PARENTAL DIVORCE AND DELINQUENT BEHAVIOR: A STUDY OF MOGADISHU, SOMALIA

BY

HASSAN MOALIM MUKHTAR

2022-08-10918

A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF HUMANITIES AND SOCIAL SCIENCES IN PARTIAL FULFILMENTOF THE REQUIREMENTS FOR THE AWARD OF MASTERS DEGREE IN SOCIAL WORK AND SOCIAL ADMINISTRATION OF KAMPALA INTERNATIONAL UNIVERSITY

SEPTEMBER, 2024

DECLARATION

I, **HASSAN MOALIM MUKHTAR**, hereby declare that this study is my original work to the best of my knowledge and has not been submitted to any other university for the purpose of awarding a Master's Degree in Social work and Social Administration.

Signature:  **Date:** 2/10/24

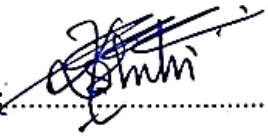
HASSAN MOALIM MUKHTAR

REG NO. 2022-08-10918

STUDENT

APPROVAL

This study has been prepared under my supervision and is now ready for progress review by the College of Humanities and Social Sciences of Kampala International University.

Signature: **Date:** 24/09/2024

DR. JACOB ENEJI ASHIBI

SUPERVISOR

DEDICATION

This research is dedicated to my beloved parents and my brother who have contributed immeasurably to my studies.

ACKNOWLEDGMENT

The success in producing this work was attributed to such a number of people, to whom I wish to acknowledge. The completion of this piece of work has been such a task that would not have been a success when handled solely.

I first of all thank the Almighty Allah, who gave me abundant health, strength, and courage to be able to complete this work. My sincere gratitude goes to my supervisor Dr. Jacob Eneji Ashibi whose commitment, patience and guidance, gave form to this piece of work.

Finally, special thanks go to my family and relatives for their tolerance, patience, encouragement, and sacrifice throughout my struggle for this academic achievement. They have never lost hope in me.

I further take recognition of my friends for their encouragement and support in my academic endeavors.

TABLE OF CONTENTS

DECLARATION ..... **i**
APPROVAL ..... **ii**
DEDICATION ..... **iii**
ACKNOWLEDGMENT ..... **iv**
TABLE OF CONTENTS ..... **v**
LIST OF TABLES ..... **ix**
LIST OF ACRONYMS ..... **x**
ABSTRACT ..... **xi**

CHAPTER ONE **1**
INTRODUCTION **1**
1.0 Introduction 1
1.1 Background to the study 1
1.1.1 Historical perspective 1
1.1.2 Theoretical perspective 4
1.1.3 Conceptual perspective 7
1.1.4 Contextual perspective 8
1.2 Statement of the problem 11
1.3 Purpose of the study 12
1.4 Objectives of the study 13
1.5 Research questions 13
1.6 Scope of the study 13
1.6.1 Geographical scope 13
1.6.2 Content scope 14
1.6.3 Time scope 14
1.7 Justification of the study 14
1.8 Significance of the study 15
1.9 Operational definitions of key terms 15

CHAPTER TWO 19
LITERATURE REVIEW 19
2.0 Introduction 19
2.1 Theoretical review 19
2.2 Conceptual framework 24
2.3 Review of related literature 25
2.3.1 Cooperative co-parenting and delinquent behavior 25
2.3.2 Parallel co-parenting and delinquent behavior 30
2.3.3 Conflicted co-parenting and delinquent behavior 34
2.4 Review of empirical studies 36
2.5 Gaps in the literature 41

CHAPTER THREE 43
METHODOLOGY 43
3.0 Introduction 43
3.1 Research design 43
3.2 Study population 44
3.3 Sample Size determination 44
3.4 Sampling technique 46
3.4.1 Purposive sampling 46
3.4.2 Simple random sampling 46
3.5 Sources of data 47
3.5.1 Primary data 47
3.5.2 Secondary data 47
3.6 Data collection instruments 47
3.6.1 Questionnaires 47
3.6.2 Interview guide 48
3.7 Validity and reliability of research instruments 48
3.7.1 Validity of the instrument 48
3.7.2 Reliability of the study 49
3.8 Procedure of data collection 49

3.9 Data presentation and analysis 50
3.9.1 Quantitative data analysis 50
3.9.2 Qualitative data analysis 50
3.10 Ethical considerations 50
3.11 Limitations to the study 51

CHAPTER FOUR 52
DATA ANALYSIS, INTERPRETATION AND PRESENTATION 52
4.0 Introduction 52
4.1 The response rate 52
4.2 Demographic characteristics of the Respondents 52
4.2.1 Gender of respondents 53
4.2.2 Age bracket of the respondents 54
4.2.3 Education level of the respondents 55
4.2.4 Duration of Stay in the area 56
4.2.5 Number of people in the household 57
4.3 The effects of cooperative co-parenting on delinquent behavior among families in Mogadishu, Somalia 58
4.4 The effects of parallel co-parenting on delinquent behavior among families in Mogadishu, Somalia. 63
4.5 The effects of conflicted co-parenting on delinquent behavior among families in Mogadishu, Somalia. 68
4.6 Pearson Correlation 73
4.7. Regression analysis for cooperative co-parenting, parallel co-parenting conflicted co-parenting and delinquent behaviors 74

CHAPTER FIVE 81
DISCUSSIONS, SUMMARY AND RECOMMENDATIONS OF THE STUDY 81
5.0 Introduction 81
5.1 Discussion of the findings 81

5.1.1 The effects of cooperative co-parenting on delinquent behavior among families in Mogadishu, Somalia 81
5.1.2 Effects of parallel co-parenting on delinquent behavior among families in Mogadishu, Somalia 83
5.1.3 Effects of conflicted co-parenting on delinquent behavior among families in Mogadishu, Somalia 86
5.2 Conclusions 89
5.2.1 The effects of cooperative co-parenting on delinquent behavior among families in Mogadishu, Somalia 89
5.2.2 Effects of parallel co-parenting on delinquent behavior among families in Mogadishu, Somalia 89
5.2.3 The effects of conflicted co-parenting on delinquent behavior among families in Mogadishu, Somalia 90
5.3 Recommendations 91
5.3.1 The effects of cooperative co-parenting on delinquent behavior among families in Mogadishu, Somalia 91
5.3.2 The effects of parallel co-parenting on delinquent behavior among families in Mogadishu, Somalia 93
5.3.3 The effects of conflicted co-parenting on delinquent behavior among families in Mogadishu, Somalia 94
5.4 Contributions to the Body of Knowledge 96
5.5 Areas for further research 97

REFERENCES 99
APPENDICES 108
Appendix I. Questionnaire for Community Members (parents and their children) 108
Appendix II: Interview guide for Humanitarian organizations (save the children), Police officers, Leaders (Political leaders, religious leaders and clan leaders), and Mogadishu city authority leaders 113
Appendix III: Research Work Plan 114
Appendix IV: Research Budget 115

LIST OF TABLES

Table 3.1: Categories of respondents 45
Table 4.1: Respondents Gender 53
Table 4.2: Age bracket of the respondents 54
Table 4.3: Education level of the respondents 55
Table 4.4: Duration of Stay in the area 56
Table 4.5: Number of people in the household 57
Table 4.6: Effect of cooperative co-parenting on delinquent behave or among families 58
Table 4.7: Effects of parallel co-parenting on delinquent behavior among families in Mogadishu 63
Table 4.8: Effects of conflicted co-parenting on delinquent behavior 68
Table 4.9: Correlation analysis between parental divorce and delinquent behavior 73

LIST OF ACRONYMS

ACEs	Adverse childhood experiences
ADHD	Attention deficit hyperactivity disorder
CBT	Cognitive-behavioral therapy
CD	Conduct disorder
EBP	Evidence-based practice
FAS	Family functioning and support
IPV	Intimate partner violence
ODD	Oppositional defiant disorder
PD	Parental divorce
SES	Socioeconomic status
SES	Socioeconomic status
SES	Socioeconomic status
SSRI	Selective serotonin reuptake inhibitors
SUD	Substance use disorder

ABSTRACT

The study examined the effects of parental divorce on delinquent behaviors among families in Mogadishu, Somalia, with the following objectives to examine the effects of cooperative co-parenting on delinquent behavior among families in Mogadishu, Somalia, to assess the effects of parallel co-parenting on delinquent behavior among families in Mogadishu, Somalia and to determine the effects of conflicted co-parenting on delinquent behavior among families in Mogadishu, Somalia. This study was guided by the Social Learning Theory. The researcher used descriptive cross sectional research design, this study targeted a population of 716,380 respondents, of the total target population of the study, the researcher selected a sample of 400 respondents, this number was arrived at by use of the Slovene's formula. Data was collected using questionnaires and interview guide. From the first objective, the study findings revealed that respondents perceive a strong positive impact of cooperative co-parenting on reducing delinquent behavior among children in Mogadishu. On the second objective the findings suggest that respondents believe that parallel co-parenting can have a positive impact on reducing delinquent behavior among children in Mogadishu. The high levels of agreement on the ability of parallel co-parenting to reduce stress and anxiety, provide clear boundaries and responsibilities, and minimize parental conflict indicate that these are key mechanisms through which parallel co-parenting can contribute to the prevention of delinquency. On the third objective the findings suggest that respondents generally agree with the negative impacts of conflicted co-parenting on delinquent behavior among children in Mogadishu. The high levels of agreement on the increased likelihood of children exhibiting behavioral issues, experiencing stress and anxiety, and engaging in delinquent activities due to exposure to parental conflict and hostility indicate that these are key mechanisms through which conflicted co-parenting can contribute to the development of delinquent behavior. From the findings and concludes made the study recommended that social workers, family counselors, and parenting educators should immediately and continuously implement programs that educate and support parents on the benefits and strategies of cooperative co-parenting. These programs should focus on communication skills, conflict resolution, and collaborative parenting techniques. Offering these initiatives through community centers, schools, and local NGOs can equip parents with the necessary tools to foster a cooperative co-parenting environment, which can significantly reduce the likelihood of their children engaging in delinquent behavior.

Key words: Parental divorce, Delinquent behaviors, cooperative co-parenting, parallel co-parenting, conflicted co-parenting

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This section provides the introduction to the study, background to the study, study problem, purpose of the study, specific objectives, research questions, study hypothesis, study scope, significance of the study and operational definitions of key terms.

1.1 Background to the study

The study background is dimensioned into four perspectives of historical, theoretical, conceptual and conceptual Perspectives.

1.1.1 Historical perspective

Globally, the breakdown of the parental couple, resulting in divorce has increased considerably in prevalence since the 1970s within the Western world (Phillips, 2021). The increase in divorce has resulted in a general social and cultural acceptance of the single-parent household and the division of time between two houses for children of all ages. Today, hundreds of thousands of children in the United Kingdom experience the breakdown of the parental couple. It is estimated that 42% of all marriages end in divorce; in 2017 there were 101, 669 divorces in England and Wales (ONS, 2018).

Delinquency and conduct disorder are behavioural issues that involve breaking important laws, social norms, and standards. In the middle to late stages of adolescence, the prevalence of Conduct Disorder and delinquency surges. Both exhibit significant consistency over time. The most significant research of conduct disorder and delinquency include both self-reports and formal measurements of antisocial behaviour, large population samples, frequent personal interviews, evaluations of many potential risk factors, and prospective longitudinal designs. Inadequate parental guidance, harsh or inconsistent discipline, a cold parental attitude, child physical abuse, parental conflict, disrupted families, socially awkward parents, large household structures, low family income, socially awkward peers, high delinquent behavior rates in schools, and crime-ridden areas are some of the most significant risk factors that predict Conduct

Disorder and delinquency. Numerous risk variables could potentially influence results, however this is uncertain, (Joseph & David 2020).

It is important to note that these statistics do not take into consideration the married couples who are separated but who have not legally divorced, or unmarried couples that have separated. These additional populations may significantly increase these numbers, as opposite-sex cohabiting couple families are the second largest type of couple family in the UK, totaling 3.3 million families (ONS, 2016).

The divorce rate in the United States is at its lowest level in more than 35 years, according to census data analyzed by Bowling Green State University's National Center for Family & Marriage Research (NCFMR). The divorce rate is down for the third consecutive year. In 2020, the rate was 16.9 divorces per 1,000 married women, down from a rate of 17.6 in 2019. Since 1980, when the divorce rate was 22.6, a decline of 25 percent is apparent in 2020. Additionally, the data show a slight uptick in the marriage rate, which has been stable since 2020 at a 45-year low. In 2020, there were 32.3 marriages per 1,000 unmarried women while 2019's rate was 31.9. The marriage rate has decreased by 47 percent from 1980 when it was 61.4, but 2020's marriage rate of 32.3 is the highest since 2019.

Divorce is becoming a common event in the lives of many people. It is now easier to dissolve marriage, and fewer stigmas are attached to divorced people. However, for many, divorce remains a negative and traumatic experience. Not only do the divorcing couples suffer, but the children are affected as well: In the past, concern has been focused on the problems of the parents, but lately there has been a growing interest in the effects of divorce for children (Hawkins & Lloyd, 2016). The only countries that do not allow divorce are the Philippines, an ecclesiastical state, which has no procedure for divorce. Countries that have relatively recently legalized divorce are Italy (1970), Portugal (1975), Brazil (2017), Spain (1981), Argentina (1987), Paraguay (2021), Colombia (2021), Andorra (1995), Ireland (1996), Chile (2024) and Malta (2021). All types of divorces lead to the effects of divorce for children to a such as depression, decline in academic achievement, poor attendance, loss of confidence, and disorganization may signal adjustment issues pertaining to divorce in a child's home(Landucci, 2018).

In African Context, Teseletso (2020) in Botswana noted that delinquents scored higher on emotional symptoms, conduct problems and peer problems. In the context of Ghana, Ubaidi (2017) noted that due to parental conflicts, students rated their families as functional or dysfunctional. Kusekwa (2016) in Dar es Salaam and Coast Region of Tanzania observed that parental conflicts were seen to cause fear, depression, stress, loneliness, anger and nightmares. Ernest-Ehibudu, Obikoya and Oluwatoyin (2017) in Nigeria noted that there are significant correlation between family conflicts and student social adjustment. Still on Nigerian context, Alkali (2016) observed that there were no significant differences in the level of social adjustment between the student genders.

The family occupies a pivotal place in every society and in the Africa continent at large. It is indeed the bedrock of the state, nation, continent, and world at large. Healthy families produces a healthy nation and healthy continent while weak families breed weak, corrupt, and a disarray nation and continent. For a nation and continent or the world at large to be at peace, it must first be settled from the family. The sanity in the continent will never rise above that of the family. Divorce in Africa is a persistent event, which effects into immediate and a continuous result. Before divorce can be treated in Africa as a continent, it must be traced out from the developed continents like Europe (Olaniyi& State, 2020).

In East Africa, for the case of Kenya, Orwa, Aloka and Gudo (2016) in Rarieda sub-county noted that secondary school delinquents were faced with social adjustment problems whereby majority of them kept imagining that other students were talking about them. Orwa, Aloka and Gudo (2016) further noted that teen-mothers were not willing to freely mingle with other students regrading social events. It was also noted that secondary school students in Rarieda sub-county kept quiet and took a long time to make friends with fellow students. Gatua (2019) in Nakuru and Uasin Gishu Counties in Kenya noted that secondary school students were faced with high social adjustment challenges.

In Somalia consequences of a divorce for children are mostly that they have to move to a different home and sometimes to a different school and they will not see or be with both parents at the same time anymore. In most cases, they will live with their mothers and they will see their father much less. To adjust to new situation takes them two years or more. The age of parents plays a role in how they react to divorce. Berlin (2024) puts it that “Children who grow up in an

intact, two-parent family with both biological parents present do better on a wide range of outcomes than children who grow up in a single-parent family. Single parenthood is not the only, nor even the most important, cause of the higher rates of school dropout, teenage pregnancy, deliquent behaviour, or other negative outcomes we see; but it does contribute independently to these problems. Neither does single parenthood guarantee that children will not succeed; many, if not most, children who grow up in a single-parent household do succeed." In Mogadishu, family conflicts could also arise more easily as individuals were confined to their homes with their family members for an extended period of time. In those cases, the high-pressure environment of confinement might complicate existing unresolved issues and also bring about new problems. Moreover, other external stressors such as financial insecurity, worries about contracting COVID-19, increased burden of care on family members and potential job loss could also contribute to an increase in disagreements and conflicts within households (Tam et al., 2021).

Mogadishu, the capital of Somalia, has faced significant social and political upheaval in recent decades. Somalia has experienced a prolonged civil war since the collapse of the Siad Barre regime in 1991, which has led to high rates of poverty, displacement, and family disruption (Bradbury, 2008). Within this broader context of instability and conflict, the study examines the relationship between parental divorce and delinquent behavior among youth in Mogadishu. Previous research has suggested that family disruption, including divorce, can be a risk factor for juvenile delinquency in settings affected by war and fragile governance (Catani et al., 2008). The researchers hypothesized that Mogadishu's unique circumstances - characterized by political violence, economic hardship, and weakened social institutions - which exacerbate the negative impacts of parental divorce on adolescent behavior and outcomes. By conducting this study in Mogadishu, the authors aimed to contribute to the limited research on family dynamics and youth delinquency in conflict-affected urban settings in sub-Saharan Africa (Smeekens et al., 2012).

1.1.2 Theoretical perspective

This study was modeled on the theory of "Social Learning Theory," advanced by Albert Bandura, (1977) cited in Gary &Lise (2019), and its main assumption insists on the significance to observe the action, attitudes, and emotional reactions of others. It implies that people study by

observing other people (Braton, 2017) cited in Nduku Kyule, (2017). Observation allows people see the consequences of other people's behavior, in that people can gain some idea of what might happen if they act in one way or another (Alkelabi, et al., 2022). Social learning theory is also influenced by a persons' self- efficacy. Self- efficacy is said to be the capability of a human being to discover.

This theory was used by psychologists in 1960s in Nyanza Province who wished to establish the factors that promote drinking habits among the youth. The study found out that in every 10 youths who were found drinking, 7 had drinking parents and the older siblings. The social learning theory postulates that learning takes place through modelling both at home and school. As children grow up, they tend to copy the models within their environment. Among the models may be their parents, siblings, teachers, religious leaders among others. It reiterates that positive role models socialize children into responsible citizens unlike the negative role models. As applied in this study, the social learning theory holds that the independent variable (parental divorce) would influence the Dependent Variable (delinquent behaviour).

According to Bandura, (1977), cited in Gary &Lise (2019), people learn most things by watching and imitating others. This "observational learning" allows one to process complex information more robustly and efficiently than by personal, direct learning. As such, social learning has the power to disseminate positive thought and action, creating a capacity for optimism, self-efficacy and the betterment of humanity and the world. Bandura (1977), identified three main ways in which modeling may influence the transmission of information to observers: live demonstration, verbal instruction, and symbolic modeling. In a series of famous modeling experiments, Bandura, Ross, & Ross (1961), demonstrated that children both learned and imitated aggressive behavior by watching adults behave aggressively toward a Bobo doll and noted that:

……."subjects given an opportunity to observe aggressive models later reproduced a good deal of physical and verbal aggression (as well as nonaggressive responses) substantially identical with that of the model. In contrast, subjects who were exposed to nonaggressive models and those who had no previous exposure to any models only rarely performed such responses." (Bandura et al., 1961).

According to Bandura, (1977) cited in Gary &Lise (2019), laboratory experiments have shown that learning is achieved more effectively by informing observers in advance the consequences of engaging in a specific behavior than by waiting until the behavior is demonstrated and then administering the reinforcer. This is particularly true in observational learning in which anticipation of a reinforcer influences not only what is observed but what goes unnoticed. Observer attentiveness to and learning from the model is increased when he or she knows that the consequence of a model's behavior is either a valued outcome or the avoidance or removal of a punishing stimulus value.

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

It logically follows that departures from the nuclear family norm are problematic for the child's development, especially for delinquents, in as much as this represents a crucial stage in the developmental process. Accordingly, a large body of research literature deals with father absence, the effects of institutionalization, and a host of "deficiencies" in maturation, such as those having to do with cognitive development, achievement, moral learning, and conformity. This focus has pointed to the crucial importance of both parents' presence but also has suggested that certain causes for parental absence may accentuate any negative effects (Lynn, 1974).

High frequency of family conflict which leads to parental divorce in most societies can be best understood through the social learning theory, which posits that behavior is learned by observing and re-enacting the behavior of others, especially role models. Just as gender roles and social norms are learned within a larger cultural context and passed from one generation to the next, too is behavior (Uthman, Lawoko, and Moradi 2019). Young boys are socialized according to established norms and are expected to adopt and operate within these beliefs. This pressure, while subtle, infiltrates every aspect of the social environment as boys are taught at home, in school, and in the community that their primary responsibility will be to marry and support a

family (Dunne, 2020). “An inability to provide financially likely causes feelings of inferiority and consequently threatens one’s masculine identity”. One compensatory response is to assert power in other ways, often through physical and sexual aggression (Mzinga, 2022).

1.1.3 Conceptual perspective

The concept of “delinquent behaviour” can be understood from different theoretical standpoints. While sociologists believe that “delinquent behaviour” encompasses a variety of violations of legal and social norms, ranging from minor to serious offenses criminologists view “delinquent behaviour” as entailing all the public wrongs committed by those between the ages of 12 and 20. Sociologists assert that antisocial behavior may be the expression of either the beginning of a long term culture of criminal activity or a normal part of the process of growing up (Petrosino, et al., 2021).

The United Nations Guidelines for the Prevention of Delinquent behaviour do not classify anti-social conduct or youthful behavior as “delinquent behaviour” or conduct that could lead to future criminal tendencies. Instead, these guidelines are clear that such behavior is often part of the process of growth and maturation and tends to disappear spontaneously in most individuals during the transition to adulthood. The United Nations note that there is a common tendency for young people to commit some kind of petty offence at some point during their adolescence, without them subsequently turning into career criminals. Similarly, the World Youth Report of 2023 recognizes that child delinquency is a common phenomenon during the transition from childhood to adulthood.

The UN found that delinquent behaviour is largely a group phenomenon, as between two thirds and three quarters of all juvenile offences were found to have been committed by young people who belonged to groups such as gangs. In the Russian Federation, criminal activity among juveniles in groups was found to be higher than that of adult offenders. This tendency for juveniles to indulge in criminal activity while belonging to groups can be traced to the fact that juvenile peer groups have certain unique characteristics, such as hierarchical organization, high levels of social cohesiveness, and a code of behavior that is based upon a common rejection of the values and experiences of adults. Delinquent or criminal behavior is caused by certain groups

and juvenile subcultures (subcultures of violence) that tend to use violence and aggression as an acceptable and even preferable means of solving interpersonal conflicts (Felson, 2024).

Divorce is the legal dissolution of a marriage. A male divorcee is called divorcé, while a female divorcee is called divorcée, also, marriage is the formal union of a man and a woman, typically as recognized by law, by which they become husband and wife. Divorce is the dissolution of a marriage by judgment of a court or by accepted custom. It can also be called a total separation. It is also a legal way of ending marriage (Amato, 2024).

The formal dissolution of a marriage is known as a parental divorce. In addition, marriage is the official union of a man and a woman, usually as acknowledged by law, by which they become husband and wife. A male divorcee is called a divorcé, while a female divorcee is called a divorcée. The dissolution of a marriage by a court's decree or by widely recognized custom is known as a divorce. An alternative term for it would be a complete separation. Additionally, it is a lawful method of dissolving a marriage (Amato, 2024).

Parental Divorce is the conclusive act of dissolution of marriage. Benokraitis (2020) sees divorce as: “The legal and formal dissolution of a marriage.” The Essential Cohen (2022) states that: “Divorce is the termination of the family unit (Jaarsveld, 2017).

Divorce is there both in developed and developing countries. It is there in Somalia. And it is affecting children lives and the consequences are lifelong. The government of Somalia has done something to control divorce so as to ensure children enjoy their rights. The percentages of separated/divorced are relatively lower, except in the male population who did not state their educational level among whom 11% are divorced.

1.1.4 Contextual perspective

Divorce in pre-colonial Somalia was initiated by either the husband or the wife. There were several "socially recognized" reasons for divorce. For the husband, they included a wife's negligence in domestic work and repeated infidelities. For the wife, they included maltreatment, incapacity of the husband to support her, and refusal to cohabit (Koff, 2017). Divorces were customarily preceded by temporary separations, kwaahukana, during which the spouses' relations

attempted to mediate between the two people. Bride wealth was not returned to the husband's family unless children had not been born or the counter-gifts had not been exchanged.

Parental divorce in Mogadishu is influenced by various social and cultural factors unique to Somali society. Divorce in Somalia often carries significant stigma, leading to social isolation and reduced support networks for divorced individuals and their children. The societal expectations and pressures can intensify the psychological and emotional impact on the family unit (Gundel, 2009). Divorce can result in significant economic hardship for single-parent households in Mogadishu. The loss of one parent's income can lead to financial instability, limiting access to basic needs such as education, healthcare, and adequate housing. Economic strain can exacerbate stress within the household, impacting children's well-being (World Bank, 2020). Divorce disrupts the traditional family structure, which is central to Somali culture. The absence of one parent can lead to a lack of supervision and guidance, creating a void in the child's upbringing. This disruption can impact children's emotional security and development (Elmi & Barise, 2006).

