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**The Impact of Divorce on School Drop-out and School
Achievement for Arab Children in Israel**

ABSTRACT

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Introduction

Despite the fact that divorce is undesirable, it can be a life transition that maintains and corrects the family system and changes its re-growth. Also, it has many reasons, including marital boredom, ease to change, finding alternatives, financial problems, pleasure-seeking, selfishness, moral weakness, and adultery. In reality, divorce is attributed with high levels of school drop-out, low educational achievement, and more problems with school administration, and compatibility issues with their friends (Raynish, 2007, Galluzzo, 2012, and Rahal, 2013). Recently, divorce has extended in Israeli societies, Based on Israeli Statistics Department (2019), the number of divorced couples in Israel has reached 15605 Jewish couples in 2018, and 3541 Arab couples.

Research Hypotheses

General research hypothesis: *School environment mediates the relations between divorce and school drop-out/school achievement for children aged 15-18.*

Based on previous studies, we then defined a set of 8 working hypotheses as follows:

H1 Higher drop-out rates are noticed among children of divorced families compared to intact families' children (Crowder and Teachman, 2004).

H2 Children experiencing divorce perceive school environment as being less supportive compared to children of intact families (Amato, 2001).

H3 Higher drop-out rates can be a result of less supportive environment due to less supportive teachers and peers (Crowder and Teachman, 2004).

H4 Family support affects school drop-out towards school and school drop-out/school achievement for children aged 15-18 (e.g., Raynish, 2007; Mckee, 1993; Seltzer, 1994).

H5 Children experiencing divorce perceives a less supportive family environment compared to children of intact families (DuBois et al., 1994).

H6 Social activities and social participation mediates the relations between divorce, children's school drop-out, and school achievement. Namely, children from divorced families are less engaged. Children with lower social participation tend to drop more from school and usually achieve less (Amato, 2000; Rahal, 2013).

H7 Social skills affect the process of shaping the relations between divorce, children's school drop-out and school achievement (Thapa et al., 2013).

H8 Social well-being has a real impact in shaping the relations between divorce, children's school drop-out, and school achievement (Spence, 2012).

Literature Review

Rights and Rulings of Divorce in Arab Countries

Islamic speaking, there are four cases for terminating marriage: "*Talaq*" which refers to husband's unilateral reputation, redemption "*khul'*, *mukhala'a*" referring to the husband's repudiation after his woman pays compensation, "*tatliq*" or "*tafriq*" which refers to divorce in court at woman's instigation, and "*Faskh*" which refers to court order to dissolve marriage (Ali, 2000).

Some specific grounds for divorce are particular to certain countries, such as man's addiction to drugs in Yemen, but some grounds are agreed upon in all countries like husband's physical inability (Ali, 2000). As a result, divorce legal bases are reformed in most countries, like accepting woman's divorce application without introducing legal grounds to support this application and giving her a legal divorce if two court-monitored attempts of reconciliation have failed in Egypt and Morocco (Evans, 2005).

Magnitude and Rates of Divorce

According to Fagan et al. (2012), more than a million American child is suffering from divorce. In Europe, divorce rates are increasing significantly. For example, divorce rate is increasing from 0.3% during 2012- 2015 to reach 0.6% in 2016 in Germany. Also, divorce rate is increasing from 0.2% during 2012- 2015 to reach 0.5% in 2016 in Latvia. The same is discovered in Arab countries. For instance, divorce rate is increasing from 2.1% during 2010-2011 to reach 2.8% in 2016 in Saudi Kingdom.

Reasons Leading to the Decision of Divorce

Living conditions: Joint houses with husband's family is one of divorce main reasons since women cannot adopt to live with husband's family (Brand et al., 2019).

Economic conditions: some economic conditions like insufficient budgets, reducing family expenses per month, wasting marital resources of family independence, some wives' sense of material independence and disagreement over the wife's work can lead to divorce (Brand et al, 2019).

Psychological conditions: Bracke et al. (2010) stated that people who experienced past divorce cases tend to take divorce decisions faster.

