

Impact of Divorce on Children

This thesis was submitted in partial fulfillment of the requirements for degree of

BS 4-YEARS

In

STATISTICS

By

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ST-20-37

SESSION (2020-24)



GOVERNMENT GRADUATE COLLEGE FOR WOMEN SAHIWAL

AFFILATED WITH



BAHAUDDIN ZAKARIYA UNIVERSITY, MULTAN 2024

In The Name of Allah, The Most Merciful, The Most Beneficent



PRAY to ALLAH

Oh ALLAH, the Lord of the Universe!

Most Gracious and most Merciful, Master of Judgment Day!! God grant me the serenity to accept the things I cannot change; Courage to change the things I can; and wisdom to know the difference. Oh Allah, encourage me when the studies are difficult and when I am tempted to give up Enlighten me when my brain is slow and help me the grasp the truth help out to me.

DEDICATION

This thesis is dedicated to my beloved parents, whose unwavering love, support, and sacrifices have been the foundation of everything I have accomplished. Your belief in me, even in the most challenging times, has been my greatest source of strength and motivation. To my siblings, for always being there to share in both the struggles and the successes, your love, laughter, and understanding have made this journey so much more meaningful.

Finally, to my supervisor, **Ma'am Saba Nadeem**, whose expertise, guidance, and constant encouragement have been invaluable throughout this process. Your patience, insightful feedback, and belief in my potential have helped me push through every obstacle and reach this milestone. I am deeply grateful to all of you for your support and for being my pillars of strength during this journey.

DECLARATION

I, **Tania Tahir**, hereby solemnly declare that the thesis I have submitted for the partial fulfillment of Bachelor of Science (4-year) in Statistics, titled “**Impact of Divorce on Children**”, is my original work and has not been submitted concurrently or later to this university or any other university for any other degree.

The support provided during the work, including significant assistance from my supervisor **Ma’am Saba Nadeem**, has been indicated in full.

The academic work has not been submitted to any other examination authority. The work is submitted in printed and electronic form. I confirm that the content of the digital version is completely identical to that of the printed version.

I am aware that a false declaration will have legal consequences.

ACKNOWLEDGEMENT

All praise and honor are due to Almighty Allah, who gifted humanity with all knowledge and understanding. He also exposed me to the Muslim community and gave me a great sense of determination. A special gratitude to His final Messenger, the source of wisdom and the messenger of Peace, Hazrat Muhammad (Peace Be upon Him), who was capable of carrying out this mission successfully and on schedule. All smart persons are influenced by individuals who are a source of wisdom inside themselves and a light to the truth for all of humanity.

Words really fail to express my deepest sense of gratitude and heart-full thanks to my respected supervisor **Ma'am Saba Nadeem**. I must acknowledge her considerate monitoring, careful direction, and care. She also has a helping attitude and is cooperative and pleasant, which impresses me. It would be really challenging for me to finish this study assignment without her assistance.

I want to sincerely thank my beloved parents and my siblings, for their love, support, and best wishes. My sincere gratitude goes out to everyone who helped me obtain my degree, whether directly or indirectly. Finally, I would want to express my deep gratitude to my parents, who have always supported me financially and spiritually while also serving as a wonderful source of courage and optimism.

Tania Tahir

APPROVAL CERTIFICATE

It is certify that this research work entitled, “**Impact of Divorce on Children**”, submitted to Department of Statistics by **Tania Tahir, Roll No ST–20–37**. It is our judgment that this research work is of sufficient to warrant its acceptance by the following committee in the Department of Statistics, Govt. Graduate College for Women Sahiwal affiliated with Bahauddin Zakariya University, Multan for partial fulfillment for the Bachelor of Science (4-Year) in Statistics.

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ABSTRACT

This study explores the effects of divorce on children, focusing on their emotional, psychological, and social well-being. The research examines various factors, including parental conflict, financial instability, and changes in family structure, that contribute to children's experiences post-divorce. Data was collected using a self-structured questionnaire from 152 divorced parents and their children across Pakistan, and the results were analyzed using the Statistical Package for Social Sciences (SPSS). Both descriptive statistics (percentages and frequencies) and inferential statistics, including Chi-Square tests, were applied to examine the relationship between divorce-related factors and children's well-being.

The study finds that children from divorced families often experience emotional distress, behavioral changes, and academic challenges. The severity of these effects varies based on age, gender, parental support, and post-divorce living arrangements. Younger children struggle more with emotional adjustment, whereas teenagers face difficulties in forming relationships and maintaining academic performance.

The findings suggest that counseling services, strong parental support, and community programs can help children cope with the effects of divorce. Additionally, the study emphasizes the need for awareness campaigns and policy interventions to minimize the long-term negative consequences of divorce on children.

Keywords: Divorce, Children, Emotional Well-being, Family Structure, Psychological Impact, Academic Performance, SPSS, Chi-Square Test.

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CHAPTER NO 1

INTRODUCTION

Divorce is a common occurrence in today's society, causing significant stress for individuals involved and potentially negative consequences for the mental and physical health of family members. Research has shown that divorce can lead to serious behavioral and emotional problems in children and adolescents. Traditionally, parents stayed in marriage for their children's welfare, but many couples now end their marriages for simple reasons, leading to heavier consequences for children compared to living together.(Eshun et al.2019)

Divorce is a process where male and female partners are separated, affecting children and women in the long run. It negatively impacts the family, country, and society as a whole. In Pakistan, many women are divorced, leading to depression, anxiety, and isolation. The government does not provide support for divorced families, and Islam also dislikes divorce. Factors such as employment, Parda, economic problems, age, and education speed up divorce in Pakistani society. The government should create a favorable law for divorce control. Divorce is a lawful form of dissolution of a marriage, but it is still the most disliked act among lawful acts. It has severe socio-psychological outcomes, particularly for children from divorced spouses. Parents play a crucial role in a child's upbringing, and their separation can lead to emotional problems, suicidal thoughts, stress, and trauma. In some cases, children may engage in inappropriate acts, such as drug use or sexual activities(Fahad & Khan, 2020)

1.1 Rationale of Review

Divorce has significant social, economic, and psychological impacts on divorcees and their children. There is no organization providing services for individuals and couples in pre-marriage, divorce, and remarriage processes, except for religious institutions. Marriage and divorce are social issues with consequences beyond personal lives. Individuals at the crossroads of divorce help themselves, their families, neighborhoods, communities, and nation by repairing relationships and establishing a healthy, stable marriage. Divorce challenges family routines and severely impacts emotional and mental health, especially for women. In Ethiopia, parents often provide affection and care for their children, but when divorce occurs, they may become preoccupied with their own problems, leading to feelings of loneliness and potential negative effects on personality and self-esteem. Divorce can also lead to financial instability, making it difficult for single parents to provide basic needs for their children. Moreover, children of divorced parents may struggle with academic performance and social relationships, affecting their overall development and future prospects. The rising rate of divorce in Ethiopia means many children are affected by the trauma of divorce(Eshun et al., 2019)

1.2 The Concept of Divorce in Islam and Its Social Implications

Even though divorce is legal in Islam, it is strongly prohibited and regarded as the most despised of all legal actions. The Holy Quran gives precise instructions on how to handle divorce in a fair, patient, and respectful manner. The Prophet Muhammad (PBUH) emphasized that it should only be utilized as a last choice in cases where reconciliation is not possible. Particularly addressing divorce, Surah At-Talaq describes the correct process to guarantee equity for both spouses. There is a complete surah in Holy Quran with the name “Surah at Talaq” which contains 12 verses and gives a detailed insight into the process of divorce in Islam. Still, nowhere Islam has encouraged Divorce. Holy Prophet (PBUH) says:

"أَبْغَضُ الْحَلَالِ إِلَى اللَّهِ الطَّلَاقُ"

"The most hated of permissible things to Allah is divorce. " (Abu Dawood, Hadith 2178)

Even though Islamic has permitted divorce and even has given a detailed way of pursuing it, encouraging it leads to the destruction of family system that Islam so keenly advocates. It affects not only the couple but also their children and the broader society. Divorce can lead to emotional distress, financial struggles, and social stigma, especially for women. Children of divorced parents may experience instability, difficulty in relationships, and psychological challenges. Research suggests that children from divorced families are at a higher risk of experiencing emotional and behavioral issues. Moreover, with the rise of social media, cases of fraudulent marriages and impulsive divorces have increased, further damaging the sanctity of family life (Amato, 2000)

1.3 Effects on the Family: Cyclical Brokenness

1.3.1 Weakened Parent-Child Relationships:

Parent-child relationships can be greatly impacted by divorce, as parents must cope with stress and their own internal issues. This stress affects the bond between the mother and her kid and affects up to 40% of divorced mothers. Language stimulation, pride, affection, academic behavior, social maturity, and warmth all decline when children in divorced homes receive less emotional, material, and practical support from their parents. In addition, there are less games and toys and less physical punishment. Parents who experience parental divorce may become anxious, worn out, and stressed, which may cause them to be less nurturing and overly protective of their children during adolescence. Positive parent-teen interactions are closely associated with children's trust however, youngsters find it more difficult to trust their parents when parents split. This lack of trust can lead to communication gaps between parents and children, affecting their emotional well-being. Furthermore, children of divorced parents often face difficulties in forming secure attachments, which may impact their future relationships. The reduction in the level of intimacy between parents and children (Goldsmith & Smiley, 1981)

1.3.2 Weakened Mother-Child Relationships:

Divorced mothers often have poorer and less stimulating home environments for their children, and struggle to provide emotional support. The trust of children decreases between birth and age four, but this effect disappears after controlling for the parent-child relationship quality. Divorced mothers are less affectionate and communicative with their children, and discipline them harshly and inconsistently, especially during the first year. They also have particular problems with their sons, but their relationship is likely to improve within two years, even if discipline problems persist for up to six years (Goldsmith & Smiley, 1981)

1.3.3 Weakened Father-Child Relationships:

Divorce significantly reduces parent-child contact and relationships, making it difficult for nonresidential parents, 90% of whom are fathers, to maintain close ties with their children. Children spend more nights with their mother than their father, and nearly 50% of children reported not seeing their nonresident father in the past year. About one in five divorced fathers had not seen their children in the past year, and fewer than half saw their children more than a few times a year. By adolescence, fewer than half of children living with separated, divorced, or remarried mothers had seen their fathers at all in more than a year, and only one in six saw their fathers once a week (Goldsmith & Smiley, 1981)

1.3.4 Weakened Grandparent-Grandchild Relationships:

Divorce negatively impacts grandparent-grandchild relationships, leading to a decrease in contact between grandparents and grandchildren. Divorced grandparents have less contact with their adolescent grandchildren and engage in fewer shared activities. They are less likely to recognize their grandchildren as valuable members of their lives and less likely to play a mentoring role in their grandchildren's lives compared to divorced maternal grandparents (Goldsmith & Smiley, 1981)

1.3.5 Children's View of Divorce:

Children of divorce often resent the strains and difficulties that come with long-held family traditions and rituals, viewing these changes as significant losses. Judith Wallerstein's research in 1980 found that while 10% of children felt positively about their parents' divorce, 80% of divorced mothers and 50% of divorced fathers considered the divorce good for them 15 years after the divorce. This highlights the significant impact of divorce on children's perceptions and experiences.

