts as a cushion against despondency and desperateness while struggling with perpetual challenges or problems. Faith in God among the respondents meant having hope and optimism which are indicators of having positive emotions. Moreover, positive emotions are positively associated with resilience, a key requirement for having a sense of accomplishment according to PERMA theory of flourishing (Seligman, 2011). Thus, faith in God and optimistic beliefs among the respondents were mediating factors which were largely responsible for the realization of a sense of accomplishment among some of the respondents.

A significant number of respondents re-counted stories of reliance on religiosity during the FGDs. A study by Dollahite et al. (2018) and Hydrari et al., (2016) alluded that employment of these strategies are effective as they enable those going through tough situations to have hope and also aid them in making sense of a challenging situation. Ozcan et al. (2021) carried out research on faith and religiousness as a mental coping mechanism using a sample drawn from female aid employees. The findings suggested that a spiritual approach provided a groundedness and tranquillity amidst an atmosphere of anarchy as well as in instances of direct as well as secondary trauma. According to Ozcan et al. (2021), using spirituality during stressful moments was beneficial in that it accorded the respondents a sense of heightened resilience and capability to be available for their individual needs, work difficulties, as well as the needs of persons they served. Additionally, these authors confirmed that the spiritual approach enabled respondents to overcome compulsions to attempt to control every situation that came up in the aid setting.

Contrary to the finding that spirituality was beneficial in coping with anxiety caused by PA, there was one respondent who demonstrated anger towards God for not getting immediate answers to his problems. These findings considerably agree with Jawaida's (2014)

which connected spiritual coping with emotional agony when prayers for intercession go unreturned. Similarly, Kiami and Good gold (2017) indicate that the use of religion or spirituality is maladaptive since it is essentially escapism. It would seem that employment of spirituality by the respondents in order to cope was beneficial in that they got hope and desire to face another day. Moreover, they felt they were not alone in this struggle which was quite helpful.

Objective Four: Relationship between Post-Divorce Parental Alienation and Adolescents' Meaning

The study findings revealed that most of the respondents were struggling with negative sense of self, struggled with feelings of self-stigma, had rigid unhelpful beliefs about their experiences and these hampered life purpose construct of wellbeing. The term meaning as defined by the PERMA theory of flourishing involves having a compelling reason to live. The compelling reasons entail the involvement in persons in a cause greater than themselves (Steger, 2018). In addition, Natalia and Ewa (2022) posit that those with a life purpose have self-satisfaction, are self-realized, and have emotions of gladness in several domains. As noted earlier in the study in accomplishment discussion, a significant majority of the respondents' lacked goals and lacked commitment required to achieve their goals. This resulted in them having no results to show or mediocre outcome. Additionally, most respondents lacked self-acceptance, struggled with negative emotions and thus it was challenging for them to be involved in matters beyond themselves.

Moreover, individuals flourish in relation to the extent to which they consider themselves as being of importance to others (France & Finney, 2010 as cited in Macdonald et al., 2020). As reported in discussions for interpersonal relationships, many respondents contended with anti- mattering feelings and thus having a sense of meaning in life was a challenge. Their anti- mattering feelings (having negative view of self) made their effort to

thrive, if any, a daunting task. Thus, this study finding considerably concurs with the finding of above authors. Flett et al. (2022) asserts that the person who unswervingly feels a sense of mattering to others ought to have a central sense of self-worth. The findings revealed that a majority of the respondents had rejection feelings which accelerated the impediment of meaning in life.

Having a Sense of Mattering

On a positive note, the study also established that although the respondents were coerced into believing the negative comments about the TP without them establishing their authenticity, and self-loathed, some still had healthy levels of purpose of life. They were indicated by positivism and optimism and being involved in a course greater than themselves. The responses of these respondents also demonstrated the feeling that what they did with their lives was valuable and worthwhile. This also showed they had a sense of direction in their lives.

According Kang et al. (2019), individuals with a life purpose have a lesser amount of conflict when making health-related choices and are also more likely to self-regulate when making these choices. Accordingly, they experience better psychological consequences. Additionally, having a purpose in life can assist in overpowering stress, depression, anxiety, and other mental problems (Freedland, 2019). Moreover, Lewis et al. (2017) posits that having a robust life purpose is associated with decreased risk of enduring conditions such as cognitive damage. This sense of mattering could be said to have been a protective factor against stress, anxiety and depression among the respondents (Kang et al., 2019). Contrary to this finding, there were some respondents who had anti mattering feelings. This is because they did not consider themselves to be of significance to their parents or parent after being subjected to both physical and emotional abuse because of maintaining relationship with the TP.