Theories Explaining Divorce

Attachment Theory: The theory is based on the idea that every child is born with a set of psychological needs, and the failure to meet these needs in childhood by the first

caregivers (mother and father) makes the person attempt to pay them later in an unhealthy way through his relationship with his life partner, which makes expectations illogical and this may be a reason for separation (Bowlby, 1951).

Attribution Theory: Based on this theory, each individual has an innate tendency to explain the reasons for his/her success or failure which may be attributed to internal factors (attitudes, efforts, preparations) or external (difficulty of the task) (Cook and Artino, 2016).

Social Capital Theory: every country has its own codes of marriage. For example, The judicial system forbids an individual from marrying his mother, grandmother, daughter, sister, aunt, aunt, brother's daughter, and sister's daughter. In twenty-nine states of the United States, the law prohibits marriage between cousins' sons and daughters and considers it an incestuous abuse (Gordon, 1978). In material societies, marriage is based on love that starts with admiration. The capitalist social theory accuses intermarriage in non-industrial societies of shortcomings and inability to stir human emotions, because that type of mating is not generated as a result of a love relationship between a man and a woman before marriage, but rather arises due to traditions and social norms.

Implications of Divorce:

- Children's Social Skills

A skill is defined as "a consistent-system of an activity that aims to achieve a particular goal and it becomes a social skill when a person interacts with another. Participating in a social occasion requires a skill which matches what another person does with and what s/he does, to correct his activity so as to achieve harmony" (Abu Hashem, 2002: 149). Actually, social skills also help the child to form social relations with his/her peers and others. It also helps the child accept the idea of participating with other children in play, cooperation, and sympathy (Bdair, 2001: 132).

The Effect of Divorce on Social skills

According to Clay (1998), divorce affects children's level of engagement, both in studies' environment and within family. Moreover, divorce leads to disturbance of children's social upbringing (Parish and Taylor, 1979), and they engage in negative behaviors like selfishness, sectarianism, and pessimism. This leads children to resort to the realm of deviation (Alam et al., 2001). In addition, divorce makes children have poor coping skills, behavioral disturbances, school problems, emotional illnesses, aggressive behaviors, and poor relationships and social participation (Brownlee, 2007). Aseltine (1996) and Malone (2010) explained that social skills, like problem-solving, decision-

making, communication, self-management, and relationships with others, are greatly reduced when divorce occurs.

Children's Social Well-being

This term is defined as the behavioral consequences for introducing alleviating solutions for poverty (i.e. luxury) for individuals whose income is low (Hansagi et al, 2000). However, this definition is limited since it looks at well-being from luxury angle. Moreover, Keyes (1998) extends the definition of social being, considering it as a form of assessment for one's circumstances and functions in society. Also, he identified five main dimensions for social well-being: 1) social acceptance: it means that people wish a particular person to enter their group (Leary, 2010). 2) social contribution: it involves determining the social importance of oneself ((Radzyk, 2014). 3) social actualization: addresses the measurement of the society's capacity and course (ibid). 4) social cohesion: it is defined as a descriptive, multifaceted and gradual phenomenon attributed to a collective, indicating the quality of collective spirit of belonging ((Andrew, 1997). 5) social integration: it requires "assessing the efficiency of one's social ties." (Radzyk, 2014).

The Effect of Divorce on Social Well-being

Divorce negatively affects psychological, material, social, and economic aspects of well-being, as it leads to depression, stress, and dissatisfaction. In addition, divorce influences a person's material condition, reduces his/her income level, influences one's personality, and weakens his/her sense of identity (Hansagi et al, 2000).

Kelly and Emery (2003) and Amato (1993) stated that children belonging to divorced families face many difficulties and risks, such as loss of parents, economic burdens, heighten stress, changes of peers and relationships, and inability to get used to new status of parents, especially when parents are not able to deal with their children and their age peculiarities, or when children witness disputes between parents.