The psychological impact of parental divorce on children can manifest as emotional distress, anxiety, and depression. These emotional challenges can lead to behavioral issues, including delinquency, as children struggle to cope with the changes in their family dynamics (Alim, 2016). Children from divorced families may seek acceptance and support from peer groups, some of which may engage in delinquent behavior. Peer influence becomes a significant factor as children might adopt negative behaviors to fit in or gain attention and approval from their peers (Gundel, 2009). Single-parent households often face challenges in providing adequate supervision and discipline. The absence of one parent can result in children having more freedom and less accountability, increasing the likelihood of engaging in delinquent activities (Elmi & Barise, 2006).

In traditional Somali society, divorce was an exceptional event because marriage was considered an indissoluble institution. Even sterility was not accepted as a reason for divorce, with Somali culture recommending polygamy as an answer in such a circumstance. However, with time, the dissolution of unions through divorce has intensified. The law provides that when a couple wants to marry, both parties to the intended marriage will bring the following documents: certificate of births, certificate of celibacy or extract of death certificate of the former spouse or extract of

judicial decision of divorce or annulment of the former marriage. After verification of the documents the civil registrar and the intending spouses agree with the civil registrar on the date and time he/she will officiate at their marriage. Seven days before celebration of the marriage, intending spouses must be taught by the civil registrar about types and effects of matrimonial regimes. The registrar announces the marriage by posting a notice at the office of the residence or domicile of the intending spouses and that of the intended location for the celebration of marriage at least twenty (20) days prior to the marriage celebration (NISR, 2016).

The State protects the family as the natural foundation of the Somali society. The Somali legislation stipulates that marriage has to occur by free consent and spouses have the same rights and duties during marriage and divorce. Somalia has ratified the Convention on the Consent to Marriage, the Minimum Age of Marriage and Registration of Marriages and the Convention on the Nationality of Married Women. The institution of marriage in Somalia is governed by law. The law on Matrimonial Regimes, Succession and Gifts give equal rights to succession to all boys and girls. There is a National Policy on Family Promotion. Couples in common marriages are sensitized and encouraged to enter into a civil marriage, and this plays an important role in protecting the right to succession for mainly women and children. The percentages of separated and divorced people do not change according to the type of residence.

Parental divorce is a significant life event that can have a significant impact on the delinquent behaviour of delinquents. Despite extensive research on the topic, there is still a need to understand the unique challenges faced by delinquents from divorced families and develop effective interventions to support their delinquent behaviour needs. This study aims to investigate the prevalence of delinquent behaviour problems, identify risk factors, evaluate coping strategies, and assess the effectiveness of interventions in promoting the delinquent behaviour and well-being of delinquents from divorced families. The study's findings can inform delinquent behaviour professionals, educators, and policymakers about the specific delinquent behaviour needs of this population, ultimately contributing to reducing the long-term negative consequences of parental divorce on the delinquent behaviour of delinquents.

In Mogadishu, the interplay between parental divorce and delinquent behavior is complex and influenced by various contextual factors: The stigma associated with divorce can lead to social isolation for both the parent and the child. This isolation reduces the support network available to

children, increasing their vulnerability to delinquent behavior as they seek belonging and validation outside the family (Gundel, 2009). Economic hardship resulting from divorce can lead to increased stress and conflict within the household. Children in financially unstable environments are more likely to experience emotional and behavioral problems, contributing to delinquency (World Bank, 2020). More so the lack of effective support systems for divorced families in Mogadishu exacerbates the challenges faced by children. Limited access to counseling, educational support, and community resources leaves children without the necessary tools to cope with the effects of divorce, making delinquency a more likely outcome (Alim, 2016). Cultural expectations and norms play a significant role in shaping behavior. In a society where divorce is stigmatized, children may internalize feelings of shame and inadequacy, leading to acting out and engaging in delinquent behavior as a form of rebellion or expression of distress (Elmi & Barise, 2006).

There are increased cases of families breaking up in Mogadishu, and Somalia in general unlike in other regions in East Africa (Tumuti, Ireri & Tumuti, 2022). This makes it a unique location to conduct this study in. Children's reactions to divorce vary depending on the family level and characteristics, the level of conflict, gender, individual temperament, parents' emotional reactions and amount of time spent the adolescent spent with each parent (Brooks, 2021). Some delinquents become aggressive and insecure as a result of parental divorce while others become more caring and completely adjust to the new family set up especially if they were properly prepared for the divorce or if their family environment was filled with spousal violence, abuse or severe conflict divorce comes as a relief to such delinquents (Strong, DeVault & Cohen, 2018).

1.2 Statement of the problem

Ideally, children in Mogadishu, Somalia, would grow up in stable, intact family environments, with both parents actively involved in their upbringing. Such environments are crucial for fostering the emotional, social, and educational development of children, leading to better life outcomes. Research consistently shows that children raised in two-parent households generally perform better academically, exhibit fewer behavioral issues, and are less likely to engage in delinquent activities. In this ideal situation, the family structure would serve as a strong foundation, helping children to thrive and contribute positively to society. However, Mogadishu is currently facing a severe social crisis characterized by high rates of family disruption,

including non-marital births and divorce, which are significantly impacting the well-being of its youth. Recent data reveals that nearly one-third of all children born in Mogadishu each year are born out of wedlock (Berlin, 2024), and the divorce rate is alarmingly high, with 45% of all first marriages ending in divorce within 30 years (Tilson & Larsen, 2020). This situation is exacerbated by the fact that 28% of these divorces occur within the first 5 years of marriage, 34% within the first 10 years, and 40% within 20 years. As a result, many children are being raised in single-parent households, where they face increased risks of poor educational outcomes, early parenthood, criminal behavior, and unemployment (McLanahan & Sandefur, 2024). These adverse outcomes suggest that the family disruptions in Mogadishu are contributing to a cycle of social and economic challenges that undermine the city's development.

Despite the growing evidence of the negative impact of parental divorce on children's well-being, there is a lack of specific research focusing on how these dynamics play out in Mogadishu. The existing studies have not sufficiently explored the unique cultural, social, and economic factors in the city that may exacerbate or mitigate the effects of family disruption on youth delinquency. Furthermore, while it is recognized that single parenthood contributes to negative outcomes, the precise mechanisms and extent of this impact in the context of Mogadishu remain under-examined (Amato, 2020). This study aims to fill these gaps by systematically examining the relationship between parental divorce and delinquent behavior among children in Mogadishu. By focusing on this specific context, the research will provide nuanced insights into how family disruptions are affecting the city's youth. The findings are expected to inform the development of targeted interventions and policies that strengthen family structures, support single parents, and address the root causes of juvenile delinquency. This, in turn, could help mitigate the social challenges faced by Mogadishu's youth and contribute to the broader goal of social stability and economic development in the region.

1.3 Purpose of the study

This study purpose was to examine the effects of parental divorce on delinquent behaviors among families in Mogadishu, Somalia.

1.4 Objectives of the study

The objectives of this study are as follows:

1. To examine the effects of cooperative co-parenting on delinquent behavior among families in Mogadishu, Somalia.
2. To assess the effects of parallel co-parenting on delinquent behavior among families in Mogadishu, Somalia.
3. To determine the effects of conflicted co-parenting on delinquent behavior among families in Mogadishu, Somalia.

1.5 Research questions

1. What are the effects of cooperative co-parenting on delinquent behavior among families in Mogadishu, Somalia?
2. What are the effects of parallel co-parenting on delinquent behavior among families in Mogadishu, Somalia?
3. What are the effects of conflicted co-parenting on delinquent behavior of delinquents among families in Mogadishu, Somalia?

1.6 Scope of the study

1.6.1 Geographical scope

This study was conducted from Mogadishu, Somalia which is located in the Horn of Africa. Located in the continent of Africa, Somalia covers 627,337 square kilometers of land and 10,320 square kilometers of water, making it the 44th largest nation in the world with a total area of 637,657 square kilometers (Werema, 2022). Mogadishu District was selected because of the high cases of separation of parents which brings impact on the delinquent behaviors among young people, potentially leading to negative outcomes such as anxiety, depression, drug abuses and behavioral disorders (McLanahan & Sandefur, 2024).

1.6.2 Content scope

The study focused on examining the effects of cooperative co-parenting on delinquent behavior among families in Mogadishu, Somalia, establishing the effects of parallel co-parenting on delinquent behavior among families in Mogadishu, Somalia, and determining the effects of conflicted co-parenting on delinquent behavior among families in Mogadishu, Somalia.

1.6.3 Time scope

The study focused on a period of 5 years, from 2017 to 2022. The period of 5 years is realistic to examine the alarmingly high proportion of all new births occurring out of wedlock and discouragingly high divorce rates among families with children ensures that the majority of Somali's children will spend a significant amount of their childhood in single-parent households in Mogadishu, Somalia. The research was carried out in a period of 7 months from May 2023 to September, 2023.

1.7 Justification of the study

This study's justification lies in the significant impact that parental divorce can have on the delinquent behaviour of delinquents. Understanding the unique challenges faced by delinquents from divorced families can help identify effective interventions that can be used to support their delinquent behaviour needs. By investigating the prevalence of delinquent behaviour problems, identifying risk factors, evaluating coping strategies, and assessing the effectiveness of interventions, this study aims to fill this gap in the literature.

The findings of this study can inform delinquent behaviour professionals, educators, and policymakers about the specific delinquent behaviour needs of delinquents from divorced families. This knowledge can be used to develop targeted interventions to support these young people and promote their delinquent behaviour and well-being. Ultimately, the study can contribute to reducing the long-term negative consequences of parental divorce on the delinquent behaviour of delinquents.

1.8 Significance of the study

This research was of a great significance to the researcher, Somali society, and universities and Institutions in charge of research.

To the researcher: This research enables the researcher to acquire new knowledge and skills about conducting research and to develop in deep Somalia social context especially gender issues and its implications to Somali families. This study is an essential requirement to obtain academic degree of Master of Social Work and Social Administration.

To the universities, institutions and future researchers: The research report will be available in libraries for further readings. This research will provide the skills and techniques on how they can change their mind for contributing in improvement of their standard of living and increasing national economy through gender respect and balance.

To the Government: The Government of Somalia will benefit from reliable data on the effects of parental divorce on delinquent behavior of Somali families. This will help to set serious and efficient strategies to parental divorce. It will provide also the strategies which can be used by the government to improve the delinquent behaviour among children's.

To the delinquents: The research findings helps ensure that delinquents wellness is fully taken care of so that they grow up as complete healthy wholistic human beings. The results of this study may provide useful information that can be used as a guide in handling delinquents that have experienced parental divorce.

To the parents: This information will be useful to parents that have or are undergoing divorce, schools and teachers of delinquents, leaders such as judges tasked with divorce proceedings in courts, spiritual leaders, organizations that have to deal with parents undergoing divorce that have adolescent children as well as use the findings of the study to educate delinquents on the expected possible changes during parental divorce.

1.9 Operational definitions of key terms

The key concepts of the subject under study are defined in order to make more understandable the research objectives. Neuman (2017) defines key concepts as: "An important term for a topic

that is likely to be found in a title." Goldenberg (1992) feels that it is important that the reader will be "speaking the same language when comparing notes or attempting replications or even when being critical." For the purpose of this study, the following key concepts were relevant to provide a theoretical framework for the research study:

Parental divorce: According to Brooks (2021), the changes of divorce that include new households, changes in finances, changes in parents' plus delinquents' mood or behavior and increased responsibilities cause stress to all the parties involved. The divorce can either be adversarial or cooperative divorce. In the context of social work, parental divorce refers to the legal termination of a marital relationship between parents and the subsequent impact on their children and family dynamics. Social workers understand parental divorce as a complex, multi-dimensional process that encompasses legal, emotional, psychological, and social elements.

Delinquent behavior: Delinquent behavior is defined as a criminal action committed by a human confronting the laws of the civil society. Crime understanding is based on the principle of normalization, which means that an individual`s guilt is based on the norms and laws applicable in the civil society (Antony & Craig, 2021). In the context of social work, delinquent behavior refers to actions by children or adolescents that violate legal or social norms, typically encompassing activities that are considered criminal or antisocial. This behavior can include acts such as theft, vandalism, drug use, truancy, and other activities that go against the laws or established societal expectations.

Welfare: Welfare is Availability of resources and presence of conditions required for reasonably comfortable, healthy, and secure living.

Children of Divorced: Children of divorced are the children of the parents that are in the divorce proceedings or have obtained a divorce. These children may be living with one parent or divided living arrangements are made with both parents (Betty & Ackerman, 2017).

Intact Family: A nuclear family in which membership has remained constant, in the absence of divorce or other divisive factors.

Developmental Stages: Developmental stages are the periods in a child's life and the experiences of physical, social, emotional and mental phases he/she goes through at that time (Betty & Ackerman, 2017).

Co-parenting is an enterprise undertaken by parents who together take on the socialization, care, and upbringing of children for whom they share equal responsibility. The co-parent relationship differs from an intimate relationship between adults in that it focuses solely on the child.

Cooperative Co-Parenting: Divorced parents in this group collaborate, plan, and make decisions about their children together. While some negotiation may be required to reach an arrangement that works for both parents, they focus on the well-being and growth of their children. This includes rising above their anger and hostility to continue their parenting roles even after relinquishing their spousal ones (Hettler, 2016). In the context of social work, cooperative co-parenting refers to a collaborative approach where separated or divorced parents work together to raise their children. This approach emphasizes maintaining a positive and consistent parenting environment despite the dissolution of the marital relationship. The goal of cooperative co-parenting is to prioritize the well-being of the children by fostering a stable, supportive, and nurturing environment through effective communication, mutual respect, and shared responsibilities.

Parallel co-parenting is a method of shared parenting in which parents interact as little as possible with each other while maintaining their relationships with their children. This can be an effective method when you and your ex have trouble with a civil relationship (Hettler, 2016). In the context of social work, parallel co-parenting refers to a structured approach where separated or divorced parents manage their parenting responsibilities independently, with minimal direct interaction. This model is often utilized when high conflict or poor communication between parents makes cooperative co-parenting difficult or detrimental to the children's well-being. The primary goal of parallel co-parenting is to reduce parental conflict and provide a stable environment for the children by limiting the need for direct contact between the parents.

Conflicted Co-Parenting: In this co-parenting arrangement, the parents have frequent conflicts and poor communication between each other. They may have different schedules, parenting styles, rules, and priorities, and may be unable to reach agreements about their child's needs or

daily routine (Hettler, 2016). In the context of social work, conflicted co-parenting refers to a situation where separated or divorced parents engage in ongoing conflict, hostility, and poor communication, significantly impacting their ability to effectively co-parent their children. This type of co-parenting dynamic can be highly detrimental to the children's emotional, psychological, and social well-being, as they are often caught in the middle of parental disputes.

Internalizing Problems: Adofo & Etsey (2016) define internalizing problems as those issues whose central feature is disordered mood or emotion. This includes problems such as anxiety, depression, withdrawal, insecurity, nervousness and low self-esteem. In the context of social work, internalizing problems refer to a range of emotional and psychological issues that manifest internally, often leading to distress and difficulty in functioning. These problems are characterized by negative feelings and thoughts that are directed inward, rather than outwardly expressed through behaviors. Common examples of internalizing problems include anxiety, depression, social withdrawal, and somatic complaints. Social workers address these issues by providing therapeutic interventions, support, and resources to help individuals manage and overcome their internal struggles.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a critical review of the existing literature on parental divorce and delinquent behaviour of delinquents. The review focuses on the prevalence of delinquent behaviour problems among delinquents from divorced families, risk and protective factors, coping strategies, and interventions that promote delinquent behaviour and well-being.

2.1 Theoretical review

Social Learning Theory, propounded by Albert Bandura, (1977), and it underscores the indispensability of surveying and modeling people's behaviors, attitudes, and emotional reactions. It is a theory that concentrates on learning by way of observation and modeling. The theory originally evolved from behaviorism and today it has involved some ideas of cognitivists and consequently referred to as "social cognitive learning". Social Learning Theory also focuses on environmental and cognitive factors that interact in order to impact human learning and behavior. The theory pronounced that individual learn from one another, including such concepts as observational learning, imitation, and modeling (Bandura, 1977) cited in Abdussalaam et al., (2017).Theory explains human behavior in terms of a continuous reciprocal interaction among cognitive, behavioral, and environmental determinants. As stated by Bandura (2017), in the social learning view, "people are neither driven by inner forces nor boosted by environmental stimuli but rather by psychological functioning explained in terms of a continuous reciprocal interaction of personal and environmental determinants."

According to Bandura, (1977), people learn most things by watching and imitating others. This "observational learning" allows one to process complex information more robustly and efficiently than by personal, direct learning. As such, social learning has the power to disseminate positive thought and action, creating a capacity for optimism, self-efficacy and the betterment of humanity and the world. Bandura (1977), identified three main ways in which modeling may influence the transmission of information to observers: live demonstration, verbal instruction, and symbolic modeling. In a series of famous modeling experiments, Bandura, Ross,

& Ross (1961), demonstrated that children both learned and imitated aggressive behavior by watching adults behave aggressively toward a Bobo doll and noted that:…….“subjects given an opportunity to observe aggressive models later reproduced a good deal of physical and verbal aggression (as well as nonaggressive responses) substantially identical with that of the model. In contrast, subjects who were exposed to nonaggressive models and those who had no previous exposure to any models only rarely performed such responses.” (Bandura et al., 1997).

According to Lise (2019), laboratory experiments have shown that learning is achieved more effectively by informing observers in advance the consequences of engaging in a specific behavior than by waiting until the behavior is demonstrated and then administering the reinforcer. This is particularly true in observational learning in which anticipation of a reinforcer influences not only what is observed but what goes unnoticed. Observer attentiveness to and learning from the model is increased when he or she knows that the consequence of a model’s behavior is either a valued outcome or the avoidance or removal of a punishing stimulus value.

At this point, it should be noted that Bandura’s agentic perspective on social learning may be an important factor in the determination of effective model-observer relationships. Many organizations expend a great deal of effort in designing formal mentoring and training programs to provide their delinquents with learning opportunities since studies on informal work mentors have shown mentored delinquents report better work outcomes (Green, & Piel, 2019). According to Kearney, et al., (2019); comparisons of non-mentored and mentored individuals yield consistent results compared to non-mentored individuals, individuals with informal mentors report greater career satisfaction (Fagenson, 1989), career commitment (Colarelli& Bishop, 2020), and career mobility (Scandura, 2022).

Despite these deep insights, Bandura’s Social Learning Theory (1997) has not been widely embraced by industrial-organizational (I-O) psychologist (Locke & Latham, 2020), and has been criticized by other scholars. They argued that learned attitudes and behaviors can also contribute to the spread of negative consequences, such as prejudice, apathy and aggression. In same way, Goldstein & Sorcher (2019) explained the potential value of behavioral modeling procedures for first-line supervisory training, but they offered limited empirical support for the techniques they

used. None of the studies used multiple internal and external criteria (Muro, & Jeffrey, 2018), to systematically test the effects of the training over an extended time period using a true (Newman, & Newman, 2017). This is unfortunate because few training programs have shown that they bring about a relatively permanent change in behavior (Campbell et al., 2020).

Besides these criticisms, Bandura's social learning theory is still relevant and applicable to many organisations because of its comprehensive and laboratory tests of human behavior, hence social learning theory can be applied in almost any social context, including the workplace. For instance, Burnaska, & Smith, (2016) noted that there is practical significance of social learning since it supports approach of training for first-line supervisors. Their studies indicated that taken together, leadership skills can be taught in a relatively short time period (i.e., 18 hours), provided that the trainees are given a model to follow, a specific set of goals or guidelines, are given an opportunity to perfect the skill, are given feedback about their performance ratings, and are appreciated for applying the acquired skills on the job.

The theory is significant to the current study because it demonstrates that the integration of both cognitive and behavioristic principles brings about a relatively permanent change in delinquents and parents relationship. It should be noted that managing human beings is most difficult part of supervisors' job but with application of principles of theory it has been proved to be easy process which effectively enhances the performance of the organisation. Training and modeling are impact aspects in equipping delinquents with skills and expertise needed to exploit their potential to full capacity for benefit of organisation that invests in these programmes. In same line Lise (2019), but the evidence from their series of laboratory tests and modeling indicated that training enhances delinquent's behaviour because they are able to learn from their superiors and even from their mistakes which are instantly corrected.

In addition, theory is supported by Scott & Judge (2019), who coined the concept of parental separation and noted that delinquents positive self-evaluations and central positioning within work communication paths were associated with popularity. They demonstrated that coworkers provided reliable source of knowledge especially from popularity of specific delinquents. These popular delinquents were also found to be the recipients of more favorable treatment as well as

fewer counterproductive work behaviors from their coworkers. In same way, Gibbons, (2024), indicated that self-efficacy influenced the level of integration where delinquents allocate time for training within their work, which role models delinquents select and in which areas delinquents wish to exert effort to continue learning, therefore, delinquents with high perceived self-efficacy will likely persevere in their learning endeavors, even despite challenges, they will still perform well on their jobs.

The research on the effects of father absence and the general level of the child's adjustment reveals that the loss of a father for any reason is associated with poor adjustment, but that absence because of separation, divorce, or desertion may have especially adverse effects. Some researchers suggest even more dire outcomes whenever parental separation, divorce, or desertion occurs. Among these are vulnerability to acute psychiatric disturbances, the child's aversion to marriage, and proneness to divorce once they do marry (Lise, 2017). Two general propositions are suggested; Children reared in households where the two biological parents are not present will exhibit lower levels of well-being than their counterparts in intact nuclear families, and the adverse effects on youthful well-being will be especially acute when the cause of parental absence is marital separation, divorce, or desertion.

Miguel and Miguel (2023) concurred that the combination of extensive social networks and strong social effects among teenagers have the implication that public health approach of child-to child which have focused on teenagers have expedited social learning. However, large differences can be observed between social effects estimates that rely on experimental variation. They argued that the weaknesses of diverse learning approaches influence social variables in both treatment and acquisition of novel responses. The social learning theory integrates both cognitive and behavioral theories of learning so as to provide comprehensive models that can explain a broad range of learning experiences which in essence occur in the real world.

Ndirangu, Ngare and Wango (2023) opine that learning is not just behavioral, but it is rather a cognitive process which occurs in a social context. It can occur through observations of behavior as well as observations of behavior consequences or in essence vicarious reinforcement. The process of learning involves observation, extraction of observational information as well as

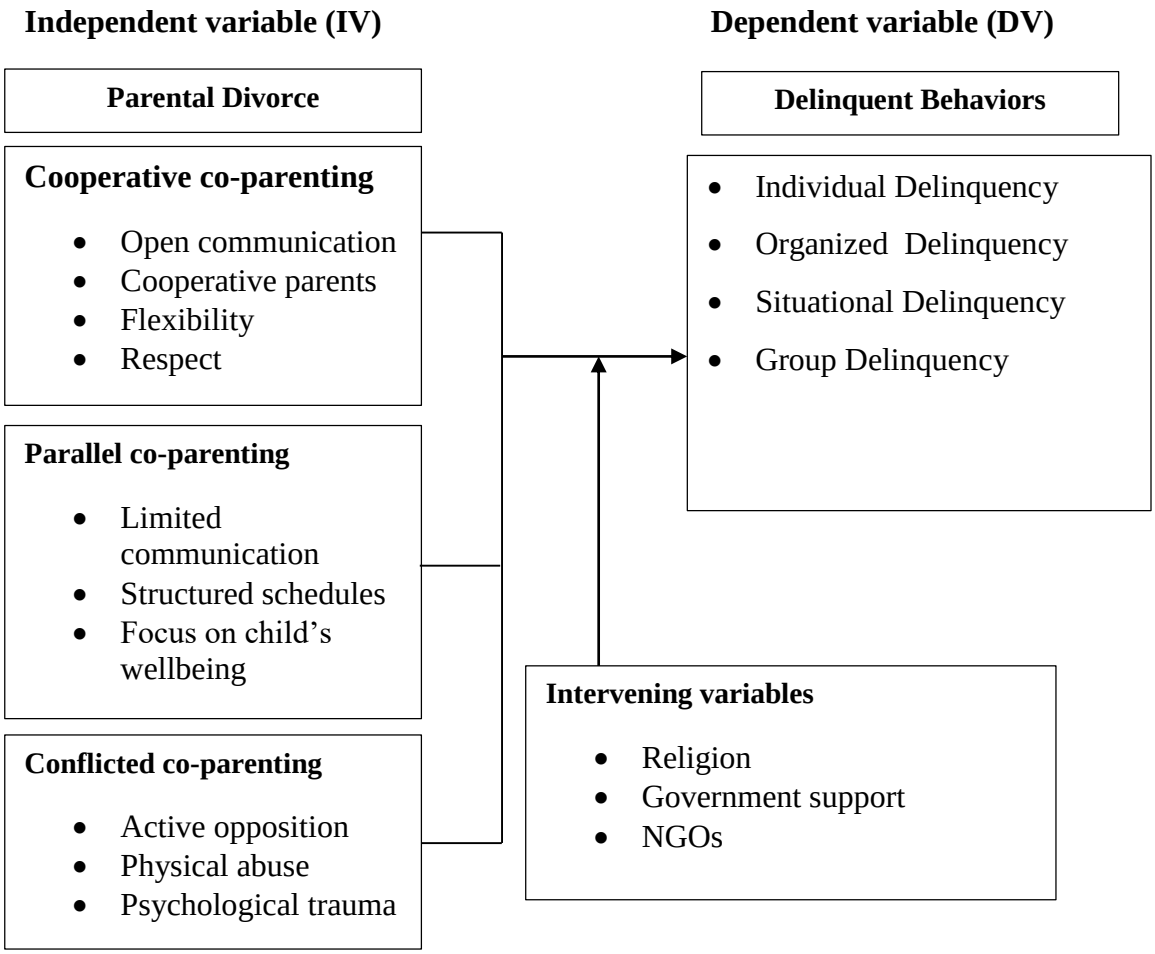
decision making in regards to behavior performance. In essence, learning can even occur without any observable change in behavior. In addition, reinforcement has a crucial role in learning, thereby learners are not passive information receptors.

