
Navigating Challenges: How Divorce Affects the Quality of Children's Education

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Abstract: Divorce is a complex life event that often profoundly affects various aspects of family life, including children's education. This study aims to explore the impact of divorce on the quality of children's education, considering both academic and socio-emotional dimensions. A mixed-methods approach was employed, combining quantitative surveys and qualitative interviews. The participants consisted of parents and teachers from diverse socio-economic backgrounds, providing a comprehensive understanding of the phenomenon. Surveys were utilized to collect quantitative data on academic performance, attendance, and behavioral changes among children from divorced families. Additionally, in-depth interviews were conducted to gather qualitative insights into the emotional and social adjustments experienced by these children. Data were analyzed using statistical techniques for quantitative data and thematic analysis for qualitative data. The findings reveal multifaceted impacts of divorce on children's education, encompassing academic challenges, emotional distress, and changes in social dynamics. These results underscore the need for targeted interventions and support systems within educational settings to address the unique needs of children affected by divorce.

Keywords: Academic Performance, Children, Divorce, Education, Socio-Emotional Adjustment.

INTRODUCTION

Divorce, a significant event in life, has been recognized as a complex phenomenon that impacts various aspects of family life, affecting the well-being of all involved parties, especially children. In recent decades, divorce rates have soared globally, sparking increased academic and social interest in understanding its far-reaching consequences (Nasri, 2023b). Among the diverse effects of divorce, its influence on children's education stands as a crucial area for investigation. Education not only serves as the foundation for a child's development but also acts as a stepping stone for future success and well-being (Ramezanzadeh et al., 2022). Therefore, understanding how divorce shapes the quality of children's education is highly important for educators, policymakers, and practitioners (Kranz et al., 2021). Divorce can have long-term consequences for children's education, including an increased risk of dropping out of school (Sorek, 2019). Children from divorced families tend to face additional challenges in attaining the same level of education as their peers from intact families (Laletas & Khasin, 2021). Disparities in

educational achievement can lead to future economic and social instability, as inadequate education often results in limited job opportunities and lower income (Hjern et al., 2023). Furthermore, the psychological impact of divorce, such as anxiety, depression, and low motivation, can hinder a child's ability to concentrate and learn in school, exacerbating the risk of dropping out (Mandemakers & Kalmijn, 2019).

These challenges highlight the need for a holistic approach involving collaboration among educational institutions (Nasri, 2019), government, and society in providing appropriate support to children affected by divorce (Havermans et al., 2020). Well-coordinated intervention programs, including psychological counseling, academic mentoring, and social support (Nasri et al., 2016), can help reduce the risk of dropping out and promote the well-being of children from divorced families (Walker et al., 2023). Through collaborative efforts focused on individual needs and supportive learning environments, we can build a more inclusive and sustainable future for education for all children, regardless of their family backgrounds (Andric et

al., 2024). While extensive research has been conducted on the effects of divorce on children's socio-emotional adjustment and family relationships (Muliadi & Nasri, 2023), relatively less attention has been paid to its impact on educational outcomes (Øverland et al., 2020). Understanding the complex relationship between divorce and children's education requires careful examination of various factors, including academic performance, attendance patterns, behavioral changes, and socio-emotional adjustment in educational settings (Motataianu, 2020).

In this context, this study aims to provide insights into the various ways in which divorce affects the quality of children's education. By adopting a holistic approach that considers academic and socio-emotional dimensions, this research aims to uncover the challenges faced by children from divorced families and explore potential avenues for intervention and support (Leys et al., 2020). Through a combination of quantitative surveys and qualitative interviews, this study aims to provide a comprehensive understanding of the experiences of children affected by divorce in the educational context (Shaari et al., 2023). By elucidating the complexity of this issue, this study aims to provide information for the development of strategies and support systems targeted within educational institutions to alleviate the negative impact of divorce on children's educational outcomes. Ultimately, the findings of this research have significant implications for educators, policymakers, and practitioners involved in fostering the well-being and academic success of children facing the challenges of divorce.

METHOD

This study employs a mixed-methods approach that combines quantitative surveys and qualitative interviews to explore the impact of divorce on the quality of children's education (Brodeur et al., 2023). This approach enables us to obtain a comprehensive understanding of this complex phenomenon (Nasri, 2023a), considering both quantitative and qualitative aspects of divorce's influence on children's education (Liu et al., 2024).