Children's Social Participation

Social participation refers to the organized process in which individuals are distinguished by several characteristics, such as specific, collective, conscious, and voluntary actions. These characteristics usually lead to self-actualization and goal achievement. However, The real definition of social participation in relation to children coming from divorced families is the degree of integration in the family and friends' social network in the community they live in, and in the whole society while taking into consideration

children's social relations and participation in recreational, cultural, spiritual, and educational events.

Impacts of Divorce on Social Participation

Children of divorced parents usually achieve low academic progress, face educational problems, have poor social interactions, and suffer from trauma. They are victims of negative stereotypical perceptions of divorce and divorced parents (Ibrahim, 2003). In addition, Shulman et al. (2012) emphasized that children who came from divorced families had a high rate of anti-social problems, especially drug abuse and sexual and aggressive behavior. Furthermore, children from divorced parents flee more from participating in social activities than children from married parents (Amato, 2000; Rahal, 2013).

Children's School Environment

The school environment has an important role in shaping learner's personality, determining his/her future, enhancing his/her behavioral patterns, and developing his/her ideas and principles (Paulson et al., 1998). School environment concept refers simply to the social structure or generally to the total social system of a group of employees in a single organization. This means that several factors, such as culture, values, customs, traditions, norms, social status, behavioral patterns, social beliefs and different ways of working affect human and economic activities within the school (Black, 2010).

The Effects of Divorce on School Environment

Divorce leads to a decrease in students' test marks (Ellington, 2003 and Odenweller, 2014), and a decrease in their educational attainment level (Di Maio et al., 2016) which negatively affects their academic achievement (Kaye, 1989, Wadsby and Svedin, 1996, and Nusinovici et al., 2018). Bubelwa (2014) highlighted that divorce contributes to the student's poor academic performance as a result of psychological problems that lead to deviant academic performance and deviant student behaviors. Andrew and Segun (2019) stated that divorce make children face difficulties in concentrating at school due to the lack of family support.

Raynish (2007) emphasized that divorce negatively affects the academic achievement of children of divorced parents, because of poor financial support, social welfare, and self-motivation. The socio-economic status of children from divorced parents clearly leads to low academic achievement (Featherman and Hauser (1978), Ferri (1976), and Guidubald et al. (1984). In the same context, Cherian (1989) highlighted that divorce affects the child's ability and motivation to succeed at school. He also mentioned that the absence of

one of the parents deprives the child from parental assistance, encouragement, and direction at school.

Family Support

Family support refers to the provision of all forms of support and assistance, including educational, social and cultural support to children. Actually, family support enables children to grow and develop in a stable and coherent family environment and to exploit all their capabilities and talents (DuBois et al., 1994).

Family support is also the individual's awareness of the relationships and positive interactions between children and their family members, so that they can rely on their families to provide behavioral, guiding, cognitive, and emotional support to enhance their abilities and skills when needed (Sanders, 1999).

The Impact of Divorce on Family Support

Divorce makes the family lose its stability, either from the father's side or the mother's side (Uphold-Carrier and Utz, 2012). Children suffering from parental divorce felt fear, anxiety, and confusion in loyalty to the father or the mother. They also felt lonely and exhibited violent behavior, negativity, and lack of response to advice, in addition to lying and stealing. The loss of parents as a result of divorce represents the loss of valuable support sources for children, providing moral support and stability from them (Kelly and Emery, 2003).

Research Methodology

Aims and Objectives of the Study:

- Investigating the relationships between experiencing divorce and school drop-out among Israeli-Arab children.
- Investigating the relationships between experiencing divorce and school achievement.
- Examining the mediating effect of school environment, family support, social activities, social skills, and social well-being on the relationship between experiencing divorce and school drop-out.
- Examining the mediating effect of school environment, family support, social activities, social skills, and social well-being on the relationship between experiencing divorce and school achievement.

Research Approach

Two main approaches can be used to test hypothesis. The deductive approach is mainly based on developing a theory to test a specific hypothesis (Bryman, 2003; Saunders et al., 2012). Thus, several quantitative techniques are employed to explore the causal relations among variables (Saunders et al., 2012).