- **Girls:**

Young men and women react differently to parental divorce, with women needing love and attention but fearing abandonment, leading to anxiety and decision-making overwhelm. Some develop friendship-based love security, while parental divorce lowers relationship commitment and confidence in women but not in men.

- Boys:

Parental divorce significantly influences a child's perception of marriage, with girls having more role models and media exposure, while boys have fewer external role models. Men from father-absent homes tend to have less masculine sexual identification and more feminine sexual identification. Overly meek or dominant behavior is more common in romantic relationships and marriages of daughters of divorced families.

1.3.6 Children's Weakened Ability to Handle Conflict:

Divorce can significantly impact children's ability to handle conflict, leading to a difference between intact and divorced marriages. Parental modeling can also diminish children's capacity for stable marriages later in life. For example, college students from divorced families use violence more frequently to resolve conflict and are more likely to be aggressive and physically violent with their friends. In their own marriages, children of divorced parents are more likely to be unhappy, escalate conflict, communicate less, argue frequently, and use physical violence, thereby transmitting the likelihood of divorce across generations (Goldsmith & Smiley, 1981)

1.4 Situational Characteristics

Divorce does not affect every child in the same way; various situational factors influence how children experience and adjust to parental separation. These factors determine the extent of emotional, psychological, social, and economic challenges children face after divorce.

1.4.1 Parental Absence/Remarriage:

One of the most significant situational factors is the absence of one parent, usually the father, after divorce. Research suggests that reduced contact with the non-custodial parent negatively affects children's emotional well-being and sense of security. Some children also struggle with remarriage, as a new stepparent can create emotional distress, rivalry, and adjustment difficulties. While remarriage may improve financial stability and parental supervision, it can also lead to conflicts and identity struggles for children (Amato, 2000).

1.4.2 Time Since Marital Disruption:

Children's adjustment to divorce evolves over time. Initially, they may experience distress, anger, or confusion, but many eventually adapt. Studies indicate that children who have had more time since their parents' separation generally exhibit better emotional and social adjustment than those who recently experienced divorce. Parental emotional support and love can significantly ease children's adjustment process. Maintaining a routine lifestyle can also help children feel a sense of normalcy and stability during the transition. However, prolonged conflict between parents after divorce can delay or hinder this adjustment (Amato, 1987).

1.4.3 Parental Conflict:

Conflict between parents, both before and after divorce, is a strong predictor of children's emotional and psychological distress. Children who are exposed to intense parental conflict may develop anxiety, depression, or behavioral problems. Research also suggests that parental conflict, rather than divorce itself, is the key factor affecting children's well-being. Bishop and Ingersoll (1989) found that family conflict had a greater impact on adolescents' self-concept than divorce or family structure.

1.4.4 Economic Struggles:

Financial instability is another situational characteristic that influences children's post-divorce well-being. In many cases, single parents, particularly mothers, face economic hardships that may affect their ability to provide for their children's education, healthcare, and overall quality of life. Children from divorced families often experience a decline in economic status, leading to reduced academic opportunities and increased stress (Amato, 2000).

1.4.5 Social Stigma & Cultural Barriers:

In societies like Pakistan, divorce carries significant social stigma, particularly for women and children. Divorce may result in social isolation, with children feeling different from their peers due to their family situation. This stigma can negatively impact children's self-esteem and psychological well-being (Eyo, 2018).

1.4.6 Support Systems:

The presence of strong support systems can mitigate the negative effects of divorce on children. Extended family members, teachers, and friends play a crucial role in helping children cope with emotional distress. Research suggests that children who receive emotional support from a stable caregiver, whether a parent, grandparent, or sibling, adjust better to divorce (Hetherington, 1999). Counseling and therapeutic interventions also serve as effective coping mechanisms, helping children process their emotions and develop resilience.

1.5 Children of divorced parents may feel

- a sense of loss - separation from a parent can mean you lose not only your home, but your whole way of life and this causes a child to lost itself among the fight and separation of parents.
- Different, with an unfamiliar family. If mother or father married to any other person, child took a long time to adjust with a new person.
- Fearful about being left alone - if one parent can go, perhaps the other will do the same.

- Angry at one or both parents for the relationship breakdown and starting feeling himself reason behind breakdown.
- Worried about having caused the parental separation, guilty.
- Rejected and insecure.
- Torn between both parents.

1.6 Effects of Divorce on Children

The following are some of the effects of divorce on children:

1.6.1 Problems of Adjustment:

children of divorced parents often face questions from their peers, especially when they are in primary or nursery school, about why they have only one parent at home. They must adjust to changes in their primary relationships and may have limited interaction with one of the parents, typically the father. Additionally, they often have to cope with ongoing parental conflict after the divorce, as each parent may try to win the child's loyalty and affection at the expense of the other parent. It is not surprising, therefore, that children whose parents are divorced in Pakistan are prone to both emotional and physical problems. Those who experience their parents' divorce at a young age tend to find the experience painful and disillusioning and struggle to adjust to the dissolution of the marriage bond between their parents.

1.6.2 Psychological Problems:

Divorce tends to affect the children of divorced parents psychologically. Sometimes, the children feel withdrawn when they are with their peers, especially when their peers are discussing their own parents and family life. They may even carry this psychological problem into their own marriages, affecting their perceptions of relationships and family dynamics. In some cases, these children may develop trust issues or fear of commitment, which can impact their future relationships.

1.6.3 Object of Abuse by Parents/Others:

Sometimes, divorced parents vent their anger on their children in the absence of their divorced spouse. They transfer aggression to their children. This often than not affects the children's self-esteem who are may also become objects of abuse and ridicule by the larger society. Therefore, instead of having parental warmth which is expected of a growing child, these children end up having abuses.

1.6.4 Hatred Towards One Parent:

Sometimes children from divorced marriages tend to develop hatred towards one of the parents whom they feel was the cause of the divorce. This is usually based on the information they received, especially when the divorce happened when they were very young.

1.6.5 Lack of Balance Training:

Children are normally expected to be trained by both parents – each supplying what may be deficient in the life of the other parent. In the case of divorce, the children will only be trained by one parent. Single parenthood has its own flaws which are easily transferred to the children.

1.6.6 Prone to Social Problems:

Lauer rightly points out that, “children from divorced marriages are prone to social problems”. With the deficiency in their upbringing, they may decide to join peers and adults outside who may introduce them to vices which are inimical to their lives and that of the society. They may indulge in sexual vices, illicit drugs, alcoholism, robbery, etc. Even though children from unbroken homes may also be involved in these vices, Lauer maintains that the rate is more among children from divorced homes (444). Children from divorced homes may use the visit of one parent as an avenue of going out to perpetuate evil. This may increase their propensity to social problems.

1.6.7 Economically:

Though economically, children from both non-divorced and divorced homes may suffer economically, but studies show that children from divorced homes suffer more economically. This affects their educational and other endeavors in life (Eyo, 2018)

1.7 Objectives

1.7.1 General objective:

To analyze the impact of divorce on families, particularly focusing on its effects on children’s social, psychological, emotional, and academic well-being.

1.7.2 Specific objectives:

- The effect of parent’s divorce on children’s social life.
- To evaluate how parental divorce affects children's academic performance.
- To assess the psychological and emotional health effects of divorce on children,
- To explore how children of divorced parents cope and what support systems help them adjust.

1.8 Significance of the Study

Pakistan is composed of diverse ethnic and religious groups, and various research studies have shown that divorce rates are higher in urban areas compared to rural regions. Moreover, the divorce rate has been steadily increasing over time. This social issue requires effective solutions, and for this reason, the researcher believes in the importance of research that provides relevant information for policymakers, individuals, and other researchers. Such research can help them take appropriate measures to minimize the

prevalence of divorce while promoting the well-being of children. Ultimately, this study aims to guide the development of more effective family support programs and interventions that can mitigate the long-term effects of divorce on children's mental health and overall development.

1.9 Hypotheses of Study

A research hypothesis is a specific, clear, and testable proposition about the potential outcomes of this study, based on the effects of parental divorce on children's emotional and behavioral changes. The hypothesis focuses on the presumed differences in emotional and behavioral changes among children, based on their age and gender, after the divorce of their parents.

H₁: The child's emotional and behavioral changes after parent's divorce depend on the age of the child.

H₂: The child's emotional and behavioral changes after parent's divorce depend on the gender of the child.

1.10 Research Questions

The research answered the following main questions.

- What are the economic, social, psychological and cultural causes of divorce?
- How children's wellbeing is affected by parents' divorce?
- What are the economic, social and psychological effects of divorce on parental divorced children's wellbeing?

CHAPTER NO 2

LITERATURE REVIEW

2.1 Introduction:

Divorce has been widely studied for its impact on children and families. Research suggests that it influences children's emotional well-being, behavior, academic performance, and long-term psychological stability. This chapter reviews key studies on the effects of divorce, analyzing different perspectives and findings.

Silvestri (1993) Divorce reduces children's ability to cope with conflict. The difference of the question of whether a marriage should remain or be divorced mainly rests on the following points. A partner's ability to manage marital conflict and reach agreement. Parents modeling significantly reduces the ability of many children to have stable marriages in the future however, some children respond by doubling down on their efforts to bring stability. For example, compared to students from safe homes, students who graduated from college.

Axinn et al. (1996) Young children need love, attention, responsibility, and limits. Post-divorce, children may feel disoriented and unsatisfactory. Parents may become preoccupied with their unfavorable family circumstances, hindering critical thinking and resilience. Overburdened parents may reveal financial and emotional worries to their children, leading to apprehension and agitation. Ineffective parenting can result in overloaded children, who assume the roles of parents and carers, disengaging from the outside world and sacrificing their childhood rights.

Painter et al. (2000) Increasing the financial burden of divorce may be an effective policy response if it is determined that divorce bears negative outcomes for children. It may be prudent for public policy to include the cost of negative impacts of divorce on children's outcomes in the damages that can be claimed.

Furstenberg et al. (2001) stated that the impacts of parental divorce on children are not uniform, as they vary based on factors such as the child's developmental stage, temperament, parental handling of the divorce, and post-divorce economic and social changes. Various theoretical perspectives, including economic, sociological, and developmental psychological frameworks, have been used to analyze these effects.

Rodgers et al. (2002) Children in such circumstances had poor social skills, limited emotion management, and increased conflict sensitivity. These kids were more likely to use violent behaviors to vent their feelings and find solutions to their issues at home than at school. Children who experience parental disagreement develop behavioral issues. These negative actions exacerbate parents' annoyance and

ultimately damage parent-child bonds. In order to assist children in managing and adjusting to their new lives, the quality of family relationships and the parents' dedication to reducing the dangers associated with divorce are crucial.

