

**CAUSES OF CLOSE RELATIONSHIP BREAKUPS AND COPING STRATEGIES
AMONG SECONDARY SCHOOL STUDENTS IN MOMBASA COUNTY, KENYA**

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DECLARATION

This project is my original work and has not been presented for a degree in any other university.

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This project is been submitted for examination with my approval as University Supervisor.

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DEDICATION

This work is dedicated to my family for their continuous encouragement and support throughout this period.

ACKNOWLEDGEMENTS

The eminent importance of education is emphasized in the following verse in the holy Quran 96 (1-5) that says “read in the name of your lord who has created man from clots, (a piece of coagulated blood). Read and your lord is the most generous who has taught man that he knew not.”

My utmost gratitude and love is for my late parents, who gave education and instilled in me discipline as well as importance of education. My appreciation is also directed towards my son Abdul, and daughter Hidaya for being patient with their student mum.

I have a special mention for my supervisor Dr. Christine Wasanga for her patience and advice throughout. I am grateful for her constant support and comments to this project. To the teaching fraternity, your words of encouragement and pieces of advice are very supportive.

ABSTRACT

In light of the brief span of close relationships in teenage, breakups are very frequent and recurrent during adolescence. A greater challenge is that these teenagers may have a major challenge in coping with breakup of long and short term relationships. The purpose of this study was to undertake an investigation of teenager's perception of the causes of close relationship breakups and coping strategies used by secondary schools students in Mombasa County, Kenya. The specific objectives were to establish the causes of close relationship breakups among teenagers in Mombasa County, to identify the coping strategies teenagers employ after a close relationship breakup in Mombasa County, to assess the gender differences in perception of causes of close relationship breakups and coping strategies among teenagers in Mombasa County and to propose necessary interventions on close relationship breakup among teenagers in Mombasa County. The study was grounded on the need to belong theory. This study adopted a cross sectional survey design. The study comprised of all the 10, 043 teenagers aged from 13 to 19 years in the 11 secondary schools both public and private and 11 teachers in Mvita Sub-County in Mombasa County. Stratified and simple random sampling techniques were then used to choose the sample. A sample of 93 students was selected from the three schools and one counselling teacher from each of the selected schools was selected for the study. The instruments used in the study were questionnaire and an interview guide to collect primary data for the study. To ensure content validity, experts at Kenyatta University, Department of Psychology reviewed the questionnaire. To establish reliability, Cronbach's alpha for all the items under causes of close relationship breakups coping strategies for breakups and gender perceptions were all above 0.7 implying that the instrument was sufficiently reliable for measurement. Analysis of qualitative data was done by content analysis while the quantitative data was coded and entered into SPSS to produce frequencies and percentages. The study findings indicated that the major reason that led to close relationship break up was the affiliation related factors with 89.12% followed by the autonomy related factors with 88.7%. The intimacy related factors as a cause of relationship break up was at 84.68% while the sexuality related factors as a cause of relationship break up was the least with 80%. The findings indicated that majority of the male students (73.3%) indicated that boys react and cope differently to close relationship break ups. Majority of the female respondents (75%) indicated that girls are more affected than boys. The girls express their feelings more openly than boys Majority of the respondents indicated that they coped using quietness, withdrawal and feelings of anger. The study recommends that school administration should ensure counseling to all students to offer needed support to those students experiencing close relationship breakups. The study recommends that the school programs should include the gender based counselling on teenage relationships to educate them on healthy relationships.

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OPERATIONAL DEFINITION OF TERMS

Affiliation: affiliation is perception of the level of connection between the dating teenagers.

Autonomy: autonomy is the level of maintenance of independent self or freedom in the relationship

Close relationship: refers to a relationship whereby teenagers consider themselves to have a special relationship with a member of the opposite sex

Close relationship Breakup: refers to an end of a close relationship

Coping strategies: refers to the reactions and ways in which teenagers use following a relationship break up to adjust to the end of the relationship.

Teenage/adolescent: refers to young persons of the age bracket of 13-19 years

CHAPTER ONE

INTRODUCTION

1.1 Introduction

A close teen relationship can be any kind of relationship between teenagers of the same gender and likely boyfriend girlfriend relationships as defined by Russell, Welsh and Roberson (2019). Early teenage relationships often involve exploring physical intimacy and sexual feelings. The quality of the teen relationships can have long lasting effects on self-esteem and shape personal values regarding romance, intimate relationships, and sexuality (Langlais, Seidman & Bruxvoort, 2018). Young people do not automatically know what constitutes right and wrong behavior in dating relationships. Without a clear understanding of what makes a healthy relationship, youth are likely to tolerate relationships that put them at risk.

Between early puberty and adulthood, there is a move from parent to the close partner as an essential connection figure (Furman, 2017). By mid to late puberty, teenagers frequently invest more time with their partner as compared to peers or family members and by early adulthood, intimate partners become the primary source of support to a young person (Seiffge-Krenke, 2015). Pickhardt (2010) asserts that three relentless engines that drive independence, that is, separation wanting time for peers and privacy, differentiation experimenting with unique expressions of individuality, and opposition pushing to live more on one's own terms are major drivers of break ups in this age.

At around the age of 13 to 15, teens tend to equate close relationships with social acceptance. In their eyes, coupling up with a peer demonstrates a greater level of maturity. In late adolescence (ages 15-18), close attachments became more common as sexual attraction,

meaningful companionship, and emotional intimacy created more powerful attachments than young people have known before. Desire for time together contends with the need for time apart, jealousy eroded trust, competing interests get in the way of commitment, freedom is sacrificed to control, conflicts commit injury and disenchantment for one party sets in, setting the stage for a break up to occur. In trial independence (ages 18-23) the young person begins pointing to young adulthood, marked by settling down, focusing on a job with a future, and finding a life partner, all of which can be at a social cost (Mokeyane, 2016; Pickhardt, 2010).

Price, Cockshaw, Staneva and Stoyanov (2016) explains that adolescent romance typically begins as brief relationships in early adolescence, progresses into sexual relationships in mid-adolescence (14–15 years) and onto more intense, committed relationships during later adolescence (16–18 years). Developmental-contextual theories of adolescent romantic stages also provide a framework for how romantic relationships assist young adults with addressing their identity and intimacy needs. With the onset of adolescence, teens spend less time with family and more time with peers. In the early teen years, mixed-gender groups predominate (Welsh, Grello & Harper, 2015). By mid-teens, up to two-thirds of high school students report they have dated or are in a close relationship. Having a boyfriend or girlfriend in high school can have significant effects on a teenager's social development and personal identity (Buck, 2014). Consequently, half of all teens have been in a dating relationship and nearly one third of all teens have been in a serious relationship (Teenage Research, 2018). According to Furman (2014), close relationships become more and more significant to adolescents in their social world as they also develop from puberty towards late adolescence. This shows how prevalent is close relationship among adolescents.

Close relationships gives teenagers a valuable chance to move in the direction of accomplishing numerous formative everyday tasks, for instance, building ‘emotional independence’ or a sense of freedom at first from the family members and later from their peers, identity formation, the ability to regulate or manage strong emotions correspondence and relational abilities, specifically, conflict negotiation abilities as well as close relationship (Furman & Schaffer, 2013). Even though close relationships present various opportunities, they are also associated with a myriad of different challenges to teenagers’ lives given their lack of experience, their age and development phase as well as the effects these relationships can pose on support networks (Kutler & La Greca, 2014). Inexperience for instance, can result to fear of the unknown, instability around what's normal and related dangers for instance, participating in dangerous or hasty sexual conduct; inability to perceive or confounding abusive conduct.

Nonetheless, the relationship between teenage relationships is associated with many psychosocial and developmental challenges, including the processing of intense emotions and “first loves”. For instance Howard and Wang (2015) found that frequent or early dating and dating multiple partners has been linked with behavioral issues, poorer academic performance and employment prospects, and increased delinquency. Similarly, several studies have found elevated levels of stress, anxiety and depressive symptoms among adolescents who engaged in romantic experiences compared to those who did not (George & van den Berg, 2012).

In China, Barber (2016) noted several negative effects of dating during teenage including poor academic performance, low educational aspirations, juvenile delinquency, enduring poor social skills, uncontrolled sexual behavior, depression and drug use. On the other hand,

Field, Diego, Pelaez, Deeds and Delgado (2019) suggest that with greater emotional development and social skills, dating in later teen years can facilitate the development of personal identity and coping skills. In Pakistan, Welsh, Grello and Harper (2015) noted that early sexual involvements have also been linked to poor psychosocial functioning among teenagers and young adults. This suggests that more advanced close activities may exceed adolescents' capacity for such relational load as well as present a poor match to their actual close needs.

In sub Saharan Africa, it is believed that teenage is when young adults experience how to be totally and socially independent. This is the time for curiosity and explorations in choosing and having a partner, and explores this kind of curiosity that eventually leads to close relationship. However, this kind of relationship may not lead to a pleasant and intense love affair. This is just a result of their inquisitive mind and a sort of finding on how to fit into the world (Connolly, Craig, Goldberg & Pegler, 2014). In a Ghanaian study, Campbell and Oliver (2014) pointed out some costs which are found in a close relationship, namely: stress and worry about the relationship, social and nonsocial sacrifices, increased dependence on the partner, fights, time and effort investment, and feeling worse about the self which were said to be the cause of anxiety of the students.

In Tanzania, various studies have shown that the influence of close relationships in teenage is considerably more complex than a uniformly positive picture painted by classic theorists (Collins 2017; Furman 2017; Joyner & Udry 2015). A growing body of evidence has shown a negative impact of close relationships on teenagers' emotional experience and behavioral problems (Compian, 2014; Joyner & Udry 2015; Neeman, 2015; Simmons, 2016). Joyner and Udry (2015), for instance, drawing on data from the National Longitudinal Study of

Adolescent Health (2015), found that adolescents who had begun close relationships in the past year manifested more symptoms of depression and delinquency than those not in a close relationship during the same period. Other researchers also have reported that dating in teenage was associated with poorer psychosocial adjustment, including escalated mood swings, poorer self-esteem, lower academic achievement, more alcohol and substance abuse, earlier involvement in sexual activity, and behavior problems in American adolescents (Davila,2014; Haynie 2014).