Anti-mattering feelings

Although the findings demonstrated that some respondents had a sense of mattering. There were some who had anti-mattering feelings. This was evidenced by self-blame, self-loathing, low self-esteem among the respondents. It was thus hard for respondents in this category to have meaning in life. Many authors are in agreement that having meaning in life is a crucial psychological requisite which plays a substantial role towards thriving and also health (Czekierda et al., 2017; Disabato et al., 2017; Flett et al. 2022; Routledge & FioRito, 2021). Going by the findings of these authors it was challenging for respondents with anti-mattering feelings to thrive in many areas of human functioning.

Meaning Making

The findings demonstrated that the respondents were able to accept the reality of PA and make sense of their circumstances. It would seem like these respondents were able to see both blessings and lessons in the dark situations they were undergoing. The fact that these respondents had the ability to accept many aspects of their self which comprised of the positive and unwanted indicated that they had taken a step in the right direction. These findings agree with those of Medvedev and Landhuis (2018) who mention that individuals who embrace both the positive and the undesirable aspects of their lives are enhancing their affirmative self-acceptance, thus growing their psychological wellbeing. This was a significant accomplishment on the part of the respondents. This is contrasted with those who failed to embrace both positives and unwelcome aspects of their existence. This group of respondents demonstrated helplessness which led them to employ ineffective coping mechanisms associated with decreased wellbeing.

Desire to Raise Awareness on PA

Meaning making also incorporated desire to raise awareness about PA by the respondents. By this creation of awareness, the alienated adolescents felt they would be useful by serving

others. This desire to be involved in the creation of awareness about the existence of PA demonstrated a desire on the part of the respondents to be involved in a cause greater than themselves which was a pointer to life purpose. This was a positive coping strategy. This way the adolescents would be contributing into the research on parental alienation. Among literature examined, there is no finding to suggest that alienated persons have desire to raise awareness on parental alienation

Chapter Summary

The chapter has concentrated on presentation as well as analysis of both quantitative and qualitative data. The qualitative data augmented the quantitative findings. Descriptive as well as inferential statistics were employed in the discussion of quantitative data. On the other hand, there is a detailed description on qualitative themes that emerged. The chapter also has presented the following: return rate, demographic characteristics, gender as well as age of the respondents. Analysis of data was based on the four broad objectives of the study: parental alienation strategies, interpersonal relationships, sense of accomplishment and meaning among adolescents subjected to parental alienation.

The study findings showed that PDPA is rampant among adolescents of divorced parents in Kiambu County, Kenya. Among the commonly employed PDPA alienation strategies were, making negative comments, discomfort and confiding in the child. The results also established that parental alienation hampers adolescents' interpersonal relationships in that it was responsible for damaged emotional bonds, emotional deprivation, negative emotions and being stuck in an unhealthy way with the TP. The study also revealed that parental alienation affected the sense of accomplishment and was associated with difficulties in setting goals, inability to accomplish tasks, maladaptive coping among others. The findings unveiled that PDPA affected adolescents meaning and was responsible for having anti-mattering feelings and negative emotions. The findings also showed that some

respondents used alcohol and other substance of abuse as examples of maladaptive coping strategies while meaning making, having faith in God and desire to raise awareness on the phenomenon were established among adaptive coping.

Chapter Five

Summary of Findings, Implications, Conclusions and Recommendations and Areas for Further Research

Introduction

This chapter comprises of a summary of research findings, implications, conclusions, recommendations and areas for further research. The information in the chapter is founded on literature reviewed as well as findings in Chapter 4. The purpose of this study was to establish the relationship between post-divorce parental alienation and adolescents' wellbeing in public sub county day mixed high schools in Kiambu County, Kenya. The summary of the findings are aligned to the study objectives namely; to establish parental alienation strategies among adolescents in public sub county day mixed high schools in Kiambu County, Kenya, to investigate the relationship between parental alienation and adolescents' interpersonal relationships in public sub county day mixed high schools in Kiambu County, Kenya , to examine the relationship between parental alienation and adolescents' sense of accomplishment in public sub county day mixed high schools in Kiambu County, Kenya and to establish the relationship between parental alienation and adolescents' meaning and purpose in public sub county day mixed high schools in Kiambu County, Kenya .