Keyes (2002) Single parenting contributes twice as likely to diagnosed with significant psychiatric disease, suicidal attempts, or acquire an alcohol addiction, according to a study of over one million Swedish kids. children having single mothers or single fathers are more prone to experience emotional and behavioral issues (8 percent compared to 4 percent for children having both parental figures).

Crosnoe et al. (2004) Children's future partnerships may be affected by a number of circumstances related to their parents' divorce. Many of these children may grow up wanting to have their own families, however, they may experience trouble committing to one person.

According to Grych (2005) children are more at risk from parental conflict than from many other stressful events related to divorce, such as acute loss from being separated from a parent (usually the father), affective distress, and psychological disorders within parents (usually the caring mother). They looked at the connection between kids' views of family cohesiveness and their sense of self-worth. Five different family types—one- and two-parent cohesive, split, parent coalition, and solitary child—were used to categorize closeness to the family. The findings showed that children from various family types received differing levels of support and closeness.

El-Sheikh et al. (2006) asserts that family stress may have devastating effects on children. In the research, they found that there was a connection between the children's sleep quality and how stressed out their parents felt about their marriage. The quantity and quality of children's sleep decreases with the degree of dispute they perceive between their parents; nevertheless, even low levels of stress have been linked to negative outcomes. They add that loud family arguments may be detrimental to children.

AI-Shabiki (2006) stated that the most important social effects on children are also family disintegration, which works to loosen the bonds of family building, weak social interactions between family members, disturbance of expectations of their roles, feelings of alienation and insecurity, and this is the result of the social changes that society is going through.

Whitemarsh (2008) In a similar vein, birth control as a factor enables couples to feel less emotional pressure to live together in a compromised style that primarily exposes children to risk. Research indicates that children of these families struggle with behavioral issues, adjustment, and academic success. These kids have emotional problems, including despair and loneliness, and it negatively affects their academic achievement. Furthermore, research on the education and scholastic achievement of divorced couples' kids

points to a number of concerning outcomes for their offspring, including a shift in cognitive maturity and a tendency toward greater sensitivity when compared to kids from married couples. Preschoolers have very little cognitive ability and are frequently perplexed by their parents making it difficult for them to adjust to all the changes that come with starting school.

In a Pakistani context, Tariq (2009) a divorce or separation is considered as shame to the family and creates disturbances among members. But this shameful act is getting common day by day due to lack of compromise, dominance of spouses, in-laws' pressure, financial problems, early marriages, extra marital affairs, forced marriages, greed etc.

Barron (2010) These days, a growing number of kids must deal with a family split. Parents are better equipped to handle and get through this trying time if they are informed about divorce and the potential effects it may have on their kids. Their knowledge of this issue enables them to enhance their own well-being and help their kids adapt to their new way of life. Children worry about their future and their living circumstances, much as adults do. Children are attempting to make sense of all that has changed in their lives after a divorce. They are attempting to figure out their place in the world and rebuild their idea of a family. These young people are gradually making plans for their future. As a result, parents need to look for ways to make this transition easier to handle and more effective. Undoubtedly, the family's financial difficulties cannot be concealed after parental separation.

D'Onofrio (2011) Offspring of separated couples are found poor, illiterate, or less educated, involved in hazardous sexual deeds, causing pre-marital pregnancies, have earlier wedding, and most of the time have unsuccessful married lives. Due to discussed factors, along with these negative aspects, emotional instability also increases especially among young adulthood. However, extent of divorce mechanisms which influence such behaviors, needs to be discovered. However, extent of such effects varies from case to case and is found at different levels in different cases.

Wardle (2011) Parental segregation during childhood appeared as one of the strongest causes behind early death in adulthood. Researchers believe that children of disintegrated families have almost five years lesser life span, than off springs of families with healthy companionship. Few of the explanations of lesser life span ranged from calamities in accidents, death due to diseases like cancer, heart attack and stroke. Researchers consider that among the most disturbing and damaging happenings for children is separation of parents.

Shukri et al. (2011) highlight the role of cultural and social factors in family disintegration and divorce. These factors include values, customs, traditions, religion, language, social systems, ethics, economic, social, cultural, political, and technological changes. Divorce can be triggered by differences in

character, socialization, family interference, and bad relationships. Factors such as poor choice, moral corruption, marital infidelity, frigidity, work of women, neglect of marital duties, non-procreation, and social class differences also contribute to divorce.

Churchill (2012) Divorce is also associated with surge in crime rate, exploitation, negligence and narcotics use. One of the most adverse effect of parents' segregation is on children's physical as well as psychological health, increasing emotional issues, and psychiatric risks, including suicide attempts.

Grubb et al. (2014) The result of the study conducted by Guidubaldi reveals that students belonging to divorced parents are much reliant on others and not accepted well among group of friends. Age, gender, and parenting style plays an important role in handling the consequences of parental divorce.

Valenzuela et al. (2014) conducted a study and in this study, he said that Divorce and remarriage can be stressful on partners and children alike. Divorce is often justified by the notion that children are better off in a divorced family than in a family with parents who do not get along. Children are often confused and frightened by the threat to their family security.

Demir-Dagda's (2018) Divorce is considered immoral in many religions due to its negative effects on individuals and society. It reduces regular worship of God, reduces children's interest in education, and increases dropout rates. Single parent households often struggle to maintain a moderate lifestyle, and while parents may be excellent caregivers, they cannot provide a more affluent environment for a child's development without exposure to diverse roles and experiences. Mothers often pursue professional activities after divorce or separation, which reduces quality time with children and necessitates purposeful and cooperative activities.

Falculanet et al. (2019) Parental break up is not only associated with negative outcomes in earlier lifecycle, but it continues throughout the life when child is young, teenager, mature or even when developed into senior citizen. Children coming from broken families reported problems associated with fear, trust issues, poor self-worth, and relationship problems.

Vincent et al. (2020) The Buner has seen a significant increase in divorced families, with the highest rates in history occurring in the 21st century. One in two children will live with one parent during their upbringing, raising concerns about children's stability, development, and potential social consequences. Divorced parents often fail to consider the psychological effects of their marital disputes on their children.

Dickerson (2021) When arguments occur or during challenging times in the family's history, there's a good chance that inter-parental conflict may increase. Most crucially, because inter-parental conflict modifies the general dynamics within the family, kids may respond differently to rising levels of it than to

steady ones. Apart from the above-mentioned theoretical grounds, a plethora of empirical data suggests that parents' lifestyle, mental health, and happiness have a significant impact on the well-being of children and adolescents. It is possible to ascertain whether children reject harmful habits like smoking, are mentally well, and behave in ways that are acceptable to others based on the characteristics and actions of their parents.

Rubab et al. (2022) Divorce has long-lasting negative effects on women, including socio-cultural taboo, psychological issues, lower personal attainments, poor social adaptability, and economic and adjustment issues. Divorced women often face isolation and social stigma due to questions about their dissolution of marriage, with their views being considered baseless and inferior. They often face numerous difficulties in society compared to men.

Tahira et al. (2023) Divorce rates have significantly increased in recent decades, particularly in developing and impoverished nations like Pakistan. In Pakistani culture, divorce is viewed as a taboo due to patriarchy, sociocultural norms, and religious beliefs. As a result, many women face lifelong challenges as they reintegrate into society after divorce. The societal integration of divorced women in Pakistan presents numerous social and cultural hurdles. children of divorced parents are often affected by the disruption, facing emotional and psychological difficulties as a result of the family breakdown.

Rashid (2024) In a society where marriage is highly revered, the announcement of a divorce often sparks initial concern, only to be quickly overshadowed by the excitement surrounding upcoming weddings. However, with a growing number of couples ending their marriages, it's essential for society to reconsider its flawed belief in the permanence of happiness. Over the past five years, the divorce rate in Punjab's 36 districts has increased by approximately 35%, with Lahore, the provincial capital, witnessing the highest proportion. Notably, women have initiated divorce at a rate 25% higher than men.

CHAPTER NO 3

RESEARCH METHODOLOGY

INTRODUCTION

This chapter explains the process adopted by this research. It mentions every component involved in conducting this research from research design, research method, design and development of questionnaire and determination of sample-research population. Finally, this chapter provides a detail explanation of the selected mode of analysis used and data collection method.

Methodology

This chapter deals with the methodology steps under which research has been carry out. Methodology means “The study of direction and implication of empirical research of suitability of the technique employed on it is called methodology”. All steps that are taken from the beginning to the end of the research work are called methodology.

Following are the steps that are taken in the research

3.1 Population

A statistical population (or) universe is defined as the aggregate or totality of all individual members or objects. The total no of all population is called universe.

3.2 Target-Population

Target population refers to the entire group of individuals or objects to which researchers are interested in generalizing the conclusions. The target population usually has varying characteristics, and it is also known as the theoretical population. My target population is divorced parents and their children across Pakistan.

3.3 sample

Sample is the representative part of the population selected from the target population to obtain information about the population. In this study, the sample consists of divorced parents and their children from various regions in Pakistan. The sample should not be too large, as it can become difficult to manage, costly, and time-consuming. Therefore, an appropriate sample size is selected to minimize costs, time, and effort while ensuring it effectively represents the characteristics of interest in the study. A carefully selected sample increases the accuracy and reliability of the study findings.

3.4 Sample Size

In order to determine total sample for the data three factors were considered by T. Yamane's (1967) has been used:

- Margin of error
- Confidence level
- By assuming 95% confidence level, a precision rate of 5% and degree of reliability $d=0.05$ to determine sample size. The formula provided T. Yamane's:

$$n_0 = \frac{N}{1+Ne^2}$$

- Formula of Adjusted n for small population:

$$n = \frac{n_0}{1 + \frac{(n_0-1)}{N}}$$

Where n is small sample size and N is the population size

Table 3.1 Determination of Sample size

| Gender | N | n_0 | n |
|--------|-----|-------|-----|
| Male | 145 | 106 | 61 |
| Female | 235 | 148 | 91 |
| Total | 380 | 254 | 152 |

3.4.1 Convenience Sampling:

Convenience sampling is a non-probability sampling technique where researchers select participants based on their easy availability and accessibility, rather than using random selection. It is a quick and cost-effective method but may lead to selection bias and reduced generalizability of results. a Convenience sample is formed when we select elements from a population on the basis of what elements are easy to obtain. This method is commonly used when time and resources are limited. However, the findings from convenience sampling cannot be generalized to the whole population due to the lack of random selection.

3.5 Data collection and procedure

The data for this research were collected using a self-administered questionnaire designed for divorced parents. These respondents answered the questions freely and honestly, without any pressure to satisfy the researcher. The information obtained from these questionnaires served as the primary data for this research, which focuses Impact of divorce on Children.

Before finalizing the data collection process, the questionnaires were pretested on a smaller group of divorced parents. This pretesting ensured that the questions were clear, relevant, and capable of eliciting meaningful responses. It also helped confirm that the questionnaires would effectively address the research objectives, including identifying the causes of divorce, its impact on parents and children, and the potential positive aspects of divorce.