Several explanations are offered as to why adolescent close involvement exerts such a negative impact on adolescent development. For instance, adolescent close relationships may produce high stress (Nieder & Seiffge-Krenke 2016; Laursen 2016), including interpersonal conflicts, challenges of coping with sexual feelings and hassles associated with management of close and other social relationships at the same time (Zimmer-Gembeck 2016). It may also come from heightened tensions in their friend networks. Early dating adolescents may experience more guilt and other negative emotions with their friends. Close involvement may also change the way adolescents perceive themselves: early dating girls may have deflated body image and elevated depressive symptoms (Compian, 2016; Smolak, 2016), partly because they are more concerned about their attractiveness.

Despite the many benefits of teenage close relationships, frequent breakups seem to be the norm. Connolly and Johnson (2018) posit that even though close relationship plays an important role in the development of an adolescent, most close relationship in the adolescence stage last for only 6 months to 1 year. This situation implies frequent break-ups, which cause anxiety among adolescents. Furman (2017) asserts that breakups are mostly the cause of depression among teenagers as well as making the adolescents mostly prone to

problems in adjustment when they get involved in close relationships at an early stage of their adolescent life.

The breakup stage of a romance has been linked to heightened likelihood of first onset of major depressive disorder among older adolescent. A number of variables related to adolescent romance have been associated with the risk of suicide attempts or completions in adolescents. These include incongruent partnership role-identities, negative sexual experiences and stressful events including breakups and relationship disputes. Nevertheless, the extent to which romantic relationship issues contribute to suicide risk remains unknown (Price, *et al*, 2016). According to Lippe, Brener, McManus, Kann and Speicher (2018), close relationship break up affects teenage girls more than boys, because girls typically experience puberty earlier than boys and take breaking up more seriously.

Coping is defined as the ability to deal with an attempt to overcome problems and difficulties (Cancio & Chang, 2018). Carver and Connor-Smith (2019) define coping as efforts to prevent or diminish threat, harm, and loss or to reduce associated distress. Coping strategies also refer to specific efforts, both behavioral and psychological, that people employ to master, tolerate, reduce, or minimize stressful events. Three types of coping strategies have been identified by Chen (2014). The first is the passive coping strategies that include withdrawal, imagining, ignoring, waiting, and catharsis. The second is the maintenance coping strategies which include self-adjustment, self-restraint, and replacement. Thirdly, active coping strategies and include problem-solving, seeking support, cognitive reconstruction and comparison.

According to Carver, Scheier and Weintraub (2019), coping strategies are categorized into three categories. First is the “problem-focused coping” which includes active coping,

planning, and suppression of competing activities, restraint coping and seeking of instrumental social support. The second is the “emotion-focused coping” which contains seeking of emotional social support, positive reinterpretation (positive reframing), acceptance, denial, and turning to religion. The third category includes focus on and venting of emotions (venting), behavioral disengagement, mental disengagement (self-distractio n), humor, and substance use. Other two forms of coping were developed by Lazarus and Folkman (1984), the-problem-focused coping and emotional-focused coping (Biggs, Brough & Drummond, 2017).

1.2 Statement of the Problem

Closeness, is an important index of relationship quality has been studied extensively among adults, especially in the context of heterosexual relationships. Teen’s involvement in romantic relationships is developmentally appropriate and healthy in adolescence (Niolon, Taylor & Tharp, 2016). The teen relationships provide a valuable opportunity for adolescents to work toward achieving many important developmental tasks. However, according to Compain, Goward and Hayward (2014), despite being normative, close relationships formed in teenage are associated with adverse emotional, psychological and behavioral adjustments. In particular, close involvements among teenagers have been linked to poor psychological adjustment, self-esteem, and body image issues.

Relationship breakups in teenagers during this developmental stage of life are usually common. Such breakups have a detrimental psychological effect on these teenagers such as aggression, depression, substance abuse and in extreme cases lead to self-harm and suicide (Price, Hides, Cockshaw, Staneva, & Stoyanov, 2016). However, the major challenge of these breakups was how to cope and come in terms with it because of its overwhelming long

term impacts on teenager's life. In Mvita Sub County, Mombasa County, there has been a rise in self-harming habits among teenagers involved in close relationship breakups (Ahmed, 2014). Despite all these, there is scarcity of studies addressing perception of teenagers on the causes of close relationship breakups and the coping strategies used among secondary schools students. Therefore, this study sought to find out the perception of teenagers on the causes of close relationship breakups and the coping strategies used among secondary schools students in Mombasa County.

1.3 Purpose of the Study

The purpose of this study was to find out the perception of teenagers on the causes of close relationship breakups and the coping strategies used among secondary schools students in Mombasa County.

1.4 Objectives of the Study

- i. To establish the perception of the causes of close relationship breakups among teenagers in Mombasa County
- ii. To identify the coping strategies used by teenagers following a close relationship breakup in Mombasa County
- iii. To determine the gender differences in the perception of causes of close relationship breakups and coping strategies among teenagers in Mombasa County.
- iv. To propose necessary interventions on close relationship breakup among teenagers in Mombasa County

1.5 Research Questions

- i. What are the causes of close relationship breakups among teenagers in Mombasa County?
- ii. What are the coping strategies employed by teenagers in close relationship breakups in Mombasa County?
- iii. What are the gender differences in perception of causes of close relationship breakups and coping strategies among teenagers in Mombasa County?
- iv. What measures can be taken on close relationship breakups among teenagers in Mombasa County?

1.6 Justification and Significance of the Study

Relationship breakups in some instances may have detrimental psychological effect on teenagers. These might result to aggression, depression, substance abuse and in extreme cases lead to self-harm and suicide. However, the major challenge of these breakups is how to cope and come in terms with it because of its overwhelming long term impacts on teenager's life.

The study will also be beneficial to the guidance and counseling teachers, as it will provide insight on the causes and effects of relationship breakups, hence develop strategies for handling teenagers in such situations. The study findings will be beneficial to the parents and guardians of the teenagers on how they can offer support to their children especially those who had been affected by such breakups on how to handle the situation and get healing.

This study will be of significance to the teenagers especially those involved in close relationships. Through highlighting the causes and psychological effects of close

relationship break ups. Further, they might be useful in expanding the wealth of knowledge in this study area which had not received much attention, and will be useful in provoking further areas of research in the same topic. It acts as a reference point to other scholars conducting studies in the same area.

1.7 Scope of the study

The study comprised of 93 teenagers aged from 13 to 19 years in the 3 secondary schools both public and private and 3 teachers in Mvita Sub-County in Mombasa County. The secondary schools teenagers used were in form 2 to form 4 since form one were considered new to the school. The study adopted a cross sectional survey design. Three schools were selected for study. A sample of 93 students was selected from the three schools and one counselling teacher from each of the selected schools was selected for the study.

1.8 Study Limitations

The study did not focus on all the secondary schools in Mvita Sub County, Mombasa County but only focused on a sample of three secondary schools. The findings cannot be generalized to other teens in other schools. Secondly, the kind of information that this study sought to elicit was sensitive and confidential making some of the respondents feel uncomfortable to share. This might have led to reluctance in study participation. To mitigate this limitation, the respondents were assured of confidentiality. It was also emphasized that the responses were treated as confidential and that the respondent's references were removed.

1.9 Assumptions of the Study

The assumptions of the study were that; the respondents provided sufficient and truthful information. The researcher assumed the participants have experienced close relationship

breakup in their life. It was also assumed that the respondents had an understanding at hand on information on relationship breakups and were willing to share out.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presented a review of the related literature on relationship breakups among teenagers. This includes the theoretical and conceptual frameworks, evaluation of existing empirical works, a critique of related literature, research gaps and finally the summary of the literature.

2.2 Theoretical Framework

The Need to belong theory was used to inform this study. This theory was proposed by Roy Baumeister and Mark Leary in 1995. This theory seeks to show that humans have a natural need to belong with others. The “Need to Belong” theory which asserts that all humans share a common need to be connected with others, and common sense signals that individuals’ lives are better for being connected (Baumeister & Leary, 1995). Furthermore, the two scholars proposed that the “need to belong” has two aspects: (1) people want a stable and enduring context of concern and caring, (2) people need frequent interaction with the same person.

As stipulated in the first aspect, people want a constant perspective of being loved and cared. Myers (2010) supported this theory by stating that people who find supportive person whom they can disclose makes them feel accepted and prized. He added that this situation is associated with the arousal of behavior (irrepressible joy and happiness) to the persons involved which causes them to be driven by their goals in life. However, Myer (2010) stated that there are certain external situations (factors) which occur in the course of relationship and these situations thwarted the need to belong. Consequently, Baumeister and Leary (as

cited in Gere & MacDonald, 2010) affirmed that these threats would lead them to focus their attention on their “relationships and social networks”, which, by taking up limited intellectual resources, may prompt hindrances in handling in different areas.

In the second feature, Baumeister and Leary (1995) proposed that a person had to frequently interact or get in touch with the same person or group in order to accomplish the state of full belongingness. Hence, applying the concept proposed by the theory of the Need to Belong, relationship allows people satisfy the need to belong. Intimate relationship offers people more desire to have a constant feeling of being loved and cared and is characterized by more frequent interaction because of its exclusivity. Having a perspective of enduring and harmonious relationship, people have the desire to achieve their goals, thus giving their best in every task they do which contributes to the betterment of a relationship. However, this perspective is threatened by some factors such as jealousy, conflicts with partner, disapproval of other important persons, etc. The need to belong theory explains that those threatening situations affect not only the domains of intimate relationship but also other cognitive tasks of an individual (Mae, Colonia & Tanongon, 2016).