1. Quantitative Survey

- a. Surveys are conducted using specifically designed questionnaires to collect data on

various aspects of children's education affected by divorce, including academic performance, attendance, behavioral changes, and socio-emotional adjustment (Tiong & Palmqvist, 2023).

- b. Respondents include parents and teachers from diverse socio-economic backgrounds with experience with children from divorced families (Han et al., 2022).
- c. Survey data are analyzed using descriptive and inferential statistical methods to identify patterns and relationships among the variables under study (Massazza et al., 2022).

2. Qualitative Interviews

- a. In-depth interviews are conducted using pre-prepared interview guides to delve deeper into the experiences and perceptions of parents, teachers, and children from divorced families (McCoy et al., 2024).
- b. Respondents are purposively selected to encompass a diversity of experiences and perspectives (Creswell & J. David Creswell, 2022).
- c. Qualitative data are analyzed using thematic analysis to identify key patterns, themes, and meanings emerging from the interviews (Falcetta et al., 2023).

3. Validity and Reliability:

- a. To ensure the validity and reliability of the data, testing steps are taken, including verification of the measurement tools used in the survey and a cross-check of key findings from qualitative analysis (Pettit et al., 2022).
- b. Additionally, triangulation is performed by comparing and integrating findings from both methods to strengthen the validity and trustworthiness of the findings (Nagashima et al., 2024).

By employing this mixed-methods approach, we aim to provide an in-depth understanding of how divorce affects children's education and to provide a strong foundation for the development of appropriate interventions and policies.

RESULT AND DISCUSSION

Result

1. Quantitative Data Analysis:

- a. Academic Performance: The quantitative survey revealed that children from divorced families exhibited lower

academic performance compared to their peers from intact families. Statistical analysis indicated a significant correlation between parental divorce and decreased grades in various subjects.

- b. Attendance Patterns: The survey data showed a higher rate of absenteeism among children from divorced families. On average, these children had a lower attendance rate compared to children from intact families, indicating potential challenges in maintaining regular school attendance.
- c. Behavioral Changes: Quantitative analysis identified a notable increase in behavioral problems among children affected by divorce. Teachers reported a higher incidence of disruptive behavior, lack of concentration, and conflicts with peers among these children.

2. Qualitative Data Analysis:

- a. Emotional Impact: Qualitative interviews revealed the profound emotional impact of divorce on children's well-being and educational experiences. Children expressed feelings of sadness, confusion, and insecurity following their parents' divorce, which often manifested in difficulties concentrating in class and engaging in school activities.
- b. Social Adjustment: Interviews with parents and teachers highlighted challenges faced by children in social settings post-divorce. Many children experienced difficulty forming and maintaining friendships, leading to

feelings of isolation and loneliness at school.

- c. Coping Strategies: Despite the challenges, qualitative data also uncovered various coping strategies employed by children to navigate the effects of divorce on their education. Some children sought support from friends and teachers, while others turned to extracurricular activities or creative outlets as a means of coping with stress and emotional turmoil.

Overall, the findings from both quantitative and qualitative analyses provide a comprehensive understanding of how divorce affects the quality of children's education. While quantitative data highlight measurable outcomes such as academic performance and attendance patterns, qualitative insights offer valuable context by elucidating the emotional and social dimensions of divorce's impact. These findings underscore the need for targeted interventions and support systems within educational settings to address the multifaceted challenges faced by children from divorced families. In the following table, we compare the findings of quantitative and qualitative analyses regarding the impact of divorce on children's education. Quantitative data highlight common patterns such as lower academic performance and increased absenteeism among children from divorced families, while qualitative data provide deeper insights into the emotional, social challenges, and coping mechanisms employed by these children to overcome the impact of divorce on their education.

Table 1. Qualitative and Quantitative Analysis of the Impact of Divorce on Children's Educational and Social Aspects

No	Aspect	Qualitative Data	Quantitative Data
1	Academic Performance	Children from divorced families exhibited lower grades compared to peers from intact families.	Children expressed feelings of sadness and confusion, affecting their concentration and academic performance.
2	Attendance Patterns	Higher rate of absenteeism among children from divorced families.	Children reported feeling insecure and experiencing difficulties engaging in school activities, leading to increased absenteeism.
3	Behavioral Changes	Increased incidence of disruptive behavior, lack of concentration, and conflicts with peers among children affected by divorce.	Emotional turmoil resulting from divorce contributed to behavioral issues such as conflicts with peers and difficulty concentrating in class.
4	Emotional Impact	Statistical analysis revealed a significant correlation between divorce and decreased academic performance.	Children expressed feelings of loneliness and isolation, impacting their social interactions and adjustment in school.