In this study the researcher used the theory of social learning by Badura, (1977) because it fits well this study, the theory is all about imitating, modeling or learning new behaviours from others, therefore sometimes some people copy/ learn behaviours of abusing their couples from others (e.g. from their peers), hence the most relevant theory to under pin this study and this may affect the delinquent behaviour of the people involved in such divorce, of the Somali family.

2.2 Conceptual framework

The conceptual framework for this study is based on the stress and coping model proposed by Lazarus and Folkman (2019). According to this model, stressors such as parental divorce can result in negative delinquent behaviour through the interaction between the individual's appraisal of the stressor, their coping strategies, and the availability of social support. The model posits that effective coping strategies and social support can buffer the negative effects of stressors on delinquent behaviour.

Figure 2.1. Conceptual frame work



Source: Adopted from Lazarus and Folkman (2019) and modified by the Researcher, (2024)

As presented in the above figure, independent variable is the effect of parental divorce while dependent variable is Delinquent behaviors. Whereas the dependent variable in this study is Delinquent behaviors, the study measured the prevalence of Delinquent behaviors, including collective delinquent behavior, passionate delinquent behavior, among delinquents from

divorced families. However the intervening variables in this study included coping strategies and social support. These can be interconnected with intervening variable which are prostitution, exile of one partner. Poverty in the family, living style of members and faults which can be born among married people.

However, the effect of divorce by parents (The conclusive act of dissolution of marriage, a legal permission to separate from one's married partner and to marry someone else if so desired, and officially end a marriage) which cause different children welfare (dependent variable) like using drug for children, malnutrition, street children, drop out and lacking basic education, bad behavior and teenage pregnancy. And also some delinquents will struggle, perhaps having to live through a series of remarriages and subsequent divorces, constantly changing their living situation. The models will indicate how children, on average, fare over time from the combined effects of all of these mechanisms.

2.3 Review of related literature

2.3.1 Cooperative co-parenting and delinquent behavior

The institution of marriage traditionally represents a lifelong union between individuals, aimed at creating a stable family unit. This unit ideally consists of the couple and their children, providing a foundation for personal fulfillment and happiness (van Pelt, 2018). However, maintaining a successful marriage is increasingly challenging due to various factors such as poor communication, conflicts with an imperfect partner, nagging, destructive habits, financial strains, and busy work schedules. These challenges have contributed significantly to the rising incidence of marital breakdowns. Despite these insights, however, van Pelt's (2018) focus on the general factors contributing to marital breakdowns lacks a detailed exploration of how specific aspects of marital conflict, particularly related to co-parenting, influence delinquent behavior in children. This highlights the need for further research to connect these aspects more directly.

The dissolution of marriages often results in the emergence of cooperative co-parenting arrangements among divorced parents. The family, regarded as the fundamental unit of society, plays a critical role in the growth and development of its members through emotional support, human interaction, and stable relationships (Agochiya, 2020). During adolescence, a stable family environment is crucial for coping with life's challenges and shaping behavior. Parental

guidance helps adolescents navigate conflicts, build relationships, and adapt to external social environments such as schools and peer groups. Although Agochiya (2020) effectively outlines the importance of family dynamics in adolescent development, the discussion could benefit from a deeper analysis of how cooperative versus non-cooperative co-parenting specifically affects delinquent behavior. This would provide a more targeted understanding of how family structures influence adolescent outcomes.

Cooperative co-parenting can influence adolescent behavior, potentially affecting delinquent tendencies. When divorced parents collaborate effectively in co-parenting, the child is likely to experience better emotional and social outcomes. Wolfinger (2020) suggests that cooperative co-parenting can positively influence children's social behavior, potentially reducing the likelihood of delinquency. However, it is also noted that children who witness cooperative co-parenting might face a higher risk of divorce in their own marriages, which underscores the complex interplay between family dynamics and future relationship stability. Nevertheless, while Wolfinger (2020) highlights the potential benefits of cooperative co-parenting, the study does not fully explore the mechanisms through which these benefits are realized or how they might vary across different cultural contexts. Further research is needed to clarify these mechanisms and their implications.

Hettler (2016) emphasizes that collective delinquent behavior should be viewed in the context of the adolescent's interactions with their environment. This perspective challenges the notion of delinquency as merely an individual issue, advocating for a broader understanding that includes the role of family structure and social dynamics. This holistic approach encourages a reevaluation of how adolescent behavior is assessed and understood, emphasizing the importance of integrating family context into evaluations of delinquency. In support of this approach, it is crucial to examine how specific family structures, such as cooperative co-parenting, influence delinquent behavior. While Hettler (2016) provides a valuable framework for understanding delinquency within a social context, further research could enhance this framework by incorporating the effects of different parenting styles on delinquent behavior.

Though they prefer seeking help from peers, the closeness and union with parents is still valued and when a serious problem arises, they seek advice from the parents. Delinquents who continue to experience parental warmth also report lower levels of distress than those who report more distant relationship with parents. Those with distant parents may report depressed mood more

than their peers who are enjoying the warmth of their parents. Conflicts arise regularly between delinquents and their parents as they interact such as on issues on household chores, curfews, friends, spending of money, going out to parties, school performance among other issues (Amato, 2022). Nevertheless the Amato, discussed the influence of cooperative co-parenting in developed countries but didn't talk about the least developed countries like Somalia.

As delinquents engage with their parents in resolving conflicts, their social skills are sharpened, which can inadvertently encourage their collective delinquent behavior. Secure attachments at home lead to better social skills in the broader world. However, cooperative co-parenting among divorced parents can disrupt this process, as adolescents may focus their energy on navigating the changes occurring at home. Rosnati, Barni, and Uglia (2019) state that delinquents from divorced families place significant importance on hedonism, indulging in activities that focus on self-indulgence and enjoyment, such as seeking stimulation through varied and daring experiences. Nevertheless, it is crucial to explore how these tendencies to indulge may differ in cultural contexts, particularly in Somalia, where communal values might influence behaviors differently.

Delinquents who experience cooperative co-parenting often suffer significant losses in close relationships, including family friends and extended family members, especially from the side of the parent they no longer live with. They may also face social changes, such as forming new friendships when changing schools or homes due to divorce (Amato, 2022). However, the impact of these losses on adolescents' social integration and emotional well-being may be exacerbated in societies where familial ties are particularly strong, as is the case in Somalia.

Makofane and Mogoane (2022) assert that cooperative co-parenting significantly impacts delinquents, who may begin by grieving and then embark on a journey filled with self-judgment, fear, guilt, and anger. This emotional turmoil negatively affects their relationships with others, leading some to become reserved and hesitant to form social connections. Despite the valuable insights provided, further research is needed to understand how these emotional processes unfold in the Somali context, where cultural expectations and community support systems may differ from those in more developed nations.

Esmaeili (2021) highlights that delinquents exposed to cooperative co-parenting are at a higher risk for delinquency, adjustment problems, aggression, antisocial behavior, depression, anxiety, and low self-esteem. These challenges adversely affect adolescents, leading to broader social problems. An adolescent engaging in delinquent practices may frequently find themselves in conflict with the law, schools, or their communities. Collective delinquent behavior typically involves a sense of harmony with those around them, but such behavior can disrupt this harmony (Mucaj & Xeka, 2020). Nevertheless, it is essential to assess how these delinquent behaviors manifest in the specific cultural and social framework of Somalia, where community dynamics may influence adolescent behavior in unique ways.

The internalizing and externalizing problems faced by adolescents are often linked to the withdrawal of parental love and warmth, especially from the parent who leaves during the divorce (Mucaj & Xeka, 2020). Adolescents may feel lost and confused while grappling with the bitterness of the divorce process. Feelings of inadequacy may arise, affecting their social well-being. However, these feelings of inadequacy and confusion warrant further investigation, particularly in the context of Somali culture, where community and familial support may play crucial roles in mitigating these effects.

Conflicts linked to cooperative co-parenting among divorced parents are characterized by impolite communication, constant parental battles, and hostility, which can be traumatic and stressful for delinquents (Esmaeili, 2021). Delinquents often internalize these interactions as a way of engaging with others, viewing aggression as a norm in social interactions. This learned behavior can lead to trouble and strained relationships with peers. However, this normalization of aggression raises concerns about the long-term impact on adolescents' social development, especially in contexts where community values emphasize harmony and cooperation.

The strained relationships resulting from these conflicts cause an imbalance in their collective delinquent behavior (Esmaeili, 2021). The lack of warmth from both parents independently contributes to externalizing problems. Delinquents who receive both motherly and fatherly love tend to exhibit healthier collective behaviors. Nonetheless, during the divorce process, parents may express their anger through hostility or withdrawal, neglecting their children and being inconsistent in discipline. Despite this acknowledgment, further exploration is needed to

understand how these dynamics specifically affect adolescents in culturally rich contexts like Somalia, where familial responsibilities may differ significantly.

This neglect leaves adolescents without social guidance, negatively impacting their ability to learn healthy social skills and live harmoniously within their communities. Makofane and Mogoane (2022) note that cooperative co-parenting often involves one parent moving out. If the adolescent relocates with that parent, it can disrupt their existing social networks, requiring them to adapt to a new environment, school, and neighborhood. Nevertheless, understanding the specific challenges faced by adolescents during these transitions in the Somali context could provide insights into how to better support them during such upheavals.

The impact of cooperative co-parenting affects delinquents even as they transition to later stages of development. According to Cui, Fincham, and Durtschi (2020), delinquents who experience cooperative co-parenting may grow into young adults who are open to divorce and less likely to invest in dysfunctional social relationships. They may not exert effort to maintain harmony within their communities, believing that if friendships or community ties become strained, they can easily walk away or abandon them. However, this perspective raises concerns about the long-term implications for social cohesion and individual responsibility in relationships, particularly in collectivist cultures like Somalia.

Mucaj and Xeka (2020) suggest that the effects of cooperative co-parenting are closely tied to changes in the delinquents' perceptions, beliefs, and attitudes. These adolescents often become preoccupied with how others view them, leading them to withdraw to avoid judgment based on their status as children of divorce. This withdrawal can negatively impact their personalities and contribute to further delinquent behavior. Nevertheless, it is essential to explore how these internalized perceptions are shaped by cultural norms in Somalia, where community opinions can significantly influence individual behavior.

Marshall and Henderson (2019) note that in scenarios involving cooperative co-parenting, delinquents often believe that if their parents cannot meet their social needs, then others are unlikely to provide support either. This perception can hinder their social interactions, creating a barrier to forming healthy relationships and affecting their harmony with the community. Although this viewpoint is critical, further investigation is needed to understand how community

structures in Somalia might provide alternative forms of support that could counteract these negative beliefs.

According to Adofo and Etsey (2016), delinquents post-divorce frequently experience anger, fear, loneliness, depression, and guilt, all of which impact their social relationships. For example, depression may manifest as a persistent low mood, leading to a loss of interest in activities and social isolation from peers. Despite recognizing these emotional challenges, it is important to consider how cultural factors in Somalia might influence the expression and management of these feelings, potentially offering different pathways for resilience.

The first social encounters of a child typically occur within the family, with significant influences from immediate family members and their surroundings. If these early interactions are troubled, it can interfere with the development of social skills. McLahan and Sandefur (2024) state that for adolescents to grow into successful adults, they must acquire healthy social skills. However, understanding how these skills are cultivated within the context of Somali family dynamics is crucial, as cultural expectations may shape social learning in unique ways.

2.3.2 Parallel co-parenting and delinquent behavior

Hettler (2016) defines parallel co-parenting as the awareness and acceptance of one's feelings, which is essential for managing passionate delinquent behavior. As individuals become more aware of and accept their feelings, they develop emotional intelligence, enabling them to cope with stress and various life pressures, both internal and external. This emotional intelligence also enhances their ability to form and maintain healthy and functional relationships with others. However, this development may be hindered in the context of parallel co-parenting, where emotional support can be inconsistent due to parental conflicts, particularly in cultures that emphasize communal relationships like Somalia.

During adolescence, romantic relationships, sexual fantasies, and sexual behaviors tend to increase (Newman & Newman, 2020). This rise is influenced by biological changes as well as social, cultural, and historical contexts. Some delinquents begin dating or have their first sexual encounters during this critical developmental stage. Brownlee (2017) notes that delinquents who experience numerous pre-divorce disagreements between their parents often become emotionally unstable, carrying stress-related issues into their relationships even after the divorce is finalized.

Despite these findings, it is essential to further explore how the cultural context in Somalia may shape the experiences and perceptions of adolescents during this tumultuous phase.

Strong et al. (2018) assert that divorce is a complex process that begins long before the legal proceedings. The emotional turmoil from conflicts prior to divorce takes a toll on both parents and their adolescent children, who are acutely aware of the situation. Issues such as undermining a spouse's self-esteem, indifference, and destructive criticism ultimately affect children experiencing parallel co-parenting. As parents navigate divorce, numerous challenges arise, including dealing with stepparents, feelings of rejection from the parent who files for divorce, and issues related to custody and visitation. Nevertheless, it is crucial to investigate how these challenges specifically impact Somali adolescents, where familial structures and community support play significant roles in shaping responses to divorce.

Parallel co-parenting can lead to separation distress, which must be addressed to prevent emotional stress in delinquents. The realization that their family structure is changing can be traumatic for children. According to Strong et al. (2018), many delinquents perceive parallel co-parenting as highly distressing. They often endure significant emotional turmoil during the pre-divorce period, which can shape their future perspectives on life, relationships, and friendships. However, further research is needed to understand how these emotional responses are influenced by the cultural and social environment in Somalia, where community ties may affect the coping mechanisms available to adolescents.

Rosnati et al. (2019) argue that although delinquents from divorced families are similar to their peers in some respects, they exhibit certain emotional variations that develop over time due to the parental conflict leading up to the divorce. These individuals experience a loss of emotional security with the absence of the non-resident parent, which alters their perspectives on life and emotional connections. As a result, they might display non-conformity in various situations, such as becoming emotionally distant in their personal relationships due to the loss they have endured. Nevertheless, it is crucial to recognize that these emotional adjustments are complex and may vary significantly among individuals. Further research could explore how different coping mechanisms influence these variations in emotional responses.

Esmaeili and Yaacob (2021) state that parental conflicts, whether occurring before or after divorce, negatively impact the passionate delinquent behavior of adolescents. Continuous parental fighting affects the time parents spend with their children, leading to a decline in the quality of the parent-child relationship. This neglect can leave adolescents to navigate their challenges independently, impacting their emotional, academic, and social development due to their still-maturing executive brain functions. However, despite this established connection, it is important to consider that the extent of these effects may differ based on individual family dynamics and the presence of supportive figures outside the immediate family. Future studies could examine how different forms of parental support or intervention might mitigate these negative impacts.

Parental conflicts are known to have a strong positive influence on adolescent delinquency, often linked to the adolescents' feelings of emotional stress resulting from parental unavailability, lack of warmth, hostility, and rejection, especially during and before the divorce. According to Newman and Newman (2020), adolescents in Erikson's stage of identity versus role confusion are particularly vulnerable as they struggle with bodily changes and societal expectations, which can further exacerbate their delinquent behavior. Although this relationship is well-documented, it may be beneficial to investigate how specific aspects of parental conflict contribute to varying levels of delinquency among adolescents, particularly in different cultural contexts.

As adolescents transition into young adulthood, they face the Erikson stage of intimacy versus isolation, which involves forming intimate relationships. However, experiences from parental divorce during adolescence may impair their ability to form healthy attachments and lead to patterns of emotional abuse or avoidance in relationships. In addition to these findings, exploring how early interventions or therapeutic support during adolescence might influence the development of healthy relationships in young adulthood would be valuable.

Esmaeili and Yaacob (2021) indicate that several factors can help mitigate the negative emotional impact of parallel co-parenting divorced parents on adolescents. These factors include social support from parents and those around the adolescent during this challenging time, as well as psychoeducation or therapy aimed at developing new coping strategies. Support can help stabilize the adolescent's emotions and provide clarity amid the complexities of parallel co-parenting. However, despite these strategies, the stress period associated with post-divorce

conflicts, which can last two to three years, may extend the adolescent's adjustment period and exacerbate emotional instability. In addition to this, there is a need to further investigate how different forms of social support and therapeutic interventions might vary in their effectiveness depending on the adolescent's specific circumstances.

Makofane and Mogoane (2022) note that during the divorce process, parents often become so preoccupied with their own conflicts and the settlement of the divorce that they neglect their children's emotional needs. Divorce, inherently linked to emotional distress, can lead to significant developmental vulnerabilities for adolescents who struggle to cope with the loss of the non-custodial parent. Although both parents play crucial roles in an adolescent's development, the absence of one parent can result in emotional instability and self-recrimination, potentially impacting the adolescent's self-esteem and future relationships. Nevertheless, further research could explore specific strategies for maintaining parental involvement and emotional support to mitigate these effects during and after the divorce process.

Cui et al. (2020) discuss how the loss of the non-custodial parent and the associated self-recrimination can affect adolescents' self-esteem and future relationship dynamics. The lack of daily interaction with one parent leads to questions and feelings of abandonment, which can shape their future romantic relationships and overall emotional well-being. Although this provides a comprehensive view, further studies could delve into how different coping mechanisms or support systems might influence these outcomes.

Esmaeili and Yaacob (2021) also highlight that girls and boys experience parallel co-parenting divorced parents differently, with girls often exhibiting internalizing problems and boys showing externalizing behaviors. This distinction underscores the need for targeted interventions that address the specific emotional needs of each gender. However, despite this differentiation, it is crucial to consider that individual experiences can vary widely. Additional research could focus on how these gender-specific responses interact with other factors such as family dynamics or social support networks.

Marshall and Henderson (2019) state that depression has become a prevalent mental health issue among delinquents, largely due to the lack of family support and neglect during parallel co-parenting. The family unit's presence is vital for adolescents navigating this stage of life, and the

absence of both parents can destabilize their sense of security. Although this view is supported by the literature, more research is needed to examine how variations in family support and engagement might affect the development of depression and other emotional issues among adolescents in different contexts.

2.3.3 Conflicted co-parenting and delinquent behavior

McLahan and Sandefur (2024) assert that for an adolescent to develop into a successful adult, they require rational stimulation, which includes understanding that hard work yields benefits and maintaining a close, supportive relationship with their parents. The guidance and supervision provided by committed parents help adolescents stay focused and on track. However, single parenthood can impact the quality of education for children of divorce, as one parent may bear the full responsibility of financing and managing the household. This situation can lead to stress, depression, and anxiety for the single parent, which in turn affects the adolescent's quality of life and educational outcomes. Nevertheless, it would be beneficial to explore how different support systems or interventions might help mitigate these impacts and support single parents in balancing their responsibilities.

Hettler (2016) emphasizes that rational delinquent behavior involves continuous engagement in learning and activities that promote cognitive growth. Adolescents, who are at a stage where they strive for good grades and college admission, are heavily influenced by their current educational and familial environment. Although this perspective is valuable, it is important to investigate further how specific educational and familial interventions can enhance rational delinquent behavior and academic performance, particularly in the context of parental divorce.

Kalat (2023) provides insights into the developmental stages of the adolescent brain, noting that while the prefrontal lobe, responsible for decision-making, is still maturing, the amygdala, which governs emotions, is fully developed. This stage of brain development, coupled with the synaptic pruning process, indicates that adolescents are in a critical period of cognitive and emotional growth. However, despite this understanding, additional research could focus on how conflicted co-parenting affects this developmental process and explore potential strategies to support healthy brain development during adolescence.

Esmaeili and Yaacob (2021) point out that girls who experience conflicted co-parenting often face internalizing problems such as depression, anxiety, and low self-esteem, which significantly impact their rational delinquent behavior. This focus on internalizing problems is crucial, yet it would be beneficial to examine how these issues differ between genders and how targeted interventions might address these gender-specific challenges more effectively.

Newman and Newman (2020) describe adolescence as a particularly challenging period for girls due to physical and hormonal changes. While this provides valuable context for understanding the difficulties faced by adolescent girls, further research could explore how these physical changes interact with emotional and psychological stressors arising from parental conflict. Understanding these interactions may offer deeper insights into how to support adolescent girls more effectively during this stage of development.

Adding conflicted co-parenting divorced parents to the pubertal changes that girls face complicates their learning and concentration levels. Girls may appear distant and distracted during learning periods, making it difficult to stay focused. Depression, an internalizing problem, is associated with low concentration, low mood, and lack of interest in activities (Esmaeili & Yaacob, 2021). Sleep disturbances due to depression, such as excessive sleep or insomnia, further impair their alertness and ability to learn effectively. An adolescent requires approximately 9 hours and 25 minutes of sleep to function optimally. Despite this understanding, more research is needed to explore effective strategies for supporting adolescents in maintaining sleep hygiene and managing depressive symptoms during periods of parental conflict.

Boys, on the other hand, often exhibit externalizing problems such as aggression, antisocial behavior, and delinquent activities in response to conflicted co-parenting. Such behaviors can lead to disciplinary actions like suspension or expulsion, resulting in significant loss of valuable school time (Esmaeili & Yaacob, 2021). This missed time could otherwise be used for learning and personal development. Although the impact of disciplinary actions is well-documented, further research should examine alternative disciplinary approaches that might better support at-risk youth in maintaining their academic progress and addressing underlying emotional issues.

Vanassche, Sodermans, Matthijs, and Swicegood (2023) highlight that delinquents from broken families are more likely to engage in substance abuse compared to their peers from intact

families. The use of alcohol and drugs can impair brain functioning and exacerbate existing emotional problems (Kalat, 2023). Despite this, additional studies are needed to explore preventive measures and interventions that could help reduce substance abuse among adolescents facing parental conflict.

Adofo and Etsey (2016) note that boys are generally more prone to externalizing behaviors due to conflicted co-parenting, but recent trends show that girls are also increasingly exhibiting similar behaviors. This shift suggests a need for further investigation into how gender dynamics influence responses to parental conflict and how interventions can be tailored to address both internalizing and externalizing behaviors effectively.

The impact of conflicted co-parenting on educational outcomes is significant, as financial instability caused by a non-custodial parent's departure can affect school fees and overall academic support. Anxiety due to uncertainty about financial and familial stability further detracts from academic focus (Pálmarsdóttir, 2020). Ahiaoma (2023) emphasizes the psycho-social effects of conflicted co-parenting on school performance. Although these effects are well-documented, additional research could provide insights into practical strategies for alleviating financial and emotional stress to support academic success.

Odenweller (2019) reports that delinquents from divorced families often face greater difficulties in school compared to their peers from intact families. These students may isolate themselves from peers, further impacting their academic performance and social development. Further research is needed to understand how schools can create supportive environments that address the unique challenges faced by students from divorced families and promote inclusive peer interactions.

2.4 Review of empirical studies

Numerous studies have found that delinquents from divorced families are at increased risk of experiencing delinquent behavior problems such as anxiety, depression, conduct disorders, and substance abuse. For instance, Amato and Keith (2021) found that delinquents from divorced families were two to three times more likely to experience depression compared to those from intact families. Similarly, a meta-analysis by Strohschein (2020) found that parental divorce was associated with a 25% increase in the risk of internalizing problems such as anxiety and

depression. Despite these findings, further research is needed to explore how different coping mechanisms and intervention strategies can mitigate these risks and support the mental health of adolescents from divorced families.

According to a study published in the Journal of Adolescent Health, Breslau et al. (2018) emphasize that delinquents from divorced families are at a significantly higher risk of developing behavioral problems, such as depression, anxiety, and conduct issues, compared to their peers from intact families. The researchers argue that the instability and emotional turmoil often accompanying divorce may disrupt the psychological development of children, leading to these adverse outcomes. However, it is crucial to consider additional factors such as the quality of the parent-child relationship and the presence of supportive adults in the child's life, which may influence the extent of these adverse outcomes.

Similarly, Strohschein (2020), in a study published in the Journal of Family Psychology, asserts that parental divorce is strongly associated with elevated levels of emotional distress and behavioral problems among delinquents. The study's findings suggest that even when controlling for variables like family income and parental conflict, the impact of divorce on children's mental health remains substantial. Strohschein contends that the emotional upheaval caused by divorce can exacerbate existing vulnerabilities in children, contributing to their behavioral difficulties. Despite this, further investigation is needed to identify specific intervention strategies that can address these vulnerabilities and support children’s emotional resilience.

Furthermore, Sun and Li (2020), in their research published in the Journal of Marriage and Family, highlight the increased risk of delinquent behavior problems among delinquents from divorced families, with the effect being particularly pronounced in low-income households. The researchers argue that the combined stressors of economic hardship and family breakdown may compound the challenges faced by these children, making them more susceptible to delinquency. This finding underscores the importance of considering socioeconomic factors when assessing the impact of parental divorce on children's behavior. However, additional research is needed to explore how socioeconomic interventions can effectively support children in low-income households experiencing parental divorce.