This theory was appropriate to this review in clarifying the causes for relationship breakups and their effects on teenagers and is useful in guiding the coping mechanisms in the occurrence of such.

2.3 Review of Related Literature

2.3.1 Causes of Close Relationship Breakups among Teenagers

Connolly and McIsaac (2016) examined the prevalence and developmental significance of relationship break-ups in adolescence utilizing a sample of 910 teenagers. Using a

categorical-content methodology, the study established that many of the justifications for dissolution the “fit disappointments” in meeting the various formatively remarkable salient intimacy needs, particularly those identified with reliance. Examples were steady across sexual orientation and age; nonetheless, those with sentimental experience concentrated most on neglected intimacy needs. The study proposed that given that the reactions were brief, a code for the speculated content-classes of closeness, alliance, sexuality, character and independence was assigned.

The affiliation classification comprised of dissolution causes such as lack of time spent together, boredom, and lack of interest while the classification of intimacy encompassed things such as nonexistence of affection, mistrust/deceitfulness, communication hurdles and poor treatment. Sexuality concerns involved sexual discontentment and absence of physical fascination. The scholars discovered that affiliation related issues (44%) as well as intimacy issues (36%) were the most predominant in teenagers’ breakup explanations than were issues related to sexuality (20%) (Cancio & Chang, 2018). A key issue in this research was that the adolescents were just required to give the most imperative explanation behind the separation when in reality the separation may have happened for some causes, some enormous, some little. Moreover, the qualitative method restricted the power of the information examination.

Seiffge-Krenke (2015) investigated the breakup causes of youth at different dating stages and ages. 282 adolescents in grades 9 to 12 and 499 first-year University students were selected from a larger sample, based on having a recent relationship breakup. The Attributions for Relationship dissolutions Scale was administered. Exploratory factor analyses revealed a five-factor structure including affiliation, intimacy, infidelity, autonomy, and relationship identity. A 5-factor scale was obtained however infidelity emerged as a

separate factor and sexuality items clustered with affiliation and autonomy. Those two breakup causes were the most prominent at both ages. Dating stage influenced causes, with dyadic daters more likely to highlight affiliation and serious relationships highlighting intimacy. Gender differences were confirmed. These findings suggested that relationship breakups in adolescence and emerging adulthood occurred when there was a relationship failure to meet developmental needs and that there were considerable continuity in these relational dimensions from adolescence into emerging adulthood.

Appel and Shulman (2015) analyzed the role of intimacy attraction and conflict resolution patterns in shorter and longer relationship maintenance among adolescent couples. The information utilized was from 55 teenage couples with the age bracket of 15-18 years. The couples filled up the intimacy Attraction scale and an observation of them negotiating a disagreement undertaken. After 3 and 6 months, the couples were requested to report whether they were still together. Results demonstrated that partners' attraction close ally and the propensity to limit differences amid interaction were critical in predicting the sustainability of a shorter relationship. On the other hand, longer relationship sustainability was dependent on partners' ability to settle conflicts in a constructive way in a progressive atmosphere.

Field, Diego, Pelaez, Deeds, and Delgado (2010) undertook an assessment of breakup distress and loss of intimacy in university students. Breakup anguish and explanations behind the dissolution consisting of affiliation, closeness or intimacy, sexuality and independence commonly known as autonomy causes were investigated amongst 119 students who had gone through a current dissolution of a sentimental relationship. Division of the sample into high and low dissolution anguish groups in light of the middle score on

the Breakup Distress Scale was conducted. This was a scale comprising of 20-items that was created for this research grounded on a qualitative study conducted on secondary school students' accounts for their breakups experiences. Only the intimacy subscale isolated high and low dissolution anguish groups. Lack of intimacy items comprised of communication hurdles, mistrust, unreciprocated love, and uncaring behavior, shrinking empathy, quarrels, unfaithfulness and hypersensitivity.

Using a unique sample of individuals who have and have not attended college, Norona, Olmstead, and Welsh (2016) conducted a mixed-methods study to examine the narratives of 113 emerging adults' motivations for initiating breakups with intimate partners. Findings indicated that these motivations were largely due to their relationships and/or their intimate partners not fulfilling their needs for interdependence. Additionally, unmet intimacy, identity, and autonomy needs were the most frequently reported causes for relationship termination, indicating that emerging adults consider both their need to be close with others and their need to follow their own paths for their careers and desires for family formation. This study also demonstrated links between perceptions of developmental tasks in emerging adulthood and motivations for ending intimate relationships. Those who ended intimate relationships due to unfulfilled intimacy needs tended to be more relationally focused, and those who ended intimate relationships due to unfulfilled autonomy or identity needs tended to view emerging adulthood as a time of experimentation and possibilities, feeling "in between," negativity and instability. Implications for the role of relationship dissolution in emerging adult development were discussed

Seiffge-Krenke and Burk (2015) conducted a study on bad intimacy; links between psychological and physical aggression and relationship functioning in adolescent couples.

In a sample of 194 intimate partner dyads, differences between female and male partners' reports of aggression (psychological and physical) and different measures of relationship functioning (jealousy, conflicts, and the affiliative and relationship quality of the relationship) were assessed. A hierarchical cluster analysis identified five distinct subgroups of dyads based on male and female reports of psychological and physical aggression: non aggressive couples, couples with higher perceived aggressiveness (both physical and psychological) by females, couples with higher aggressiveness perceived by males and mutually aggressive couples. A substantial number of non-aggressive dyads emerged. Of note was the high number of females showing one-sided aggression, which was, however, not countered by their partner. The mutually aggressive couples showed the least adaptive relationship functioning, with a lack of supportive, trusting relationship qualities, high conflict rates and high jealousy.

Boykin (2004) carried out a qualitative research on how six couples that wedded as young people had managed to have successful and enduring unions. Six white couples who were from the Eastern U.S. took part in interviews conducted. The study outlined the practices which these couples accepted were the most critical to the success of the unions. The couples gave their own encounters and in addition their unique viewpoints on the fundamental components that were essential for marital success. Five key subjects arose from the interviews comprising of commitment, communication, shared values, spirituality, intimacy, and family.

Ha, Overbeek, Lichtwarck-Aschoff, and Engels (2013) sought to find out whether resolving conflict as well as conflict recovery predicted breakups among middle adolescent couples. It was expected that couples with the ability to resolve and recuperate from the conflict to

show a lower likelihood of separating. In this study, 80 teenage couples took part in a 4-wave prospective and observational survey. Notwithstanding self-report measures, teenagers were continuously under observation in real-time whenever conflicts occurred between the partners. Multilevel Proportional Hazard investigations uncovered that, as opposed to the hypothesis, the process of conflict resolution as well as conflict recovery were not predictor of the probability of separation. This shown that, resolving conflict or conflict recovery processes are not predictor of separation but rather coping strategies for conflicts in relationships.

2.3.2 Effects of Close Teen Relationship Breakups

Youths' romantic breakups are among the strongest predictors of depression, in various cultural context (Dooley, Fitzgerald, & Giollabhui, 2015; Larson et al., 2016). Although normative and important for positive development, romantic relationships of youths are also associated with intense emotional and cognitive demands that may overwhelm and stress young people in as much as they can lead to the onset of depressive symptoms. Frequency of breakups has been linked to increased depressive symptoms, particularly in emerging adulthood when lasting romances are expected (McIsaac, 2010). Emerging adults are also more likely to report depressive symptoms if they had experienced a recent breakup, with a stronger link being observed for females than males (Simon & Barrett, 2010). Consistent with these experiences of emerging adults, in Hetherington and Stoppard's (2012) qualitative study, adolescent girls revealed that they saw romantic breakups as a leading cause for girls' experience of depression.

According to Collins Welsh and Furman (2017), by age 18, most teenagers in secondary schools report having had at least one romantic breakup adolescents are more likely than

older youths to report on breakups that occurred within the past 12 months. Fewer emerging adults report having had a recent breakup, likely because their relationships last longer. Indeed, in adolescence, short-term romantic involvements appear to be appropriate ways to explore intimate relationships, whereas emerging adults are expected to form lasting, intimate, and deep bonds (Arnett, 2011). Although duration of romantic relationships increases over the course of adolescence and emerging adulthood, typically these relationships are less lasting and committed than adult ones, and are marked by more frequent disruptions (Connolly & McIsaac, 2018; Moore et al., 2012).

For some youths, romantic breakup may be linked to positive outcomes, such as post-breakup growth (Lewandowski & Bizzoco, 2017; Moore et al., 2012; Tashiro & Frazier, 2013). However, for others, it is associated with intense, adverse outcomes such as symptoms of anxiety, depression, and maladaptive coping. Sorenson et al., (2013) found that giving a full and clear account of what happened and why it happened was crucial in giving their emerging adult and adult participants a sense of control over their recovery from a breakup and ability to move on with their life. Similarly, Hetherington and Stoppard (2012) found that their adolescent participants also identified lack of clarity about what went wrong in relationships and what caused dissolutions as a particularly distressing factor, which impinged on girls' sense of self-worth. This supports the idea that the perceived causes for a romantic dissolution may serve as important mechanisms in determining post-relationship coping and adjustment.

2.3.3 Coping Strategies of Relationship Breakups among Teenagers

Buck (2010) conducted a study on relationship breakups. According to the study, coping was a vital part of relationship separation because of the pressure and emotional distress

associated with such a change in life. Coping-related factors that were found to be linked to the way an individual coped after breakups comprised of the status of the initiator, social support given, and controllability over the separation. Sexual orientation also played a crucial role in coping, comprising coping with relationship dissolution. It seemed like men and ladies may concentrate on various parts of a similar circumstance. It was found that certain coping approaches, particularly reflective, responsive, and suppressive coping approaches had a positive relationship with posttraumatic development for men while reflective coping was identified with growth for ladies.