Summary of Findings

Both qualitative and quantitative findings revealed that PDPA was prevalent among the respondent and had affected their interpersonal, accomplishment and meaning pillars of wellbeing. Quantitative data was the base, while qualitative augmented the same. This enabled a comprehensive understanding of the phenomenon of parental alienation. In terms of specific proportions of endorsement, Table 3 presents a descriptive analysis of post-divorce parental alienation strategies. The findings in table 3 show that all 20 alienation behaviours were endorsed by at least a proportion of respondentsSeven of the alienation

strategies were endorsed by between 50-60% of the adolescents who participated in the study. These are; required favouritism of child (Mean= 3.03, SD $\pm$ (SD:0.654), encouraged reliance on himself or herself (Mean=3.17, (SD $\pm$ 0.687), confided in child, Mean=3.18 $\pm$ (SD:0.700). In addition, eight of the parental alienation strategies were endorsed by at least 20-40% of the respondents. These are (made me choose, mean=2.48, SD=0.594), limited contact with other parents, Mean=2.42 $\pm$ (SD:0.321), fostered anger/hurt with other parent Mean=2.29 $\pm$ (SD:0.300), encouraged disregard of the other parents Mean=2.15 $\pm$ (SD:0.234), asked the child to spy the other parents Mean=2.13 SD=0.194, Said parent was unloving Mean=2.09 $\pm$ (SD:0.121), Said parent was unsafe Mean=2.06 $\pm$ (SD:0.104), parents made it hard to be extended family, Mean=2.04 $\pm$ SD:0.94). Parents made communication with the other parent difficult Mean=2.04 $\pm$ (SD:0.094).

The study findings are in harmony with those from studies carried out by Sirbu et al. (2020) and Harman (2018) which exposed that making negative comments about the other parent was among the most common parental alienation strategy. Further, this study revealed that the spread of poisonous message concerning the other parent occurs in the full presence of the children which concurred with findings by Harman et al. (2019) and Sirbu et al. (2020). This result means that although the bad remarks were about the TP, it was the children who absorbed them because the other parent was not present. This was detrimental in that the respondents internalized these messages which affected their wellbeing. The findings revealed that overall parental alienation 53.9 % of the total variance in adolescent's wellbeing could be accounted for by impact of parental alienation $r(240) = .539$, $p = .03$), post-divorce parental alienation had greatest impact on adolescents' interpersonal relationships $r(240) = .645$, $p = .02$), followed by relationship between post-divorce parental alienation and adolescents' meaning $r(240) = .565$, $p = .03$) and lastly

relationship between post-divorce parental alienation and adolescents' sense of accomplishment (240) = .409, $p = .04$)

The following themes from the FGDs also established a significant association between parental alienation and adolescents meaning/ purpose. These are: negative emotions, maladaptive coping, lack of sense of purpose and having anti-mattering feelings. However, on a positive note, the findings unveiled that some respondents employed adaptive coping strategies, had a sense of purpose, and they believed that they mattered to both parents and society.

Practical Implications of the Study

They findings indicated that parental alienation behaviours are rife among divorced parents of adolescents in Kiambu County, Kenya. The study clearly specified that parental alienation affects adolescents' interpersonal relationships, sense of accomplishment and meaning and purpose. Parental alienation leads to damaged emotional bonds as far as relationship with one parent is concerned, is associated with, feeling of rejection, anti-mattering feelings, guilt feelings, loneliness and isolation among others. Interventions for alleviating the sufferings among respondents, emanating from PA behaviors are urgently required considering that loneliness was an identified theme among the respondents. This finding rubberstamped McComb et al. (2020) findings that lonesomeness exists across lifetime from puberty through old age. Additionally, McComb et al. (2020) study findings unveiled that although solitude is often assumed to be a state that principally afflicts the old, young females below the age of 25 reported being the loneliest of the demographic groups. There were more females than males and they were all under the age of 25 and therefore the findings of the above-mentioned authors are significantly applicable.