3.6 Data processing and procedure

This study has used primary data to draw conclusions about the effects of divorce on children. A five-point Likert scale structured questionnaire was used to collect the data from divorced parents. The data required for this study is of a primary nature, as it aims to understand the direct experiences of divorced parents and their children. A total of 152 sets of questionnaires were distributed to respondents in order to gather actual and accurate information regarding the Impact of divorce on Children.

3.7 Data analysis tools and techniques

For data analysis, both **descriptive statistics** and **Chi-Square tests** were used. The **Statistical Package for the Social Sciences (SPSS)** tool was employed to assess the data. Once the data collection process was completed, the next steps included sorting, managing, arranging, ordering, analyzing, and interpreting the data. These functions were carried out systematically using the SPSS tool to ensure accurate and reliable results.

3.8 Descriptive Analysis

Bar charts were used to present the profile, gender, and demographic information of the respondents, which is referred to as **frequency analysis**. **Mean** and **standard deviation** were used to study the relationship between the dependent and independent variables, providing a deeper understanding of the data. Descriptive analysis helps in summarizing large amounts of data in a simpler form, making patterns and trends more visible. It also helps in identifying missing values and outliers, ensuring data accuracy before further analysis.

3.8.1 Mean or Average

An **average** line represents a group of values. In other words, the quantities that represent a large set of values are referred to as the **average**. The most commonly used average is the **arithmetic mean**, which is calculated by dividing the sum of all values by the number of values. The **mean** is the arithmetic average of a variable, used to summarize the data effectively.

It is denoted by We have,

$$\bar{X} = \frac{\sum X}{N}$$

Where,

$\sum X$ =Total sum of frequency

N =Total number of respondents

3.8.2 Standard Deviation

Standard deviation (S.D.) is the most commonly used and useful measure of dispersion. It indicates the extent of variation or deviation from the mean or central value. Essentially, it measures the absolute dispersion in the data. The greater the amount of dispersion, the higher the standard deviation. A small standard deviation indicates a high degree of uniformity in the observations and homogeneity in the dataset.

Standard deviation

$$\sigma = \sqrt{\sum (X - \bar{x})^2 / n}$$

Where,

$\sum X$ =Sum of frequency

\bar{x} =Mean of frequency

n =Number of respondents

3.8.3 Frequency Counts and Percentage

A **frequency count** is a measure of how many times an event occurs. A **percentage** represents a portion of a whole, expressed as a number between 0 and 100, rather than as a fraction. For example, all of something equals 100 percent, half of it is fifty percent, and none of it is zero percent.

3.9 Inferential Statistics

Inferential Statistics makes inference about population using data drawn from the population. Instead of using the entire population to gather the data, the statistics will collect a sample or samples from the millions of residents and makes inferences about the entire population using the sample.

3.10 Chi Square Test

The chi-square distribution was introduced by F.R. Helmert (1843-1917), a German physicist in 1875. Later in 1900, Karl Pearson (1875-1936) shows that as “n” approaches to infinity a discrete multinomial distribution may be transferred and made to approach a chi-square distribution. The distribution has broad applications such as test of goodness of fit as a test of independence, as a test of homogeneity. The chi-square distribution contains only one parameter called the degree of freedom. Pearson’s Chi-square tests for Independence b/w the two variables (goodness of fit Test). The primary use of the Chi-square test of independence is to determine whether the two categorical variables are independent or related. The Chi-square distribution contains only one parameter c.

$$\chi^2 = \sum_i^r \sum_j^c \frac{(e_{ij} - o_{ij})^2}{e_{ij}}$$

3.10.1 Assumption of Chi Square Test

- a) Data are assumed to be random.
- b) Independence between each observation recorded in the contingency table that is each subject can only have one entry in the chi-square table.
- c) The expected frequency for each category should be at least five.

3.10.2 General Procedure for Chi-Square Test:

1. Formulation of hypothesis:

Ho: There is no association between attributes.

H1: There is association between attributes.

2. Level of significance:

$$\alpha = 0.05$$

3. Test statistic:

$$\chi^2 = \sum_i^r \sum_j^c \frac{(e_{ij} - o_{ij})^2}{e_{ij}}$$

O_{ij} = Observed frequencies

e_{ij} = Expected frequencies

With degree of freedom = k-1-no. of estimated parameter

4. Computation:

Compute the value of test statistics and from the sample data in order to decide whether to accept or reject the null hypothesis H_0 .

5. Critical region:

If the P-Value $< \alpha$ then reject H_0 otherwise don't reject H_0 .

6. Conclusion:

If the computed value is greater than critical value then we reject H_0 , otherwise don't H_0 .

3.11 Data Analysis

Data from checklist was compiled, sorted, edited, classified and coded into a coding sheet and analyzed using a computerized data analysis package known as Statistical package for social science (SPSS).

3.12 Software

To write up thesis I used Microsoft Word. For data coding and for data analysis I used Statistical Package for Social Science (SPSS) version 26.

CHAPTER NO 4

DATA ANALYSIS

Analysis and interpretation of data are the most important steps in research. Without these steps generalization and prediction cannot be achieved which the target of scientific research. Generalization and conclusion are drawn on the basis of behavior and attitude of the respondent as they discussed. The analysis includes both descriptive and inferential statistics to provide a detailed understanding of the patterns and relationships within the data. Descriptive statistics summarize the key characteristics of the dataset, while inferential statistics are used to test hypotheses and make predictions about the population based on the sample. Graphs, tables, and charts are utilized to visually represent the findings, making the results more interpretable. There for this chapter presents the required data analysis.

4.1 Descriptive Statistics

Descriptive statistics refers to the branch of statistics that deals with summarizing and describing the main features of a dataset in a clear and concise way. It focuses on providing simple summaries about the sample and the measure, often through numerical and graphical methods. The goal of descriptive statistics is to give an overview of the data, making it easier to understand its underlying structure and patterns. Descriptive statistics of respondent's demographic question, frequency and percentage of demographic variables.

Descriptive of respondent's Demographic Question:

Table 4.1.1 Gender of the Child

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | male | 61 | 40.1 | 40.1 | 40.1 |
| | female | 91 | 59.9 | 59.9 | 100.0 |
| | Total | 152 | 100.0 | 100.0 | |

The table 4.1.1 show that 152 total respondents. with 40.1 % children are male and 59.9 % children are female. The percentage of female respondents is higher than male respondents.

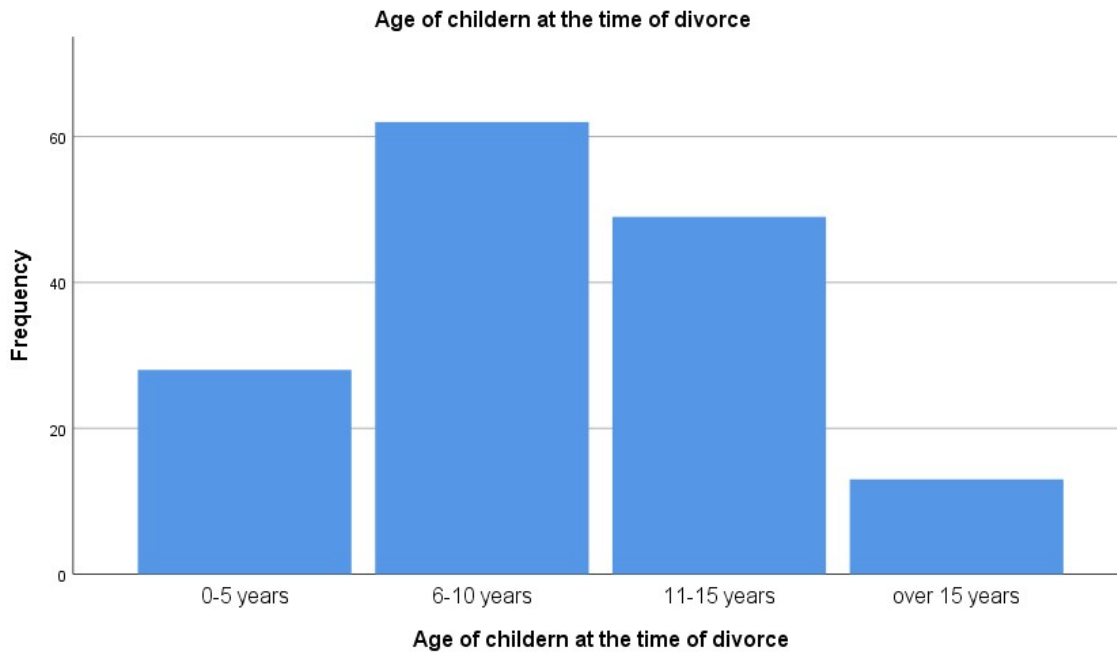


Figure 4.1.1 Age of children at the time of divorce

The above table 4.1.2 shows the respondents are 152. Among them 28(18.4%) respondents have under 0-5 years age group ,62 (40.8%) respondents have 6-10 years age group,49(32.2%) respondents have 11-15 years age group ,13 (8.6%) respondents have over 15 years old. The highest percentage of respondents falls in the 6-10 years age group, while and the least number of respondents are in the 0-5 years and over 15 years age group.

4.2 Cross Tabulation

The cross tabulation is the best interpretation of the percentages of the respondents and their observed frequencies according to different variables. Graphical representation is another way to understand the phenomenon in an easy way. Graphs give a quick understanding of the whole table and help in identifying trends and patterns. Visualizing data through charts and graphs makes comparisons more effective and enhances clarity in analysis.

4.2 Age of children

Table 4.2.1 Custodial arrangement

| Age of children at the time of divorce * Custodial arrangement post-divorce Crosstabulation | | | | | |
|---|---------------|------------------------------------|-------------|----------------|-------|
| | | Custodial arrangement post-divorce | | | Total |
| | | mother only | father only | shared custody | |
| Age of children at the time of divorce | 0-5 years | 8 | 9 | 11 | 28 |
| | 6-10 years | 17 | 15 | 30 | 62 |
| | 11-15 years | 29 | 15 | 5 | 49 |
| | over 15 years | 8 | 2 | 3 | 13 |
| Total | | 62 | 41 | 49 | 152 |

| Chi-Square Tests | | | |
|--------------------|--------|----|-----------------------------------|
| | Value | df | Asymptotic Significance (2-sided) |
| Pearson Chi-Square | 23.686 | 6 | .001 |

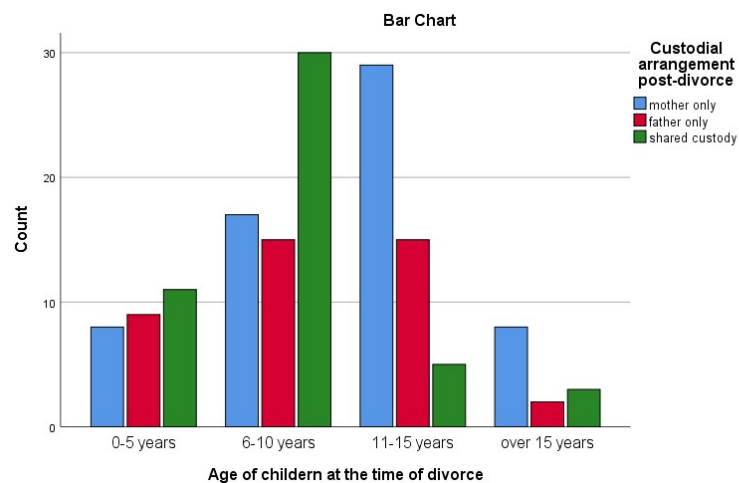


Figure 4.2.1 custodial arrangement

Table 4.2.1 presents the results of the Pearson Chi-Square test shows a value of 23.686 with 6 degrees of freedom and a p-value of 0.001. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. the age group 6-10 years, both parents often share custody the most. and the aged group 11-15 years, most of them stay with their mother.