Repression strategy acts to keep information out of conscious awareness. However, these memories don't just disappear; they continue to influence our behavior (Schar, Fraterrigo, Slattery, Rogalski & Steininger, 2019). For example, a person who has repressed memories of abuse suffered as a child may later have difficulty forming relationships. Reactive coping style involves emotional and cognitive items that involve distorting the individual's ability to cope by depleting their resources and acting impulsively (Gloria & Steinhardt, 2016).

Larson and Sbarra (2015) conducted an assessment of whether taking part in a measurement-intensive study of coping changes the path of breakup-related healing. This study examined whether participating in research about how people cope with romantic breakups can improve young adults' psychological well-being without first creating an explicit expectation for improvement. We randomly assigned participants to one of two experimental conditions. In the first, measurement-intensive condition, participants spent about 3.5hr completing self-report questionnaires and discussing their separation across the 9 weeks before the fourth and final study visit. In a second (pre-post) condition, participants completed an initial (T1) set of self-report questionnaires, then returned to the lab for a

repeated assessment at the final (T4) assessment, which again involved questionnaires and the breakup interview; people in the pre–post condition spent roughly 45 min in the study before their second, final visit at 9 weeks. Overall, the results suggest that reductions in self-concept disturbance, triggered by the measurement-intensive condition, enabled reductions in self-reported loneliness, breakup-related emotional intrusion, and first-person plural words.

Barber (2016) conducted a study with the aim of testing two interventions that facilitated breakup recovery among adolescents who had broken up from an intimate relationship and were transitioned to college. The study tested two online interventions aimed at facilitating recovery from a breakup for this potentially important at-risk group. 190 first-semester college students who had experienced a recent breakup were randomly assigned to an online chat, online journal, or no-treatment control condition, and then completed weekly online reports of their psychological adjustment, alcohol use, and sexual behaviors over a 12 week period. Results of analyses comparing patterns of change over time between the intervention and control groups revealed greater declines in anger, loneliness, weekday alcohol use, drinking to cope, and rebound sex among the intervention relative to the control groups. However, analyses of the mechanisms hypothesized to underlie the observed intervention effects were mixed. In sum, these two interventions had modest effects in facilitating recovery from a relationship breakup, although the mechanisms underlying these effects remain uncertain.

2.4 Summary of Related Literature

The study reviewed various scholarly works on relationship breakups, effects and coping strategies employed among teenagers. Literature reviewed indicated that most scholars such

as, Field, Diego, Pelaez, Deeds, and Delgado (2010); Bravo, Connolly, and McIsaac (2016); Connolly and McIsaac (2016) asserted that adolescent relationship break ups emanated from intimacy, affiliation, sexuality, identity and independence issues. The process of breakup was further shown to have detrimental effects on the teenagers such as depression, self-harm, suicide and even emotional wellbeing since they posed a threat to a treasured identity, weaken feelings of self-worth, and damage social relationships (Chen, Guo, Yang, Li, Duan, Zhang, & Ge, 2016; Price, Hides, Cockshaw, Staneva, & Stoyanov, 2016; Simon and Barrett, 2010). These studies also highlighted various ways in which teenagers used to cope with breakups as well as the gender differences in how teenagers coped and reacted to those breakups. The needs to belong theory and the social exchange theory were reviewed to show various dimensions of the study. For some youths, romantic breakup may be linked to positive outcomes, such as post-breakup growth. However, for others, it is associated with intense, adverse outcomes such as symptoms of anxiety, depression, and maladaptive coping. The review of literature also showed that most studies have focused on relationship break ups among married couples and thus the need to focus on relationship break up among teenager and the coping strategies employed. The review showed that the little in depth study had been conducted on teenage breakups and much concentration was on adult relationship breakups. Few studies existed on the prevalence of teenage intimacy breakups even though many scholars stated that it was a challenge.

2.5 Conceptual Framework

A conceptual framework is a logical presentation which identifies the various components that when assembled clarify the issue of concern. The conceptual framework is therefore the

set of broad ideas that is used to clarify the connection between the independent variables (factors) and the dependent variables (outcome). In this study, the causes, effects and coping strategies of relationship breakups among teenagers are shown. The diagram shows that the causes of relationship breakups among teenagers can be grouped in four main categories: lack of time, boredom, independence and affiliation. Hence, factors within these categories influence the occurrence of such breakups. These breakups can affect the psychological wellbeing of the teenagers. However, the severity of these effects on the teenagers was affected by the coping strategies that these teenagers employed to deal with the aftermath of the break up.

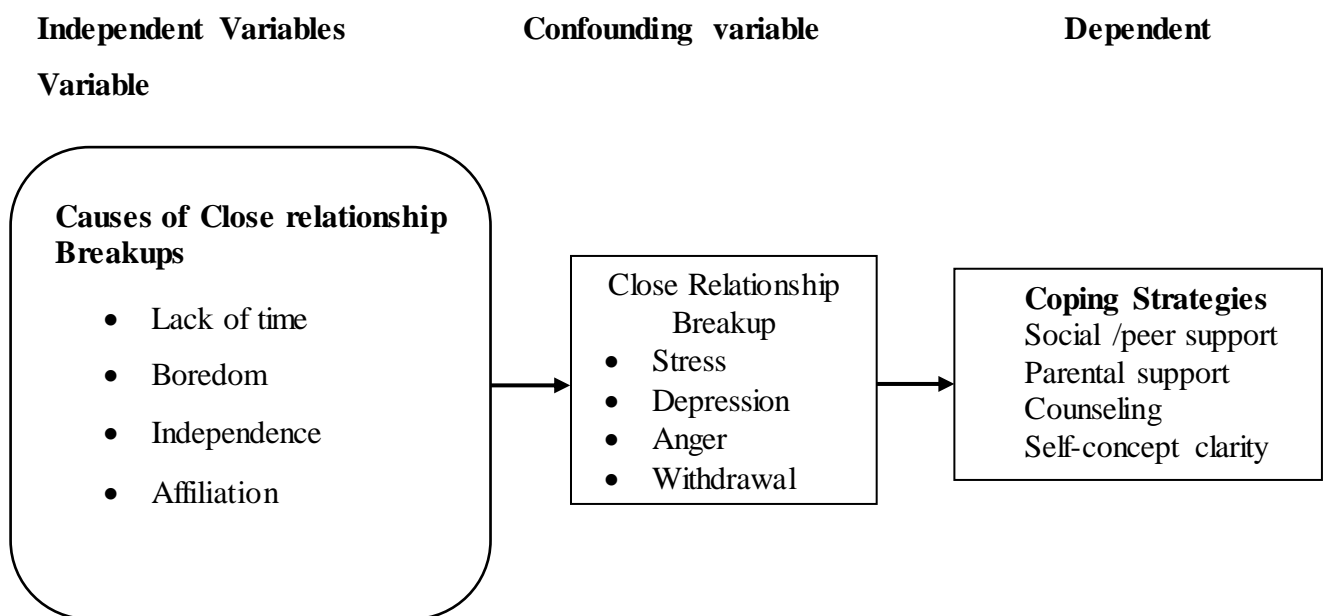


Figure 2.1: Relationship Between Causes of Close relationship Breakups and Coping Strategies

Source (Author, 2019)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was adopted in conducting the study. It explains the research design, site of the study, the target population, the sample size and sampling techniques and the data collection instruments. The section further highlighted the pilot study and methods of data analysis that were adopted in the study as well as the ethical considerations

3.2 Research Design

A cross sectional descriptive survey design was used. This research design was preferred over the other designs because it enabled a researcher to describe a phenomenon as it exists, by taking raw data and tabulating it into a useable format. Hence, by adopting this research design, the researcher was in a position to describe the phenomenon of relationship breakups, its effects and coping strategies employed among teenagers in Mombasa County.

3.3 Site of the Study

The research was carried out in Schools in Mvita Sub-County in Mombasa County. The researcher selected Mvita Sub-County in Mombasa County because it had both urban and rural setting. In Mombasa County, Mvita Sub County, has the highest rise in self-harming habits among teenagers involved in close relationship breakups that led to its selection.

3.4 Population of the Study

A population is the total group of individuals, occurrences or even objects being considered in a survey and which should possess certain observable features (Mugenda & Mugenda,

2003). The population for the study comprised of all the 10, 043 teenagers aged from 13 to 19 years in the 11 secondary schools both public and private and 11 teachers in Mvita Sub-County in Mombasa County. The secondary schools teenagers used were in form 2 to form 4 since form one were considered new to the school.

Table 3.1: Population of the Study

School Category	Number of Schools
Public Secondary schools	7
Private Secondary Schools	4
Total	11

3.5 Sampling Procedures and Sample Size

According to Mugenda and Mugenda (2003), a sample size of 30% of the entire population is adequate for study and thus was used in the study. Stratified sampling technique was used to select the schools based on public and private secondary schools. The strata included both the type of school (mixed public secondary schools and private secondary schools) and single sex or mixed school.

Table 3.2: Schools Sample Size

School Category	Number of Schools	Sample size
Public Secondary schools	7	$0.3 \times 7 = 2.1 = 2$
Private Secondary Schools	4	$0.3 \times 4 = 1.2 = 1$
Total	11	$0.3 \times 11 = 3.3 = 3$

Stratified random sampling was used in selecting the 3 specific secondary schools from the 11 schools where a boy school, girl school and a mixed school were selected and named school A, B and C respectively. The boy and girl secondary schools were public while the mixed secondary school was private and thus it incorporated all the categories. The number of students in the 3 selected secondary schools was 2,739 students (County Education Office, 2019) as shown in Table 3.3.

Fisher's formula (1983) was adopted to calculate the sample size of the students to participate in the study.

$$n = Z^2 * p * (1-p) / d^2$$

Where:

n = Sample size

Z = Normal distribution Z value score, (1.96)

p = Proportion of units in the sample size possessing the variables under study, where for this study it is set at 50% (0.5)

d = Precision level desired or the significance level which is 0.1 for the study

The substituted values in determining the sample size for a large population were as follows.

$$n = \frac{(1.96)^2 (0.5) (0.5)}{(0.1)^2}$$

$$= 96$$

The sample size for the study was then adjusted since the target population is less than 10,000.

$$n = \underline{\quad}$$

$$1 + (n-1)/N$$

Therefore, $n = 96 / 1 + (96-1) / 2,739 = 93$

Thus, the sample size for the study was 93 students and were apportioned according to the population of the students in each of the 3 schools as shown in Table 3.3.