The researcher used the quantitative-based approach to test proposed research hypotheses. Saunders et al. (2012) stressed that the researcher can understand the phenomenon under research by gathering the relative information and picking up the required data. Based on this view, the researcher uses observational research to test the research hypotheses. Thus, hypothetical explorations have been created through extracting evidence (Eriksson and Kovalainen, 2008).

The Use of Survey Method

Survey is a suitable method for collecting and analyzing data that has quantitative nature because survey is generally associated with high capability levels in representing large populations, convenient for data gathering and statistical significances' conclusions. Actually, it is difficult to qualitatively analyze data obtained from huge number of respondents. Moreover, one of the benefits of collecting data is using these data to propose a general understanding to clarify the relations among different research variables.

Sampling Design and Population

The researcher chooses a representative sample of the target population. In this study, the target population is Israeli-Arab children whose parents are separated due to divorce. Children are the ones who suffer after parents' separation, and of course this is reflected in their psychological and social (e.g., academic progress) environment.

Sampling Unit

A survey is used to gather valid information related to the theoretical model. The sample frame was received from the Israeli-Arab schools. The surveyed adolescents were purposefully chosen from the sample frame. The sample frame consisted of 218 students. The survey was carried out in October and December 2017. The respondents were directly addressed and requested to participate in the survey by filling in the questionnaires.

Questionnaire Development

In this study, the questionnaire is divided into several parts in order to cover all aspects of research variables. The first and second section already covered while the third section is related to cases of adolescents suffering from parental separation and included questions

like "what is your age when your parents get divorced?", "If your parents are divorced, have they remarried again?"

The fourth section is about school achievement that included questions that investigate the educational level of participants through the average of grades in their certificates and questions related to their score in school subjects (e.g.Math, Arabic, Hebrew, and English). The fifth section included questions related to school drop-out, such as how many days was the student absent in the last month? Does s/he work? If so, how many hours does s/he work in the week?

The sixth section investigated school environments as perceived by students and included 6 items such as, ("My school is a pleasant place to be in", "Teachers care about my feelings", "and Teachers do not involve weak students in classroom discussions".

Regarding social activities, the seventh section comprised of two items: "I see myself as part of the community" and "I contribute enough in the society". The eighth section is concerned with the family support variable. It included items such as "If I have problems at school, my parents can help", "My parents prefer me to work and make money than to go to school", "My parents encourage me to succeed at school", "My parents are interested in what happens at school", "My parents do not allow me to be absent from school for no good reason", and "My parents visit my school".

The ninth section included statements related to social skills variable, such as "I flatter my friends when they feel nervous", "I look at the others' contemptuously", "I feel angry and jealous when someone does a good job".

The last section of the questionnaire was focusing on social well-being. It included numerous items like "I am usually sad and have many complaints", "I like to be alone", "I fear speaking to people", "I can easily make relationships with others", "I always feel that others bother me".

Results

Response Rate

The researcher uses the purposeful sampling method to select children sample. Among 218 questionnaires collected (with 95% of confidence interval), the researcher uses 229 questionnaire (74.8%) in data screening, while the number of invalid questionnaires is 77 (25.2%) because participants do not complete some of the sections. After data screening, the researcher classifies 11 questionnaires as outliers. IN this way, the final sample includes about 71.2% of the initial sample. The number of questionnaires included in this

research is 218. This is acceptable because the error margin (accuracy) is at 5%, and confidence interval is at 95%.

School Achievement

About 47% of children of married parents perceive their achievement level as being good compared to about 24% of children coming from divorced families. About a third of children of divorced families perceive their level as being bad and less than mediocre, while none of children of married parents think they have bad results. These results tend to be reasonable since living in a two-parents family setting encourages children to be more creative and artistic, suffering from fewer worries. In addition, living in a regular family helps children overcome their problems with the help of their parents, unlike children of divorced families who feel more they are left to face school problems by themselves.