The study findings established that in order to cope, some adolescents use maladaptive coping mechanisms namely; alcohol and other substance of abuse and repression

of painful emotions. These behaviours put the adolescents at risk of developing further pathologies. Besides, with the use of substance of abuse adolescents may suffer from academic related problems like school dropout, leading to unemployment and further anguish. Furthermore, as other study's findings reveal, alienated adolescents are at risk of being alienated by their own children. There is need, therefore to arrest this intergenerational problem. The revelation that alienated adolescents' wellbeing is significantly endangered by exposure to PA strategies, suggests a necessity for greater support services for estranged adolescents. It is essential that mental health providers come to the realization of the existence of different echelons of severity for PA tactics. This is because the more severe the subjection to the tactics, the larger the effect on wellbeing of the alienated adolescents. This might then regulate how the delivery of support is custom-made to best suit the requirements of the alienated adolescents. These findings therefore call for ample preparation on the part of adolescents' counselors so that they are better placed to address these problems. Equally, there is need for adolescent's therapists to reflect on their competencies when offering services to adolescents exposed to parental alienating behaviours. This is necessary because a lack of knowledge can lead to further impairment as well as invalidation.

Conclusion

This study sought to investigate the relationship between parental alienating behaviours and adolescents' wellbeing in kikuyu sub county public day mixed high schools in Kiambu, County, Kenya. The findings revealed that parental alienation was rife among adolescents' respondents. Some of the most employed alienated strategies included; making negative comments about the other parent, extension of hostility to extended family, showing discomfort about the other parent among others. Parental alienation negatively affected respondent's inter-personal relationships in that it was responsible for injured parent-child relationships. This resulted in adolescents who struggled with the following; negative

thoughts, negative emotions like feeling of anti-mattering to both parents and to peers, loneliness and social marginalization, guilt and shame.

The study findings also demonstrated that parental alienation affected adolescents' sense of accomplishment. Many lacked goals, and as the adage goes, failure to plan is planning to fail, many did not complete tasks they had started, while some did not feel satisfied in life. The findings also revealed that parent alienation negatively affected adolescents meaning and purpose in life. Many respondents did not feel they lived a purposeful and meaningful life and lacked sense of direction. Therefore, key findings demonstrate the need for endorsing research-informed intercessions for adolescents subjected to parental alienating behaviours. Parental alienation consciousness campaigns and engaging in support linkages could be advantageous.

Recommendations

In order to lessen the adverse effects of post-divorce parental alienation on adolescents and have their wellbeing thrive, the study took into consideration the involvement of different shareholders namely, the divorcing parents, religious leaders, ministry of education, marriage and family therapists as well as policy makers. Below are the recommendations based on the findings of the study.

1. The study recommends that the divorcing parents take an interest in understanding adolescence stage and its challenges. This is aimed at helping these parents understand that dragging their children in post-divorce conflicts puts a heavy weight on their children who are already going through a difficult period. They need to understand the dangers posed by PA. Further, the study recommends the following; the divorcing parents remain involved in their teenager's life in post-divorce era, practice peaceful co-parenting, ensure communication lines with their children are open, take their children for

counselling and also join divorce support groups in order to cope.

2. The study recommends that the ministry of education provides schools with trained counsellors in order to help adolescents cope with the aftermath of PA. Additionally, there is an urgent need for the ministry of education to ensure all schools come up with a data base on those students coming from divorced families and who are at risk of PA. This will pave way for the employment of preventative measures.
3. Marriage and family therapist working with children of divorced families would profit from these results that clearly show the negative effects of PA on adolescents' wellbeing. The study suggests that these professionals use the findings of the study to understand commonly employed PA tactics and how they affect those alienated in order to help them cope. Further, the study suggests these professionals use the BSQ to assess for PA in this population.
4. The study acknowledged that post-divorce parental alienation and its effects on the wellbeing of adolescents is an area not widely researched. Consequently, the study research confirmed that the prevalent rate of parental alienation is not well known and consequently not well documented in policies that safeguard the interests of children from divorced families. Based on these findings, the study joins other researchers in calling for the establishment of an official parental alienation behaviour rate in Kenya.
5. Family lawyers working with children of divorced parent need to be equipped on the dangers posed by PA. They could also use the results as eye openers that there is need for them to carry out thorough investigations before awarding child custody to parents.

Areas for Further Research

This study concentrated on the relationship between post-divorce parental alienation and adolescents' wellbeing. It would be stimulating to conduct another study to discover

whether the alienated adolescents develop parental alienation syndrome (PAS). This is because scholars have reported that children going through parental alienation develop parental alienation syndrome (Sirbu et al.,2020; Baker, 2020). It would also be interesting to conduct research on the relationship between post-divorce parental alienation and the targeted parents' wellbeing. This implies conducting another study from the targeted parents' perspective. This is because despite the huge body of literature recounting the targeted child and alienating parents the viewpoint of the targeted parent remains under investigated especially in Sub-Saharan countries like Kenya. The researcher also recommends a study on targeted parents' loss, coping strategies as well as social support. Moreover, in order to gain a more comprehensive knowledge on parental alienation, it would be exciting to do research on the coping strategies employed by the adolescents who have been subjected to parental alienation strategies. Further, research on recovery interventions strategies for alienated children and the targeted parent is recommended.