Table 3.3: Sample Size

School	Category	Target population students	Sample size
	Boys School		
A	(Public)	933	32
	Girls School		
B	(Public)	906	31
	Mixed School		
C	(Private)	900	30
Total		2,739	93

The researcher used random sampling to select students who were willing to participate in the study with the help of the guiding and counselling teachers. Folded papers were used to select the students to participate in the study where they were assigned with numbers: 1 (allowed to participate) and 0 (Not allowed). 32 folded papers were coded with 1 for school A, 31 for school B and 30 for school C. All the students who randomly picked numbers 1 were selected to participate in the study. On the other hand, purposive sampling was used to select 1 guidance and counselling teacher from each school totaling to 3 school counselors.

3.6 Research Instruments

This study utilized primary data which was collected by use of semi structured questionnaires that were developed for administering to the respondents. The questionnaire was divided into different sections which were in line with the study objectives. The first section contained questions on demographic characteristics. The second section contained questions on the causes of close relationship break ups among teenagers. The third section contained questions on the coping strategies used by teenagers after close relationship break up. The fourth section contained questions on the gender differences in perception of close relationship break ups among teenagers (Appendix II). An interview schedule was also used to collect data from the counselling and guidance teachers. The interview schedule sought to probe for more information on the major factors that causes close relationship break ups among teenagers as they relate with the students during guiding and counselling sessions (Appendix III).

3.7 Data collection procedures

The questionnaires were self-administered. Two research aides selected by the researcher were to offer assistance in the data collection process. They were also briefed and trained by the researcher on the purpose of the study. The researcher booked an appointment with school administration to seek permission of meeting the students. An introductory letter was issued to introduce the respondents to the exercise. After getting the permission, the researcher met with the respondents and agreed on the best time that was convenient for them. The mode of questionnaire administration was in group basis while on the other hand, interviews were conducted on individual basis. Consent from the participants was sought before conducting the study. the questionnaires were filled by the respondents individually.

3.8 Pilot testing

A pilot study was used to assess the consistency of the research instrument. Ten questionnaires were piloted and issued them to 9 respondents which was 10% of target population of 93. The pilot study was conducted in a neighboring school which was not part of the sample. The 9 questionnaires were later on coded and answers put into SPSS which utilized to produce the reliability coefficients. The pilot study was used to verify the accuracy and efficiency of the research instruments before the main data collection where validity and reliability was conducted. The findings were used to enhance the research instruments.

3.8.1 Validity

To ensure content validity, the questionnaire was reviewed by experts at Kenyatta University, department of psychology. They were requested to assess the statements in the instrument for applicability and whether they were significant, clear and whether they measured what was intended. On the premise of the assessment, appropriate adjustments within the instrument were undertaken before using it in the ultimate data collection exercise. These included, dropping redundant questions and adding relevant ones. Their review remarks were utilized to guarantee content validity.

3.8.2 Reliability

Reliability refers to the consistence, stability, or dependability of the data. The questionnaire was subjected to overall reliability analysis of internal consistency as they were in Likert scale format and measured using Cronbach (1989) alpha. Internal consistency measures the correlations between different items on the same test (or the same subscale on a larger test) and whether several items that propose to measure the same general construct produce

similar scores. Castillio (2009) provide the following rules of thumb: >0.9 – Excellent, >0.8 – Good, >0.7 – Acceptable, >0.6 – Questionable, >0.5 – Poor and <0.5 – Unacceptable. The reliability results were as shown in Table 3.4

Table 3.4: Reliability Analysis

Variable	Items	Cronbach alpha	Comments
Causes of close relationship breakups	21	0.81	Acceptable
Coping strategies for breakups	7	0.84	Acceptable
Gender perceptions	4	0.76	Acceptable

The results in Table 3.4 shows that Cronbach’s alpha for all the items under causes of close relationship breakups coping strategies for breakups and gender perceptions were all above 0.7 implying that the instrument was sufficiently reliable for measurement.

3.9 Data Analysis and Presentation

The study obtained both qualitative and quantitative data. Consequently, it was subjected to quantitative and qualitative analysis. Quantitative data was evaluated using descriptive statistics comprising of mean, mode, and standard deviation. The data was further scored and scored using the means. On the other hand, analysis of qualitative data was done by content analysis. The qualitative data was recorded, transcribed, coded and grouped into content according to the research questions by the analyst.

3.10 Ethical Issues

Ethical concerns were associated with the ethical standards that a scholar needed to observe in all the research methods at all stages of the study plan. The researcher obtained data collection authorization from National Commission for Science, Technology and Innovation

(NACOSTI). After obtaining authorization to undertake the study from the department of psychology, Kenyatta University, informed consent was obtained from the participants. The researcher also elaborated to the participants how the study was beneficial to them. While observing the three principles, sensitivity to the respondents' feelings such as sexuality were considered when examining questions likely to emotionally hurt the respondents and additionally shielded them from adverse circumstances. The respondents were further alerted that the data they gave was neither to be utilized to hurt them nor be utilized for commercial and selfish personal gain but merely for academic purposes and voluntary. Full disclosure, unbiased treatment and discretion was also observed.

All participants' responses were voluntary, confidential and responses were anonymous. There were no study identifiers like name that would link the participant to any data. Instead, study numbers were created and coded information used. Only the study participants and the researcher had access to the data.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter presents the findings and discussions according to the objectives of the study. The aim of the study was to investigate the causes of close relationship break ups, coping strategies and gender differences among secondary schools students in Mombasa County, Kenya. The chapter was organized into five sections. The first section of the chapter presented the demographic information of the respondents. Second section contained data on the causes of close relationship breakups among the respondents. The third section focused on the coping strategies adopted after relationship breakups. Fourth section contained findings on the gender differences on perception of close relationship break ups. Finally, the fifth section presented data on the last objective of the study which was to propose necessary measures on close relationship breakup among teenagers in Mombasa County. Data was presented using descriptive statistics such as percentages, frequencies, tables and pie charts. The study used 93 secondary school teenagers and 3 teachers as the respondents. All the questionnaires were filled and returned representing 100% of the response rate.

4.2 Demographic Characteristics

This section represented the general characteristics of the respondents in terms of gender, age, level of education and religion.

4.2.1 Gender of the Respondents

The respondents were asked to indicate their gender. The findings are as shown in Table 5.

Table 4.1: Gender of the Respondents

Gender	Frequency	Percent
Male	45	48.4
Female	48	51.6
Total	93	100

The results showed that 51.6% of the respondents were female while 48.4% were male. This implied that the study included both genders were equally represented thus giving more reliable and valid data.

4.2.2 Age of the Respondents

The respondents were also asked to indicate their age. The findings are as shown in Table 6.

Table 4.2: Age of the Respondents

Age	Frequency	Percent
14-15	19	20%
16-17	47	50%
18-21	28	30%
Total	94	100%

From the findings, majority of the respondents who were 50% were ages 16-17 years old. The findings also revealed that, 30% of the respondents were 18 -21 years old. Lastly, the least was 14-15 with 20%. This indicates that there were more students aged 16 to 17 years who participated in the study.

4.2.4 Religion

Respondents were requested to indicate their religion and the findings were presented in the Table 7.

Table 4.3: Religious Background of the Respondents

Religion	Frequency	Percent
Christian	49	52.7
Muslim	42	45.2
Hindu	2	2.2
Total	93	100

Table 4.3 shows that majority of respondents of the study were Christians consisting of 52.7% and followed by Muslims with 45.2% then Hindus had 2.2%. This implies that most of students who participated in the study were Christians accounting for more than 50% of all respondents.

4.3 Findings of the Study

This section contains the findings of the study which was to establish the perceptions of Teens on the causes of close relationship breakups and coping strategies among teenagers in Mombasa County. The findings are presented as per objectives of the study.

4.3.1 Causes of Relationship Break up

The respondents were asked to indicate the factors that caused relationship breakups. These factors were categorized into intimacy related factors, sexuality related factors, autonomy related factors and affiliation related factors. The findings are presented in this section.

4.3.1.1 Intimacy Related Factors

The findings on intimacy related factors are presented in table 4.4.

Table 4.4: Intimacy Related Factors

Statement	Low	Moderate	Great	N	Mean	Rank	Std. Dev
			Extent				
Mistrust and cheating	(8) 9.11%	(3) 3.01%	(82) 87.88%	9	4.12	1	0.89
Arguments and fights with each other	(8) 9.09%	(6) 6.06%	(79) 84.84%	9	4.12	2	0.99
Too much suspicion of each partner	(8) 9.09%	(7) 8.03%	(79) 84.88%	9	4.09	3	0.95
Lack of care	(12) 13.08%	(2) 2.07%	(79) 84.85%	9	4.03	4	0.95
Poor or no communication	(8) 9.09%	(3) 3.03%	(82) 87.88%	9	4.00	5	0.90

n with each							
other							
Not							
reciprocating	(7)7.09%	(14)15.15	(72)77.76%	9			
love		%		3	3.76	6	0.87
Average	9.43%	6.23%	84.68%		4.02		0.93

The study findings on intimacy related factors were ranked according to their means. The findings showed that under intimacy related factors, the highest was that arguments and fights with each other led to relationship break up as shown by a mean of 4.12. This was in the same level with those who mentioned mistrust and cheating with each other as to what leads to relationship break up as shown by a mean of 4.12. Furthermore, the study participants indicated that not reciprocating love leads to close relationship break ups as shown by a mean of 3.76. On average, the intimacy related factors as a cause of relationship break up was at 84.68%. On five-point scale, the average mean of the responses on intimacy related factors was 4.02 with a minimum of 1 and a maximum of 5. The standard deviation of 0.93 implied that the responses did not have much variation and were clustered around the mean response.