No	Aspect	Qualitative Data	Quantitative Data
5	Social Adjustment	Survey data indicated challenges in forming and maintaining friendships post-divorce.	Parents and teachers reported difficulties in children forming social connections and feeling accepted at school.
6	Coping Strategies	Limited quantitative data on coping strategies.	Qualitative interviews revealed various coping mechanisms employed by children, including seeking support from friends and engaging in extracurricular activities.

The table compares the findings of quantitative and qualitative analyses regarding the effects of divorce on children's education, revealing that while quantitative data indicate lower academic performance and increased absenteeism among children from divorced families, qualitative insights highlight emotional struggles, social challenges, and coping mechanisms employed by these children to navigate the impact of divorce on their education.

Discussion

The findings from both quantitative and qualitative analyses provide valuable insights into the complex interplay between divorce and its impact on children's education. The quantitative data revealed measurable outcomes such as lower academic performance and increased absenteeism among children from divorced families, corroborating existing literature on the subject. According to Amato's "Family Systems Theory," divorce disrupts family cohesion and stability (Pam, 2021), leading to adverse effects on children's academic achievement and attendance patterns (Calatrava et al., 2022). The theory suggests that the dissolution of the family unit can create emotional turmoil and stress, thereby impeding children's ability to concentrate on their studies and maintain regular attendance at school (Langroudi et al., 2019).

Furthermore, the qualitative data shed light on the emotional struggles and social challenges faced by children affected by divorce. Bronfenbrenner's "Ecological Systems Theory" emphasizes the importance of considering the broader socio-environmental context in understanding child development (Neiterman et al., 2021). In the case of divorce, children may experience disruptions not only within the family but also in their peer relationships and school environment (Guo & Lee, 2023). This theory underscores the need for holistic interventions that address the multifaceted challenges

encountered by children navigating the effects of divorce on their education.

Moreover, coping mechanisms identified in the qualitative data, such as seeking support from friends and engaging in extracurricular activities, resonate with Lazarus and Folkman's "Transactional Model of Stress and Coping." According to this model, individuals actively engage in coping strategies to manage stressors and adapt to challenging situations (Lim et al., 2023). Children from divorced families may employ various coping mechanisms to mitigate the emotional distress caused by divorce and maintain a sense of control over their academic and social lives (Li et al., 2024). In conclusion, the findings underscore the importance of considering both quantitative and qualitative perspectives in understanding the impact of divorce on children's education. By integrating theoretical frameworks such as Family Systems Theory, Ecological Systems Theory, and the Transactional Model of Stress and Coping, educators and policymakers can develop comprehensive interventions to support children affected by divorce and promote their academic success and well-being.

CONCLUSION

The findings of this study highlight the multifaceted impact of divorce on children's education, as evidenced by both quantitative and qualitative data analyses. Quantitative data revealed lower academic performance and increased absenteeism among children from divorced families, while qualitative insights provided deeper understanding of the emotional and social challenges faced by these children. Theoretical frameworks such as Family Systems Theory, Ecological Systems Theory, and the Transactional Model of Stress and Coping helped contextualize these findings within broader conceptual frameworks of family dynamics, environmental influences, and coping mechanisms.

Recommendations:

Based on the findings of this study, several recommendations can be proposed to support children affected by divorce and promote their academic success and well-being:

1. Implement targeted interventions within schools to address the specific needs of children from divorced families, including counseling services, support groups, and mentorship programs aimed at enhancing resilience and coping skills.
2. Provide professional development opportunities for educators to enhance their understanding of the impact of divorce on children's education and equip them with strategies for creating inclusive and supportive learning environments.
3. Foster collaboration between schools, families, and community organizations to create a comprehensive support network for children affected by divorce, encompassing academic, emotional, and social needs.
4. Advocate for policies that prioritize the well-being of children in the context of divorce, including measures to ensure equitable access to educational resources and support services.
5. Conduct further research to explore additional factors contributing to the impact of divorce on children's education, such as parental involvement, socioeconomic status, and cultural factors, in order to inform more targeted interventions and policies.

By implementing these recommendations, stakeholders can work collaboratively to mitigate the negative effects of divorce on children's education and foster environments that support their academic success and overall well-being.

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