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Appendices

Appendix I: Informed Consent Form

Location: Kikuyu Sub-County in Kiambu County

My name is Jane Wanjao, a student at Pan Africa Christian University in Kenya. I am a PhD candidate conducting a study on the Relationship between Post-Divorce Parental Alienation and Adolescents' Wellbeing in Kikuyu Sub County public day mixed high schools in in Kiambu County, Kenya.

I agree to participate in the above study. It has been explained to me that that the purpose of this study is to investigate post-divorce parental alienation and adolescents' wellbeing. It has also been explained to me that the information collected in this study will be used by various stakeholders to lessen the challenges connected with the effects of post-divorce parental alienation in order to improve the wellbeing of adolescents. I do also understand that if I decide to take part in the study, I will be expected to first fill a form giving personal data before the interview begins. I am also aware that the information I give will be audio taped-recorded so that the researcher does not miss important information.

Additionally, the investigator will be taking notes based on observations and reflections in the course of the discussions. I know that my participation in this study is totally voluntary and the information I will give will not be used to harm me. I am aware that although I agreed to participate, I can withdraw at any time and abstain from responding to any questions. I know that there are no straight benefits for me or my family for contributing in the study. Nevertheless, I do understand that the outcome of this study will produce important findings that will assist the stake holders in the field of marriage and families to understand how to mitigate the effects of parental alienation found in adolescents in order to increase their wellbeing.

My signature on this form shows that I have fully understood the information concerning participation in this study and agree to be involved in the same

Signature of participant

Today's date

Signature of Principal Researcher

Today's date

participant's number to be used on all other documents

Thank you for your participation

Yours sincerely

Jane Wanjao

Appendix II: Respondents Debrief Form

Dear respondents

My name is Jane Wanjao, a student at Pan Africa Christian University in Kenya. I am a PhD candidate conducting a study on the Relationship between Post-Divorce Parental Alienation and Adolescents' Wellbeing in kikuyu Sub County public mixed day high schools in Kiambu County, Kenya. Thank you for participating in this research study. The purpose of this research is to document the experiences of adolescents who have undergone parental alienation. Your participation will assist the current researcher and future ones gain further understanding of matters that surround parental alienation in post-divorce divorce and or separation. This will be useful in the preparation of better treatment.

In the event you have emotional and psychological reactions or disturbances concerning the questions you are responding to, a debrief will be provided after the data is collected. The following centre for counselling is provided in the event you wish to seek help .SID
Counselling Centre, phone 0721 409 820.

Once again thank you for participating

Sincerely

0721 409 820

Appendix III: Introductory Letter

To

The Regional Education County Commissioner,

Kiambu County

Dear Sir/Madam

Request for Clearance to Access the Kikuyu Sub County public mixed day high schools in Kiambu County

My name is Jane Wanjao, a PhD candidate at Pan Africa Christian University Nairobi. I intend to conduct a study on the relationship between post-divorce parental alienation and adolescents' wellbeing in Kikuyu Sub County public mixed day high schools in Kiambu County. The purpose of this study is to have an in-depth understanding of how challenges associated with parental alienation impact adolescents' wellbeing. I do believe that this study is noteworthy in generating awareness of how post-divorce parental alienation affects adolescents' wellbeing. The outcome of this study will help stake holders understand the phenomenon and adolescents' wellbeing in order to mitigate the negative effects picked in the study. The intended outcome is the ultimate flourishing of the adolescents. The researcher will also ensure that the findings of the study are shared with the respondents. Moreover, the outcome of the study will be presented in educational conference and published in academic journals for the benefit of the society.

Yours faithfully

Jane Wanjao

The Head-teacher

.....

Appendix IV: RE: Request for Assistance to Access the Students in your School

My name is Jane Wanjao a PhD candidate at Pan Africa Christian University Nairobi. I am conducting a study on the relationship between post-divorce parental alienation and adolescents' wellbeing in Kikuyu Sub County public mixed day high schools. The purpose of this study is to help me understand if divorced parents of the adolescents engage in post-divorce parental alienation and how it affects adolescents' wellbeing. The outcomes of this study will guide the recommendations for future study. The goal of the stated recommendations is to ensure the flourishing of adolescents. The study will strive to share the outcomes of the study with your school. Moreover, the outcome of the study may be presented in educational conferences and published in academic journals.