4.3.1.2 Affiliation Related Factors

The respondents were asked to indicate their opinions on the affiliation related factors that caused relationship breakup. The findings are presented in Table 4.5.

Table 4.5: Affiliation Related Factors

Statement	Great			N	Mean	Rank	Std. Dev
	Low	Moderate	Extent				
Boredom when together	(8)9.09%	(0)0%	(85)90.91%	93	4.39	1	0.85
The amount of time spent in doing other activities separately	(6)6.46%	(6)6.06%	(81)87.48%	93	4.3	2	0.73
Low level of shared interests and traits	(6)6.06%	(6)6.06%	(82)87.87%	93	4.27	3	0.84
Inadequate time spent together	(8)8.5%	(3)3.03%	(82)88.46%	93	4.27	4	0.80
Low level of sharing activities together	(6)6.06%	(3)3.03%	(85)90.9%	93	4.24	5	0.90
Average	7.23%	3.64%	89.12%	93	4.29		0.82

The study findings on affiliation related factors ranked using the mean indicated that boredom when together led to relationship break up as shown by a mean of 4.39. The least was low level of sharing activities together leads to close relationship breakup as shown by a mean of 4.24. On average, the affiliation related factors as a cause of relationship break up was at 89.12%. On five-point scale, the average mean of the responses on affiliation related

factors was 4.29 with a minimum of 2 and a maximum of 5. The standard deviation of 0.82 shows that the responses did not have much variation and were clustered around the mean response.

4.3.1.3 Sexuality Related Factors

The respondents were asked to indicate their opinions on the sexuality related factors that caused relationship breakup as shown in Table 4.6.

Table 4.6: Sexuality Related Factors

Statement	Great			N	Mean	Rank	Std. Dev
	Low	Moderate	Extent				
Frequency of sexual intimacy	(14)15.15%	(6)6.06%	(73)78.79%	93	4.12	1	0.85
Low level of sexual closeness between the partners	(11)12.12%	(6)6.06%	(76)81.81%	93	4.09	2	0.96
Low level of sexual satisfaction	(11)12.12%	(6)6.06%	(76)81.81%	93	4.00	3	0.94
Low level of physical attraction	(8)9.09%	(3)3.03%	(82)87.88%	93	3.94	4	0.97
Low level of affection toward each other in the relationship	(20)21.21%	(8)9.09%	(85)69.69%	93	3.61	5	0.70

Average	13.94%	6.06%	80.00%	93	3.95	0.89
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The study findings on sexuality related factors ranked using the mean indicated that frequency of sexual intimacy led to relationship break up as shown by a mean of 4.12. Additionally, the respondents indicated that low level of affection toward each other in the relationship leads to close relationship breakup as shown by a mean of 3.61. On average, the sexuality related factors as a cause of relationship break up was at 80%. On five-point scale, the average mean of the responses on sexuality related factors was 3.95 with a minimum of 2 and a maximum of 5. The standard deviation of 0.89 shows that the responses did not have much variation and were clustered around the mean response.

4.3.1.4 Autonomy Related Factors

The respondents were asked to indicate their opinions on the autonomy related factors that caused relationship breakup. The findings are as shown in table 4.7.

Table 4.7: Autonomy Related Factors

Statement	Great			N	Mean	Rank	Std. Dev
	Low	Moderate	Extent				
Low degree of freedom or control in the relationship	(3)3.03%	(6)6.03%	(85)90.94%	93	4.52	1	0.71
Low level of room to breathe or	(11)12.12%	(3)3.03%	(79)84.85%	93	4.24	2	1.09

independence of self							
Too much control by one partner	(6)6.06%	(3)3.03%	(85)90.91%	93	4.21	3	0.78
Low level of sparing study time	(6)6.06%	(7)8.03%	(80)85.91%	93	4.18	4	0.98
High level of third party involvement	(5)5.06%	(4)4.03%	(85)90.91%	93	4.18	5	0.77
Average	6.47%	4.83%	88.70%	93	4.27		0.87

The study findings on autonomy related factors ranked using the mean indicated that low degree of freedom or control in the relationship led to relationship break up was highest with a mean of 4.52. Low level of sparing study time and high level of third party involvement led to close relationship breakup equally with a mean of 4.18. On average, the autonomy related factors as a cause of relationship break up was at 88.7%. On five-point scale, the average mean of the responses on autonomy related factors was 4.27 with a minimum of 4 and a maximum of 5. The standard deviation of 0.87 implied that the responses did not have much variation and were clustered around the mean response.

The respondents were further asked to indicate other causes of close relationship break ups among teenagers. The findings were as shown in Table 4.8.

Table 4.8: Causes for Relationship Break up Among Teenagers

Response	N	Frequency	Percentage
Not understanding each other	93	20	21.5
Mistrust	93	15	16.13
Lack of communication	93	14	15.05
Jealousy	93	12	12.9
Competing with each other	93	10	10.75
Not caring	93	9	9.67
Immaturity	93	7	7.52
Unfaithfulness	93	6	6.45
Total		93	100

The findings revealed that most of the respondents (21.50%) indicated that misunderstanding each other was the major cause of break up followed by 16.13% who indicated that mistrust was the major cause of break up. The findings also revealed 15.05% of the respondents indicated that lack of communication was the major cause of teenage relationship break up, 12.90% indicated that jealousy was the major cause of break up, 10.75% indicated that competition with each other was the major cause of break up, 9.67% indicated that lack of care was the major cause of break up while 7.52% indicated that immaturity was the major cause of break up. Only 6.45% indicated that unfaithfulness caused relationship break up among teenagers

Further probing from the guidance and counselling teachers indicated that;

“Infatuation and adventure, lack of seriousness in relationship and immaturity were some of the factors that led to close relationship break ups among teenagers (T2, Female, 46 years).”

The study findings on causes of close relationship break ups indicated that intimacy related factors showed that the highest was that arguments and fights with each other led to relationship break up as shown by a mean of 4.12. Under affiliation related factors ranked using the mean indicated that boredom when together led to relationship break up as shown by a mean of 4.39. Sexuality related factors ranked using the mean indicated that frequency of sexual intimacy led to relationship break up as shown by a mean of 4.12. Autonomy related factors ranked indicated that low degree of freedom or control in the relationship led to relationship break up was highest with a mean of 4.52. In addition, majority of the respondents (21.50%) indicated that misunderstanding each other was the major cause of break up.

This findings are supported by Bravo, Connolly, and McIsaac (2013) who investigated the breakup causes of youth at different dating stages and ages and established that breakup and suggested that relationship breakups in adolescence and emerging adulthood occurred when there was a relationship failure to meet developmental needs and that there were considerable continuity in these relational dimensions from adolescence into emerging adulthood.

This is also observed in the study of Baumeister and Leary (2015) that close relationship among students is fundamental component in connecting and interacting with others. As stated by this theory people search for stable and enduring context of concern, love, care and frequent interaction with the same person. These sentiments coupled with the causes of close relationship breakups among youths presented by Bravo, Connolly, and McIsaac (2013), it

is evident that effective close relationships among secondary school students focus on providing care, love, concern and constant interaction among partners. Furthermore, the findings of this study supported a study carried out by Appel and Shulman (2015) on the role of intimacy attraction and conflict resolution patterns among teenage couples. In line with the findings of this study, Appel and Shulman (2015) stated that close relationship breakups among teenage couples depended on romantic attraction and conflict resolution. Therefore, lack of care and love, poor communication, mistrust, cheating and poor conflict resolutions were found to have high influence on close relationship breakups among secondary school students. This implies that, there was significant association between poor communication, misunderstanding, lack of care and love, mistrust, unfaithfulness as well as poor conflict resolution and close relationship breakups among secondary school students.

Based on the study the researcher reflects that the teenagers are still figuring out who they are individually. Many teenagers don't know who they are. They're still young and have years of discovery left. Many times when young couples break up, it's because one of them (or both of them) have discovered something about themselves that the other person doesn't like. Thus being unhappy with the new aspects of their partner, they break up.

Teenagers often get involved in relationships without knowing much about the other person. As a result, break-ups are a normal part of most highly emotional teen dating sagas. Teens break up for both rational and illogical reasons, but most have a motive behind the split. Some adolescent break-ups are mutual, but many end with one person feeling relieved and the other feeling rejected.

Peer pressure plays an important role in the lives of teenagers, so some end romantic relationships because their friends encouraged them to break up. Peers might insist that a

dating partner is taking up too much time, has ulterior motives or isn't the right fit. In addition, parents sometimes do not approve of the relationship, which puts a huge strain on it, so the young couple ends up “falling out” and breaking up.

4.3.2 Coping Strategies of the Respondents Teenagers

The second objective asked the respondents to indicate the coping strategies used by teenagers after close relationship break up. The findings are as shown in Table 4.9.

Table 4.9: Coping Strategies Used by Teenagers after a Relationship Breakup

Statements	Disagree	Neutral	Agree	N	Mean	Rank	Std. Dev
Sharing with teachers helps in suppressing negative feelings after relationship break up	(5)5.19%	(10)11.04%	(78)83.77%	93	4.14	1	0.82
Taking revenge helps in suppressing negative feelings after relationship break up	(5)4.87%	(15)15.91%	(74)79.22%	93	4.13	2	0.88
Taking alcohol helps in suppressing negative feelings after relationship break up	(11)12.01%	(7)7.14%	(75)80.84%	93	3.93	3	0.91

Sharing with peers helps in suppressing negative feelings after relationship break up	(4)4.54%	(12)13.31%	(76)82.14%	93	3.89	4	0.69
Social media support helps in suppressing negative feelings after relationship break up	(11)12.01%	(12)12.66%	(70)75.32%	93	3.88	5	0.94
Seeking guidance and counseling is helpful in regaining confidence after relationship break up	(12)12.99%	(23)24.68%	(58)62.33%	93	3.63	7	0.96
Average	10.71%	15.19%	74.09%		3.93		0.88

The study findings on coping strategies used by teenagers after close relationship break up ranked using the mean indicated that sharing with teachers helps in suppressing negative feelings after relationship break up as shown by a mean of 4.14. Further, it was found that seeking guidance and counseling is helpful in regaining confidence after relationship break up as shown by a mean of 3.63.