Table 1: *Level of Children Achievement*

Compared to your classmates, what student are you?		Married parents	Divorced parents	Total
Very good	Frequencies	53	25	78
	Percentage	46.9	23.8	35.8
Good	Frequencies	35	16	51
	Percentage	31	15.2	23.4
Medium	Frequencies	25	32	57
	Percentage	22.1	30.5	26.1
Less than mediocre	Frequencies	-	19	19
	Percentage	-	18.1	8.7
Bad	Frequencies	-	13	13
	Percentage	-	12.4	6
Total	Frequencies	113	105	218
	Percentage	100	100	100

Source: generated by the author based on SPSS outputs.

School Drop-out

The results presented in table 2 indicate a gap between the two groups, as about 30% of children of divorced parents are absent more than 9 days, and about 23% of them are absent 7-8 days. On other hand, none of children of married parents are absent for more than 7 days at all. In addition, for children with both parents present, half of them (54%) are absent for 1-2 days and about 27% are absent for 3-4 days. However, less than 14% of children of divorced families are absent for 1-2 days, and about 15% are absent for 3-4 days.

Table 2: Children's School Absence

In the last month, about a few days did not come to school?		Married parents	Divorced parents	Total
1-2 days	Frequencies	61	14	75
	Percentage	54	13.3	34.4
3-4 days	Frequencies	30	16	46
	Percentage	26.5	15.2	21.1
5-6 days	Frequencies	22	19	41
	Percentage	19.5	18.1	18.8
7-8 days	Frequencies	-	24	24
	Percentage	-	22.9	11
9 days and more	Frequencies	-	32	32
	Percentage	-	30.5	14.7
Total	Frequencies	113	105	218
	Percentage	100	100	100

Source: generated by the author based on SPSS outputs.

Social Participation

We can see from table 3 that children with both parents see themselves as part of the community and contribute to society more than the divorced parents' children as 65.5% of married parents' children see themselves as a part of the community, while only 9.5% of divorced parents' children see.

Table 3: Children's Social Participation.

Items		Strongly Agree	Agree	Somewhat disagreed	Disagree	Strongly disagree	Mean	SD	t	
I see myself as part of the community	Married parents	N	74	19	12	5	3	4.38	1.02	<u>6.534**</u>
		%	65.5	16.8	10.6	4.4	2.7			
	Divorced parents	N	10	2	7	21	65	1.77	1.25	
		%	9.5	1.9	6.7	20	61.9			
I contribute enough in society	Married parents	N	28	34	12	29	10	3.36	1.12	<u>4.297**</u>
		%	24.8	30.1	10.6	25.7	8.8			
	Divorced parents	N	14	17	32	21	21	2.83	1.29	
		%	13.3	16.2	30.5	20	20			

Source: generated by the author based on SPSS outputs. * p < .01, ** p < .05

Table 3 demonstrates that there are statistically significant differences between children's social participation items according to children of married parents and divorced parents, where the p value was less than 0.05. Children of married parents are socially participating more than children of divorced parents.

Family Support

Table 4 indicates that married parents help their children if they have a problem in school, encourage their children to study and succeed in school, do not allow the children to be absent, visit the school and are interested in their talks about the school. Divorced parents tend to do the opposite of what married parents do.