Table 4.2.2 Child's emotional behavior

| Child's Age at Divorce * child's Emotional behavior Changes after divorce Crosstabulation | | | | | | |
|---|---------------|--|--------------------|------------------|-----------------------|-------|
| | | child's emotional behavior changes after the divorce | | | | Total |
| | | Drastically changed | Moderately changed | Slightly changed | No significant change | |
| Age of children at the time of divorce | 0-5 years | 2 | 2 | 7 | 17 | 28 |
| | 6-10 years | 6 | 23 | 24 | 9 | 62 |
| | 11-15 years | 19 | 21 | 4 | 5 | 49 |
| | over 15 years | 5 | 5 | 1 | 2 | 13 |
| Total | | 32 | 51 | 36 | 33 | 152 |

| Chi-Square Tests | | | |
|--------------------|--------|----|-----------------------------------|
| | Value | df | Asymptotic Significance (2-sided) |
| Pearson Chi-Square | 59.621 | 9 | .000 |

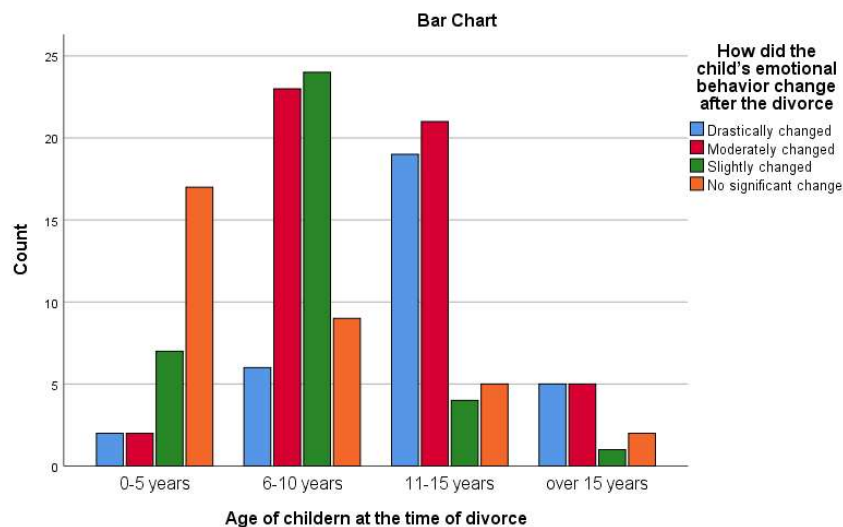


Figure 4.2.2 emotional behavior

Table 4.2.2 presents the results of the Pearson Chi-Square test shows a value of 59.621 with 9 degrees of freedom and a p-value of 0.000. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. Most children aged 6-10 years experienced slight emotional changes after divorce, followed by moderate changes. In the 11-15 age group, moderate changes were most common, with many also experiencing drastic changes.

Table 4.2.3 Child's expressed feelings

| Child's Age at Divorce * child's expressed feelings regarding the divorce Crosstabulation | | | | | |
|---|---------------|--|----|--------------|-------|
| | | Has the child expressed feelings of anger, sadness, or confusion regarding the divorce | | | Total |
| | | yes | no | Occasionally | |
| Age of children at the time of divorce | 0-5 years | 7 | 4 | 17 | 28 |
| | 6-10 years | 22 | 24 | 16 | 62 |
| | 11-15 years | 29 | 2 | 18 | 49 |
| | over 15 years | 10 | 1 | 2 | 13 |
| Total | | 68 | 31 | 53 | 152 |

| Chi-Square Tests | | | |
|--------------------|--------|----|-----------------------------------|
| | Value | df | Asymptotic Significance (2-sided) |
| Pearson Chi-Square | 35.342 | 6 | .000 |

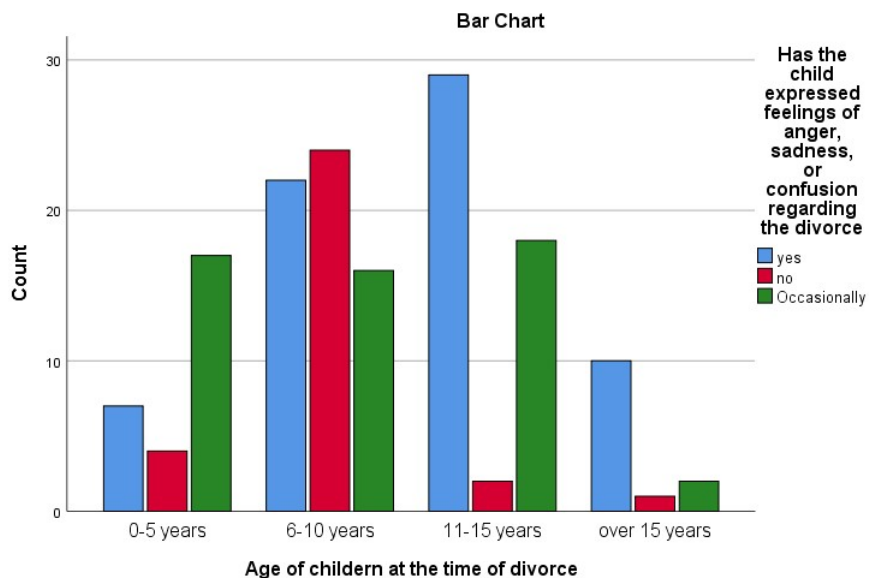


Figure 4.2.3 expressed feelings

Table 4.2.3 presents the results of the Pearson Chi-Square test shows a value of 35.342 with 6 degrees of freedom and a p-value of 0.000. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. most children in the age group 11-15 years expressed more feelings of anger, sadness, or confusion.

Table 4.2.4 Signs of mental health issue

| Child's Age at Divorce * child's shown signs of mental health issues post-divorce Crosstabulation | | | | | |
|---|---------------|--|----|--------|-------|
| | | Has the child shown signs of depression, anxiety, or other mental health issues post-divorce | | | Total |
| | | yes | no | Unsure | |
| Age of children at the time of divorce | 0-5 years | 9 | 4 | 15 | 28 |
| | 6-10 years | 32 | 13 | 17 | 62 |
| | 11-15 years | 34 | 2 | 13 | 49 |
| | over 15 years | 11 | 1 | 1 | 13 |
| Total | | 86 | 20 | 46 | 152 |

| Chi-Square Tests | | | |
|--------------------|--------|----|-----------------------------------|
| | Value | df | Asymptotic Significance (2-sided) |
| Pearson Chi-Square | 20.322 | 6 | .002 |

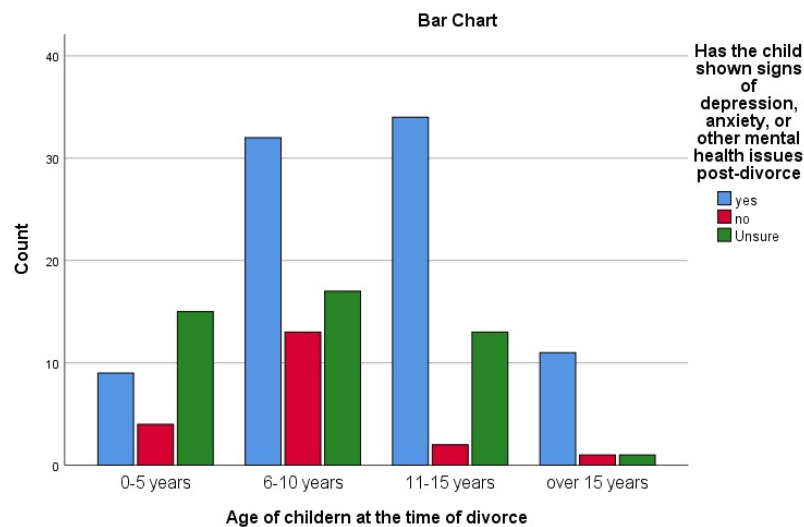


Figure 4.2.4 mental health issues

Table 4.2.4 presents the results of the Pearson Chi-Square test shows a value of 20.322 with 6 degrees of freedom and a p-value of 0.002. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. In the age group 6-10 years and 11-15 years, children shown signs of depression, anxiety, or other mental health issues.

Table 4.2.5 Child's blame themselves

| Child's Age at Divorce * child's blame themselves for the divorce Crosstabulation | | | | | |
|---|---------------|---|----|--------|-------|
| | | Does the child blame themselves for the divorce | | | Total |
| | | yes | no | Unsure | |
| Age of children at the time of divorce | 0-5 years | 2 | 7 | 19 | 28 |
| | 6-10 years | 38 | 8 | 16 | 62 |
| | 11-15 years | 25 | 15 | 9 | 49 |
| | over 15 years | 10 | 2 | 1 | 13 |
| Total | | 75 | 32 | 45 | 152 |

| Chi-Square Tests | | | |
|--------------------|--------|----|-----------------------------------|
| | Value | df | Asymptotic Significance (2-sided) |
| Pearson Chi-Square | 36.759 | 6 | .000 |

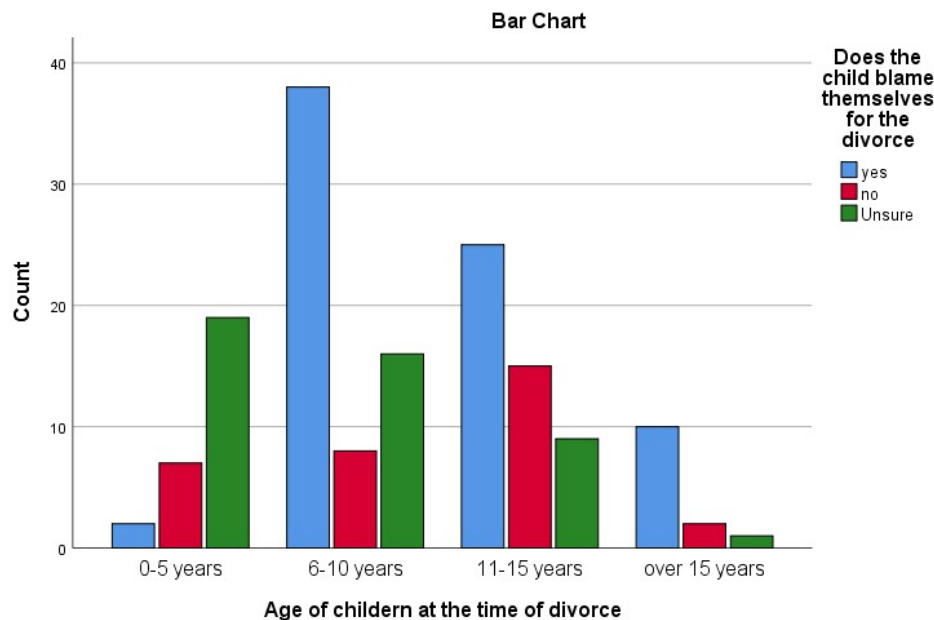


Figure 4.2.5 blame themselves

Table 4.2.5 presents the results of the Pearson Chi-Square test shows a value of 36.759 with 6 degrees of freedom and a p-value of 0.000. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. In the age group 6-10 years and 11-15 years child blame themselves for the divorce, which can lead to feelings of guilt and low self-esteem.