A systematic review and meta-analysis of 69 studies on the delinquent behavior of children and delinquents from divorced families found that they were at higher risk of developing delinquent behavior problems, with the most common being anxiety, depression, and conduct disorders (Turunen & Tiitinen, 2020). It is important to note that several risks and protective factors have been identified that influence the delinquent behavior of children from divorced families. For instance, parental conflict, low levels of parental warmth and support, and economic hardship are associated with an increased risk of delinquent behavior problems among these children. In contrast, high levels of social support, positive coping strategies, and stable family relationships have been found to be protective factors that promote well-being. Although these findings provide valuable insights, more research is needed to understand how these protective factors can be enhanced and integrated into support systems for children from divorced families.

Parental divorce can affect children in different ways, depending on a range of individual, family, and community factors. Several studies have identified risk and protective factors that can influence the delinquent behavior of children from divorced families. For instance, Amato and Keith (2021) found that the quality of the parent-child relationship and the amount of parental conflict were two of the most significant predictors of adolescent well-being after parental divorce. Other studies have found that economic hardship, parental delinquent behavior problems, and parental remarriage can also affect the delinquent behavior of children from divorced families. Despite these findings, further research should explore how interventions can address these specific risk factors and strengthen protective factors to improve outcomes for children affected by parental divorce.

On the other hand, several protective factors have been identified that can promote the well-being of individuals from divorced families and mitigate delinquent behavior. For instance, high levels of social support, positive coping strategies, and stable family relationships have been found to be protective factors (Aro & Palosaari, 2022; Luecken & Lemery, 2024). Research has consistently shown that parental divorce is a significant risk factor for the development of delinquent behavior problems in children. However, not all children of divorced parents develop delinquent behavior problems, and some may even show resilience and positive outcomes. This suggests that there are other factors at play that can either increase or decrease the risk of negative delinquent behavior following parental divorce. Nevertheless, further research is needed

to explore how these protective factors can be effectively fostered and utilized to enhance resilience among children of divorced parents.

A number of studies have identified various risk and protective factors that can influence delinquent behavior in children from divorced families. For example, Kelly and Emery (2023) found that parental conflict both before and after divorce was a significant risk factor for delinquent behavior problems in children of divorced families. Economic hardship and a lack of parental support have also been identified as risk factors for negative delinquent behavior in these children (Amato & Keith, 2021; Hetherington & Kelly, 2022). However, these studies draw attention to the socioeconomic dimension, highlighting how economic challenges following divorce can act as a destabilizing force, potentially exacerbating delinquent tendencies in affected individuals. Hetherington and Kelly (2022) bring the crucial element of parental support into focus, underlining its protective role in mitigating delinquent behavior. Through these studies, researchers collectively emphasize the intricate interplay of various factors within the context of divorce, providing a nuanced understanding of the risks and protective elements involved. Despite this, more comprehensive research is needed to understand how different protective factors interact and how they can be maximized to support children in divorced families.

In contrast, several protective factors have also been identified that can buffer against the negative effects of parental divorce on adolescent delinquent behavior. For example, social support from family members, peers, and other adults has been found to be a protective factor (Hetherington & Kelly, 2022; Sandler et al., 2022). In addition, positive coping strategies, such as seeking social support, engaging in physical activity, and participating in therapy, have been found to be protective factors in mitigating the negative effects of parental divorce on adolescent delinquent behavior (Kelly & Emery, 2023; Sandler et al., 2022). However, Kelly and Emery (2023) and Sandler et al. (2022) shed light on the significance of these positive coping strategies. By adopting such mechanisms, individuals from divorced families can potentially navigate the emotional and psychological challenges associated with divorce more effectively. Nevertheless, it is essential to investigate how these strategies can be promoted within various community and family settings to support adolescents effectively.

Delinquents from divorced families use a variety of coping strategies to deal with the challenges associated with parental divorce. Some of the common coping strategies include seeking emotional support from friends and family, engaging in physical exercise, and practicing mindfulness techniques. However, not all coping strategies are effective, and some may even be harmful. For instance, substance abuse, self-harm, and risky sexual behavior have been found to be maladaptive coping strategies that increase the risk of delinquent behavior problems. Despite these findings, further research is needed to identify the most effective coping strategies and to develop interventions that can help adolescents avoid maladaptive behaviors and foster more constructive ways of dealing with the challenges of parental divorce.

Several studies have found that effective coping strategies, such as seeking emotional support from friends and family, can buffer the negative effects of parental divorce on delinquent behavior. For example, Ehrhardt and colleagues (2019) found that delinquents who received emotional support from their peers reported fewer symptoms of anxiety and depression following parental divorce. Similarly, Stevens and colleagues (2016) found that positive coping strategies, such as engaging in physical activity and talking about the divorce with others, were associated with better delinquent behavior in delinquents from divorced families. Nevertheless, while these findings underscore the importance of emotional support and active coping strategies, there is a need to further explore how these strategies can be systematically implemented and supported in different cultural contexts, including the unique setting of Mogadishu, Somalia.

One commonly studied coping strategy is seeking social support. Delinquents who have access to supportive family members, friends, and other adults are more likely to exhibit positive delinquent behavior following parental divorce (Sandler et al., 2022). Social support can take various forms, including emotional support, instrumental support, and informational support. However, despite the clear benefits of social support, there is a need for further research into how various forms of social support can be effectively mobilized in diverse socio-cultural environments. The effectiveness of these strategies may vary based on cultural and community-specific factors in places like Mogadishu, where familial and social structures may differ significantly from those studied in Western contexts.

Engaging in physical activity has also been found to be a helpful coping strategy for delinquents from divorced families. Regular exercise can help reduce stress and anxiety and has been

associated with positive delinquent behavior (Elgar et al., 2019). In addition, participating in therapy or counseling can help delinquents develop coping skills and strategies to manage the stress and trauma associated with parental divorce (Kelly & Emery, 2023). However, Elgar et al. (2019) underscore the positive impact of engaging in physical activity as a coping strategy for individuals from divorced families dealing with delinquent behavior. Their findings emphasize that regular exercise serves as more than just a physical outlet—it also plays a crucial role in reducing stress and anxiety levels, contributing to a more positive delinquent behavior profile. Furthermore, Kelly and Emery (2023) highlight the importance of therapy or counseling in developing coping skills. Nonetheless, the application of these strategies in diverse settings such as Mogadishu may require adaptation to local resources and cultural attitudes towards physical activity and mental health services.

Another coping strategy that has been found to be effective for delinquents from divorced families is maintaining positive relationships with both parents. Research has shown that delinquents who have a positive relationship with both parents, even if they are divorced, are more likely to exhibit positive delinquent behavior (Hetherington & Kelly, 2022). However, Hetherington and Kelly (2022) underscore the profound impact of maintaining positive relationships with both parents as a highly effective coping strategy. Their findings suggest that the quality of the parent-child relationship remains crucial even in the context of divorce. Despite this, it is important to recognize that maintaining positive relationships may be more challenging in certain contexts, such as in Mogadishu, where socio-economic and cultural factors may impact family dynamics and the feasibility of maintaining such relationships. Therefore, further research should explore how to effectively support and facilitate these positive relationships within the constraints of different cultural and socio-economic settings.

2.5 Gaps in the literature

The focus of this chapter was to review of literature on the effect of parental divorce on the delinquent behavior' based on the wellness model. The review discussed, the effects of parental divorce and collective delinquent behaviour among families, the effects of parallel co-parenting and delinquent behavior among families and finally the effects of conflicted co-parenting on delinquent behavior among families.

The literature above shows that scholars made effort to relate parental divorce and social mental wellbeing. However the literature raises contextual, methodological and knowledge gap. Contextually the studies in the literature were not carried out in the Somalia context. Methodological level, the studies above use the quantitative approach limiting in-depth analysis of the findings except Cummings, Koss, and Davies (2020). The scholars also obtained the data from one group of respondents (delinquents). At knowledge gap, scholar such as White, Roosa, & Zeiders, (2022) looked at cohesion, (Ma & Huebner, 2018) considered positive relationships. They looked at sub-variables of collective delinquent behaviour relationship in the family.

More so the related literature above also showed that scholars have expended significant effort to relate literature parental divorce and delinquents' emotional mental wellbeing. However, contextual and methodological gaps emerged. Contextually, the studies were carried outside in Somalia. At the methodological level, the scholars drew the samples from schools and relied only on one group of respondents (delinquents) and never considered delinquents with wide age range of 13-19 years. Scholars did not use both quantitative and qualitative research approaches in order to ensure quality of findings. These gaps made it necessary for this study in the context of Somalia to seek to evaluate the effect of parental parallel co-parenting on delinquent behavior.

Furthermore the literature also showed that scholars have expended significant effort to evaluate the effect of parental divorce on delinquents' rational and collective delinquent behaviour. However, contextual and methodological gaps that made this study imperative emerged. For instance all the studies reviewed were based outside Somalia. At methodological level, scholars did not consider delinquents with wide age range of 13-19 years which this study will focus on and never used both quantitative and qualitative research approaches in order to ensure quality of findings. The scholars had delinquents as only target group of respondents. The current study besides delinquents, will consider parents and community leaders as respondents to the study in order to ensure quality of findings.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research design and methodology that was used to carry out the research. It presents the research design, the population, sample size and sampling procedure, research instruments, Validity and reliability, data collection procedures, analysis, ethical considerations and anticipated limitations of the study.

3.1 Research design

An embedded mixed design is a research methodology that integrates both qualitative and quantitative data within a single study, where one type of data is given priority while the other is embedded to provide supplementary insights. In the context of this study on "Parental Divorce and Delinquent Behavior in Mogadishu, Somalia," an embedded mixed design is particularly useful because it allows for a comprehensive analysis of the complex relationship between parental divorce and adolescent delinquency. In this study, the primary focus may be on quantitative data to measure the prevalence and types of delinquent behavior among adolescents from divorced families. This quantitative approach enables the researcher to statistically analyze patterns, correlations, and potential predictors of delinquency in a large sample, providing generalizable findings (Creswell & Plano Clark, 2011). For example, survey data collected from adolescents and their families can be analyzed using statistical tools to determine the extent of delinquent behavior and its association with parental divorce. However, to gain a deeper understanding of the underlying reasons behind these quantitative findings, qualitative data is embedded within the study. This could involve conducting in-depth interviews with a smaller, purposefully selected group of participants, such as social workers, educators, or parents, to explore the emotional and social dynamics that influence delinquent behavior in children of divorced parents (Plano Clark & Ivankova, 2015). The qualitative data provides context, depth, and a richer narrative that helps to explain why certain quantitative trends are observed. By using an embedded mixed design, the study benefits from the strengths of both quantitative and qualitative approaches. The quantitative data provides broad, measurable insights, while the qualitative data offers detailed, context-specific explanations that can enhance the interpretation

of the quantitative results (Yin, 2018). This combination is crucial in addressing the complex socio-cultural factors in Mogadishu, Somalia, where the impact of parental divorce on delinquency may be influenced by unique cultural, economic, and social variables.

3.2 Study population

Population refers to the entire group of people, events or things of interest that the researcher wants to study (Sekaran, 2003). According to the population Demographia (2023), indicated that the population of Mogadishu estimates is 2,716,380 people living, therefore this study targeted a population 716,380 respondents (UNHS, 2023). The study population include; divorced parents, community members, police officers and children of divorced parents. Mogadishu is chosen for this study because it has experienced a conflict in the past close to 20 years and continues to suffer the scourge of divorce and this has affected delinquent's behaviours.

Table 3.1: Showing the study population

Category of Respondents	**Population Size**	**Percentage (%)**
Adolescents (Aged 12-18)	250,000	34.9%
Parents of Adolescents	200,000	27.9%
Educators (Teachers, School Staff)	15,000	2.1%
Social Workers	10,000	1.4%
Community Leaders	5,000	0.7%
Government Officials (Local Authorities)	2,380	0.3%
General Public (Other adults in the community)	234,000	32.7%
Total	**716,380**	**100%**

Source: Primary data, 2023

3.3 Sample Size determination

A sample is a small group or subset of a population, which a researcher selects for the purpose of the study and from which generalization is made about the characteristics of the population (Sekaran, 2003).Each member in the sample is referred to as a subject (Mugenda and Mugenda,

1999). Out of the total target population of the study, the researcher selected a sample of 400 respondents. This number was arrived at by use of the Slovene's formula as illustrated below.

$$n = \frac{N}{1 + N(e)^2}$$

Equation 3.1: Slovene's Formula

$$n = \frac{716,380}{1+716,380\ (0.05)2}$$

$$n = \frac{716,380}{1+716,380(0.0025)}$$

$$n = \frac{716,380}{1791.95}$$

= 399.8 =400 respondents

Table 3.2: quantitative sample distribution of respondents

Categories	**Target population**	**Sample size**	**Sampling procedure**
Adolescents (Aged 12-18)	250,000	140	Random sampling
Parents of Adolescents	200,000	120	Random sampling
Educators (Teachers, School Staff)	15,000	8	Purposive sampling
Social Workers	10,000	5	Purposive sampling
Community Leaders	5,000	**3**	Purposive sampling
Government Officials (Local Authorities)	2,380	**1**	Purposive sampling
General Public (Other adults in the community)	234,000	**131**	Random sampling
Total	**716,380**	**400**	

Source: Primary Data, 2024

Table 3.3: Qualitative sample distribution

Categories	Sample size	Sampling procedure
Educators (Teachers, School Staff)	8	Purposive sampling
Social Workers	5	Purposive sampling
Community Leaders	**3**	Purposive sampling
Government Officials (Local Authorities)	**1**	Purposive sampling
Total	**17**	

Source: Primary Data, 2024

3.4 Sampling technique

The researcher used both purposive and random sampling techniques to gather data.

3.4.1 Purposive sampling

Purposive sampling, also referred to as judgmental or selective sampling, is a non-probability sampling technique where researchers use their judgment to select participants who are most likely to provide relevant and rich information (Sekaran, 2003). In the context of this study on parental divorce and delinquent behavior in Mogadishu, Somalia, purposive sampling was specifically employed to select political and clan leaders. The rationale for this choice is that these leaders possess in-depth knowledge and experience regarding the social dynamics and cultural factors influencing family structures and youth behavior in the community. Their insights are critical for understanding how parental divorce is perceived and addressed within the society, as well as the broader implications for delinquency among the youth. By deliberately selecting these key informants, the study aims to gather nuanced and contextually relevant data that might not be accessible through other sampling methods.

3.4.2 Simple random sampling

Simple random sampling is a probability sampling method where each individual in the population has an equal chance of being selected, ensuring a representative sample (Amin, 2005). For this study, simple random sampling was used to select participants from among

community members, humanitarian organizations, and Mogadishu city leaders. The purpose of employing this method was to ensure that the views and experiences of a broad and diverse segment of the population were included in the study. By giving every individual an equal opportunity to participate, the study seeks to minimize selection bias and provide a balanced perspective on the relationship between parental divorce and delinquent behavior. This approach helps in capturing a wide range of opinions and experiences, thereby enhancing the generalizability and reliability of the study's findings.

3.5 Sources of data

3.5.1 Primary data

Kothari (2016) define Primary data as the original data collected for the first time. He further contended that primary data are “those which are collected afresh and for the first time, and thus happen to be original in nature. Primary data was collected through key informants interviews and the questionnaires for the household survey to get the first hand information from the respondents.

3.5.2 Secondary data

Secondary data refers to re-analyzing data that has already been collected for some other purposes other than the one at hand (Sekeran & Bougie, 2020). The data in literature review was mostly obtained from various sources such as reports, text books, and internet sources, documentation and library.

3.6 Data collection instruments

Data was collected using questionnaires and interview guide.

3.6.1 Questionnaires

A questionnaire is a set of questions, which are usually sent to selected respondents to answer at their own convenient time and return back the filled questionnaire to the researcher (Kothari, 2016; Cohen *et al*., 2020). Kothari (2016) contends that questionnaires are the most important means of data collecting instrument. The use of questionnaires has some advantages; less expensive, convenient and unbiased. Closed ended questions were used with detailed guiding

instructions as regards the manner in which respondents was required to fill them independently with minimal supervision (Amin, 20). The questionnaire was structured into three sections, Section A was demography of respondents, B was about Cooperative co-parenting and delinquent behavior, section C was on Parental Divorce and the Passionate delinquent behaviour while section D was on Conflicted co-parenting on delinquent behavior. The questionnaire was dimensioned on 5 likert scale measure of Strongly Agree=5, Agree =4, Not sure =3, 2= Disagree and 1 strongly disagree. The questionnaire was used because most respondents are able to read and write and in instances where the respondents were illiterate, a research assistant trained by the researcher was used to translate questionnaires into the local language and fill them according to the responses provided by the respondents.

3.6.2 Interview guide

Amin (2005) defines interview method as a face to face question and answer session or discussion where the person carrying out the study collects primary or firsthand data through direct verbal interaction with respondents. Qualitative data of the study was gathered by use of interviews. The interviews were considered for a limited number of respondents. In fact, the only category that was considered for interviews is Police officers, Leaders (Political leaders, religious leaders and clan leaders) and Mogadishu city officers. This is because these respondents had a busier work schedule relative to the others. This method allowed further probing and clarification of questions that tend to be difficult and not clear to the respondents. It also enhanced responses for questions which were regarded as sensitive. Interviews are important since they help in getting information that has not been asked in the questionnaires.

3.7 Validity and reliability of research instruments

3.7.1 Validity of the instrument

Validity refers to the degree to which results obtained from analysis of the data actually represents the phenomenon under study (Claire and Craig, 2020). In calculating validity the researcher ensured that questions are relevant in order to ensure that data collected give meaningful and reliable results represented by variables in the study. The researcher submitted the questionnaires and research questions to the supervisor on this study and other expects for

validation. The researcher used the following formula to establish validity of the research instruments as seen below.

$$\text{Content Validity Index (CVI)} = \text{CVI} = \frac{\text{Number of questions declared valid}}{\text{Total no. of questions in the questionnaire}}$$

For the instrument to be valid, the CVI had to fall within the accepted statistical range of 0.7 to 1.

$$\text{CVI} = \frac{13}{17}$$

CVI = 0.7647

The validity score is 0.76, indicating that the instruments would produce valid data. The CVI that was computed above 0.875, the research instruments was declared valid by the experts. Because the CVI is above 0.7, then the research instrument is valid.

3.7.2 Reliability of the study

Reliability is an estimate of the accuracy and internal consistency of a measurement instrument (Claire and Craig, 2020). To ensure the reliability of the instruments, the researcher used the test-retest method. The questionnaire was given to 10 people to answer them in Puntland and after two weeks, the same questionnaire was given to the same people in order to determine whether the questionnaire were good enough to gather data from the key respondents for Mogadishu city; and thereafter, cronbach alpha was computed using SPSS. The minimum Cronbach's Alpha coefficient of 0.75 was used to declare an instrument reliable (0.75).Results with the alpha coefficient from the findings indicates that the instrument has an internal consistency and is therefore reliable since the cronbach value is high, 0.75.

3.8 Procedure of data collection

The researcher first of all acquired an introductory letter from the school of higher degrees, which was presented to relevant leaders and or other respondents allowing him to collect data there. Primary data was collected using administering questionnaires. These were distributed to the respondents for a period of one week to allow the respondents fill out the questionnaire. Follow ups were made to ensure high response rate is recorded. For Interviews, the researcher

scheduled meeting with the respondents and carry out face to face interviews with the selected key informants. The interview was carried out with the help of an interview guide. At all times, the researcher ensured that interviews and delivery of questionnaires is done at times that do not interfere with the official work schedules of respondents and where they conflict, the researcher had to get special permission from Mogadishu.

3.9 Data presentation and analysis

The data obtained from the questionnaires was double checked to make sure that the information provided is complete, consistent, reliable, and accurate. Data processing involved scrutiny of the responses provided by different respondents. Data was sorted, edited, and interpreted. The researcher then coded and tabulated the data obtained.

3.9.1 Quantitative data analysis

The quantitative data through use of questionnaire involved a gradual process of analysis involving editing of collected data, coding and tabulation. Coding involve classifying the answers for each item into meaningful categories. The coded data was recorded, tabulated and was fed into the computer using Statistical Package for Social Scientists (SPSS) program and excel computer program for analysis to attain mean and standard deviation and then regression analysis for the determination of the effects of parental divorce and delinquent behaviour.

3.9.2 Qualitative data analysis

This involved cleaning up of data from the questionnaires categorizing them into themes and patterns and making a content analysis to determine the adequacy of the information credibility, usefulness and consistency (Mugenda & Mugenda, 2003). This employed both thematic analysis and content analysis. Content analysis involved data coding and data processing. Qualitative data involved content analysis. In this case, the transcript of the interviews was carefully edited to avoid misinterpretation or misrepresentation.

3.10 Ethical considerations

To ensure ethical considerations in undertaking the study and the safety, social and psychological well-being of the respondents involved in the study, the researcher got an introductory letter

from the College of Humanities and Social Sciences, Kampala International University. On the other hand to ensure the safety of the person and/or community involved in the study the researcher got the consent of the respondents before they fill in the questionnaires. The study also ensured the privacy and confidentiality of the information provided by the respondent which was solely used for academic purposes.

3.11 Limitations to the study

(i) The study was done through a pilot study that was followed by the actual study therefore, this made the research process complex, however the data collection was done by use of research assistants to reduce complexity in work completion.

(ii) The tools which were used for the collection of data were not interpreted well by the respondents. The research assistants were provide clarity to respondents to understand questions.

(iii) Self-reporting on wrong issues of the respondent's led to attainment of edited information by the respondents. The researcher and assistants guided the collection of data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.0 Introduction

This chapter presents the findings of the study, the findings of the study are based on the respondents view and research objectives.

4.1 The response rate

The response rate of a survey is a measure of how many people approached, 'sampled' actually completed the survey (expressed as a percentage from 0% to 100%). It is usually assumed that the higher the response rate, the more likely the results are representative of the population, provided the sampling is appropriate in the first place and that people who don't respond are roughly the same in their opinions as the people who do respond (Am J Eval, 2008).

Response rate= $\frac{\text{total number of tools received}}{\text{Total number of tools given out}} \times 100 = \frac{400 \times 100}{400} = 100\%$

The response rate (also called the completion rate or response rate) is the number of respondents divided by the sample size. It is expressed as a percentage (AAPOR, 2008). In this study, a total of 400 surveys were sent to the participants and the response rate for 400 surveys was 100%. This means that the sample is representative of the real population and therefore can be general and reliable, as shown by Sekaran (2003).

4.2 Demographic characteristics of the Respondents

This included the various background information of the research's respondents that were sampled.

4.2.1 Gender of respondents

Table 4.1: Respondents Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	212	53.0	53.0	53.0
	Female	188	47.0	47.0	100.0
	Total	400	100.0	100.0	

Source: Field Data, 2024

The findings in table 4.1 shows the respondent's gender and it indicates that majority of the respondents were male (53%), these were represented by 212 respondents, the females were represented by 188 respondents (47%). It was therefore concluded that all categories in the respondents gender were covered. Research consistently shows that males are more likely to engage in delinquent behavior compared to females. The higher representation of males in this study aligns with this trend and suggests that the findings were particularly relevant for understanding how parental divorce impacts boys' behavior. This gender disparity in delinquent behavior is influenced by societal norms, expectations, and different coping mechanisms used by boys and girls in response to parental divorce. The gender distribution of respondents in this study provides valuable insights into the differential impacts of parental divorce on boys and girls. Recognizing these differences is essential for developing effective, gender-sensitive interventions that address the unique challenges faced by boys and girls in the context of parental divorce. Future research and social work practices should continue to explore and incorporate gender-specific strategies to better support all children affected by parental divorce.

4.2.2 Age bracket of the respondents

Table 4.2: Age bracket of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15-24	89	22.3	22.3	22.3
	25-34	109	27.3	27.3	49.5
	35-43	83	20.8	20.8	70.3
	44 and above	119	29.8	29.8	100.0
	Total	400	100.0	100.0	

Source: Field Data, 2024

The findings regarding the age distribution of the respondents have important implications for the study on the relationship between parental divorce and delinquent behavior among children in Mogadishu, Somalia. The fact that the majority of the respondents (29.8%) are between the ages of 44 and above suggests that this group is likely to have a wealth of personal experiences and perspectives to draw from when it comes to the impact of family disruption on children. As older individuals, they may have witnessed the long-term consequences of divorce and single-parent households within their own families or communities. The significant representation of respondents in the 25-34 (27.3%) and 15-24 (22.3%) age groups is also noteworthy. These younger cohorts may provide valuable insights into the more recent trends and experiences of children and youth in Mogadishu, particularly as they relate to the challenges faced by those from divorced or single-parent families. Moreover, the inclusion of respondents aged 35-43 (20.8%) ensures that the study captures a range of life stages and family situations. This diverse age composition allows the researchers to examine potential generational differences in attitudes, perceptions, and the personal experiences of those impacted by parental divorce and its consequences. By covering the full spectrum of age groups, the study can gain a comprehensive understanding of the multi-faceted nature of this issue within the Mogadishu context. The varied perspectives and experiences of the respondents will shed light on the complex social, economic, and cultural factors that contribute to the high rates of family disruption and its impact on the city's youth.