Your support in helping the study to access the adolescents' respondents enrolled in your school will be highly appreciated

Yours faithfully,

Jane Wanjao

Appendix V: Questionnaires

5a: Social Demographic Questionnaire

1. Name -----

2. Age-----

3. Gender: tick one female ☐ male ☐

4. Form _____

5. Are your parents divorced /separated? YES ☐ NO ☐ Tick what is true for you.

5b: Second Demographic Questionnaire

Indicate which is true about you and your parents

1. Number of years parents have been divorced-----

2.Tick what is true for you. I am living with ☐ Mother ☐ Father ☐ Others

3. How many siblings do you have? -----

4. Indicate your birth order-----

5c: Baker strategy questionnaire

Parental Alienation Strategies

Answer the following questions by ticking (✓) one box

One or both my parents made negative comments to me about the other parent	Always	Most of times	Some of the time	Never
One or both my parents limited my contact with the other parent	Always	Most of times	Some of the time	Never
One or both my parents withheld or blocked phone messages, letters, cards, or gifts from the other parent meant for me	Always	Most of times	Some of the time	Never
One or both my parents made it difficult for me and the other parent to reach One or both my parents and communicate with each other	Always	Most of times	Some of the time	Never
One or both my parents indicated discomfort/displeasure when I spoke/asked about or had pictures of the other parent	Always	Most of times	Some of the time	Never
One or both my parents became upset, cold, or detached when I showed affection for or spoke positively about the other parent.	Always	Most of times	Some of the time	Never
One or both my parents said and/or implied that the other parents did not really love me	Always	Most of times	Some of the time	Never
One or both my parents created situations in which it was likely or expected that I choose him/her and reject the other parent.	Always	Most of times	Some of the time	Never
One or both my parents said things that indicated that the other parent was dangerous or unsafe	Always	Most of times	Some of the time	Never
One or both my parents confided in me about “adult matters” that I probably should not have been told about (such as marital concerns or financial disputes), which led me to feel protective of him/her or angry at the other parent.	Always	Most of times	Some of the time	Never
One or both my parents created situations in which I felt obligated to show favouritism toward him/her and reject or rebuff/ignore the other parent	Always	Most of times	Some of the time	Never
One or both my parents asked me to spy on or secretly obtain information from or about the other parent and report back to him/her.	Always	Most of times	Some of the time	Never
One or both my parents asked me to keep secrets from the other parent about things the other parent should have been informed about (e.g., upcoming plans, my whereabouts, etc.).	Always	Most of times	Some of the time	Never
One or both my parents referred to the other parent by his/her first name and appeared to want me to do the same.	Always	Most of times	Some of the time	Never

In general, to what extent do you feel that what you do in your life is valuable and worthwhile?											
In general, to what extent do you feel you have a sense of direction in your life?											
I finish whatever I begin											
Once I make a plan to get something done, I stick to it											
During the past two weeks I have been pleased about completing something that was hard to do											

Answer the following questions by ticking (✓) one box

Extended family including aunts, uncles give me support structure	Always	Most of times	Some of the time	Never
Strong faith in God has helped to cope	Always	Most of times	Some of the time	Never
My involvement in volunteer activity has helped to cope	Always	Most of times	Some of the time	Never
The most important support structure are my teachers	Always	Most of times	Some of the time	Never
I am involved in peer counseling which has helped me to cope	Always	Most of times	Some of the time	Never

Thank you

Appendix VI: Questions for Focus Group Discussion (FGDs)

Section A

1. What is your view about the parent you spend less time with?
2. Talk about how free you are to contact your other parent.
3. What kind of remarks have you heard one of your parents use while talking about the other?
4. How would you describe your safety in relation to spending time with the other parent?

Section B

- 1) How do you celebrate when good things happen to you?
- 2) What do you do when faced with serious problems?
- 3) What has kept you going when faced with serious problems?
- 4) How would your friends describe you in relationship to usefulness to them when they are in trouble?

Section C

1. Describe one activity you began and finished.
2. Describe an activity you completed despite finding it hard to accomplish.
3. How do you overcome distractions that come your way while doing your school homework?
4. How would you describe your level of self-motivation to complete what you set out to do?