Table 4.2.6 Divorce-Related Discussions

| Child's Age at Divorce * Frequency of Divorce-Related Discussions with Parents Crosstabulation | | | | | | |
|--|---------------|--|-----------|--------|-------|-------|
| | | How frequently does the child discuss the divorce or related concerns with parents/guardians | | | | Total |
| | | Often | Sometimes | Rarely | Never | |
| Age of children at the time of divorce | 0-5 years | 1 | 6 | 16 | 5 | 28 |
| | 6-10 years | 13 | 26 | 10 | 13 | 62 |
| | 11-15 years | 19 | 18 | 8 | 4 | 49 |
| | over 15 years | 3 | 8 | 1 | 1 | 13 |
| Total | | 36 | 58 | 35 | 23 | 152 |

| Chi-Square Tests | | | |
|--------------------|--------|----|-----------------------------------|
| | Value | df | Asymptotic Significance (2-sided) |
| Pearson Chi-Square | 35.161 | 9 | .000 |

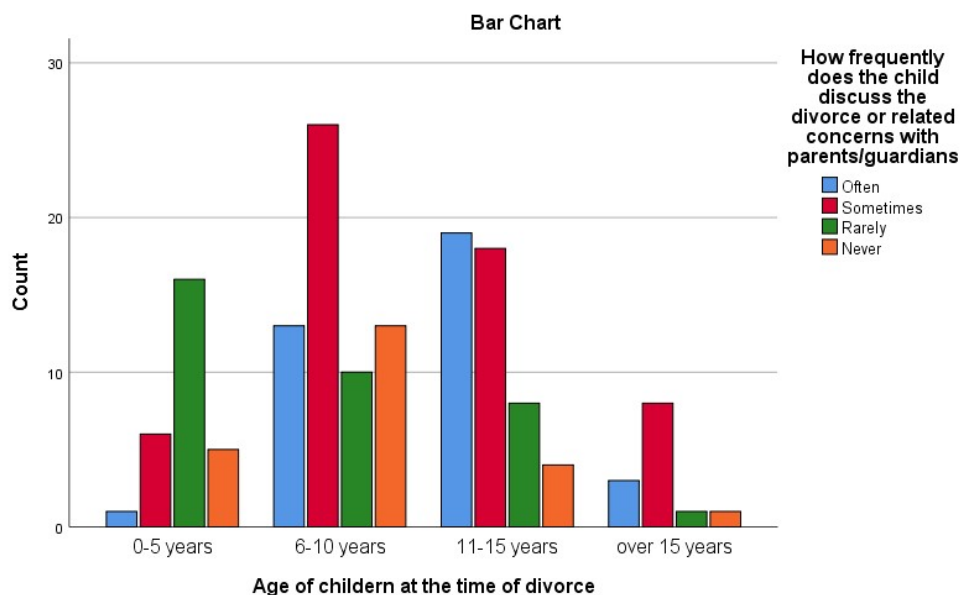


Figure 4.2.6 Discussions

Table 4.2.6 presents the results of the Pearson Chi-Square test shows a value of 35.161 with 9 degrees of freedom and a p-value of 0.000. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. In the age group 6-10 years child sometimes discuss the divorce with parents/guardians.

Table 4.2.7 Change in Academic Performance

| Child's Age at Divorce * Change in Academic Performance Post-Divorce Crosstabulation | | | | | |
|--|---------------|--|-----------|----------|-------|
| | | Has the child's academic performance changed since the divorce | | | Total |
| | | Improved | No change | Declined | |
| Age of children at the time of divorce | 0-5 years | 2 | 12 | 14 | 28 |
| | 6-10 years | 15 | 19 | 28 | 62 |
| | 11-15 years | 8 | 24 | 17 | 49 |
| | over 15 years | 9 | 1 | 3 | 13 |
| Total | | 34 | 56 | 62 | 152 |

| Chi-Square Tests | | | |
|--------------------|--------|----|-----------------------------------|
| | Value | df | Asymptotic Significance (2-sided) |
| Pearson Chi-Square | 24.755 | 6 | .000 |

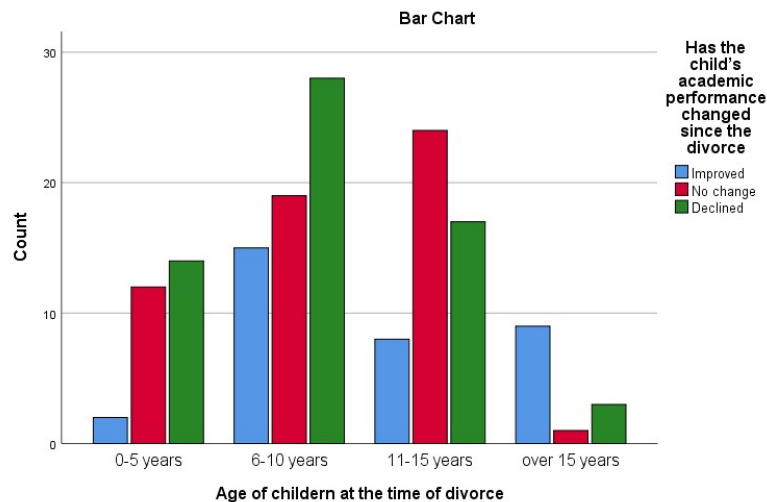


Figure 4.2.7 Academic Performance

Table 4.2.7 presents the results of the Pearson Chi-Square test shows a value of 24.755 with 6 degrees of freedom and a p-value of 0.000. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. most children had no change in academic performance but most children faced a decline in academics. this suggests that children between 6-15 years are more academically affected by divorce.

Table 4.2.8 Difficulty in Maintaining Friendships

| Child's Age at Divorce * Difficulty in Maintaining Friendships Post-Divorce Crosstabulation | | | | | |
|---|---------------|--|----|--------|-------|
| | | Has the child had difficulty maintaining friendships or relationships with peer's post-divorce | | | Total |
| | | yes | no | Unsure | |
| Age of children at the time of divorce | 0-5 years | 4 | 20 | 4 | 28 |
| | 6-10 years | 26 | 14 | 22 | 62 |
| | 11-15 years | 30 | 6 | 13 | 49 |
| | over 15 years | 1 | 2 | 10 | 13 |
| Total | | 61 | 42 | 49 | 152 |

| Chi-Square Tests | | | |
|--------------------|--------|----|-----------------------------------|
| | Value | df | Asymptotic Significance (2-sided) |
| Pearson Chi-Square | 50.015 | 6 | .000 |

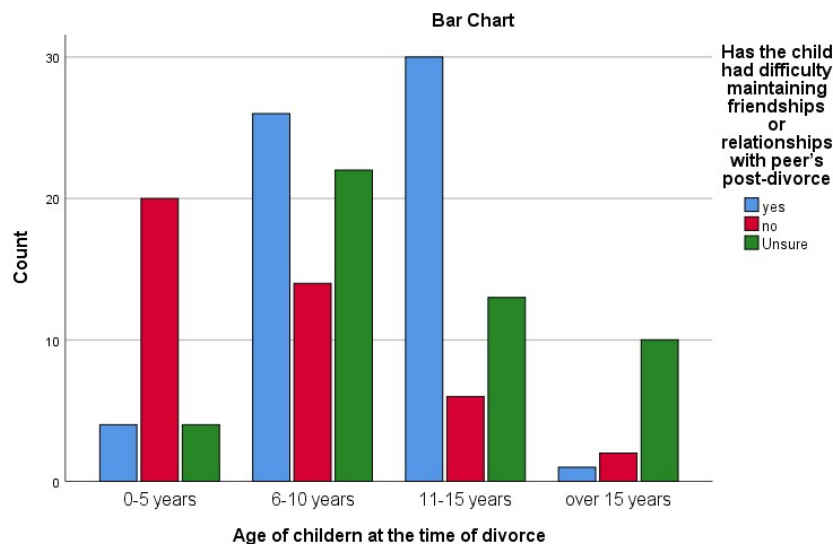


Figure 4.2.8 Friendships

Table 4.2.8 presents the results of the Pearson Chi-Square test shows a value of 50.015 with 6 degrees of freedom and a p-value of 0.000. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. children aged 6-15 years are more likely to face challenges in maintaining peer relationships post-divorce. while younger and older children appear to face fewer challenges or feel less certain about their relationships.

Table 4.2.9 Experience of Bullying/Teasing

| Child's Age at Divorce * Experience of Bullying/Teasing Post-Divorce Crosstabulation | | | | | |
|--|---------------|--|-----|--------|-------|
| | | Has the child experienced bullying or teasing related to the divorce | | | Total |
| | | yes | no | Unsure | |
| Age of children at the time of divorce | 0-5 years | 8 | 16 | 4 | 28 |
| | 6-10 years | 4 | 51 | 7 | 62 |
| | 11-15 years | 17 | 26 | 6 | 49 |
| | over 15 years | 1 | 7 | 5 | 13 |
| Total | | 30 | 100 | 22 | 152 |

| Chi-Square Tests | | | |
|--------------------|--------|----|-----------------------------------|
| | Value | df | Asymptotic Significance (2-sided) |
| Pearson Chi-Square | 23.295 | 6 | .001 |

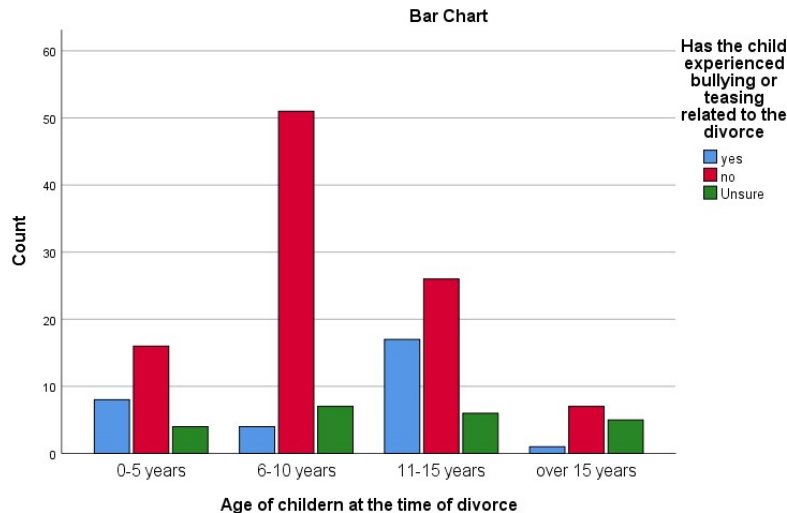


Figure 4.2.9 Bullying/Teasing

Table 4.2.9 presents the results of the Pearson Chi-Square test shows a value of 23.295 with 6 degrees of freedom and a p-value of 0.001. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. most of the child has been bullied or teased because of the divorce, it's mean that peers or others have made negative comments, mocked the child, or treated them differently due to their family situation.