An open-ended question was used to determine the coping strategies used by teenagers after close relationship breakup. The respondents were asked to indicate the ways in which teenagers cope with close relationship break up. The results are presented in table 4.10

Table 4.10: Ways in Which Teenagers Cope With Relationship Break Ups

Response	Frequency	Percentage
Taking alcohol	7	7.52
Seeking guidance and counselling and friends	21	22.58
Quietness/withdrawal and anger	26	27.95
Sharing with parents	5	5.37
Taking drugs	11	11.82
Going into another relationship	6	6.45
Fighting	4	4.30
Social media support	13	13.97
Total	93	100

The study findings showed that majority of the respondents who were 27.95% indicated that they coped using quietness/withdrawal and feeling of anger. This was followed by 22.58% who indicated that they sought guidance and counselling and shared with friends, then 13.97% who indicated that they seek social media support. It was also found that 11.82% indicated that they resort to taking drugs to cope with the break up, 7.52% take alcohol, and 6.45% go into another relationships while 5.37% indicated that they share with parents. Only 4.30% indicated that they resort into fighting.

The researcher further conducted interviews with the guidance and counselling teachers regarding their observation on the strategies employed by teenagers in coping with relationship breakup. The responses from teacher (T1)1, 2(T2) and 3(T3) were that'

“Most of them outsourced from peers and due to inexperience, they are unrealistic and this could be as a result of peer pressure.” (T1, Female, 42 years). “Most of them end up in quietness/withdrawal and anger”. (T2, Female, 46 years “Some will come to us for guidance while others decide to share with their peers”. (T3, Female, 33 years)

This indicated that negative mechanism for coping with the close relationship breakups as indicated in the study by Barber (2016) that close relationship breakups in the teenagers showed more prominent decreases in outrage, loneliness, and alcohol consumption during the week days, alcohol consumption to cope.

The coping strategies used by teenagers after close relationship break up ranked using the mean indicated that sharing with teachers helps in suppressing negative feelings after relationship break up as shown by a mean of 4.14. Further, majority of the respondents who were 27.95% indicated that they coped using quietness/withdrawal and feeling of anger. The students reported that though they understood the importance of positive coping strategies in coping with breakup, they were not frequently applied resulting to negative coping strategies like substance abuse and depression. This findings supported Buck (2010) who stated coping strategies as important element of relationship breakup due to emotional distress and pressure attached to such breakup and change of life. The findings of this study further supported the study conducted by Barber (2011) showed more prominent decreases in outrage, loneliness, and alcohol consumption during the week days, alcohol consumption to cope, as well as rebound sex among the intervention in respect to the control groups.

The researcher finds that teenagers cope with relationship breakups pursue in various ways. The researcher finds that the difficulty is that teenagers don't want to listen to their parents on this topic. In fact, they often do not want to talk with their parents as they feel judged, criticized and are concerned that they'll get punished for doing something. However the seeking guidance and counselling remains a key coping mechanism since help is offered from persons with experience in handling such cases. Whereas other coping mechanism such as quietness/withdrawal and anger, going into another relationship and social media support were common, they do not offer comprehensive mechanism to offer long-term support for the teenagers.

4.3.3 Gender Differences in Perception of Close Relationship Breakups

The researcher sought to determine the gender differences in perception of close relationship breakups among teenagers. The male respondents were asked to indicate in their opinion whether boys react differently from girls in case of close relationship break up. Their responses were as shown in Table 4.11.

Table 4.11: Boys React and Cope Differently

Response	Frequency	Percent
Yes	33	73.3
No	12	26.7
Total	45	100

The findings indicated that majority of the male students (73.3%) indicated that boys react and cope differently in close relationship break ups.

The respondents who indicated that boys react differently were further asked to explain how boys react. One of the respondents said:

“They look for another partner” (T3, Female, 33 years)

Another one responded:

“Most boys end up abusing or spreading rumors about the ex-girlfriend. Others may turn to intoxicants or find replacement for the ex. Others turn to their hobbies” (T4, Male, 39 years)

The male students were also asked to indicate in their opinion whether boys are more affected by relationship break ups than girls.

Table 4.12: Are Boys affected most by Close Relationship Breakup

Response	Frequency	Percent
Yes	7	15.6
No	38	84.4
Total	45	100

Majority of the respondents indicated that boys are not affected by close relationship break ups than girls. They were further supposed to give reasons for their answer. One of the respondents indicated that:

“No, because they are more open (Male 1, Form 2, 15 years)”

Another said that:

“No, because it is a fact that most boys like girls because of their nature but don't really love them. (Male 2, Form 4, 17 years)”

Another indicated:

“Yes, because many boys feel angry and stressed after the breakup” (Male 3, Form 3, 16 years)

The female students were also asked to indicate in their opinion whether girls cope differently with close relationship break ups. The responses were as shown.

Table 4.13 Do Girls React and Cope Differently

Response	Frequency	Percent
Yes	29	60.4
No	19	39.6
Total	48	100.0

From the findings, most of the female students indicated that girls are affected by close relationship break ups than boys.

The respondents who indicated “yes” were further asked how girls react and cope after a relationship break up.

One student said that:

“Girls tend to suppress their emotions and they build up leading to psychological trauma or low self-esteem” (Female 1, Form 2, 15 years)

Another one responded that:

“Girls tend to experience more pain and try to look for ways of letting go out their feelings from close friends” (Female 4, Form 4, 17 years)

The female students further asked to indicate in their opinion whether girls are more affected by close relationship break ups than boys are.

Table 4.14: Are Girls are More Affected by Close Relationship Breakups

Response	Frequency	Percent
Yes	36	75
No	12	25
Total	48	100.0

Majority of the respondents 36 (75%) indicated that girls are more affected than boys.

They were further asked to give causes for their answers. One respondent indicated that:

“Yes, Boys tend to forget easily while girls will hold on to something and this could have negative effects on them” (Female 1, Form 2, 15 years)

Another one said that:

“No, boys are mostly affected because they tend to suppress their feelings with the belief that a boy’s superiority is expressed when he doesn’t express his feelings or disappointment” (Female 3, Form 2, 16 years)

The teachers were also asked to indicate in their opinion whether there are gender differences on how teenagers cope and emotionally react to a close relationship break up. All the teachers indicated that there are gender differences on how teenagers cope and emotionally react to a close relationship break up. During the interview, the teachers were asked to indicate their assessment on how boys and girls cope and emotionally react to close relationship break ups.

Teacher 1: *“Girls tend to have low self-esteem especially if after breaking up with a friend, the same friend picks up another from the same vicinity. Boys on the other hand would just count it as a lost mission and easily justify their move.” (T1, Female, 42 years)*

Teacher 2: *Boys react by being loud while girls withdraw and become quiet (T2, Female, 46 years).”*

Teacher 3: *Girls usually take much time to let go, and this affects their social life (T3, Female, 33 years).*

The possible reason why girls react and cope differently is because they express their feelings more openly than boys. They are very good at discussing issues but boys are very secretive about their break ups. They do not want to discuss these freely with anyone. Rather than discussing with anyone, they use intoxicating things to forget the past. In addition, willingly or unwillingly, girls have much more people to listen their problems very patiently and calmly but boys do not have much people to share with in most of the cases.

The gender differences perception of close relationship breakups among teenagers indicated that the male respondents most of the male students (73.3%) indicated that boys react and cope differently in close relationship break ups. They indicated that they are not affected by close relationship break ups than girls. On the other hand, most female students indicated that girls are affected by close relationship break ups than boys by 75%. This was supported by the teachers who asserted that there are gender differences on how teenagers cope and emotionally react to a close relationship break up. This is as established by Simon and Barrett (2010) who found that emerging adults are also more likely to report depressive symptoms if they had experienced a recent breakup, with a stronger link being observed for females than males. Consistent with these experiences of emerging adults, in Hetherington and

Stoppard's (2012) qualitative study, adolescent girls revealed that they saw romantic breakups as a leading cause for girls' experience of depression.

4.3.4 Interventions for Close Relationship Break Ups Among Teenagers

The study sought to propose necessary measures on close relationship breakup among teenagers in Mombasa County. The counseling and guidance teachers were asked to suggest the possible measures.

Teacher 1: the best thing that they can do is to completely avoid the relationships while in school since in case of break ups, majority of the students end up in depression and their academic performance declines (T1, Female, 42 years)

Teacher 2: the students should ensure that they share with their parents and counselling and guidance teachers; the parents and teachers could give guidance and also advice on the best coping strategies to adopt (T2, Female, 46 years)."

Teacher 3: The students should take it as a normal occurrence in life and move on; but should avoid engaging in such relationships especially at high school level (T3, Female, 33 years)

The researcher posits that's inadequate communication on teenage relationships can cause serious problems in dating and teenage relationships. Your teenager must understand the importance of knowing what is acceptable or not in terms of how he wants people to treat him and how he will treat others. How and what to communicate to his partner will be a life-long learning process.

Early sex education is important, ideally emanating from the home and supported by the school curriculum. It's a bit late for 'the talk' on the eve of a young person's first date. Education that goes beyond the mechanics of sex and emphasizes mutual respect, decision-making and the meaning of consent should help young people to resist relationship bullying and sexual coercion. School and community-based programmes that focus on teaching the characteristics of healthy romantic relationships, recognizing gender-based stereotypes, improving conflict-management and communication skills, and decreasing acceptance of partner violence can effectively reduce dating violence in adolescent relationships. In addition, parental modelling of respectful interrelationships sets a pattern for young people to aim for in their own interactions.