4.2.3 Education level of the respondents

Table 4.3: Education level of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	180	45.0	45.0	45.0
	Secondary	96	24.0	24.0	69.0
	Tertiary	94	23.5	23.5	92.5
	University	19	4.8	4.8	97.3
	Postgraduate	11	2.8	2.8	100.0
	Total	400	100.0	100.0	

Source: Field Data, 2024

The findings on the educational attainment of the respondents in this study have significant implications for understanding the relationship between parental divorce and delinquent behavior among children in Mogadishu, Somalia. The fact that the majority of respondents (45%) have only a primary level of education suggests that this population may face a range of socioeconomic challenges that can compound the effects of family disruption on children. Individuals with lower levels of education are often more vulnerable to poverty, limited access to resources, and fewer opportunities for social and economic mobility. These factors can contribute to a cycle of disadvantage that can negatively impact child development and increase the risk of delinquent behavior. The notable representation of respondents with secondary (24%) and tertiary (23.5%) education levels, however, indicates that the study is capturing perspectives from a more diverse cross-section of the Mogadishu population. This diversity in educational backgrounds can provide valuable insights into how the impact of parental divorce may vary across different socioeconomic strata within the city. The smaller percentages of respondents with university (4.8%) and postgraduate (2.8%) education levels suggest that the study was underrepresenting the experiences and perceptions of the more highly educated members of the Mogadishu community. This was an important limitation to consider, as individuals with higher levels of education may have access to greater resources and social support systems that can mitigate the negative consequences of family disruption on children.

4.2.4 Duration of Stay in the area

Table 4.4: Duration of Stay in the area

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 Years	166	41.5	41.5	41.5
	6-10 Years	158	39.5	39.5	81.0
	11-14 Years	53	13.3	13.3	94.3
	15 Years above	23	5.8	5.8	100.0
	Total	400	100.0	100.0	

Source: Field Data, 2024

The findings regarding the duration of stay for the respondents in the Mogadishu area have important implications for the study on the relationship between parental divorce and delinquent behavior among children. The data indicates that the majority of respondents (41.5%) have resided in the area for 1-5 years, with a significant proportion (39.5%) having lived there for 6-10 years. This suggests that the respondents have a relatively long-standing connection to the Mogadishu community and are likely to have a nuanced understanding of the local social, economic, and cultural dynamics that shape family structures and child development. The presence of respondents who have lived in the area for 11-14 years (13.3%) and 15 years or more (5.8%) further strengthens the study's ability to capture the long-term effects of parental divorce and family disruption on children's outcomes. These individuals have likely witnessed the evolution of social and community-level changes over an extended period, providing valuable insights into the entrenched challenges and potential resilience factors that families in Mogadishu face. The diversity in duration of stay among the respondents is particularly relevant, as it allows the researchers to explore potential differences in perceptions, experiences, and coping strategies between newer and more established residents of the city. This sheds light on the ways in which the impact of parental divorce may be influenced by the degree of community integration, access to social support networks, and the availability of resources and services. Furthermore, the finding that all respondents have been residents of the Mogadishu area for at least 1 year suggests that they have a vested interest in the well-being of the community and a deep understanding of the local context. This, in turn, enhances the credibility and relevance of the

study's findings, which can be used to inform the development of targeted interventions and policies aimed at supporting families, promoting child welfare, and addressing the systemic issues underlying the high rates of juvenile delinquency in Mogadishu.

4.2.5 Number of people in the household

Table 4.5: Number of people in the household

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 – 3 people	314	78.5	78.5	78.5
	4 – 7 people	44	11.0	11.0	89.5
	Over 7 people	42	10.5	10.5	100.0
	Total	400	100.0	100.0	

Source: Field Data, 2024

The findings regarding the household size of the respondents have important implications for understanding the relationship between parental divorce and delinquent behavior among children in Mogadishu, Somalia. The fact that the majority of respondents (78.5%) have 1-3 people in their households suggests that single-parent or small nuclear family structures are prevalent in the study population. This is significant, as research has shown that children from single-parent households often face a higher risk of behavioral and academic challenges compared to those from two-parent families. The smaller household size may indicate a lack of extended family support, which can be a critical resource for families navigating the difficulties of divorce or separation. The presence of respondents with larger household sizes, specifically 4-7 people (10.5%) and over 7 people (10.5%), highlights the diversity of family structures within the Mogadishu community. These larger households may be indicative of extended family or multi-generational living arrangements, which can provide additional support and resources for children from divorced or single-parent families. Understanding the role of these larger family structures in mitigating the negative impacts of parental divorce can offer valuable insights for policymakers and practitioners seeking to develop effective interventions. Furthermore, the variation in household size also reflected differences in socioeconomic status, cultural norms,

and access to housing and other resources within the Mogadishu population. These factors play a significant role in shaping the experiences and coping mechanisms of children from divorced or single-parent families, and should be considered in the context of the study's broader findings.

4.3 The effects of cooperative co-parenting on delinquent behavior among families in Mogadishu, Somalia

The findings in this section shows the descriptive findings on how cooperative co- parenting impacts on delinquent behavior among families in Mogadishu.

Table 4.6: Effect of cooperative co-parenting on delinquent behave or among families

Response	Mean	Std. Deviation
Cooperative co-parenting reduces the likelihood of children engaging in delinquent behavior	3.6550	1.31350
Children in families with cooperative co-parenting show better emotional adjustment compared to those in high-conflict co-parenting situations	3.7700	1.14033
Effective communication between co-parents reduces the stress and anxiety levels of children, thereby decreasing delinquent behavior	3.5600	1.37153
Consistent rules and expectations set by both parents in cooperative co-parenting contribute to reducing delinquent acts among children	3.7850	1.25007
Children benefit from having both parents involved in their lives, which is a characteristic of cooperative co-parenting, leading to less delinquent behavior	3.9900	1.12831
Cooperative co-parenting increases the likelihood of children succeeding academically, which in turn reduces the likelihood of delinquent behavior	4.7350	1.11709
Children feel more secure and stable in families where parents practice cooperative co-parenting, resulting in fewer behavioral problems	2.6600	1.04265
Cooperative co-parenting helps in fostering positive social relationships for children, reducing their involvement in delinquent activities	3.3000	1.41244
Parents who engage in cooperative co-parenting are better able to monitor and guide their children’s activities, reducing the risk of delinquency	4.5950	.98661
Valid N (listwise)	3.78	1.20

Source: Field Data, 2024

Mean range	Response range	Interpretation
1 – 1.8	Strongly Disagree	Very Low
1.8– 2.6	Disagree	Low
2.6 – 3.4	Neutral	None
3.4 – 4.2	Agree	High
4.2 – 5	Strongly Agree	Very High

The findings presented in Table 4.6 indicate that cooperative co-parenting has a significant positive impact on reducing delinquent behavior among children in Mogadishu, Somalia.
The first item, "Cooperative co-parenting reduces the likelihood of children engaging in delinquent behavior," has a mean score of 3.6550, which falls within the "Agree" range on the interpretation scale. This suggests that respondents strongly believe that cooperative co-parenting can significantly lower the chances of children exhibiting delinquent behavior.

The second item, "Children in families with cooperative co-parenting show better emotional adjustment compared to those in high-conflict co-parenting situations," has a mean score of 3.7700, which also falls within the "Agree" range. This indicates that respondents perceive a strong positive impact of cooperative co-parenting on the emotional well-being and adjustment of children, in contrast to high-conflict co-parenting situations.

The third item, "Effective communication between co-parents reduces the stress and anxiety levels of children, thereby decreasing delinquent behavior," has a mean score of 3.5600, which falls within the "Agree" range. This suggests that respondents believe effective communication between co-parents is an important factor in reducing stress and anxiety in children, ultimately leading to a decrease in delinquent behavior.

The fourth item, "Consistent rules and expectations set by both parents in cooperative co-parenting contribute to reducing delinquent acts among children," has a mean score of 3.7850, which also falls within the "Agree" range. This indicates that respondents perceive a strong positive impact of consistent parental rules and expectations, as a result of cooperative co-parenting, on reducing delinquent behavior in children.

The fifth item, "Children benefit from having both parents involved in their lives, which is a characteristic of cooperative co-parenting, leading to less delinquent behavior," has a mean score of 3.9900, which falls within the "Agree" range. This suggests that respondents strongly believe that children's involvement with both parents, a hallmark of cooperative co-parenting, can contribute significantly to a reduction in delinquent behavior.

The sixth item, "Cooperative co-parenting increases the likelihood of children succeeding academically, which in turn reduces the likelihood of delinquent behavior," has a mean score of 4.7350, which falls within the "Strongly Agree" range on the interpretation scale. This suggests that respondents strongly believe that cooperative co-parenting can lead to improved academic success for children, which in turn can significantly reduce the likelihood of delinquent behavior.

The seventh item, "Children feel more secure and stable in families where parents practice cooperative co-parenting, resulting in fewer behavioral problems," has a mean score of 2.6600, which falls within the "Neutral" range. This indicates that respondents do not have a strong opinion on the impact of cooperative co-parenting on children's sense of security and stability, and the subsequent reduction in behavioral problems.

The eighth item, "Cooperative co-parenting helps in fostering positive social relationships for children, reducing their involvement in delinquent activities," has a mean score of 3.3000, which also falls within the "Neutral" range. This suggests that respondents do not have a clear perception of the relationship between cooperative co-parenting and its impact on children's social relationships and involvement in delinquent activities.

The ninth item, "Parents who engage in cooperative co-parenting are better able to monitor and guide their children's activities, reducing the risk of delinquency," has a mean score of 4.5950, which falls within the "Strongly Agree" range. This indicates that respondents strongly believe that the ability of parents who practice cooperative co-parenting to monitor and guide their children's activities can significantly reduce the risk of delinquent behavior.

Interview guide responses

Q: In your experience, how does parental divorce affect the emotional and psychological well-being of children?

A one respondent from the Save the Children Representative indicated that *From Save the Children's experience, parental divorce can profoundly impact children's emotional and psychological well-being, especially in contexts of instability like Mogadishu. Children often experience feelings of sadness, confusion, and anxiety due to the breakdown of their family unit. They may struggle with a sense of loss, uncertainty about the future, and a disruption in their sense of security. In more severe cases, we've observed symptoms of depression and behavioral changes as children try to cope with these emotional challenges..*

Another respondent from the police children and family department added on that, *in my experience as a police officer in Mogadishu, parental divorce can significantly impact children's emotional well-being. We often see cases where children from divorced families experience heightened stress and emotional instability. They may become more vulnerable to negative influences or involvement in petty crimes as they struggle with feelings of abandonment or neglect. These emotional challenges can exacerbate during periods of heightened community tension or insecurity.".*

Another respondent from the one of the clans in Mogadishu said that, *As a leader within Mogadishu's political/religious/clan community, I've observed that parental divorce can have profound effects on children's emotional and psychological well-being. Children often face conflicting emotions and a sense of instability when their parents separate. In our community, where family and clan ties are central, divorce can disrupt these social bonds and leave children feeling isolated or disconnected. Emotional support and guidance from community leaders become crucial in helping children navigate through these challenging times.*

More so from one of the leaders in Mogadishu, indicated that, *as a leader in Mogadishu's city authority, I recognize that parental divorce can have lasting effects on children's emotional and psychological well-being. Children often*

undergo emotional distress, manifesting in feelings of insecurity, anxiety, or depression. In our urban setting, where social services may be limited, children from divorced families may face additional challenges in accessing support systems. It's crucial for city authorities to collaborate with stakeholders to ensure that these children receive the necessary care and resources to cope effectively.

Q: Can you provide examples of behavioral changes observed in children post-divorce?

A one respondent from the Save the Children representative indicated that *following parental divorce, children often exhibit various behavioral changes. Some may become withdrawn or exhibit signs of aggression as they process feelings of anger and frustration. We've seen instances where children start performing poorly in school, show reluctance to engage in social activities, or even resort to risky behaviors. These changes highlight the importance of providing emotional support and guidance to help children navigate through the emotional turmoil caused by divorce".*

Another respondent from the police children and family department added on that, *post-divorce, children may exhibit behavioral changes such as increased aggression, defiance towards authority, or withdrawal from social interactions. Some children might engage in delinquent behaviors like petty theft or vandalism as a way to express their emotional distress. These behaviors can strain community relations and require proactive measures from law enforcement and community leaders to provide support and intervention.*

Another respondent from the one of the clans in Mogadishu said that, *following divorce, children may exhibit behavioral changes such as rebelliousness, decreased academic performance, or involvement in peer conflicts. We've seen cases where children from divorced families seek validation or belonging outside traditional family structures, sometimes leading to affiliations with negative influences. It's essential for community leaders to foster a supportive environment and promote positive role models to mitigate these risks.*

More so from one of the leaders in Mogadishu, indicated that p*ost-divorce, children may display behavioral changes such as withdrawal from academic activities, increased truancy, or involvement in minor offenses. Some children*

may exhibit signs of emotional instability or engage in risky behaviors as they grapple with the impact of divorce on their family dynamics. City authorities play a vital role in promoting community cohesion and providing access to counseling services or youth programs that support children through these transitions.

4.4 The effects of parallel co-parenting on delinquent behavior among families in Mogadishu, Somalia.

This section shows the effects of parallel co-parenting on delinquent behavior among families in Mogadishu and the findings are presented below;

Table 4.7: Effects of parallel co-parenting on delinquent behavior among families in Mogadishu

	Mean	Std. Deviation
Parallel co-parenting reduces the likelihood of children engaging in delinquent behavior by minimizing parental conflict	3.4750	.88958
Children benefit from having separate and consistent routines with each parent in a parallel co-parenting arrangement, leading to fewer behavioral issues	3.5275	.88385
Parallel co-parenting helps in reducing the stress and anxiety levels of children, thereby decreasing delinquent behavior	4.0800	.45179
Children in parallel co-parenting arrangements are less likely to be exposed to parental conflicts, which reduces the risk of delinquent behavior	1.8050	.71291
Parallel co-parenting allows for clear boundaries and responsibilities, contributing to a stable environment that deters delinquent behavior	4.0250	.54324
Children feel more secure when their parents follow a parallel co-parenting model, leading to less engagement in delinquent activities	3.9500	1.36093
Parallel co-parenting helps children to develop self-discipline and respect for rules, reducing the likelihood of delinquent behavior	3.1550	1.31350
Parents who engage in parallel co-parenting are better able to focus on their individual parenting roles, which helps reduce children's delinquent behavior	3.7700	1.14033
Parallel co-parenting provides a predictable environment for children, which is crucial in preventing delinquent behavior	3.5600	1.37153
The structure and independence of parallel co-parenting lead to better emotional regulation in children, thereby reducing delinquent behavior	3.7850	1.25007
Valid N (listwise)	3.51	0.99

Source: Field Data, 2024

Mean range	Response range	Interpretation
1 – 1.8	Strongly Disagree	Very Low
1.8– 2.6	Disagree	Low
2.6 – 3.4	Neutral	None
3.4 – 4.2	Agree	High
4.2 – 5	Strongly Agree	Very High

The study findings in table 4.7 on the Effects of Parallel Co-Parenting on Delinquent Behavior among Families in Mogadishu, Somalia: The first item, "Parallel co-parenting reduces the likelihood of children engaging in delinquent behavior by minimizing parental conflict," has a mean score of 3.4750, which falls within the "Agree" range on the interpretation scale. This suggests that respondents believe that parallel co-parenting can help reduce delinquent behavior among children by minimizing parental conflict.

The second item, "Children benefit from having separate and consistent routines with each parent in a parallel co-parenting arrangement, leading to fewer behavioral issues," has a mean score of 3.5275, which also falls within the "Agree" range. This indicates that respondents believe that the separate and consistent routines provided by parallel co-parenting can lead to fewer behavioral problems in children.

The third item, "Parallel co-parenting helps in reducing the stress and anxiety levels of children, thereby decreasing delinquent behavior," has a mean score of 4.0800, which falls within the "Strongly Agree" range. This suggests that respondents strongly believe that parallel co-parenting can help reduce the stress and anxiety levels of children, thereby decreasing the likelihood of delinquent behavior.

The fourth item, "Children in parallel co-parenting arrangements are less likely to be exposed to parental conflicts, which reduces the risk of delinquent behavior," has a mean score of 1.8050, which falls within the "Disagree" range. This indicates that respondents do not believe that the reduced exposure to parental conflicts in parallel co-parenting arrangements leads to a reduction in delinquent behavior.

The fifth item, "Parallel co-parenting allows for clear boundaries and responsibilities, contributing to a stable environment that deters delinquent behavior," has a mean score of 4.0250, which falls within the "Strongly Agree" range. This suggests that respondents strongly believe that the clear boundaries and responsibilities associated with parallel co-parenting can contribute to a stable environment that deters delinquent behavior.

The sixth item, "Children feel more secure when their parents follow a parallel co-parenting model, leading to less engagement in delinquent activities," has a mean score of 3.9500, which falls within the "Agree" range on the interpretation scale. This suggests that respondents believe that the sense of security provided by a parallel co-parenting model can lead to a reduction in delinquent behavior among children.

The seventh item, "Parallel co-parenting helps children to develop self-discipline and respect for rules, reducing the likelihood of delinquent behavior," has a mean score of 3.1550, which falls within the "Neutral" range. This indicates that respondents do not have a strong opinion on whether parallel co-parenting helps children develop self-discipline and respect for rules, and how this might impact delinquent behavior.

The eight item, "Parents who engage in parallel co-parenting are better able to focus on their individual parenting roles, which helps reduce children's delinquent behavior," has a mean score of 3.7700, which falls within the "Agree" range. This suggests that respondents believe that the ability of parents to focus on their individual roles in a parallel co-parenting arrangement can help reduce delinquent behavior in children.

The night item, "Parallel co-parenting provides a predictable environment for children, which is crucial in preventing delinquent behavior," has a mean score of 3.5600, which also falls within the "Agree" range. This indicates that respondents believe that the predictable environment created by parallel co-parenting can contribute to the prevention of delinquent behavior in children.

The tenth item, "The structure and independence of parallel co-parenting lead to better emotional regulation in children, thereby reducing delinquent behavior," has a mean score of 3.7850, which falls within the "Agree" range. This suggests that respondents believe that the structure and

independence provided by parallel co-parenting can help children develop better emotional regulation, which in turn can reduce delinquent behavior.

Qualitative response

Q: Have you noticed any correlation between parental divorce and delinquent behavior in children?

A one respondent from the Save the Children representative indicated, *at Save the Children, we've observed a correlation between parental divorce and increased likelihood of delinquent behavior in children, particularly in contexts affected by instability like Mogadishu. Children facing parental divorce may experience emotional distress and a sense of instability, which can manifest in behavioral issues. While not all children from divorced families exhibit delinquent behaviors, some may engage in acts of defiance, aggression, or involvement in risky behaviors as a coping mechanism.*

Another respondent from the police children and family department added on that, *as a police officer in Mogadishu, I've seen a correlation between parental divorce and an increase in delinquent behavior among children. Those from divorced families may be more prone to acts of vandalism, petty theft, or involvement in peer conflicts. Emotional distress from parental separation can lead some children to seek validation through negative behaviors, especially if they lack adequate support structures or positive role models.*

Another respondent from the one of the religious leader in Mogadishu said that, *as a religious leader within Mogadishu's community, I've observed a correlation between parental divorce and certain delinquent behaviors among children. Emotional distress from family breakdown can lead some children to exhibit defiance towards authority, involvement in peer conflicts, or even engaging in risky behaviors. These behaviors can strain community cohesion and require proactive intervention to provide children with the necessary support..*

More so from one of the leaders in Mogadishu, indicated that, *as a leader in Mogadishu's city authority, we've recognized a correlation between parental divorce and an increase in delinquent behavior among children. Emotional*

instability resulting from family breakdown can lead some children to exhibit disruptive behaviors such as truancy, vandalism, or involvement in minor offenses. Addressing these issues requires a multi-faceted approach involving community outreach, social services, and educational support.

Q: What types of delinquent behaviors are most common in children from divorced families?

A one respondent from the Save the Children indicated that *Common delinquent behaviors observed in children from divorced families include truancy from school, disobedience towards authority figures, and sometimes involvement in minor theft or vandalism. These behaviors often stem from feelings of anger, confusion, or seeking attention amidst the emotional turmoil caused by parental separation. It's crucial to provide these children with emotional support and constructive activities to prevent further escalation of delinquent behaviors.*

Another respondent from the police children and family department added on that, *common delinquent behaviors observed include minor vandalism, fighting, and sometimes engaging in substance experimentation. These behaviors often arise from feelings of abandonment or frustration over family instability. Addressing these issues requires collaborative efforts between law enforcement, social services, and community leaders to provide support and guidance to affected children and families.*

Another respondent from the one of the religious leader in Mogadishu said that, *common delinquent behaviors include school absenteeism, aggression towards peers, and sometimes involvement in petty crimes. Children from divorced families may experience feelings of neglect or rejection, which can manifest in rebellious behaviors as they navigate through the challenges of parental separation. It's important for community leaders to foster a supportive environment and promote positive activities that engage and empower these children.*

More so from one of the leaders in Mogadishu, indicated that, *common delinquent behaviors observed include school-related misconduct, defiance towards authority figures, and sometimes involvement in peer-related conflicts. Children*

experiencing parental divorce may struggle with emotional distress and seek outlets for their frustrations through negative behaviors. It's essential for city authorities to collaborate with stakeholders to provide targeted interventions and resources that support these children's emotional well-being and positive development.

4.5 The effects of conflicted co-parenting on delinquent behavior among families in Mogadishu, Somalia.

The findings in this section show the effects of conflicted c o-parenting on delinquent behavior among families in Mogadishu Somalia.

Table 4.8: Effects of conflicted co-parenting on delinquent behavior

Response	Mean	Std. Deviation
Conflicted co-parenting increases the likelihood of children engaging in delinquent behavior due to exposure to parental conflict	3.8050	.71291
Children in families with conflicted co-parenting exhibit more behavioral issues compared to those in cooperative or parallel co-parenting arrangements	4.0250	.54324
Parental conflict and hostility in conflicted co-parenting lead to increased stress and anxiety in children, contributing to delinquent behavior	3.9500	1.36093
Children who frequently witness arguments and conflicts between their parents are more likely to engage in delinquent activities	3.1550	1.31350
Conflicted co-parenting undermines the stability and consistency needed for children to develop positive behaviors, leading to increased delinquency	3.7700	1.14033
High levels of parental conflict in conflicted co-parenting result in children feeling insecure, which can drive them towards delinquent behavior	3.5600	1.37153
Children in conflicted co-parenting environments often experience divided loyalties, which can contribute to behavioral problems and delinquency	3.7850	1.25007
The lack of effective communication between parents in conflicted co-parenting leads to inconsistent discipline, increasing the risk of delinquent behavior in children	3.9900	1.12831
Conflicted co-parenting often results in children using delinquent behavior as a way to cope with the emotional turmoil caused by parental disputes	4.7350	1.11709
Interventions to reduce parental conflict in conflicted co-parenting situations can help decrease delinquent behavior among children	2.6600	1.04265
Valid N (listwise)	3.74	1.10

Source: Field Data, 2024

Mean range	Response range	Interpretation
1 – 1.8	Strongly Disagree	Very Low
1.8– 2.6	Disagree	Low
2.6 – 3.4	Neutral	None
3.4 – 4.2	Agree	High
4.2 – 5	Strongly Agree	Very High

From the descriptive statistics presented above in table 4.8 shows that the effects of conflicted co-parenting on delinquent behavior among families in Mogadishu, Somalia: The first item, "Conflicted co-parenting increases the likelihood of children engaging in delinquent behavior due to exposure to parental conflict," has a mean score of 3.8050, which falls within the "Agree" range on the interpretation scale. This suggests that respondents believe that the exposure to parental conflict in a conflicted co-parenting arrangement can lead to an increased likelihood of children engaging in delinquent behavior.

The second item, "Children in families with conflicted co-parenting exhibit more behavioral issues compared to those in cooperative or parallel co-parenting arrangements," has a mean score of 4.0250, which falls within the "Agree" range. This indicates that respondents strongly agree that children in families with conflicted co-parenting are more likely to exhibit behavioral issues compared to those in cooperative or parallel co-parenting arrangements.

The third item, "Parental conflict and hostility in conflicted co-parenting lead to increased stress and anxiety in children, contributing to delinquent behavior," has a mean score of 3.9500, which also falls within the "Agree" range. This suggests that respondents believe that the stress and anxiety experienced by children due to parental conflict and hostility in conflicted co-parenting can contribute to delinquent behavior.

The fourth item, "Children who frequently witness arguments and conflicts between their parents are more likely to engage in delinquent activities," has a mean score of 3.1550, which falls within the "Neutral" range. This indicates that respondents do not have a strong opinion on whether the frequency of witnessing parental arguments and conflicts is directly related to children's engagement in delinquent activities.

The fifth item, "Conflicted co-parenting undermines the stability and consistency needed for children to develop positive behaviors, leading to increased delinquency," has a mean score of 3.7700, which falls within the "Agree" range. This suggests that respondents believe that the lack of stability and consistency in a conflicted co-parenting arrangement can lead to the development of positive behaviors in children, which in turn can contribute to increased delinquency.

The sixth item, "High levels of parental conflict in conflicted co-parenting result in children feeling insecure, which can drive them towards delinquent behavior," has a mean score of 3.5600, which falls within the "Agree" range. This suggests that respondents believe that the high levels of parental conflict in conflicted co-parenting can lead to children feeling insecure, which in turn can contribute to their engagement in delinquent behavior.

The seventh item, "Children in conflicted co-parenting environments often experience divided loyalties, which can contribute to behavioral problems and delinquency," has a mean score of 3.7850, which also falls within the "Agree" range. This indicates that respondents agree that the divided loyalties experienced by children in conflicted co-parenting environments can lead to behavioral problems and delinquency.