Table 4: Children's Family Support

Items		strongly agree	Agree	Somewhat disagree	Disagree	strongly disagree	Mean	SD	t	
If I have problems at school my parents can help	Married parents	Frequencies	71	15	14	11	2	4.26	1.11	4.974**
		Percentage	62.8	13.3	12.4	9.7	1.8			
	Divorced parents	Frequencies	9	15	12	14	55	2.13	1.08	
		Percentage	8.6	14.3	11.4	13.3	52.4			
My parents prefer me to work and make money instead of going to school	Married parents	Frequencies	6	9	39	53	6	2.61	0.91	11.635**
		Percentage	5.3	8	34.5	46.9	5.3			
	Divorced parents	Frequencies	42	24	21	12	6	3.80	1.24	
		Percentage	40	22.9	20	11.4	5.7			
My parents encourage me to succeed at school	Married parents	Frequencies	71	19	19	2	2	4.37	0.94	8.335**
		Percentage	62.8	16.8	16.8	1.8	1.8			
	Divorced parents	Frequencies	9	4	16	36	40	2.10	1.20	
		Percentage	8.6	3.8	15.2	34.3	38.1			
My parents are interested in what happened at school	Married parents	Frequencies	47	24	21	9	12	3.75	1.15	4.974**
		Percentage	41.6	21.2	18.6	8	10.6			
	Divorced parents	Frequencies	11	14	27	31	22	2.63	1.25	
		Percentage	10.5	13.3	25.7	29.5	21			
My parents do not allow me to be absent from school for no good reason	Married parents	Frequencies	46	34	12	9	12	3.82	1.11	8.564**
		Percentage	40.7	30.1	10.6	9	10.6			
	Divorced parents	Frequencies	13	19	15	33	25	2.64	1.12	
		Percentage	12.4	18.1	14.3	31.4	23.8			
My parents visit my school	Married parents	Frequencies	12	75	13	8	5	3.72	0.91	5.660**
		Percentage	10.6	66.4	11.5	7.1	4.4			
	Divorced parents	Frequencies	4	3	9	16	73	1.56	1.02	
		Percentage	3.8	2.9	8.6	15.2	69.5			

Source: generated by the author based on SPSS outputs. * p< .01, ** p< .05

Table 4 clarifies that there are statistically significant differences between children's family support items according to children of married parents and divorced parents, where the p value was less than 0.05. The results show that the differences were for children of married parents as they a higher level of family support compared to children of divorced parents.

Social Skills

Table 5 illustrates that children of married parents tend to help their friends and flatter them, do not star at others, do not have many negative feelings like jealousy and anger and have positive ones like being happy when someone does a good job. In the other hand, children of divorced parents tend to lie, do not visit friends, look at the others contemptuously, and stay with others for a long time until they get bored of them.

Table 51: Children's Social Skills

Items			Strongly Agree	Agree	Somewhat disagree	disagree	Strongly Disagree	Mean	SD	t
I flatter my friends when they feel nervous	Married parents	Frequencies	58	25	18	6	6	4.09	1.16	4.521**
		Percentage	51.3	22.1	15.9	5.3	5.3			
	Divorced parents	Frequencies	33	39	7	9	17	3.59	1.22	
		Percentage	31.4	37.1	6.7	8.6	16.2			
I look at the others contemptuously	Married parents	Frequencies	4	4	17	27	61	1.79	1.05	3.933**
		Percentage	3.5	3.5	15	23.9	54			
	Divorced parents	Frequencies	9	20	17	17	42	2.40	1.30	
		Percentage	8.6	19	16.2	16.2	40			
I feel angry and jealous when someone does a good job	Married parents	Frequencies	3	6	17	24	63	1.78	1.05	5.210**
		Percentage	2.7	5.3	15	21.2	55.8			
	Divorced parents	Frequencies	8	9	7	31	50	1.99	1.25	
		Percentage	7.6	8.6	6.7	29.5	47.6			
I bother people to make them angry	Married parents	Frequencies	18	12	15	45	23	2.62	1.18	4.098**
		Percentage	15.9	10.6	13.3	39.8	20.4			
	Divorced parents	Frequencies	28	19	17	18	23	3.10	1.13	
		Percentage	26.7	18.1	16.2	17.1	21.9			
I feel happy when someone does a good job	Married parents	Frequencies	50	28	14	13	8	3.88	1.28	3.556**
		Percentage	44.2	24.8	12.4	11.5	7.1			
	Divorced parents	Frequencies	42	25	17	12	9	3.75	1.32	
		Percentage	40	23.8	16.2	11.4	8.6			
I lie in order to get what I want	Married parents	Frequencies	18	14	21	32	28	2.66	1.15	8.432**
		Percentage	15.9	12.4	18.6	28.3	24.8			
	Divorced parents	Frequencies	31	28	18	15	13	3.47	1.13	
		Percentage	29.5	26.7	17.1	14.3	12.4			
I try to be better than anyone	Married	Frequencies	67	18	12	7	9	4.12	1.28	5.333**