Table 4.2.10 Participation in Activities

| Child's Age at Divorce * Participation in Extracurricular Activities Post-Divorce Crosstabulation | | | | | |
|---|---------------|---|----|-----------------------|-------|
| | | Does the child participate in extracurricular activities as they did before the divorce | | | Total |
| | | yes | no | Reduced participation | |
| Age of children at the time of divorce | 0-5 years | 3 | 12 | 13 | 28 |
| | 6-10 years | 19 | 10 | 33 | 62 |
| | 11-15 years | 20 | 19 | 10 | 49 |
| | over 15 years | 3 | 7 | 3 | 13 |
| Total | | 45 | 48 | 59 | 152 |

| Chi-Square Tests | | | |
|--------------------|--------|----|-----------------------------------|
| | Value | df | Asymptotic Significance (2-sided) |
| Pearson Chi-Square | 23.166 | 6 | .001 |

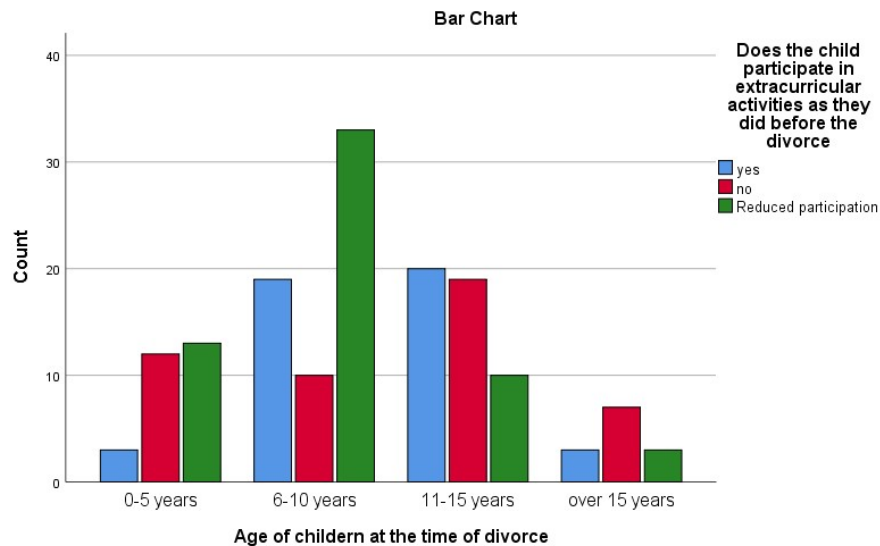


Figure 4.2.10 Activities

Table 4.2.10 presents the results of the Pearson Chi-Square test shows a value of 23.166 with 6 degrees of freedom and a p-value of 0.001. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. some child still participates in extracurricular activities as they did before the divorce but some child does fewer extracurricular activities after the divorce because they may not feel interested or motivated to do them like before.

Table 4.2.11 Extended Family Support

| Child's Age at Divorce * Extended Family Support Post-Divorce Crosstabulation | | | | | |
|---|---------------|---|----|--------------|-------|
| | | Has the extended family (e.g., grandparents, aunts/uncles) provided emotional or financial support post-divorce | | | Total |
| | | yes | no | Occasionally | |
| Age of children at the time of divorce | 0-5 years | 5 | 6 | 17 | 28 |
| | 6-10 years | 16 | 22 | 24 | 62 |
| | 11-15 years | 33 | 10 | 6 | 49 |
| | over 15 years | 9 | 3 | 1 | 13 |
| Total | | 63 | 41 | 48 | 152 |

| Chi-Square Tests | | | |
|--------------------|--------|----|-----------------------------------|
| | Value | df | Asymptotic Significance (2-sided) |
| Pearson Chi-Square | 37.284 | 6 | .000 |

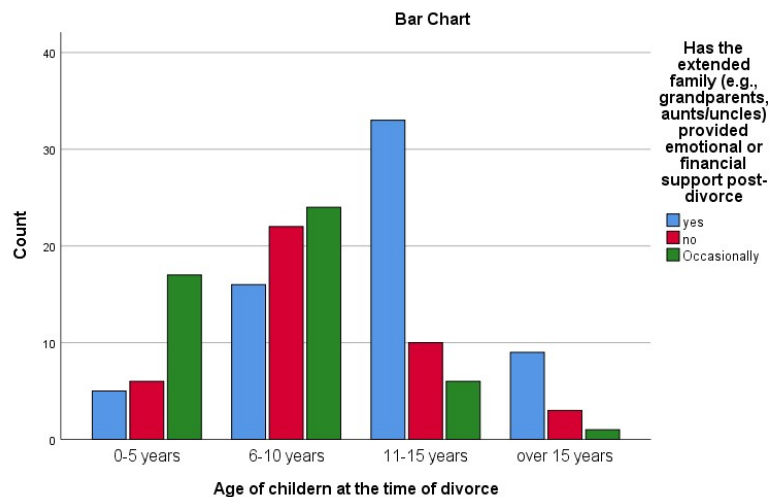


Figure 4.2.11 Family Support

Table 4.2.11 presents the results of the Pearson Chi-Square test shows a value of 37.284 with 6 degrees of freedom and a p-value of 0.000. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. some family members (like grandparents, aunts, or uncles) sometimes provide emotional or financial support after the divorce, and some other times they may not.

Table 4.2.12 Change relationship with Parents

| Child's Age at Divorce * Change in Relationship with Parents Post-Divorce Crosstabulation | | | | | |
|---|---------------|---|-----------------------------------|-------------------|-------|
| | | Has the child's relationship with each parent changed since the divorce | | | Total |
| | | Strengthened with one or both parents | Weakened with one or both parents | Remained the same | |
| Age of children at the time of divorce | 0-5 years | 2 | 6 | 20 | 28 |
| | 6-10 years | 2 | 32 | 28 | 62 |
| | 11-15 years | 12 | 35 | 2 | 49 |
| | over 15 years | 1 | 11 | 1 | 13 |
| Total | | 17 | 84 | 51 | 152 |

| Chi-Square Tests | | | |
|--------------------|--------|----|-----------------------------------|
| | Value | df | Asymptotic Significance (2-sided) |
| Pearson Chi-Square | 51.849 | 6 | .000 |

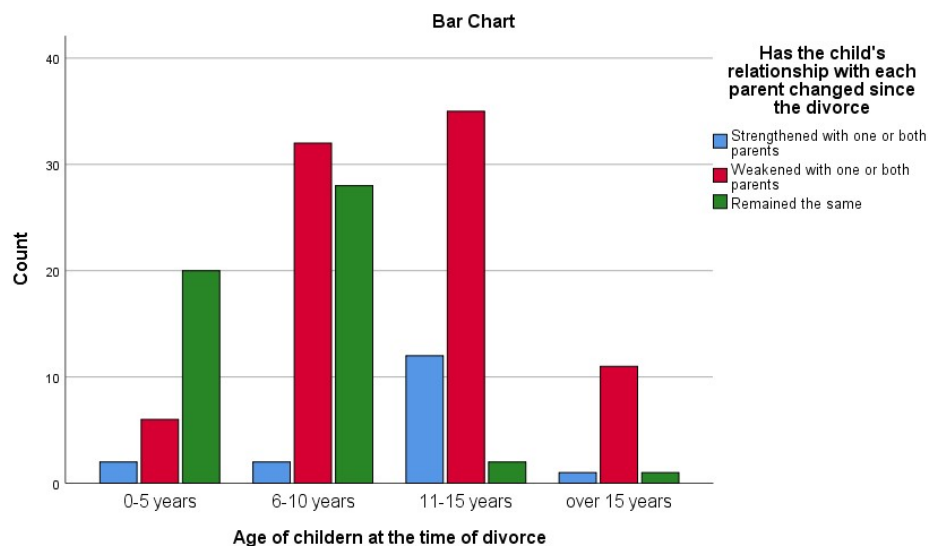


Figure 4.2.12 Relationship

Table 4.2.12 presents the results of the Pearson Chi-Square test shows a value of 51.849 with 6 degrees of freedom and a p-value of 0.000. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. The child's relationship becomes weaker with either one parent or both parents since the divorce, possibly due to reduced interaction or emotional distance.

4.3 Gender of child

Table 4.3.1 Custodial arrangement

| Gender of child * Custodial arrangement post-divorce Crosstabulation | | | | | |
|--|--------|------------------------------------|-------------|----------------|-------|
| | | Custodial arrangement post-divorce | | | Total |
| | | mother only | father only | shared custody | |
| Gender of child | male | 30 | 25 | 6 | 61 |
| | female | 32 | 16 | 43 | 91 |
| Total | | 62 | 41 | 49 | 152 |

| Chi-Square Tests | | | |
|--------------------|--------|----|-----------------------------------|
| | Value | df | Asymptotic Significance (2-sided) |
| Pearson Chi-Square | 25.033 | 2 | .000 |

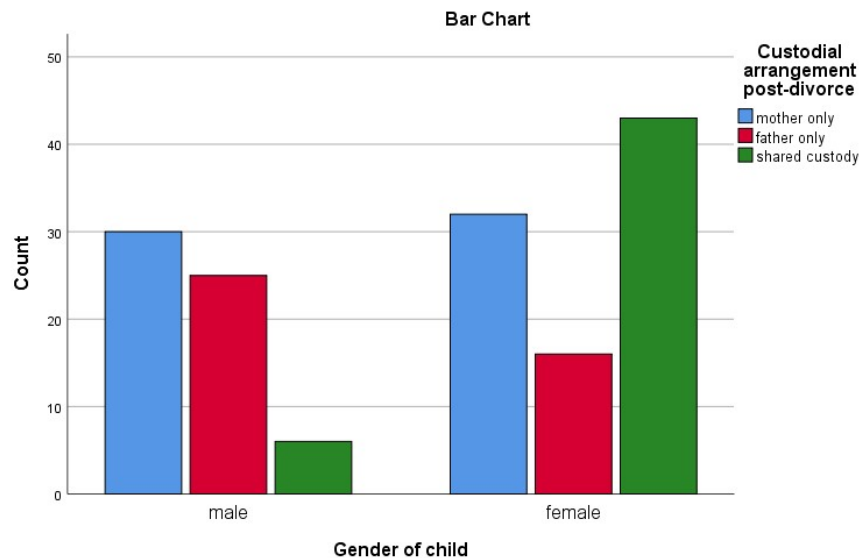


Figure 4.3.1 Custodial arrangement

Table 4.3.1 presents the results of the Pearson Chi-Square test shows a value of 25.033 with 2 degrees of freedom and a p-value of 0.000. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. Shared custody happens most often for female children, while "mother-only" and "father-only" custody happen more commonly for male children.