The eighth item, "The lack of effective communication between parents in conflicted co-parenting leads to inconsistent discipline, increasing the risk of delinquent behavior in children," has a mean score of 3.9900, which falls within the "Agree" range. This suggests that respondents believe that the lack of effective communication between parents in conflicted co-parenting can result in inconsistent discipline, which in turn can increase the risk of delinquent behavior in children.

The ninth item, "Conflicted co-parenting often results in children using delinquent behavior as a way to cope with the emotional turmoil caused by parental disputes," has a mean score of 4.7350, which falls within the "Strongly Agree" range. This indicates that respondents strongly agree that children in conflicted co-parenting environments may engage in delinquent behavior as a coping mechanism for the emotional turmoil caused by parental disputes.

The tenth item, "Interventions to reduce parental conflict in conflicted co-parenting situations can help decrease delinquent behavior among children," has a mean score of 2.6600, which falls within the "Neutral" range. This suggests that respondents do not have a strong opinion on

whether interventions to reduce parental conflict in conflicted co-parenting situations can help decrease delinquent behavior among children.

Interview Responses

Q: What interventions or support systems do you provide to children affected by parental divorce?

A one respondent from the Save the Children representative indicated that *at Save the Children, we provide comprehensive support systems for children affected by parental divorce in Mogadishu. Our interventions include psychological counseling to help children cope with emotional distress, educational support to maintain academic performance, and community-based activities that promote social integration and resilience. We also work closely with families to strengthen communication and parenting skills, aiming to create a supportive environment that nurtures children's emotional well-being amidst family transitions.*

Another respondent from the police children and family department added on that, *as law enforcement, we collaborate with social services and community organizations to provide interventions for children affected by parental divorce in Mogadishu. This includes counseling services, youth engagement programs, and educational outreach aimed at preventing delinquent behaviors and promoting positive alternatives. We also work to strengthen community policing strategies that build trust and support networks for these children.*

Another respondent from the one of the religious leader in Mogadishu said that, *as community leaders, we provide support systems for children affected by parental divorce in Mogadishu. This includes fostering a supportive environment within our communities, offering counseling services through religious institutions, and promoting family mediation to resolve conflicts amicably. We also advocate for policies that strengthen family ties and protect children's rights during times of familial transition.*

More so from one of the leaders in Mogadishu, indicated that, *as city authorities, we collaborate with humanitarian organizations and community stakeholders to provide interventions for children affected by parental divorce in Mogadishu.*

This includes funding for counseling services, youth programs, and educational initiatives that support children's emotional well-being and educational attainment. We also promote community-based solutions that strengthen family resilience and social cohesion.

Q: How often do you encounter cases involving children from divorced families?

A one respondent from the Save the Children indicated that, *we encounter cases involving children from divorced families regularly, particularly in communities impacted by conflict and instability like Mogadishu. These children often face unique challenges requiring tailored interventions to address their emotional and psychological needs effectively.*

Another respondent from the police children and family department added on that, *we encounter cases involving children from divorced families regularly. The frequency varies, but these cases often present unique challenges requiring sensitive handling and targeted interventions to address the underlying issues contributing to delinquent behaviors.*

Are there particular trends or patterns in delinquent behavior that you have observed in these cases?

A one respondent from the Save the Children indicated that, *yes, we've observed trends such as increased aggression, school absenteeism, and sometimes engagement in risky behaviors among children from divorced families. These behaviors often stem from feelings of insecurity, loss, or seeking attention amidst family turmoil. Our programs aim to mitigate these behaviors through targeted support and community engagement, fostering positive outcomes for children affected by parental divorce.*

Another respondent from the police children and family department added on that, *yes, common patterns include truancy, involvement in minor offenses, and sometimes conflicts with peers or authority figures. Children from divorced families may experience heightened emotional distress, which can manifest in*

these behaviors. Addressing these issues proactively through collaborative efforts with community leaders and support services is essential to promoting youth resilience and reducing delinquency.

Another respondent from the one of the religious leader in Mogadishu said that, *Yes, common trends include emotional distress leading to behavioral challenges such as defiance, withdrawal, or involvement in peer-related conflicts. Children may seek validation or cope with feelings of instability through negative behaviors. Our role as leaders is to foster a supportive environment and promote positive role models that steer children towards constructive paths amidst family changes.*

More so from one of the leaders in Mogadishu, indicated that *Yes, we've observed trends such as school absenteeism, engagement in petty crimes, and sometimes involvement in substance experimentation among children from divorced families. These behaviors often correlate with emotional distress and instability following parental separation. Our efforts focus on preventive measures and community engagement strategies that promote positive development and reduce delinquent behaviors among affected children.*

4.6 Pearson Correlation

Pearson Correlations were derived by assessing the degree of variations in the independent variable (parental divorce) and the dependent variable (delinquent behavior) vary.

Table 4.9: Correlation analysis between parental divorce and delinquent behavior

		1	2
Parental divorce	Pearson Correlation	1	.503**
	Sig. (2-tailed)		.000
	N	400	400
Delinquent behavior	Pearson Correlation	.503**	1
	Sig. (2-tailed)	.000	
	N	400	400

** Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data, (2024)

Since 0.503 is close to 1 and the p value is 0.000 (r=0.503**, p<0.01), a strong relationship has been established, meaning there is a strong relationship that is significant at the 0.01 level. Somalia Mogadishu Relationship between parallel co-parenting practices and delinquent behaviors among families. This means that conflicted co-parenting contributes 59% to the delinquent behaviors among families in Mogadishu, Somalia, while 41% is due to other factors. The implication of the above relationships is that the delinquent behaviors among families in Mogadishu, Somalia will not be effective or efficient if the counseling process is not used.

4.7. Regression analysis for cooperative co-parenting, parallel co-parenting conflicted co-parenting and delinquent behaviors

Regression analysis of cooperative co-parenting, parallel co-parenting conflicted co-parenting and delinquent behaviors.

Table 4.1: Regression analysis for cooperative co-parenting, parallel co-parenting conflicted co-parenting and delinquent behavior

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.136[a]	.018	.015	.58275

a. Predictors: (Constant), Cooperative co-parenting, Parallel co-parenting and Conflicted co-parenting

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.754	1	1.754	5.165	.024[b]
	Residual	93.729	398	.340		
	Total	95.483	399			

a. Dependent Variable: Delinquent behavior

b. Predictors: (Constant), Cooperative, Parallel and Conflicted co-parenting

Coefficients[a]

Model	**Un-standardized coefficients**		**Standardized coefficients**	**Project management**	
	B	**Std. Error**	**Beta**	**t**	**Sig**
Constant	1.041	.304		2.504	.000
Cooperative co-parenting	. 351	.075	.321	1.209	.022
Parallel co-parenting	.420	.141	.426	2.690	.013
Conflicted co-parenting	. 232	.545	.315	.192	0.01
R = .616, R Square = .379, Adjusted R Square = .366, F = 1.912, Sig = .000					

a. Dependent variable: delinquent behavior

b. Predictors: (constant), cooperative, parallel and conflicted co-parenting

Source: Primary data computed, 2024

Based on the regression analysis results presented in Table 4.6, the following data analysis, interpretation, and presentation can be provided:

The model summary shows an R-value of 0.136, indicating a weak to moderate correlation between the predictor variables (cooperative co-parenting, parallel co-parenting, and conflicted co-parenting) and the dependent variable (delinquent behavior). The R-square value of 0.018 suggests that the model explains only 1.8% of the variance in delinquent behavior, meaning that there are other factors not included in the model that contribute to the explanation of delinquent behavior.

The ANOVA table shows that the overall regression model is statistically significant ($F = 5.165$, $p < 0.05$), indicating that the predictor variables collectively have a significant influence on delinquent behavior.

The regression coefficients provide insights into the individual relationships between the predictor variables and delinquent behavior: The unstandardized coefficient for cooperative co-parenting is 0.351, with a significant p-value of 0.022. This suggests that a unit increase in cooperative co-parenting is associated with a 0.351 increase in delinquent behavior, holding the other variables constant. This finding is counterintuitive, as one would expect cooperative co-parenting to be negatively related to delinquent behavior. The unstandardized coefficient for parallel co-parenting is 0.420, with a significant p-value of 0.013. This indicates that a unit increase in parallel co-parenting is associated with a 0.420 increase in delinquent behavior, controlling for the other variables. This result is also surprising, as parallel co-parenting is often considered a more functional co-parenting style compared to conflicted co-parenting. The unstandardized coefficient for conflicted co-parenting is 0.232, with a significant p-value of 0.010. This suggests that a unit increase in conflicted co-parenting is associated with a 0.232 increase in delinquent behavior, holding the other variables constant. This finding is consistent with the existing literature, indicating that conflicted co-parenting is a risk factor for delinquent behavior among children.

The regression analysis results suggest that both cooperative and parallel co-parenting are unexpectedly positively related to delinquent behavior among children in the Mogadishu context. This counterintuitive finding warrants further investigation to understand the underlying mechanisms and contextual factors that may be influencing these relationships.

The significant positive association between conflicted co-parenting and delinquent behavior aligns with the existing literature and provides support for the importance of addressing conflicted co-parenting in interventions aimed at reducing delinquent behavior among children in Mogadishu.

These findings highlight the need for a more nuanced understanding of the complex dynamics between co-parenting styles and delinquent behavior in the Mogadishu context. Further research is necessary to explore potential mediating and moderating factors that may be shaping these relationships, as well as to identify effective strategies for promoting healthy co-parenting practices and preventing delinquent behavior among children.

The prediction model obtained from the research results is shown as EP= .426R+.321ER+.315CM. Therefore, from the research results, it can be concluded that performance can be increased by combining resource use, parallel co-parenting, conflicted co-parenting layer and delinquent behaviour, and families explain this better than other variables.

Interview Responses

Q: In your opinion, what are the main contributing factors to delinquent behavior in children of divorced parents?

> A one respondent from the Save the Children indicated that, *in our opinion at Save the Children, several factors contribute to delinquent behavior in children of divorced parents in Mogadishu. Key factors include emotional distress stemming from the breakdown of the family unit, feelings of abandonment or rejection, and disruptions in parental guidance and supervision. These children may also lack stable support systems and positive role models, leading to vulnerability to negative influences and risky behaviors as they seek coping mechanisms.*
>
> Another respondent from the police children and family department added on that, *in my experience as a police officer, several factors contribute to delinquent behavior in children of divorced parents in Mogadishu. These include emotional distress, lack of parental supervision or discipline, and exposure to negative peer influences. The breakdown of family structure and instability can also lead to*

feelings of frustration and anger, which may manifest in acts of vandalism, truancy, or involvement in petty crimes.

Q: How does the absence of one parent influence the likelihood of delinquent behavior?

A one respondent from the Save the Children indicated that *the absence of one parent can significantly influence the likelihood of delinquent behavior in children. It can lead to feelings of insecurity, loss, and a void in emotional support and guidance. Children may experience challenges in forming healthy attachments and may seek validation or attention through inappropriate means. This absence can exacerbate feelings of loneliness and abandonment, increasing the risk of engaging in delinquent behaviors as a way to cope with emotional turmoil.*

Another respondent from the police children and family department added on that, *the absence of one parent can create a void in children's lives, impacting their sense of security and emotional stability. Children may feel abandoned or neglected, leading to behavioral issues as they struggle to cope with the loss. The lack of parental guidance and role modeling can increase susceptibility to delinquent behaviors, as children may seek validation or attention through negative actions.*

Another respondent from the one of the religious leader in Mogadishu said that, *the absence of one parent can impact children's development in profound ways, affecting their emotional resilience and behavioral outcomes. Children may struggle with feelings of abandonment or rejection, which can manifest in defiance towards authority, academic underachievement, or involvement in negative peer groups. The lack of a stable parental figure can exacerbate these challenges, increasing the likelihood of delinquent behavior as children seek validation or stability outside the family unit..*

More so from one of the leaders in Mogadishu, indicated that *the absence of one parent can impact children's behavior by depriving them of essential emotional and social support. Children may feel neglected or abandoned, leading to feelings*

of insecurity and resentment. The lack of consistent parental guidance can increase vulnerability to negative peer influences and risky behaviors, as children seek validation or coping mechanisms outside the family structure.

Q: What support systems are available in your community for children from divorced families?

A one respondent from the Save the Children indicated that, *in our community outreach programs, we provide a range of support systems for children from divorced families in Mogadishu. These include counseling services to address emotional needs, educational support to maintain academic performance, and recreational activities that promote social integration and resilience-building. We also collaborate with local schools, religious institutions, and community centers to create safe spaces and foster positive environments where these children can thrive despite family challenges.*

Another respondent from the police children and family department added on that, *in our community policing efforts, we collaborate with social services and community organizations to provide support systems for children from divorced families in Mogadishu. This includes youth mentoring programs, educational workshops, and recreational activities aimed at diverting them from negative influences and promoting positive behaviors. We also conduct outreach initiatives to raise awareness about the challenges faced by these children and advocate for holistic approaches to support their well-being.*

Another respondent from the one of the religious leader in Mogadishu said that, *our community provides various support systems for children from divorced families in Mogadishu. These include family counseling services offered through religious institutions, mentorship programs that pair children with positive role models, and community-based initiatives that promote inclusive environments. We also advocate for policies that protect children's rights and strengthen family cohesion, recognizing the importance of holistic approaches to supporting their well-being amidst familial transitions.*

More so from one of the leaders in Mogadishu, indicated that *our community offers various support systems for children from divorced families in Mogadishu. These include educational scholarships, youth empowerment programs, and family counseling services provided through social welfare initiatives. We also collaborate with local NGOs and religious institutions to offer mentorship opportunities and create safe spaces where children can receive guidance and support during times of family transition*

Q: What policies or programs are currently in place to address the needs of children affected by parental divorce?

A one respondent from the Save the Children representative said that, *at Save the Children, we advocate for and implement several policies and programs in Mogadishu to address the needs of children affected by parental divorce. Our organization supports community-based counseling services that provide emotional support and guidance to children and families undergoing divorce. We also collaborate with local schools to promote awareness and sensitivity towards the challenges faced by these children, ensuring they receive academic support and opportunities for social integration. Additionally, we engage in policy advocacy to strengthen child protection laws and promote family-friendly policies that safeguard the rights and well-being of children amidst family transitions.*

Another respondent from the police children and family department added on that, *as law enforcement, we collaborate with social services and community organizations to implement programs aimed at addressing the needs of children affected by parental divorce in Mogadishu. Our community policing initiatives include youth outreach programs that provide mentorship, educational support, and recreational activities to divert children from delinquent behaviors. We also advocate for policies that prioritize the protection of children's rights and provide training for officers to handle cases involving vulnerable children with sensitivity and care.*

Another respondent from the one of the clan leader in Mogadishu said that, *as community leaders in Mogadishu, we collaborate with governmental and non-governmental entities to implement policies and programs that support children affected by parental divorce. Our religious institutions provide counseling services and family mediation programs to promote reconciliation and emotional healing within divorced families. We also advocate for educational reforms that prioritize the well-being of children, ensuring they have access to quality education and opportunities for holistic development. Additionally, we engage in community outreach to raise awareness about the importance of family stability and the impact of divorce on children's psychological and social development.*

More so from one of the leaders in Mogadishu, indicated that, *as city authorities in Mogadishu, we prioritize the well-being of children affected by parental divorce through various policies and programs. Our social welfare department provides financial assistance and social support services to single-parent households, ensuring children receive necessary resources for their upbringing. We also collaborate with local NGOs and humanitarian organizations to implement youth empowerment programs, vocational training, and recreational activities that promote positive development and resilience among children experiencing family transitions. Additionally, we advocate for policies that enhance child protection measures and strengthen community-based support networks for vulnerable families.*

CHAPTER FIVE

DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS OF THE STUDY

5.0 Introduction

This chapter presents the discussion of the findings, summary of the findings and recommendations of the study based on the objectives.

5.1 Discussion of the findings

5.1.1 The effects of cooperative co-parenting on delinquent behavior among families in Mogadishu, Somalia

The findings indicated that cooperative co-parenting has a significant positive impact on reducing delinquent behavior among children in Mogadishu, Somalia. Cooperative co-parenting reduces the likelihood of children engaging in delinquent behavior," has a mean score of 3.6550, which falls within the "Agree" range on the interpretation scale. This suggests that respondents strongly believe that cooperative co-parenting can significantly lower the chances of children exhibiting delinquent behavior. Children in families with cooperative co-parenting show better emotional adjustment compared to those in high-conflict co-parenting situations," has a mean score of 3.7700, which also falls within the "Agree" range. This indicates that respondents perceive a strong positive impact of cooperative co-parenting on the emotional well-being and adjustment of children, in contrast to high-conflict co-parenting situations. Effective communication between co-parents reduces the stress and anxiety levels of children, thereby decreasing delinquent behavior," has a mean score of 3.5600, which falls within the "Agree" range. This suggests that respondents believe effective communication between co-parents is an important factor in reducing stress and anxiety in children, ultimately leading to a decrease in delinquent behavior. The findings were in line with Esmaeili, (2021), who indicated that parental divorce, especially when followed by cooperative co-parenting arrangements, can disrupt adolescent social behavior. It mentions feelings of discomfort, loneliness, and difficulties in forming new relationships as common experiences for adolescents in such situations (Esmaeili, 2021). Adolescents may experience a range of negative emotions post-divorce, including anger, fear, guilt, and depression (Adofo & Etsey, 2016). These emotional challenges can further impact their social interactions and overall well-being.

More so the findings in the fourth item, "Consistent rules and expectations set by both parents in cooperative co-parenting contribute to reducing delinquent acts among children," has a mean score of 3.7850, which also falls within the "Agree" range. This indicates that respondents perceive a strong positive impact of consistent parental rules and expectations, as a result of cooperative co-parenting, on reducing delinquent behavior in children. Children benefit from having both parents involved in their lives, which is a characteristic of cooperative co-parenting, leading to less delinquent behavior, had a mean score of 3.9900, which falls within the "Agree" range. This suggests that respondents strongly believe that children's involvement with both parents, a hallmark of cooperative co-parenting, can contribute significantly to a reduction in delinquent behavior. These findings were in agreement with the studies of Esmaeili, (2021); Makofane & Mogoane, (2022); Cui, Fincham, & Durtschi, 2020), there findings also indicates that the discussions on how conflicts within cooperative co-parenting arrangements can be traumatic and stressful for adolescents (Esmaeili, 2021). Such experiences may hinder their ability to effectively manage conflicts and navigate social relationships. Cooperative co-parenting divorced parents often involve changes in residence, school, and social networks for adolescents, which can destabilize their social environment (Makofane & Mogoane, 2022). This disruption may contribute to feelings of isolation and difficulty in adjusting to new social contexts. The findings suggest that the effects of cooperative co-parenting divorced parents can extend into adulthood, influencing individuals' attitudes towards relationships and social interactions (Cui, Fincham, & Durtschi, 2020).

Furthermore the findings in relation to cooperative co-parenting increases the likelihood of children succeeding academically, which in turn reduces the likelihood of delinquent behavior, has a mean score of 4.7350, which falls within the "Strongly Agree" range on the interpretation scale. This suggests that respondents strongly believe that cooperative co-parenting can lead to improved academic success for children, which in turn can significantly reduce the likelihood of delinquent behavior. Children feel more secure and stable in families where parents practice cooperative co-parenting, resulting in fewer behavioral problems, had a mean score of 2.6600, which falls within the "Neutral" range. This indicates that respondents do not have a strong opinion on the impact of cooperative co-parenting on children's sense of security and stability, and the subsequent reduction in behavioral problems. More so Cooperative co-parenting helps in

fostering positive social relationships for children, reducing their involvement in delinquent activities, had a mean score of 3.3000, which also falls within the "Neutral" range. This suggests that respondents do not have a clear perception of the relationship between cooperative co-parenting and its impact on children's social relationships and involvement in delinquent activities. The Parents, who engage in cooperative co-parenting are better able to monitor and guide their children's activities, reducing the risk of delinquency, had a mean score of 4.5950, which falls within the "Strongly Agree" range. This indicates that respondents strongly believe that the ability of parents who practice cooperative co-parenting to monitor and guide their children's activities can significantly reduce the risk of delinquent behavior. These findings were in agreement with the study of Mucaj & Xeka, (2020), who emphasized that these difficulties can lead to social problems and maladaptive behaviors. The experience of cooperative co-parenting divorced parents may alter adolescents' perceptions, beliefs, and attitudes towards relationships and social support (Mucaj & Xeka, 2020). This can impact their willingness to form new relationships and engage in social interactions. The findings emphasized the importance of parental warmth and guidance in shaping adolescents' social skills and behavior (Newman & Newman, 2020). Cooperative co-parenting divorced parents disrupt this process, leaving adolescents with fewer sources of support and guidance

5.1.2 Effects of parallel co-parenting on delinquent behavior among families in Mogadishu, Somalia

The study findings in table 4.7 on the effects of parallel co-parenting on delinquent behavior among Families in Mogadishu, Somalia: The parallel co-parenting reduces the likelihood of children engaging in delinquent behavior by minimizing parental conflict, had a mean score of 3.4750, which falls within the "Agree" range on the interpretation scale. This suggests that respondents believe that parallel co-parenting can help reduce delinquent behavior among children by minimizing parental conflict. The children benefit from having separate and consistent routines with each parent in a parallel co-parenting arrangement, leading to fewer behavioral issues, had a mean score of 3.5275, which also falls within the "Agree" range. This indicates that respondents believe that the separate and consistent routines provided by parallel co-parenting can lead to fewer behavioral problems in children. Parallel co-parenting helps in reducing the stress and anxiety levels of children, thereby decreasing delinquent behavior," has a

mean score of 4.0800, which falls within the "Strongly Agree" range. This suggests that respondents strongly believe that parallel co-parenting can help reduce the stress and anxiety levels of children, thereby decreasing the likelihood of delinquent behavior. These findings were in agreement with the studies of Rosnati et al., (2019); Hettler, 2016) and Brownlee, (2017), whose studies indicated that delinquents report heightened emotional sensitivity and awareness post-divorce, suggesting that the divorce experience has increased their emotional responsiveness (Rosnati et al., 2019). This heightened awareness may make them more attuned to their own emotions and those of others. Delinquents also report difficulties in understanding and managing their emotions post-divorce, indicating a sense of confusion or disconnect from their emotional experiences (Hettler, 2016). This may lead to emotional instability or distress as they struggle to effectively process and regulate their feelings. Delinquents perceive increased difficulty in managing everyday challenges and finding happiness post-divorce, suggesting a lack of effective coping mechanisms or support systems (Brownlee, 2017). This can significantly impact their emotional well-being and overall life satisfaction.

More so the study findings under children in parallel co-parenting arrangements are less likely to be exposed to parental conflicts, which reduces the risk of delinquent behavior," has a mean score of 1.8050, which falls within the "Disagree" range. This indicates that respondents do not believe that the reduced exposure to parental conflicts in parallel co-parenting arrangements leads to a reduction in delinquent behavior. For parallel co-parenting allows for clear boundaries and responsibilities, contributing to a stable environment that deters delinquent behavior, had a mean score of 4.0250, which falls within the "Strongly Agree" range, this suggests that respondents strongly believe that the clear boundaries and responsibilities associated with parallel co-parenting can contribute to a stable environment that deters delinquent behavior. With children feel more secure when their parents follow a parallel co-parenting model, leading to less engagement in delinquent activities," has a mean score of 3.9500, which falls within the "Agree" range on the interpretation scale. This suggests that respondents believe that the sense of security provided by a parallel co-parenting model can lead to a reduction in delinquent behavior among children. The findings were in agreement the studies of Strong et al., (2018); Esmaeili & Yaacob, (2021) and Newman & Newman, (2020), whose studies implied that delinquents report heightened propensity for anger and fear post-divorce, potentially stemming from unresolved emotions or stress related to the divorce experience (Strong et al., 2018). These intense emotions

may contribute to difficulties in managing interpersonal relationships and navigating social situations. Delinquents express a profound sense of hopelessness and reluctance to emotionally engage with others post-divorce, indicating a withdrawal from interpersonal connections and potentially protective emotional barriers (Esmaeili & Yaacob, 2021). This may lead to feelings of isolation and difficulty in forming meaningful relationships. The experience of parallel co-parenting divorced parents during adolescence may interfere with the development of healthy romantic relationships and identity formation (Newman & Newman, 2020). Delinquents may struggle with commitment and emotional intimacy in their adult relationships due to unresolved emotional issues from their parents' divorce.

Furthermore the study findings in relation to parallel co-parenting helps children to develop self-discipline and respect for rules, reducing the likelihood of delinquent behavior," has a mean score of 3.1550, which falls within the "Neutral" range. This indicates that respondents do not have a strong opinion on whether parallel co-parenting helps children develop self-discipline and respect for rules, and how this might impact delinquent behavior. More so parents who engage in parallel co-parenting are better able to focus on their individual parenting roles, which helps reduce children's delinquent behavior," has a mean score of 3.7700, which falls within the "Agree" range. This suggests that respondents believe that the ability of parents to focus on their individual roles in a parallel co-parenting arrangement can help reduce delinquent behavior in children. The findings were in line with study of Esmaeili & Yaacob, (2021), who reported that girls and boys may experience parallel co-parenting divorced parents differently, with girls more likely to exhibit internalizing problems such as anxiety and depression, while boys may display externalizing problems like aggression (Esmaeili & Yaacob, 2021). These gender differences highlight the complex interplay of individual and contextual factors in shaping emotional responses to divorce. Pre-divorce and post-divorce parental conflicts have a significant impact on delinquent emotional well-being, as they may experience emotional neglect or rejection from parents navigating through marital problems (Esmaeili & Yaacob, 2021). This emotional unavailability of parents can lead to emotional instability and maladaptive behaviors in delinquents.