Section D

1. What is there in your life that supports the idea that you are living your life to the fullest?
2. In what ways would you say your life serves a higher purpose?
3. Which situations make you feel your life has a lasting purpose?
4. In what ways would you say what you do matters to society?

Thank you very much for taking the time to share your life experience of parental alienation. The information you will give will be used purely for the study. The same may be presented in educational conference or published in a professional journal. The study will use pseudonyms instead of your real names in order to protect your privacy.

Yours faithfully,

Jane Wanjao

Appendix VII: Research Authorization: NACOSTI

REPUBLIC OF KENYA
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
 Ref No: **876678**
RESEARCH LICENSE
 Date of Issue: **25/August/2022**

THIS IS TO CERTIFY THAT **MC. JANE NJANGU WANJAU** of **Pan Africa Christian University**, has been licensed to conduct research in **Kenya** on the topic: **RELATIONSHIP BETWEEN POST-DIVORCE PARENTAL ALIENATION AND ADOLESCENTS' WELL-BEING IN SELECTED HIGH SCHOOLS IN KIAMBU COUNTY, KENYA** for the period ending : **25/August/2023**.

License No: **NACOSTI/P/22/19602**
 Applicant Identification Number: **876678**

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
 Verification QR Code

Appendix VIII: PAC'S License

19TH AUGUST, 2022



P. O. Box 56875 - 00200
Nairobi, Kenya.
Tel: 0734 400694/0721 932050
Email: enquiries@pacuniversity.ac.ke
website: www.pacuniversity.ac.ke

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION & ETHICS CLEARANCE LETTER FOR
WANJAO JANE NJANGO REG. NO: PMFT/9680/0/17**

Greetings! This is an introduction letter for the above named person a final year student at Pan Africa Christian University (PAC University), pursuing the degree of Doctor of Philosophy in Marriage and Family Therapy.

She is at the final stage of the programme and is preparing to collect data to enable her finalise on the Dissertation. The dissertation title is ***"Relationship Between Post-Divorce Parental Alienation and Adolescents' Wellbeing in Selected High Schools in Kiambu County, Kenya"***.

We kindly request that you allow her obtain a research permit so as to proceed and conduct research amongst participants drawn from Selected High Schools in Kiambu County, Kenya.

Warm Regards,

PAN AFRICA CHRISTIAN UNIVERSITY
REGISTRAR
P.O. Box 56875 - 00200
TEL: 0721 502050 0734 400694
NAIROBI, KENYA

Dr. Lilian Vikiru
Registrar Academic Affairs
Pan Africa Christian University
Lumumba Drive, Roysambu, off Kamiti Rd, off Thika Rd
Tel: +254 730-955306/+254734400694
Email: registrar.aa@pacuniversity.ac.ke
Web: www.pacuniversity.ac.ke

Appendix IX: Ministry of Education



MINISTRY OF EDUCATION State Department of Early Learning and Basic Education

Telephone: Kiambu (office) 0768 970412

Email: directoreducationkiambu@yahoo.com
When replying please quote

KBU/CDE/DEPT 8/VOL.I

COUNTY DIRECTOR OF EDUCATION

KIambu COUNTY

P. O. Box 2300

KIambu

26th August, 2022

Ms JANE NJANGO WANJAO
Pan Africa Christian University
NAIROBI

RE: RESEARCH AUTHORIZATION

Reference is made to NACOSTI letter Ref. No. NACOSTI/P/22/19902 dated 25th August, 2022

You have been authorized to research on **"Relationship between post-divorce parental alienation and adolescents' wellbeing in selected high schools in Kikuyu Sub-County"** for a period ending 25th August, 2023

Please accord her the necessary assistance.


COUNTY DIRECTOR OF EDUCATION
KIambu COUNTY
P. O. Box 2300 - 00900
SIMON M. WANJOHI
COUNTY DIRECTOR OF EDUCATION
KIambu COUNTY

Appendix X: Office of the President



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT
COUNTY COMMISSIONER, KIAMBU

Telephone: 066-2022709
Fax: 066-2022644
E-mail: countycommissioner@kiambu.go.ke
When replying please quote

County Commissioner
Kiambu County
P.O. Box 72-80900
KIAMBU

Ref.No: ED.12 (A)/1/VOL.V/143

26th August, 2022

MS. JANE NJANGO WANJAO
Pan African Christian University
NAIROBI, KENYA

RE: RESEARCH AUTHORIZATION

Reference is made to National Commission for Science, Technology and Innovation Letter Ref No. NACOSTI/P/22/19902 Dated 25th August, 2022.