else	parents	Percentage	59.3	15.9	10.6	6.2	8	3.18	1.07	_____
	Divorced	Frequencies	22	25	27	12	19			
I often visit my friends at home	parents	Percentage	21	23.8	25.7	11.4	18.1	3.49	1.16	7.454**
	Married	Frequencies	42	17	22	18	14			
	parents	Percentage	37.2	15	19.5	15.9	12.4	2.57	1.20	_____
	Divorced	Frequencies	16	11	17	34	27			
I stay with others for a long time until they get bored of me	parents	Percentage	15.2	10.5	16.2	32.4	25.7	2.12	1.24	4.982**
	Married	Frequencies	9	12	17	21	54			
	parents	Percentage	8	10.6	15	18.6	47.8	3.54	1.19	_____
	Divorced	Frequencies	36	21	24	12	12			
parents	Percentage	34.3	20	22.9	11.4	11.4				

Source: generated by the author based on SPSS outputs. * p< .01, ** p< .05

Table 6 shows that there are statistically significant differences between children's social skills items according to children of married parents and divorced parents, where the p value was less than 0.05. The results depict that the differences were in favor of children of married parents compared to their counterparts.

Table 6: Children's Social Well-being

Items			strongly agree	Agree	Somewhat disagree	disagree	strongly disagree	Mean	SD	T
I usually be sad and have many complaints	Married parent	Frequencies	5	8	18	20	62	1.88	1.17	5.639**
		Percentage	4.4	7.1	15.9	17.7	54.9			
	Divorced parent	Frequencies	27	25	19	19	15	3.29	1.19	
		Percentage	25.7	23.8	18.1	18.1	14.3			
I like to be alone	Married parent	Frequencies	2	5	5	4	97	1.33	.89	12.470* *
		Percentage	1.8	4.4	4.4	3.5	85.8			
	Divorced parent	Frequencies	30	28	20	15	12	3.47	1.09	
		Percentage	28.6	26.7	19	14.3	11.4			
I fear speaking to people	Married parent	Frequencies	40	29	12	14	18	3.52	1.16	6.452**
		Percentage	35.4	25.7	10.6	12.4	15.9			
	Divorced parent	Frequencies	19	51	10	12	13	3.49	1.26	
		Percentage	18.1	48.6	9.5	11.4	12.4			
I can easily make relationships with others	Married parent	Frequencies	74	23	6	5	5	4.38	1.07	8.465**
		Percentage	65.5	20.4	5.3	4.4	4.4			
	Divorced parent	Frequencies	12	4	23	30	36	2.30	1.29	
		Percentage	11.4	3.8	21.9	28.6	34.3			
I always feel that the others bother me	Married parents	Frequencies	10	13	13	63	14	2.49	1.12	4.744**
		Percentage	8.8	11.5	11.5	55.8	12.4			
	Divorced parents	Frequencies	31	26	15	12	21	3.32	1.06	
		Percentage	29.5	24.8	14.3	11.4	20			