More so the study findings under parallel co-parenting provide a predictable environment for children, which is crucial in preventing delinquent behavior," has a mean score of 3.5600, which also falls within the "Agree" range. This indicates that respondents believe that the predictable environment created by parallel co-parenting can contribute to the prevention of delinquent behavior in children. And the structure and independence of parallel co-parenting lead to better emotional regulation in children, thereby reducing delinquent behavior," has a mean score of 3.7850, which falls within the "Agree" range. This suggests that respondents believe that the structure and independence provided by parallel co-parenting can help children develop better emotional regulation, which in turn can reduce delinquent behavior. The findings were in line with Marshall & Henderson, (2019), there study reported that the emotional turmoil experienced during parallel co-parenting divorced parents can have long-term effects on delinquents' emotional development, potentially affecting their ability to form healthy relationships and cope with life stressors in adulthood (Marshall & Henderson, 2019). This highlights the importance of addressing emotional needs and providing support to delinquents during and after the divorce process. Social support and psychoeducation or therapy can help delinquents navigate the emotional challenges of parallel co-parenting divorced parents and develop effective coping strategies (Esmaeili & Yaacob, 2021). These interventions can promote emotional stability and resilience in delinquents facing the complexities of divorce.

5.1.3 Effects of conflicted co-parenting on delinquent behavior among families in Mogadishu, Somalia

The study results presented showed that the effects of conflicted co-parenting on delinquent behavior among families in Mogadishu, Somalia: Conflicted co-parenting increases the likelihood of children engaging in delinquent behavior due to exposure to parental conflict, had a mean score of 3.8050, which falls within the "Agree" range on the interpretation scale. This suggests that respondents believe that the exposure to parental conflict in a conflicted co-parenting arrangement can lead to an increased likelihood of children engaging in delinquent behavior. More so children in families with conflicted co-parenting exhibit more behavioral issues compared to those in cooperative or parallel co-parenting arrangements," has a mean score of 4.0250, which falls within the "Agree" range. This indicates that respondents strongly agree that children in families with conflicted co-parenting are more likely to exhibit behavioral issues

compared to those in cooperative or parallel co-parenting arrangements. Furthermore parental conflict and hostility in conflicted co-parenting lead to increased stress and anxiety in children, contributing to delinquent behavior," has a mean score of 3.9500, which also falls within the "Agree" range. This suggests that respondents believe that the stress and anxiety experienced by children due to parental conflict and hostility in conflicted co-parenting can contribute to delinquent behavior. The findings were in line with the findings of McLahan & Sandefur, (2024), Delinquents from conflicted co-parenting situations perceive schoolwork as burdensome and report a decline in academic performance, suggesting a lack of motivation and engagement in academic tasks (McLahan & Sandefur, 2024). This decline may stem from emotional distress, preoccupation with family issues, and the absence of supportive parental involvement. Delinquents struggle to maintain focus during class and exhibit a decline in internal motivation for pursuing knowledge, potentially due to heightened emotional distress and disinterest in learning (Kalat, 2023). The cognitive effects of conflicted co-parenting can impair concentration, hinder learning, and lead to disengagement from academic pursuits.

More so the findings in the children who frequently witness arguments and conflicts between their parents are more likely to engage in delinquent activities," has a mean score of 3.1550, which falls within the "Neutral" range. This indicates that respondents do not have a strong opinion on whether the frequency of witnessing parental arguments and conflicts is directly related to children's engagement in delinquent activities. More so conflicted co-parenting undermines the stability and consistency needed for children to develop positive behaviors, leading to increased delinquency, had a mean score of 3.7700, which falls within the "Agree" range. This suggests that respondents believe that the lack of stability and consistency in a conflicted co-parenting arrangement can lead to the development of positive behaviors in children, which in turn can contribute to increased delinquency. High levels of parental conflict in conflicted co-parenting result in children feeling insecure, which can drive them towards delinquent behavior, had a mean score of 3.5600, which falls within the "Agree" range. This suggests that respondents believe that the high levels of parental conflict in conflicted co-parenting can lead to children feeling insecure, which in turn can contribute to their engagement in delinquent behavior. The findings were in agreement with Hettler, (2016), who indicated that delinquents express a lack of interest in planning for their future career path or selecting courses for academic advancement, indicating a disengagement from long-term goal setting (Hettler,

2016). This disinterest may stem from uncertainty about their future due to the turmoil of their parents' divorce. Girls from conflicted co-parenting situations are more likely to exhibit internalizing problems such as depression and anxiety, while boys tend to display externalizing behaviors like aggression and antisocial conduct (Esmaeili & Yaacob, 2021). These gender differences highlight varying coping mechanisms and emotional responses to parental conflict and divorce.

More so the findings in relation to children in conflicted co-parenting environments often experience divided loyalties, which can contribute to behavioral problems and delinquency," has a mean score of 3.7850, which also falls within the "Agree" range. This indicates that respondents agree that the divided loyalties experienced by children in conflicted co-parenting environments can lead to behavioral problems and delinquency. The eighth item, "The lack of effective communication between parents in conflicted co-parenting leads to inconsistent discipline, increasing the risk of delinquent behavior in children," has a mean score of 3.9900, which falls within the "Agree" range. This suggests that respondents believe that the lack of effective communication between parents in conflicted co-parenting can result in inconsistent discipline, which in turn can increase the risk of delinquent behavior in children. The findings were in line with the study of Ahiaoma, (2023), this reported that the findings Conflicted co-parenting divorced parents contribute to high levels of anxiety and psycho-social effects on delinquents, affecting their cognitive functioning and social interaction (Ahiaoma, 2023). Delinquents may experience psychological distress, isolation from peers, and difficulty in forming healthy relationships. Boys, in particular, may resort to externalizing behaviors such as aggression and delinquency as a means of coping with conflicted co-parenting situations, leading to academic problems and involvement in substance use (Adofo & Etsey, 2016).

Furthermore the findings on conflicted co-parenting often results in children using delinquent behavior as a way to cope with the emotional turmoil caused by parental disputes," had a mean score of 4.7350, which falls within the "Strongly Agree" range. This indicates that respondents strongly agree that children in conflicted co-parenting environments may engage in delinquent behavior as a coping mechanism for the emotional turmoil caused by parental disputes. More so interventions to reduce parental conflict in conflicted co-parenting situations can help decrease delinquent behavior among children," has a mean score of 2.6600, which falls within the

"Neutral" range. This suggests that respondents do not have a strong opinion on whether interventions to reduce parental conflict in conflicted co-parenting situations can help decrease delinquent behavior among children. These findings were in line with McLahan & Sandefur, (2024), there study reported that substance use further exacerbates cognitive impairments and behavioral issues, hindering academic performance and overall well-being. Financial strain resulting from single parenthood or parental conflict may impact the quality of education for delinquents, affecting their academic performance and mental well-being (McLahan & Sandefur, 2024). The uncertainty surrounding financial stability can exacerbate anxiety and hinder concentration in academic settings. Additionally Odenweller, (2019), Teachers observe that delinquents from conflicted co-parenting situations often face difficulties in school and may isolate themselves from peers, further impacting their academic performance and social development (Odenweller, 2019). The school environment plays a crucial role in supporting delinquents through challenging family circumstances and facilitating their academic success.

5.2 Conclusions

5.2.1 The effects of cooperative co-parenting on delinquent behavior among families in Mogadishu, Somalia

From the study findings the study concluded that, the findings demonstrate that respondents perceive a strong positive impact of cooperative co-parenting on reducing delinquent behavior among children in Mogadishu. Aspects such as the overall reduction in the likelihood of delinquent behavior, improved emotional adjustment of children, effective communication between co-parents, consistent parental rules and expectations, and the involvement of both parents in children's lives are all viewed as important factors in this relationship. These insights can inform the development of interventions and policies aimed at promoting cooperative co-parenting as a means of supporting child well-being and preventing delinquency in the Mogadishu context.

5.2.2 Effects of parallel co-parenting on delinquent behavior among families in Mogadishu, Somalia

From the study findings the study concludes that the findings suggest that respondents believe that parallel co-parenting can have a positive impact on reducing delinquent behavior among children in Mogadishu. The high levels of agreement on the ability of parallel co-parenting to

reduce stress and anxiety, provide clear boundaries and responsibilities, and minimize parental conflict indicate that these are key mechanisms through which parallel co-parenting can contribute to the prevention of delinquency. However, the disagreement on the relationship between reduced exposure to parental conflicts and delinquent behavior suggests that this particular pathway may not be as strongly perceived by respondents. This highlights the need for further research to better understand the nuances of how parallel co-parenting influences delinquent behavior in this context. The insights from this analysis can inform the development of policies and interventions that promote parallel co-parenting practices as a strategy for supporting the well-being of children and reducing delinquent behavior in Mogadishu, Somalia.

5.2.3 The effects of conflicted co-parenting on delinquent behavior among families in Mogadishu, Somalia

From the study findings the study concludes that the findings suggest that respondents generally agree with the negative impacts of conflicted co-parenting on delinquent behavior among children in Mogadishu. The high levels of agreement on the increased likelihood of children exhibiting behavioral issues, experiencing stress and anxiety, and engaging in delinquent activities due to exposure to parental conflict and hostility indicate that these are key mechanisms through which conflicted co-parenting can contribute to the development of delinquent behavior. However, the neutral response on the relationship between the frequency of witnessing parental arguments and conflicts and children's engagement in delinquent activities suggests that this particular pathway may not be as strongly perceived by respondents. This highlights the need for further research to better understand the nuances of how the frequency of exposure to parental conflict influences the development of delinquent behavior. The insights from this analysis can inform the development of interventions and policies that address the negative effects of conflicted co-parenting and promote more cooperative and parallel co-parenting practices to support the well-being of children and reduce delinquent behavior in Mogadishu, Somalia.

5.3 Recommendations

5.3.1 The effects of cooperative co-parenting on delinquent behavior among families in Mogadishu, Somalia

Social workers, family counselors, and parenting educators should immediately and continuously implement programs that educate and support parents on the benefits and strategies of cooperative co-parenting. These programs should focus on communication skills, conflict resolution, and collaborative parenting techniques. Offering these initiatives through community centers, schools, and local NGOs can equip parents with the necessary tools to foster a cooperative co-parenting environment, which can significantly reduce the likelihood of their children engaging in delinquent behavior.

Child psychologists, school counselors, and family therapists should develop and offer emotional adjustment support programs for children from divorced families immediately, with regular follow-ups. These programs should include individual and group therapy sessions that focus on coping mechanisms, emotional regulation, and resilience building. Schools can integrate these programs into their support services to help children adapt better emotionally, especially those from high-conflict co-parenting situations. This support can enhance children's emotional well-being, reducing their propensity for delinquent behavior.

Mediation services, family therapists, and parenting workshops should establish mediation services that focus on enhancing communication between co-parents during and after divorce proceedings. These services should offer practical tools and strategies for effective communication, helping to reduce the stress and anxiety levels of children, thereby decreasing delinquent behavior. Parenting workshops can provide role-playing exercises and communication training to reinforce these skills, fostering a more harmonious co-parenting relationship.

Family courts, child welfare organizations, and co-parenting educators should ensure that family courts mandate co-parenting education programs as part of the divorce process, emphasizing the importance of consistent rules and expectations for children. Child welfare organizations can create and distribute parenting guidelines that outline best practices for cooperative co-parenting,

ensuring both parents understand the benefits of consistent discipline and expectations in reducing delinquent acts among children.

Community organizations, schools, and parenting groups should continuously organize activities that encourage both parents' involvement in their children's lives, such as parent-teacher meetings, family events, and volunteer opportunities. Parenting groups can offer support networks where parents share experiences and strategies for maintaining active involvement despite living separately. These initiatives reinforce the idea that children benefit from having both parents involved, leading to less delinquent behavior.

Educators, school counselors, and academic support services should integrate cooperative co-parenting concepts into their parent engagement strategies throughout the academic year. Schools can highlight the link between parental cooperation and children's academic success. Academic support services should offer tutoring and mentoring programs that involve both parents, ensuring children receive consistent support and encouragement. This approach can lead to improved academic performance and reduced delinquent behavior.

Family therapists and social workers should include stability-focused counseling sessions as part of regular family support services. These sessions should help parents understand how to create a secure and stable environment for their children, even if the impact on delinquent behavior is not strongly perceived. Addressing children's sense of security can contribute to a more supportive and nurturing home environment.

Youth clubs, social workers, and community leaders should regularly create programs that foster positive social relationships among children. Social workers can facilitate group activities and peer mentoring programs that encourage positive interactions and social skills development. Although the findings indicated a neutral perception, these efforts can still play a crucial role in reducing children's involvement in delinquent activities.

Parenting coaches, social workers, and family support services should continuously provide training and resources on effective monitoring and guidance techniques for parents. Family support services can offer workshops that teach parents how to track their children's activities, set appropriate boundaries, and provide constructive feedback. These efforts reinforce the belief

that cooperative co-parenting can significantly reduce the risk of delinquency through better parental oversight.

5.3.2 The effects of parallel co-parenting on delinquent behavior among families in Mogadishu, Somalia

Social workers and family counselors should work with parents immediately to develop and maintain parallel co-parenting arrangements that minimize parental conflict. These professionals can offer conflict resolution workshops and individual counseling sessions to help parents manage their interactions and maintain separate, consistent routines. By doing so, parents can create a more harmonious environment, which is believed to reduce the likelihood of children engaging in delinquent behavior.

Schools and community organizations should support parents in establishing and maintaining separate, consistent routines for their children. This can be achieved through workshops and parenting classes that provide practical guidance on scheduling and routine management. Immediate implementation can help children benefit from the stability and predictability of their daily lives, leading to fewer behavioral issues.

Child psychologists and school counselors should provide programs aimed at reducing the stress and anxiety levels of children in parallel co-parenting arrangements. These programs should include stress management workshops, mindfulness training, and regular counseling sessions. Implementing these programs immediately and maintaining them regularly can help decrease delinquent behavior by addressing the emotional well-being of children.

Family therapists and parenting coaches should work with parents to establish clear boundaries and responsibilities within a parallel co-parenting arrangement. This can be done through structured co-parenting plans and regular check-ins to ensure both parents adhere to the agreed-upon roles. Immediate implementation of these strategies can contribute to a stable environment that deters delinquent behavior.

Schools and community centers should provide resources and support to help parents create a secure environment for their children within a parallel co-parenting model. This can include family therapy sessions, support groups, and educational materials on the benefits of parallel co-

parenting. Immediate and ongoing support can help children feel more secure, reducing their engagement in delinquent activities.

Parenting educators and youth organizations should develop programs that focus on helping children in parallel co-parenting arrangements develop self-discipline and respect for rules. These programs can include life skills training, extracurricular activities, and mentoring programs. Although the current findings show a neutral response, implementing these programs immediately can provide children with the structure needed to reduce delinquent behavior.

Family support services and parenting coaches should offer workshops and individual coaching sessions to help parents focus on their individual parenting roles within a parallel co-parenting arrangement. This can help parents provide consistent and focused care, which is believed to reduce children's delinquent behavior. Immediate and continuous support can ensure that parents effectively manage their roles and responsibilities.

Schools and community organizations should work with parents to create a predictable environment for their children through parallel co-parenting. This can include providing resources and training on effective parenting strategies and routine management. Implementing these strategies immediately can help prevent delinquent behavior by offering children the stability and predictability they need.

Child psychologists and school counselors should implement programs aimed at improving emotional regulation in children within parallel co-parenting arrangements. These programs can include emotional intelligence workshops, regular counseling sessions, and support groups. Immediate and ongoing implementation can help children develop better emotional regulation, thereby reducing delinquent behavior.

5.3.3 The effects of conflicted co-parenting on delinquent behavior among families in Mogadishu, Somalia

Family counselors and social workers should prioritize interventions aimed at reducing parental conflict exposure in conflicted co-parenting situations. These interventions should include conflict resolution workshops and mediation sessions, implemented immediately and regularly,

to help parents manage their disputes more effectively. By minimizing conflict, parents can reduce the likelihood of children engaging in delinquent behavior.

Child psychologists and school counselors should offer targeted behavioral intervention programs for children in conflicted co-parenting arrangements. These programs should be introduced immediately and include counseling, behavior modification techniques, and social skills training.

Mental health professionals should develop and implement stress and anxiety reduction programs for children affected by parental conflict and hostility in conflicted co-parenting arrangements. These programs should include individual and group therapy, mindfulness training, and stress management workshops.

Parenting coaches and family therapists should work with parents to create stable and consistent environments for their children, even in conflicted co-parenting situations. This can be achieved through parenting classes, consistent co-parenting plans, and regular follow-ups. Implementing these strategies immediately can help reduce delinquent behavior.

Schools and community organizations should provide support programs to help children cope with insecurity caused by high levels of parental conflict. These programs should include counseling, support groups, and extracurricular activities that promote a sense of security and belonging.

Family therapists should offer counseling sessions for children experiencing divided loyalties in conflicted co-parenting environments. These sessions should focus on helping children navigate their feelings and develop healthy coping mechanisms.

Parenting educators should conduct workshops and training sessions to improve communication between parents in conflicted co-parenting arrangements. Effective communication can lead to consistent discipline and reduce the risk of delinquent behavior in children.

Child psychologists and school counselors should provide specialized programs to help children cope with the emotional turmoil caused by parental disputes. These programs should include therapeutic interventions, emotional regulation training, and peer support groups.

Policymakers and community leaders should support and fund interventions aimed at reducing parental conflict in conflicted co-parenting situations. These interventions should include mediation services, family counseling, and conflict resolution training. Immediate and sustained efforts are necessary to decrease delinquent behavior among children.

5.4 Contributions to the Body of Knowledge

The study's findings on cooperative co-parenting provide significant contributions to the understanding of how cooperative co-parenting arrangements impact delinquent behavior among children. The data revealed that cooperative co-parenting is associated with reduced likelihood of delinquent behavior due to factors such as better emotional adjustment, effective communication, and consistent rules set by both parents. These insights contribute to the existing body of knowledge by highlighting the importance of cooperative parenting in fostering a supportive and stable environment for children, which can prevent the development of delinquent behavior. The study underscores the necessity for social workers, family therapists, and policymakers to promote cooperative co-parenting practices as a means of mitigating delinquent behavior in children. More so the research on parallel co-parenting sheds light on its effectiveness in reducing delinquent behavior by minimizing parental conflict and providing separate, consistent routines for children. The findings show that parallel co-parenting helps in reducing children's stress and anxiety levels, thereby decreasing delinquent behavior. This contributes to the body of knowledge by demonstrating that parallel co-parenting can be a viable alternative to cooperative co-parenting, especially in high-conflict situations where direct cooperation between parents may not be feasible. The study supports the development of guidelines and interventions that encourage parents to adopt parallel co-parenting strategies to create a stable and predictable environment for their children, which can deter delinquent behavior.

The study's examination of conflicted co-parenting provides crucial insights into how parental conflict and hostility contribute to increased delinquent behavior in children. The data indicate that children exposed to high levels of parental conflict are more likely to engage in delinquent activities due to increased stress, anxiety, and a lack of stability and consistency in their lives. This contributes to the existing knowledge by emphasizing the detrimental impact of conflicted co-parenting on children's behavioral outcomes. The study highlights the need for targeted interventions aimed at reducing parental conflict and improving communication between parents

to mitigate the negative effects on children. Social workers and family therapists can use these findings to design and implement conflict resolution programs and support services for families experiencing high levels of co-parental conflict.

Collectively, the study enhances the understanding of how different co-parenting arrangements—cooperative, parallel, and conflicted—affect delinquent behavior among children in Mogadishu, Somalia. By providing empirical evidence on the specific impacts of each co-parenting style, the study offers a comprehensive framework for practitioners, researchers, and policymakers to develop effective interventions and policies that address the unique needs of families and children in different co-parenting scenarios. The study contributes to the global discourse on co-parenting by highlighting the cultural context of Mogadishu, thereby enriching the broader literature with culturally specific findings and recommendations. This holistic understanding can inform future research and practice aimed at promoting the well-being of children in diverse family structures and cultural settings.

5.5 Areas for further research

Based on the data analysis and interpretation of the information provided, here are some key areas for further research regarding the effects of conflicted co-parenting on delinquent behavior among children in Mogadishu, Somalia:

1. There is a need to explore the cultural and contextual factors that shape the dynamics of conflicted co-parenting and its impact on children's behavior in the Mogadishu context.
2. There is a need to implement longitudinal research designs to track the long-term outcomes of children from conflicted co-parenting environments and examine the trajectories of their delinquent behavior over time.
3. Investigate the developmental and life-course implications of experiencing conflicted co-parenting during different stages of childhood and adolescence.
4. Develop and evaluate the effectiveness of targeted interventions aimed at reducing parental conflict and improving co-parenting skills in conflicted co-parenting situations.
5. Assess the impact of these interventions on reducing delinquent behavior and promoting positive outcomes for children and families.

6. Explore the individual, family, and community-level factors that may serve as risk or protective factors in the relationship between conflicted co-parenting and delinquent behavior.
7. Investigate the role of cultural, religious, and social support systems in buffering the negative effects of conflicted co-parenting on children's well-being and behavior.
8. Examine the intersections of conflicted co-parenting with other socioeconomic, gender, and cultural factors that may influence the manifestation and consequences of delinquent behavior among children.
9. Adopt an intersectional approach to understand the unique experiences and challenges faced by diverse subgroups within the Mogadishu population.
10. Assess the existing policies, laws, and social service systems in Mogadishu that address issues related to co-parenting, family conflicts, and delinquency among children.
11. Provide evidence-based recommendations for policy changes, program development, and resource allocation to better support families and prevent delinquent behavior in the context of conflicted co-parenting.

REFERENCES

Abdussalaam I. I., Abdul-Halim A., H., Oluwaseyi M., (2017). Employee Learning Theories and Their Organizational Applications. *Academic Journal of Economic Studies* Vol. 3, No. 4, December 2017, pp. 96-104 ISSN 2393-4913, ISSN Online 2457-5836.

Ackerman, M. J. (2016). *Clinician's guide to child custody evaluations* (3rd ed.). U.S.A: John Wiley & Sons, Inc.

Adofo, P. Y., & Etsey, Y. K.A. (2016). Impact of divorce on adolescent students in Ghana. *Pyrex Journal of Psychology and Counselling,* 1-2. Retrieved from http://www.pyrexjournals.org/pjpc

Agochiya, D. (2020). *Life competencies for adolescents: Training manual for facilitators, teachers and parents.* India: Sage Publications India Pvt Ltd.

Ahiaoma, I. (2023). The psycho-social effect of parental separation and divorce on adolescents: Implications for counselling in Surulere local government area of Lagos state. *International Journal of Psychology and Counselling,* 6-7. doi: 10.5897/IJPC2023.0217

Alim, M. (2016). The Social and Economic Impact of Divorce on Women in Mogadishu, Somalia. *International Journal of Innovative Research and Development, 5*(6), 256-262.

Alkali, F. L. (2016). *Relationship Among Home Background, Social Adjustment and Academic Achievement in Biology of Secondary School Students in Niger State, Nigeria*. Unpublished Thesis: Ahmadu Bello University, Zaria.

Alkelabi, S., &Jehanzeb, K., Ahamad, A., (2022). Role of Learning Theories in Training While Training the Trainers. *International Journal of Academic Research in Business & Social Sciences*.

Amato, P. R. (2020). The consequences of divorce for adults and children. *Journal of marriage and family, 62*, 1269-1287.

Amato, P. R. (2022). Children of divorce in the 1990s: an update of the Amato and Keith (2021) meta-analysis. *Journal of family psychology*, *15*(3), 355.

Amato, P. R. (2024). The consequences of divorce for adults and children. *Journal of marriage and family*, *62*(4), 1269-1287.

Amato, P. R., & Keith, B. (2021). Parental divorce and the well-being of children: a meta-analysis. *Psychological bulletin*, *110*(1), 26.

Amin, M (2005). *Social science research*: conception, methodology and analysis, Makerere University Kampala.

Antony W., & Craig H. (2021). Introduction to Criminology. Los Angeles: SAGE.

Bandura, A. (1961). Influence of models' reinforcement contingencies on the acquisition of imitative responses. *Journal of personality and social psychology*, 1(6), 589.

Bandura, A. (1977). *Self-efficacy: toward a unifying theory of behavioral change*. Psychological review, 84(2), 191.

Bandura, A. Ross K, & Ross M. (1961). Influence of models' reinforcement contingencies on the acquisition of imitative responses. *Journal of personality and social psychology*, 1(6), 589.

Bandura, A., & Walters, R. H. (1963). *Social Learning and Personality Development* (p. 107). New York: Holt, Rinehart and Winston.

Benokraitis, N.V. (2020). *Marriages and families: Changes, choices and constraints*. New Jersey: Pearson Prentice Hall.

Berlin, G. (2024). *The effects of marriage and divorce on families and children*. MD

Betty J. and Ackerman, M. J., (2017). Effects of Divorce on Children, Traits of Resiliency and School Intervention.

Bradbury, M. (2008). Becoming Somaliland. Indiana University Press

Braton, M. P. (2017). *Psychology of Learning for Instruction*: Allyn & Bacon, A Division of Paramount Publishing, Inc., 160 Gould Street, Needham Heights, MA 02194.