Lastly, the researcher finds that the school years are decisive years and this time should be focused on academic and career. Moreover, parents and even teachers need to notice the behavior of students and make them understand their feelings. The wrong moves can cause damage to the young minds. The teachers and the parents need to show them the right path and not make them feel guilty or believe that making friends with the other gender is bad as it will severely affect their emotional and social growth.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter presents the summary of the findings per objective, conclusions, recommendations and suggestions of further studies.

5.2 Summary of Findings

This section presents the summary of findings per objective

5.2.1 Causes of Close Relationship Break ups among Teenagers

The study sought to establish the causes of close relationship break ups among teenagers in Mombasa County. The causes were grouped into intimacy related factors, affiliation related factors, sexuality related factors and autonomy related factors.

The study findings on intimacy related factors showed that the highest was arguments and fights with each other and mistrust and cheating were the highest causes of relationship break ups with a mean score of 4.12 out of a maximum of 5. Other identified causes were too much suspicion with each other, lack of care, not reciprocating love and poor or no communication with each other led to relationship breakups (with mean scores of 4.09; 4.03; 4.02 and 4.0 respectively).

Sexuality related factors identified were frequency of sexual intimacy ($\bar{x} = 4.12$), low level of sexual closeness between partners ($\bar{x} = 4.09$) and low levels of sexual satisfaction ($\bar{x} = 4.00$) leads to close relationship break up among teenagers.

Regarding autonomy related factors, findings indicated that low degree of freedom or control in the relationship ($\bar{x} = 4.52$), lack of independence ($\bar{x} = 4.24$) and too much control by one partner ($\bar{x} = 4.21$) led to relationship breakups among teenagers.

In relationship to affiliation related factors, the study findings indicated that boredom when together, the amount of time spent separately and low level of sharing activities led to relationship breakups among teenagers with mean scores of 4.39, 4.3 and 4.29 respectfully.

5.2.2 The Coping Strategies Teenagers Employ after a Close Relationship Breakup

The second objective sought to identify the coping strategies teenagers employ after a close relationship breakup. The sampled students were asked to respond to statements provided on coping strategies. The findings showed that sharing with teachers helps in suppressing negative feelings after relationship break up ($\bar{x} = 4.14$) followed by taking revenge ($\bar{x} = 4.13$), taking alcohol ($\bar{x} = 3.93$) and sharing with peers ($\bar{x} = 3.89$). In an open-ended question on how teenagers cope with relationship break ups, 28% reported that they withdraw with anger, 23% reported that they seek counsel from friends, 14% resort to social media support and 12% to taking drugs.

5.2.3 Gender Differences in Perceptions of Close Relationship Breakups

The third objective sought to find out whether there were gender differences in the reaction and coping to relationship breakups. 73.3% of the boys and 60.4% of the girls agreed that boys and girls react and cope differently with relationship breakups. In addition, 84.4% of the boys disagreed with the statement that boys are affected more by relationship breakups, while 75% of the girls agreed that girls are more affected by close relationship breakups.

In summary, the boys and girls were found to have different ways of coping after close relationship breakup. Findings established that girls express their feelings quite easily than boys. They are very good at discussing issues but boys are very secretive about their break ups. They do not want to discuss these freely with anyone. Rather than discussing with anyone, they use intoxicating things to forget the past. The boys on the other hand tend to suppress their feelings with the belief that a boy's superiority is seen when he does not express his feelings or disappointment.

5.2.4 The Possible Interventions to Help Teenagers Cope With Close Relationship Break Ups

The study also sought to find out the possible interventions to help teenagers cope with close relationship break ups. The counselling and guidance teachers in the selected schools suggested that students should seek for advice from the teachers and parents. Some teachers also suggested that teenagers could avoid engaging in relationships while in school.

5.3 Recommendations

The study found that students sought for guidance from guidance and counselling teachers in cases of relationship break ups. Under the causes of teenagers close relationship, the study recommends that school administration should ensure counseling to all students to offer needed support to those students experiencing close relationship breakups. The school-based programs can succeed in helping youth develop skills for healthy relationships. Young people are very receptive to information about healthy relationships.

Further, the study recommends that the department of guidance and counseling in all secondary schools to critically evaluate potential students who may be in need of counseling

due to close relationship breakup issues. The study recommends on secondary school administration to fully adhere with stipulated guidance and counseling regulations by the ministry of education as well as working closely with student's body. This will enable them to identify those students experiencing breakups issues.

Under the coping strategies teenagers, the study recommends that the school programs should include gender based counselling on teenage relationships to educate them on healthy relationships.

5.4 Suggestions for Further Research

1. Future studies can conduct the same study with a larger sample size distributed in larger areas across the country for more inclusivity and better comparison.
2. Future studies can focus more on the effect of close relationship breakups on students' academic performance.
3. Future studies can investigate more on gender differences so that there are gender specific solutions for the teenagers.
4. Future studies can focus on other factors like individual characteristics of students, kind of parental style, and nature of the family and peer pressure and how they affect close relationship breakup among students as they play a role in the social aspects of the teenagers.

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APPENDICES

Appendix 1: Informed Consent Form

Dear Respondent,

I am a graduate student of Master of Arts (Counseling Psychology) at Kenyatta University.

I am carrying out a study on “*Perception of the Causes of Close Relationship Breakups and Coping Strategies Used by Secondary Schools Students in Mombasa County, Kenya*”.

It would be of great value if you could share your wealth of knowledge by completing the attached questionnaire. Your answers will be handled with highest anonymity and confidentiality. To ensure that this is done, do not indicate your name. Please note that response to this questionnaire is voluntary. If you agree to respond, please sign on the space provided below.

Regards,

Mwanaidi Akida Munyi

Sign

Appendix II: Questionnaire for Students

This questionnaire is divided into five short sections that should take only a few minutes to complete. Please respond appropriately in the blanks provided. This is an academic exercise and all information collected from respondents will be treated with strict confidentiality

SECTION A: BASIC INFORMATION

1. What is your gender?

a) Male () Female () Other (specify)

2. How old are?

4. Religion

a. Christian () b. Muslim () c. Hindu () d. Others (specify) ()

5. Have you ever been in a close relationship that broke up?

Yes () No ()

SECTION B: CAUSES FOR CLOSE RELATIONSHIP BREAKUPS

1. Below are the causes that lead to relationship breakups among teenagers. Give your assessment in terms of the following. 1-Not at all, 2-Small extent, 3-Moderate extent, 4-Large extent, 5-Very large extent

No	Statement	Not at all	Small extent	Moderate extent	Large extent	Very large extent
Intimacy related factors						
1	Poor or no communication with each other					
2	Arguments and fights with each other					
3	The other never care					
4	Mistrust and cheating					
5	The other never loved back					
6	Too much suspicion of each partner					
Affiliation related factors						
7	Low Level of sharing activities together					

No	Statement	Not at all	Small extent	Moderate extent	Large extent	Very large extent
8	Low Level of shared interests and traits					
9	Inadequate time spent together					
10	Boredom when together					
11	The amount of time spent in doing other activities separately					
Sexuality related factors						
12	Low level of affection toward each other in the relationship					
13	Low level of physically attraction					
14	Low level of sexual closeness between the partners					
15	Frequency of sexual intimacy					
16	Low level of satisfaction					
Autonomy/Independence related factors						
17	Low level of room to breathe or independence of self					

No	Statement	Not at all	Small extent	Moderate extent	Large extent	Very large extent
18	Low degree of freedom or control in the relationship					
19	Low level of sparing study time					
20	High level of third party involvement					
21	Too much control by one partner					

2. List other factors that may cause close relationship break up among teenagers.

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SECTION C: COPING STRATEGIES AFTER RELATIONSHIP BREAKUPS AMONG TEENAGERS

1. Tick the answer that matches your opinion.

No	Statement	Not at all	Small extent	Moderate extent	Large extent	Very large extent
1	Seeking guidance and counseling is helpful in regaining confidence after relationship break up					
2	Parental guidance helps in suppressing negative feelings after relationship break up					
3	Social media support helps in suppressing negative feelings after relationship break up					
4	Sharing with peers helps in suppressing negative feelings after relationship break up					
5	Sharing with teachers helps in suppressing negative feelings after relationship break up					
6.	Taking alcohol helps in suppressing negative feelings after relationship break up					

No	Statement	Not at all	Small extent	Moderate extent	Large extent	Very large extent
7.	Making revenge helps in suppressing negative feelings after relationship break up					

2. List other coping strategies adopted by teenagers in case of close relationship break ups.

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SECTION F: GENDER DIFFERENCES IN REACTING AND COPING WITH RELATIONSHIP BREAKUPS AMONG TEENAGERS

Questionnaire for boys

1. In your opinion, do boys react and cope differently with a relationship breakup? Yes

() No ()

2. If yes above, how do boys react and cope after a relationship breakup?

.....

.....

..... In your opinion, do you think boys are more affected by relationship breakups girls? Give causes for your answer?

.....
.....
.....

Questionnaire for girls

3. In your opinion, do girls react and cope differently with a relationship breakup?
Yes () No ()

4. If yes above, how do girls react and cope after a relationship breakup?

.....
.....
.....

..... In your opinion, do you think girls are more affected by relationship breakups compared to boys? Give causes for your answer?

.....
.....
.....

Appendix III: Interview Guide for Guidance and Counseling Staff

Interview Schedule

Personal Interview Protocol

1. The researcher thanks the interviewee for availing an appointment or taking time for the interview.
2. Researcher introduces herself.
3. The researcher explains the purpose of the interview.

The following are the questions that will be asked to the school staff in the guidance and counseling department during the interview

1. In your opinion, what would you say are the major factors or causes of teenage romantic breakups among your students?
2. What observations have you made regarding the strategies employed by teenagers in coping with a romantic break up?
3. In your opinion, are there gender differences on how teenagers cope and emotionally react to a romantic breakup amongst your students?
Yes () No ()
4. If yes above, give your assessment on how boys and girls cope and emotionally react to a romantic breakup?

Appendix IV: NACOSTI Permit