You have been authorized to conduct research on *"RELATIONSHIP BETWEEN POST-DIVORCE PARENTAL ALIENATION AND ADOLESCENTS' WELLBEING IN SELECTED HIGH SCHOOLS IN KIKUYU SUB-COUNTY", KIAMBU COUNTY, KENYA.* The data collection will be carried out in *Kikuyu Sub-County, Kiambu County* for a period ending 25th August, 2023.

You are requested to share your findings with the County Education Office upon completion of your research.


Festus Kiseni
FOR: COUNTY COMMISSIONER
KIAMBU COUNTY

Cc National Commission for Science, Technology and Innovation
P.O. Box 30623-00100
NAIROBI

County Director of Education
KIAMBU COUNTY

Deputy County Commissioners
KIKUYU SUB-COUNTY

"Our Youth our Future. Join us for a Drug and Substance free County".

Appendix XI: Institution Data Collection Request Letter

Institution Data Collection Request Letter
The Principal/Deputy principal

.....

Dear Sir/Madam

Re: Request for permission to collect data in your school

My name is Jane Wanjao a student at Pan Africa University in Kenya. I am pursuing a PhD and conducting a study on the relationship between post-divorce parental alienation and adolescents' wellbeing in selected high schools in Kiambu County. I believe that this study is important as it will assist students, counsellors, board of management administrators, teachers, parents, policy makers in education sector and academicians understand the relationship between post-divorce parental alienation and adolescents wellbeing namely; inter-personal relationships, meaning and purpose as well as their sense of accomplishment. The findings of the study will not be used to victimize or stain the reputation of your school whatsoever. Confidentiality will be upheld, and I promise to share the study outcomes with you. If you are okay with allowing students from your school participate in the study, kindly read and sign the consent form attached to this letter. Your support is greatly treasured.

Appendix XII: Informed consent document for principals of sampled high schools

Appendix v.

Informed consent document for principals of sampled High schools

Study Title: Relationship between Post-Divorce Parental Alienation and Adolescents' Wellbeing in Selected High Schools in Kiambu County.

Study Location: Kiambu County, Kenya

Purpose of the study: The purpose of the current study is to assist the researcher in finding how post-divorce parental alienation affect adolescents' wellbeing which include; inter-personal relationships, meaning and accomplishments in selected county high schools in Kiambu county, Kenya. The rational for carrying out this research study is that it will add to the existing body of knowledge about the exposure to parental alienation and its relationship with adolescents wellbeing

Description of the research study

The researcher will start with the sampling of 6 classes where all the students will be issued with a questionnaire to allow the researcher identify students who come from divorced and or separated families They will be required to write their names only for identification purposes. The rest of the questionnaires will not require the students to indicate their names. With the help of the school counsellor, the investigator will get the right group for the study. On the actual day of data gathering, the researcher will provide guidance to the students on how to fill in the questionnaires founded on the study. The questionnaires will be given to individual students. There will also be focus group where some students will be requested to take part in discussion of questions based on the study. This will depend on whether your school has been sampled for focus group.

For group discussion the researcher will record the conversation in order to capture all the vital themes arising. The form used to collect information will not have the names of students so there is no possibility of tracing respondents. Students' participation will remain anonymous. To ensure further safety the data gathered will be stored in computer systems that are protected with passwords. Participation in this study is purely on a voluntary basis and thus students are free to terminate their responses to questionnaires or focus group discussions anytime they feel uncomfortable.

Risks/ Benefits

There is no risk of participation in this study, students sampled from divorced /separated families will not be required to give their names during the actual data collection period. The benefits are that the study will benefit students, parents, teachers, and administrators, policy makers in education, academicians and counsellors. This is because it will equip them with information on how post- divorce parental alienation affects adolescents' inter-personal relationships, meaning and sense of accomplishment. Students from divorced families will benefit from interventions and programs that support their flourishing.

Contact Information

If you have any questions now or in future regarding this study kindly contact Jane Wanjao, PhD student Pan Africa Christian University mobile number 0721409820.

Declaration of consent.

I have read and understood the content of this consent form; the details of the study and the basis of the students' participation. I also understand that the students have the right/freedom to partake in the study and can withdraw their participation at will. I have therefore approved that the students from my school participate in the study without any pressure whatsoever.

School Ref. No.....

Signature (School Principal) *[Signature]*

Date *7/9/22*

Name of person obtaining consent.....

Date.....