I get sufficient help from my friends or family if I need it	Married parents	Frequencies	62	23	12	5	11	4.06	1.14	6.301**
		Percentage	54.9	20.4	10.6	4.4	9.7			
	Divorced parent	Frequencies	5	14	31	31	24	2.49	1.14	
		Percentage	4.8	13.3	29.5	29.5	22.9			
Other people accept me like I am	Married parent	Frequencies	51	29	24	6	3	4.05	1.05	3.974**
		Percentage	45.1	25.7	21.2	5.3	2.7			
	Divorced parents	Frequencies	26	12	16	23	28	2.86	1.12	
		Percentage	24.8	11.4	15.2	21.9	26.7			
I often feel forsaken	Married parents	Frequencies	7	8	11	27	60	1.89	1.15	8.435**
		Percentage	6.2	7.1	9.7	23.9	53.1			
	Divorced parent	Frequencies	26	17	16	39	7	3.15	1.21	
		Percentage	24.8	16.2	15.2	37.1	6.7			
There are enough people with who I feel strongly connected	Married parent	Frequencies	85	14	10	4	-	4.59	0.79	10.564* *
		Percentage	75.2	12.4	8.8	3.5	-			
	Divorced parents	Frequencies	17	13	29	28	18	2.84	1.30	
		Percentage	16.2	12.4	27.6	26.7	17.1			
I gladly help other people if they need my help	Married parents	Frequencies	61	28	12	9	3	4.22	1.04	7.558**
		Percentage	54	24.8	10.6	8	2.7			
	Divorced parents	Frequencies	30	13	25	25	12	3.23	1.10	
		Percentage	28.6	12.4	23.8	23.8	11.4			
I feel pleasant in my home	Married parents	Frequencies	63	24	12	10	4	4.17	1.14	6.540**
		Percentage	55.8	21.2	10.6	8.8	3.5			
	Divorced parent	Frequencies	13	18	19	28	27	2.64	1.01	
		Percentage	12.4	17.1	18.1	26.7	25.7			
I give things bigger than their size	Married parent	Frequencies	10	7	14	27	55	2.03	1.29	9.465**
		Percentage	8.8	6.2	12.4	23.9	48.7			
	Divorced parents	Frequencies	24	26	23	20	12	3.29	1.08	
		Percentage	22.9	24.8	21.9	19	11.4			

I'm content with my social position	Married parents	Frequencies	55	19	24	11	4	3.97	1.19	8.330**
		Percentage	48.7	16.8	21.2	9.7	3.5			
	Divorced parents	Frequencies	15	20	21	26	23	2.79	1.14	
		Percentage	14.3	19	20	24.8	21.9			
I'm content with my current life	Married parents	Frequencies	67	23	13	5	5	4.26	1.10	3.564**
		Percentage	59.3	20.4	11.5	4.4	4.4			
	Divorced parents	Frequencies	14	10	23	30	28	2.54	1.03	
		Percentage	13.3	9.5	21.9	28.6	26.7			
I miss people around me	Married parents	Frequencies	36	21	34	10	12	3.52	1.17	4.562**
		Percentage	31.9	18.6	30.1	8.8	10.6			
	Divorced parents	Frequencies	5	10	8	18	64	1.80	1.21	
		Percentage	4.8	9.5	7.6	17.1	61			
I'm content with the relation to my neighbors	Married parents	Frequencies	58	22	16	7	10	3.98	1.05	8.631**
		Percentage	51.3	19.5	14.2	6.2	8.8			
	Divorced parents	Frequencies	20	32	9	33	11	3.16	1.13	
		Percentage	19	30.5	8.6	31.4	10.5			
I feel insecure in my own home	Married parent	Frequencies	42	42	10	10	9	3.87	1.13	5.220**
		Percentage	37.2	37.2	8.8	8.8	8			
	Divorced parent	Frequencies	26	18	30	13	18	3.20	1.12	
		Percentage	24.8	17.1	28.6	12.4	17.1			

Source: generated by the author based on SPSS outputs. * p < .01, ** p < .05

Table 6 illustrates that there are statistically significant differences between children's social well-being items according to children of married parents and divorced parents, where the p value was less than 0.05. The results reflected that children of married parents have higher scores of social well-being as opposed to children of divorced parents.

Recommendations

1. Conducting more studies with representative samples and codified tools on psychological and social effects of divorce on children.
2. Educating men and women who are about to marry, teaching them all social skills needed to build a happy life, and enabling them to overcome the major possible problems that may occur after marriage.
3. Providing all psychological, social, and material support for divorced families and helping them overcome the bitter experience of divorce that any destroy all their life.
4. Print and visual media should introduce diverse programs and follow different ways to educate people in general and newlyweds in particular about the rights and duties of each spouse.
5. School curricula should introduce suitable materials in interesting ways about the duties and rights of each family member. The representation of these material should target all school and university levels.
6. Different institutions should employ specialized people to provide guidance and advice for people about their family problems to avoid getting divorce as much as possible.
7. Cooperation should be at the highest levels among official and private sectors and institutions to reduce divorce phenomenon as much as possible.

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