Brooks, S. R., & Cheek, J. M. (2021). On the nature of self-monitoring: Problems with assessment, problems with validity. *Journal of Personality and Social Psychology*, *54*(4), 663.

Brownlee, A. (2017). The effects of divorce and its associated stressors on children and adolescents. *Journal of Child and Developmental Psychology*, 6. Retrieved from http://cornerstone.lib.mnsu.edu/jur

Burnaska, A. & Smith, B. (2020).Staff Remuneration and the Performance of Ramat Polytechnic Maiduguri Students from 1995 to 2021.*European Journal of Research and Reflection in Management Sciences. 3 (5)1-10*

Campbell, CL, Weaver, T. L, Sanders, CK, & Schnabel, M. (1970), 'Development and preliminary psychometric evaluation of the domestic violence: related financial issues scale (DV-FI)', *Journal of Interpersonal Violence*, vol. 24, no. 4, pp. 569-85.

Catani, C., Jacob, N., Schauer, E., Kohila, M., & Neuner, F. (2008). Family violence, war, and natural disasters: A study of the effect of extreme stress on children's mental health in Sri Lanka. BMC Psychiatry, 8(1), 1-10.

Claire B. and Craig, H. S., (2020). *Fundamentals of Social Research Methods*: An African Perspective Publisher Juta and Company Ltd, 2020 ISBN 0702153214, 9780702153211

Cohen, G. J. (2022). *Helping Children and Families deal with Divorce and Separation*. American Academy of Paediatrics.

Cohen, L., Manion, L. and Morrison, K. (2020) *Research Methods in Education*. 5th Edition, Routledge Falmer, London. http://dx.doi.org/10.4324/9780203224342

Colarelli, S. M., & Bishop, R. C., (2020). *Career commitment: Functions, correlates, and management.*

Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and Conducting Mixed Methods Research* (2nd ed.). SAGE Publications.

Cui, M., Fincham, F.D., & Durtschi, J.A. (2020). The effect of parental divorce on young adults' romantic relationship dissolution: what makes a difference? *Personal Relationships Journal*, 1, 4. doi: 10.1111/j.1475-6811.2020.01306.x

Cummings, E. M., Koss, K. J., and Davies P. T., (2020). Parental Depressive Symptoms andAdolescent Adjustment: Responses toChildren's Distress and Representationsof Attachment as ExplanatoryMechanisms

Demographia (2023) "*Mogadishu Population 2023". worldpopulationreview.com. Retrieved 19 January 2023.*

Edwards, J. N. (1987). Changing family structure and youthful well-being Assessing the future. *Journal of Family Issues*, *8*(4), 355-372.

Ehrhardt L. M., Michelle A. D. and Beth G Chung (2019). Inclusion and Diversity in Work Groups: A Review and Model for Future Research, *Journal of Management* 37(4) published on July 2021 DOI:10.1177/0149206310385943

Elgar F. J., Napoletano A., Saul G., and Dirks M. A., (2019). Cyberbullying Victimization and Mental Health in Adolescents and the Moderating Role of Family Dinners November 2019Archives of Pediatrics and Adolescent Medicine 168(11):1015-1022 DOI:10.1001/jamapediatrics.2019.1223

Elmi, A. A., & Barise, A. (2006). The Somali conflict: Root causes, obstacles, and peace-building strategies. *African Security Review*, *15*(1), 32-54.

Ernest-Ehibudu, Obikoya and Oluwatoyin (2017). Relationship Between Parental Conflict And Social Adjustment Of Adolescent Students in Seconday Schools In Murang'a County, Kenya

Esmaeili, A. (2021) Prediction of GABA(A) Receptor Proteins Using the Concept of Chou's Pseudo Amino Acid Composition and Support Vector Machine. Journal of Theoretical Biology, 281, 18-23. https://doi.org/10.1016/j.jtbi.2021.04.017

Esmaeili, N. S., & Yaacob, S.N. (2021). Post- divorce parental conflicts and adolescents' delinquency in divorced families. *Journal of Education,* 1-2, 2-3.5. doi:10.5539/ach.v3n2p

Fagenson, E. A. (1989). The Mentor Advantage: Perceived Career/Job Experiences of Protégés versus Non-Proteges. Journal of Organizational Behavior, 10, 309-320. https://doi.org/10.1002/job.4030100403

Felson, R.B., (2024) The Subculture of Violence and Delinquency: Individual vs. School Context Effects. Social Forces, 73, 155-173. http://www.jstor.org/stable/2579921 https://doi.org/10.1093/sf/73.1.155

Gary P. Latham and Lise, M. Saari. (2019). The Application of Social Learning Theory to Training Supervisors Through Behavioral Modeling. *Article in Journal of Applied Psychology,* 2019, Vol. 64, No. 3, 239-246. DOI: 10.1037/0021-9010.64.3.239. University of Washington.

Gatua, D. M. (2019). Impact of Guidance and Counselling Services on Students ' Social and Emotional Adjustment in Public Urban and Rural Secondary Schools in Nakuru and Uasin Gishu Counties , Kenya. *International Journal of Science and Research*(IJSR), 3(11), 431–438.

Gibbons, J., (2024). Critical thinking as integral to social work practice. Journal of Teaching in Social Work, 24, 19-38. http://dx.doi.org/10.1300/J067v24n01_02

Goldenberg, S. (1992). *Thinking Methodologically.* New York: Harper Collins Publishers Inc.

Goldstein & Sorcher (2019). *Changing supervisor behavior*. New York: Pergamon Press, 1974.

Green, M., & Piel, J. (2020). *Theories of Human Development* (2nd ed.). Taylor and Francis. Retrieved from https://www.perlego.com/book/1323842/theories-of-human-development-a-comparative-approach-pdf (Original work published 2020)

Gundel, J. (2009). *Clans in Somalia: The central structure of social security, support and protection*. Danish Refugee Council & Novib/Oxfam.

Hawkins, D. and Lloyd, K., (2016). "The Negative Effects of Divorce on the Behavior of Children" (2016). *Dissertations and Theses.* Paper 1862. https://doi.org/10.15760/etd.1861

Hetherington, E. M., & Stanley-Hagan, M. M. (1999). The adjustment of children with divorced parents: A risk and resiliency perspective. *Journal of Child Psychology and Psychiatry*, 40(1), 129-140.

Hettler, B. (2016). *Six dimensions of the wellness model*. U.S.A: National Wellness Institute, Inc.

Ian U. (2017). The Bantu Jareer Somalis: Unearthing Apartheid in the Horn of Africa.

Jaarsveld B., (2017). Adolescent's Adjustment in Four Post-Divorce Family Structures: Single Mother, Stepfather, Joint Physical Custody and Single Father Families*, Journal of Divorce and Remarriage 44(3),* 34-45.

Kalat J. W., (2023). *Biological Psychology*. ISBN 13: 9781111839529

Kearney, M. M., Campbell, B., & Donaldson, S. I., (2022). *Social psychology and evaluation*: The Guilford Press.

Kelly, J. B., & Emery, R. E. (2023). *Children's adjustment following divorce: Risk and resilience perspectives*. Family Relations, 52(4), 352-362.

Koff, E. (2017). Neuropsychological aspects of facial asymmetry during emotional expression: A review of the normal adult literature. *Neuropsychology Review, 7*(1), 41–60. https://doi.org/10.1007/BF02876972

Kothari, C. R (2016). *Research Methodology 'Methods and Techniques'*, 3rd Edition, New Delhi: New Age International (P) LTD.

Kusekwa, Z. (2017). *The Effects of Interparental Conflict on Preadolescent Behaviour: The Case of Primary Schools in Dar Es Salaam and Coast Region.* Unpublished Master of Social Work Thesis: The Open University of Tanzania.

Landucci, N. M. (2018). *The Impact of Divorce on Children: What School Counselors Need to Know:*(5thed.) New York: American Psychological Association.

Lazarus, R., & Folkman, S. (1984). Stress, Appraisal, and Coping. New York: Springer.

Lise, E. Z., (2019). Administrative Exclusion: Organizations and the Hidden Costs of Welfare Claiming. *Journal of Public Administration Research and Theory* 20(4). DOI:10.1093/jopart/mup046

Locke E. A., and Latham, G. P., (2020). The Relevance and Viability of Subconscious Goals in the Workplace. *Journal of Management*, published January 2020 36(1):234-255 DOI:10.1177/0149206309350777

Luecken L. and Lemery K. C., (2024). Early caregiving and physiological stress response, *Clinical Psychology Review* published June 2024 24(2):171-91. DOI:10.1016/j.cpr.2024.01.003

Lynn, D. B. (1974). The Father. His Role in Child Development. Monterey, CA (Brooks/Cole) 1974.

Ma, C. Q., & Huebner, E. S. (2018). Attachment relationships and adolescents' life satisfaction: Some relationships matter more to girls than boys. *Psychology in the Schools, 45*(2), 177–190. https://doi.org/10.1002/pits.20288

Makofane, M. D., & Mogoane, O. M. (2022). Adolescents' perspectives on child-parent relationships following parental divorce: suggestions for social work practice. *Social Work Journals*, 1, 10-17. doi: 10.15270/48-3-87

Marshall, C., & Henderson, J. (2019). The influence of family context on adolescents depression: a literature review. *Canadian Journal of Family and Youth*, 1-2. Retrieved from http://ejournals.library.ualberta.ca/index/php/cjfy

McLanahan, S., & Sandefur, G. (2024). *Growing Up With a Single Parent*: What Hurts, What Helps. Cambridge, MA: Harvard University Press.

Miguel, J. A. and Miguel, A. G., (2023). Social networks as tools for the prevention and promotion of health among youth, *Psicologia Reflexão e Crítica* published December 2020 33(1) DOI:10.1186/s41155-020-00150-z

Mucaj, A., & Xeka, S. (2020). Divorce and psycho- social effects on adolescents in Albania. *European Scientific Journal,* 1, 3, 10-14. Retrieved from eujournal.org/index.php/esj/article/download/5695/5448

Mugenda, O., M. and Mugenda. (2003). *Research meanss: Qualitative and Quantitative Approaches.* Acts press, Nairobi- Somalia

Mugenda, O.M & Mugenda, A. G (1999).*Research Methods: Qualitative and Quantitative Approaches*: ACTS Publishers, Nairobi Kenya

Muro, M., & Jeffery, P. (2018). A Critical Review of the Theory and Application of Social Learning in Participatory Natural Resource Management Processes. Journal of Environmental Planning and Management, 51, 325-344.

Mzinga W., (2022*), If Not Now, When? Addressing Gender Based Violence in Refugee and Internally Displaced and Post Conflict Setting*, New York, The Reproductive Health in Conflict Consortium

National Institute of Statistics of Rwanda (NISR), (2016). In traditional Somali society, divorce was an exceptional event because marriage was considered an indissoluble institution.

Ndirangu, A. N., Ngare G. W., and Wango G., (2023). Gender Factors in Implementation of Life Skills Education in Secondary Schools in Nairobi, Kenya.

Neuman, W. L. (2017). *Social Research Methods: Qualitative and Quantitative approaches. 4thed.* Boston: Allyn & Bacon.

Newman, A., and Newman, N. (2017). Psychological Safety: A Systematic Review of the Literature. *Human Resource Management Review*, 27, 521-535. https://doi.org/10.1016/j.hrmr.2017.01.001

Newman, B.M., & Newman, P. R. (2020). *Development through life: A psychosocial approach* (12th ed.). USA: Cengage Learning.

Odenweller, B. (2019). Does parental divorce have an effect on a child's education? *Journal of Sociology*, 8. Retrieved from http://vc.bridgew.edu

Olaniyi A. A., & State (2020). *Analytical Study of the Causal Factors of Divorce in African Homes* 5(14), 2020, Research on Humanities and Social Sciences, Ogbomoso, Oyo State, Nigeria.

Pálmarsdóttir, H. M. L. (2020). Parental divorce, family conflict and adolescent depression and anxiety. *Journal of Family Studies*, 14-17.doi: 10.1111/j.1741-3737.2016.00243.x

Petrosino, A., Derzon, J. and Lavenberg, J. (2021) The Role of the Family in Crime and Delinquency: Evidence from Prior Quantitative Reviews. https://pdfs.semanticscholar.org/2623/77e9c296f552b7c958c280620a52fa3bdb60.pdf

Phillips, R. (2021). *Untying the knot: A short history of divorce*. Cambridge University Press.

Plano Clark, V. L., & Ivankova, N. V. (2015). *Mixed Methods Research: A Guide to the Field*. SAGE Publications.

Rosnati, R., Barni, D., & Uglia, D. (2019). Adolescents and parental separation or divorce: The protective role of values against transgressive behavior. Procedia- *Social and Behavioral Sciences,* 2-5, 5-6. Retrieved from http:// creativecommons.org/licenses/by-nc-nd/3.0/

Sandler, I. N., Wolchik, S. A., Millsap, R. E., Plummer, B. A., Greene, S. M., Anderson, E. R., & Dawson-McClure, S. R. (2022). Six-year follow-up of preventive interventions for children of divorce: A randomized controlled trial. *Journal of the American Medical Association,* 288(15), 1874-1881.

Scandura, T. A. (2022). Rethinking leader-member exchange: An organizational justice perspective. *Leadership Quarterly*, 10: 25-40.

Scott, G. & Judge A., (2019). *Knowledge and Expertise in improving Productivity, www.scott-grant.co.uk/pages/what_is_productivity.php*. [accessed 22 May 2022]. Second Edition (4), Gower p. 63-91.

Sekaran, U. (2003) *Research methods of business*: A skill approach.(Rev.ed). John wiley and sons.

Sekeran, U. & Bougie, R. (2020). *Research Methods for Business: A Skill Building Approach.* 5th Ed.. New Jersey: A John Wiley and Sons Ltd Publication.

Smeekens, C., Rippe, R. C., van der Aa, N., Alink, L. R., Rijnberk, C., van IJzendoorn, M. H., & Bakermans-Kranenburg, M. J. (2012). Potential protective factors in the parent-child relationship and psychosocial adjustment of parentally bereaved children. Family Science, 3(1), 48-56.

Strohschein, L. (2017). Challenging the presumption of diminished capacity to parent: Does divorce really change parenting practices?. *Family Relations, 56,* 358-368.

Strong, B., DeVault, C., & Cohen, F. T. (2018). *The marriage and family experience: Intimate relationships in a changing society* (10th ed.). USA: Thomson Wadsworth.

Sun J. M. and Li Y., (2020). Traditional Chinese leadership and employee voice behavior: a cross-level examination. *Leadersh. Q.* 26 172–189. 10.1016/j.leaqua.2019.08.001

Teseletso, T. (2020). *Neurocognitive Deficits and Psychosocial Adjustment Among Hiv Positive and Hiv Negative Children Aged 7 to 12 Years in Gaborone, Botswana: A Comparative Study*. Unpublished Thesis: University of Nairobi.

Tumuti, D.W., Ireri, A.M., & Tumuti, J.W. (2022). Relationship Guidance Sources, Fears and Reasons for Marriage among Young Urban Christians in Kenya. *International Journal of Prevention and Treatment*, 1. doi: 10.5923/j.ijpt.20220202.03

Turunen, P., and Tiitinen S. (2020). "Practical Models and Theoretical Findings in Combating Social Exclusion. A Comparative Perspective." In *The Eco-social Approach in Social Work*, edited by A.-L. Matthies, K. Närhi, and D. Ward, 108–126. Jyväskylä: University of Jyväskylä SoPhi 58.

Ubaidi Al. B. A. (2017) *Cost of Growing up in Dysfunctional Family*. J Fam Med Dis Prev 3:059. doi.org/10.23937/2469-5793/1510059

UNHS, (2023), *Report of the Independent Panel on Safety and Security of UN Personnel and Premises Worldwide* (Brahimi Safety and Security Report), June 9, 2018, para. 16.

Uthman O. A., Lawoko S., and Moradi T., (2019). *Factors associated with attitudes towards intimate partner violence against women: a comparative analysis of 17 sub-Saharan countries,* 2019 Jul 20;9:14

Van Pelt, N. (2018). *Highly effective marriage.* Grantham, England: The Stanborough Press Ltd.

Vanassche, S., Sodermans, A. N., Matthijs, K., & Swicegood, G. (2023). The effects of family type, family relationships and parental role models on delinquency and alcohol use among Flemish adolescents. *Journal of Child- Family Studies, 1*. doi: 10.1007/s10826-012-9699-5

Werema, G., (2022). "*Safeguarding Tourism and Tuna: Seychelles'* Fight against the Somali Piracy Problem." (2022).

White, R. M. B., Roosa, M. W., & Zeiders, K. H. (2022). Neighborhood and family intersections: Prospective implications for Mexican American adolescents' mental health. *Journal of Family Psychology, 26*(5), 793–804. https://doi.org/10.1037/a0029426

Wolfinger, N. H. (2020). *Understanding the divorce cycle: The children of divorce in their own marriages.* New York: Cambridge University Press.

World Bank. (2020). *Somalia Economic Update: Impact of COVID-19*. World Bank Group.

World Youth Report Juvenile Delinquency (2023) http://www.un.org/esa/socdev/unyin/documents/ch07.pdf

Yin, R. K. (2018). *Case Study Research and Applications: Design and Methods* (6th ed.). SAGE Publications.

APPENDICES

Appendix I. Questionnaire for Adolescents (Aged 12-18), Parents of Adolescents, General Public (Other adults in the community)

Dear Respondents,

I **HASSAN MOALIM MUKHTAR,** a student at Kampala International University pursuing a Master's Degree in Social work and Social Administration as part of the requirements for the master's award, I am conducting a research on Parental divorce and delinquent behavior. A study of families in Mogadishu, Somalia**.** I hereby implore you to supply valid and correct information to the questions asked. Your response will be treated with confidentially for academic purposes only. Thanks for your cooperation.

SECTION A: BIO_DATA of respondents

1. **Sex**

- Male
- Female

2. **Age**

- 15-24
- 25-34
- 35-43
- 44 Above

3. **Education**

- Primary
- Secondary
- Tertiary
- University

4. **Time of stay in the Area?**

- 1-5 Years
- 6-10 Years
- 11-14 Years
- 15 Years above

5. Number of people living in household

People living in household

1 – 3 people

4 – 7people

Over 7 people

Under the following sections, please tick according to your level of agreement

5. SA - Strongly Agree
4. A - Agree
3. NS - Not sure
2. D - Disagree
1. SD - Strongly Disagree

Please evaluate the statement by ticking in the box with the number that best suits you.

Section B: Cooperative co-parenting and delinquent behavior

Please state the extent to which you agree with the below statements using a scale of 1 to 5 whereby 1= strongly disagree and 5 = strongly agree.

NO		SD	D	N	A	S A
a.	Cooperative co-parenting reduces the likelihood of children engaging in delinquent behavior	1	2	3	4	5
b.	Children in families with cooperative co-parenting show better emotional adjustment compared to those in high-conflict co-parenting situations	1	2	3	4	5
c.	Effective communication between co-parents reduces the stress and anxiety levels of children, thereby decreasing delinquent behavior	1	2	3	4	5
d.	Consistent rules and expectations set by both parents in cooperative co-parenting contribute to reducing delinquent acts among children	1	2	3	4	5
e.	Children benefit from having both parents involved in their lives, which is a characteristic of cooperative co-parenting, leading to less delinquent behavior	1	2	3	4	5
f.	Cooperative co-parenting increases the likelihood of	1	2	3	4	5

	children succeeding academically, which in turn reduces the likelihood of delinquent behavior.					
g.	Children feel more secure and stable in families where parents practice cooperative co-parenting, resulting in fewer behavioral problems.	1	2	3	4	5
h.	Cooperative co-parenting helps in fostering positive social relationships for children, reducing their involvement in delinquent activities	1	2	3	4	5
i.	Parents who engage in cooperative co-parenting are better able to monitor and guide their children's activities, reducing the risk of delinquency	1	2	3	4	5

20. How do you think your ability to manage social relationships has been affected by the divorce of your parents? ……

Section C: Parallel co-parenting on delinquent behavior

Please indicate to what extent do you agree with the following statements, use a scale of 1 to 5 where 1= strongly disagree and 5 = strongly agree.

NO		**SD**	**D**	**N**	**A**	**S A**
1.	Parallel co-parenting reduces the likelihood of children engaging in delinquent behavior by minimizing parental conflict	1	2	3	4	5
2.	Children benefit from having separate and consistent routines with each parent in a parallel co-parenting arrangement, leading to fewer behavioral issues	1	2	3	4	5
3.	Parallel co-parenting helps in reducing the stress and anxiety levels of children, thereby decreasing delinquent behavior.	1	2	3	4	5
4.	Children in parallel co-parenting arrangements are less likely to be exposed to parental conflicts, which reduces the risk of delinquent behavior	1	2	3	4	5
5.	Parallel co-parenting allows for clear boundaries and responsibilities, contributing to a stable environment that	1	2	3	4	5

	deters delinquent behavior					
6.	Children feel more secure when their parents follow a parallel co-parenting model, leading to less engagement in delinquent activities	1	2	3	4	5
7.	Parallel co-parenting helps children to develop self-discipline and respect for rules, reducing the likelihood of delinquent behavior.	1	2	3	4	5
8.	Parents who engage in parallel co-parenting are better able to focus on their individual parenting roles, which helps reduce children's delinquent behavior	1	2	3	4	5
9.	Parallel co-parenting provides a predictable environment for children, which is crucial in preventing delinquent behavior	1	2	3	4	5
10.	The structure and independence of parallel co-parenting lead to better emotional regulation in children, thereby reducing delinquent behavior	1	2	3	4	5

Section D: Conflicted co-parenting on delinquent behavior

Indicate the extent to which you agree with the following statements by using a scale of 1 to 5 where 1= strongly disagree and 5 = strongly agree.

NO		**SD**	**D**	**N**	**A**	**S A**
11.	Conflicted co-parenting increases the likelihood of children engaging in delinquent behavior due to exposure to parental conflict	1	2	3	4	5
12.	Children in families with conflicted co-parenting exhibit more behavioral issues compared to those in cooperative or parallel co-parenting arrangements	1	2	3	4	5
13.	Parental conflict and hostility in conflicted co-parenting lead to increased stress and anxiety in children, contributing to delinquent behavior	1	2	3	4	5

14.	Children who frequently witness arguments and conflicts between their parents are more likely to engage in delinquent activities	1	2	3	4	5
15.	Conflicted co-parenting undermines the stability and consistency needed for children to develop positive behaviors, leading to increased delinquency	1	2	3	4	5
16.	High levels of parental conflict in conflicted co-parenting result in children feeling insecure, which can drive them towards delinquent behavior	1	2	3	4	5
17.	Children in conflicted co-parenting environments often experience divided loyalties, which can contribute to behavioral problems and delinquency	1	2	3	4	5
18.	The lack of effective communication between parents in conflicted co-parenting leads to inconsistent discipline, increasing the risk of delinquent behavior in children	1	2	3	4	5
19.	Conflicted co-parenting often results in children using delinquent behavior as a way to cope with the emotional turmoil caused by parental disputes	1	2	3	4	5
20.	Interventions to reduce parental conflict in conflicted co-parenting situations can help decrease delinquent behavior among children	1	2	3	4	5

Appendix II: Interview guide for Educators (Teachers, School Staff), Social Workers, Community Leaders and Government Officials (Local Authorities)

Based on the topic "Parental Divorce and Delinquent Behavior: A Study of Mogadishu, Somalia", here are some potential interview guide questions that could be used to explore this research area:

These interview questions are designed to gather in-depth information about the participants' personal experiences with parental divorce, the impact on their relationships and behaviors, and their coping strategies and resilience. The insights gained from these interviews can contribute to a deeper understanding of the linkages between parental divorce and delinquent behavior in the Mogadishu context.

Interview Guide Questions:

a) In your experience, how does parental divorce affect the emotional and psychological well-being of children?
b) Can you provide examples of behavioural changes observed in children post-divorce?
c) Have you noticed any correlation between parental divorce and delinquent behavior in children?
d) What types of delinquent behaviors are most common in children from divorced families?
e) What interventions or support systems do you provide to children affected by parental divorce?
f) How often do you encounter cases involving children from divorced families?
g) Are there particular trends or patterns in delinquent behavior that you have observed in these cases?
h) In your opinion, what are the main contributing factors to delinquent behavior in children of divorced parents?
i) How does the absence of one parent influence the likelihood of delinquent behavior?
j) What support systems are available in your community for children from divorced families?
k) How does the city authority handle cases of juvenile delinquency, particularly among children from divorced families?
l) What policies or programs are currently in place to address the needs of children affected by parental divorce?

Thanks for your participation

Appendix III: Research Work Plan

ACTIVITY	APRIL	MAY	JUNE	JULY
Proposal Writing				
Data collection and Data Analysis				
Report Writing				
Report Submission				

Appendix IV: Research Budget

Items	**Quantity**	**Cost**	**Total cost (Ushs)**
Stationery			
Duplicating papers	5 reams	20,000	100,000=
Additional requirements			
Typing and printing the questionnaire	1	1,000	5,000=
Photocopying questionnaires for data collection		500	42,000=
Air time to communicate with respondents			200,000=
Transport for tracing respondents, distributing and collecting questionnaires			200,000=
Typing the final research			60,000=
Printing for Supervisor to mark and correct	3 copies	15,000	45,000=
Printing for Presentation/defense	2 copies	15,000	30,000=
Printing final copies	3 copies	15,000	45,000=
Hardcover binding	3 copies	15,000	45,000=
Total			**761,000=**