Table 4.3.2 Child's Emotional Behavior

| Gender of Child *Child's Emotional Behavior Changes Post-Divorce Crosstabulation | | | | | | |
|--|--------|---|--------------------|------------------|-----------------------|-------|
| | | How did the child's emotional behavior change after the divorce | | | | Total |
| | | Drastically changed | Moderately changed | Slightly changed | No significant change | |
| Gender of child | male | 14 | 28 | 10 | 9 | 61 |
| | female | 18 | 23 | 26 | 24 | 91 |
| Total | | 32 | 51 | 36 | 33 | 152 |

| Chi-Square Tests | | | |
|--------------------|-------|----|-----------------------------------|
| | Value | df | Asymptotic Significance (2-sided) |
| Pearson Chi-Square | 9.363 | 3 | .025 |

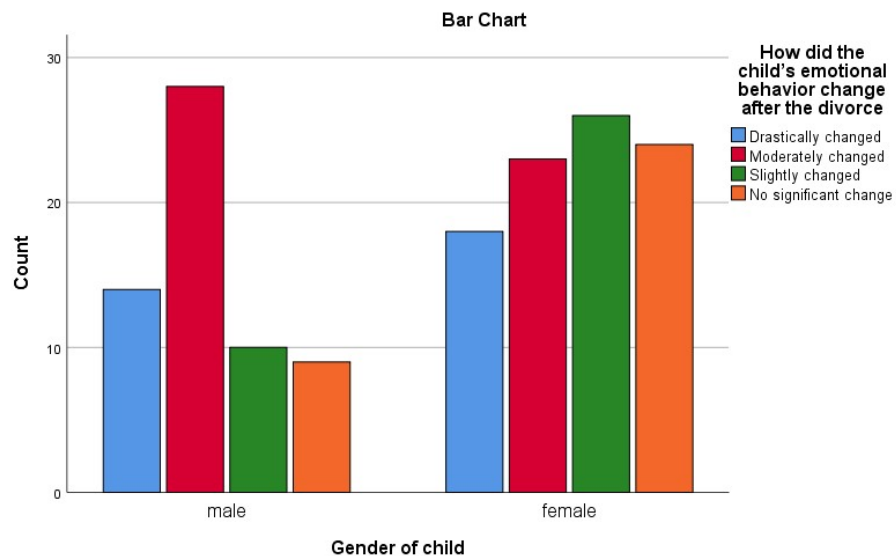


Figure 4.3.2 Emotional Behavior

Table 4.3.2 presents the results of the Pearson Chi-Square test shows a value of 9.363 with 3 degrees of freedom and a p-value of 0.025. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. Moderate emotional changes are most common in male children, while slight changes are most common in female children. Female children are less affected emotionally compared to males, suggesting that females cope better with divorce-related changes.

Table 4.3.3 Child's expressed feelings

| Gender of child * child's expressed feelings regarding the divorce Crosstabulation | | | | | |
|--|--------|--|----|--------------|-------|
| | | Has the child expressed feelings of anger, sadness, or confusion regarding the divorce | | | Total |
| | | yes | no | Occasionally | |
| Gender of child | male | 58 | 2 | 1 | 61 |
| | female | 31 | 32 | 28 | 91 |
| Total | | 89 | 34 | 29 | 152 |

| Chi-Square Tests | | | |
|--------------------|--------|----|-----------------------------------|
| | Value | df | Asymptotic Significance (2-sided) |
| Pearson Chi-Square | 56.062 | 2 | .000 |

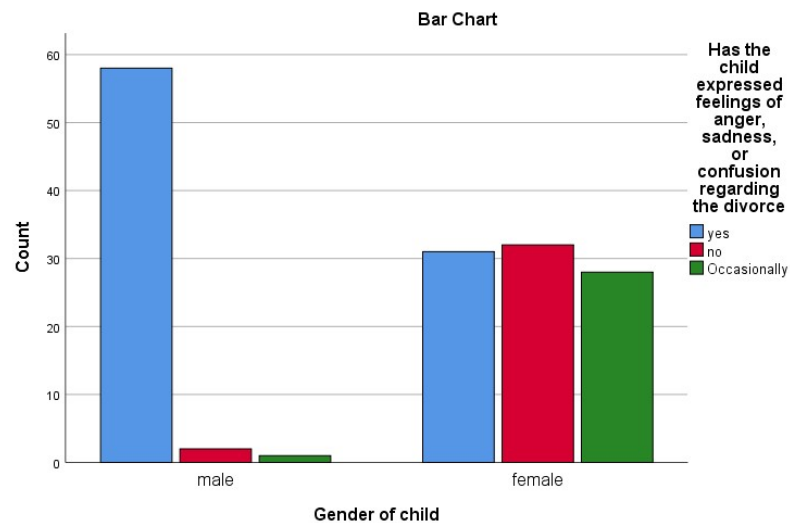


Figure 4.2.3 expressed feelings

Table 4.3.3 presents the results of the Pearson Chi-Square test shows a value of 56.062 with 2 degrees of freedom and a p-value of 0.000. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. male children openly express their emotions about divorce more than females. While female children display a mix of emotions, with some expressing feelings, some occasionally, and others remaining unaffected. This shows that girls may cope quietly, while boys are more expressive about their feelings.

Table 4.3.4 Signs of Mental Health Issues

| Gender of child * Signs of Mental Health Issues Post-Divorce Crosstabulation | | | | | |
|--|--------|--|----|--------|-------|
| | | Has the child shown signs of depression, anxiety, or other mental health issues post-divorce | | | Total |
| | | yes | no | Unsure | |
| Gender of child | male | 49 | 0 | 12 | 61 |
| | female | 37 | 20 | 34 | 91 |
| Total | | 86 | 20 | 46 | 152 |

| Chi-Square Tests | | | |
|--------------------|--------|----|-----------------------------------|
| | Value | df | Asymptotic Significance (2-sided) |
| Pearson Chi-Square | 27.340 | 2 | .000 |

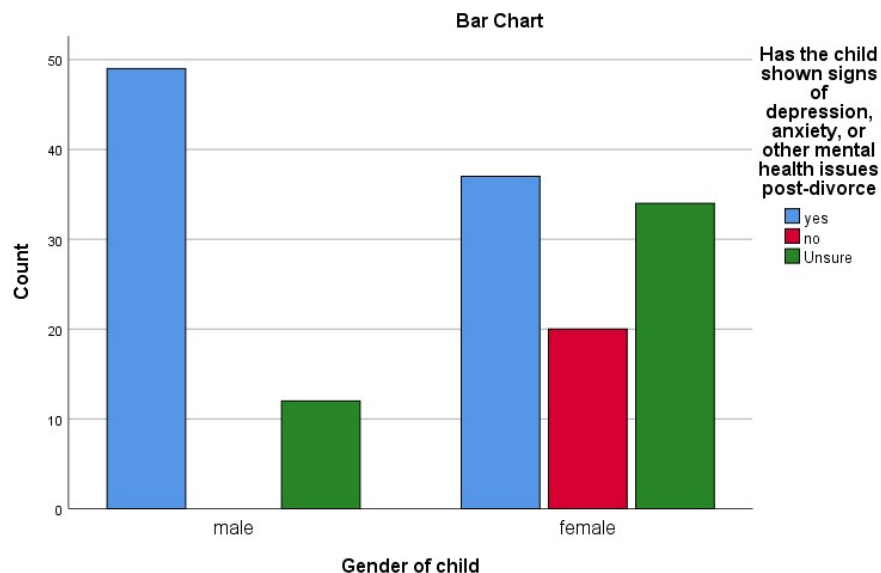


Figure 4.3.4 mental Health Issues

Table 4.3.4 presents the results of the Pearson Chi-Square test shows a value of 27.340 with 2 degrees of freedom and a p-value of 0.000. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. Both male and female children show signs of depression, anxiety, or other mental health problems after the divorce, but the female child also shows uncertainty.

Table 4.3.5 Child's blame themselves

| Gender of child * child's blame themselves for the divorce Crosstabulation | | | | | |
|--|--------|---|----|--------|-------|
| | | Does the child blame themselves for the divorce | | | Total |
| | | yes | no | Unsure | |
| Gender of child | male | 37 | 16 | 8 | 61 |
| | female | 37 | 14 | 40 | 91 |
| Total | | 74 | 30 | 48 | 152 |

| Chi-Square Tests | | | |
|--------------------|--------|----|-----------------------------------|
| | Value | df | Asymptotic Significance (2-sided) |
| Pearson Chi-Square | 16.176 | 2 | .000 |

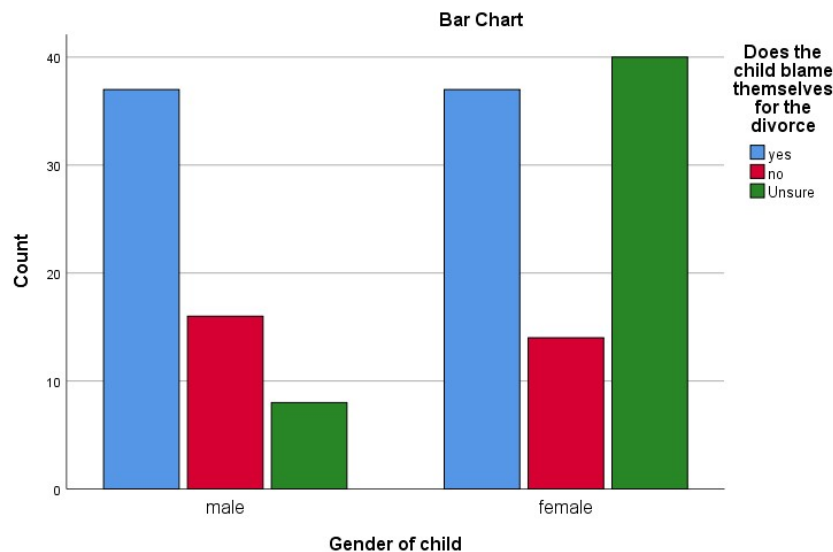


Figure 4.3.5 blame themselves

Table 4.3.5 presents the results of the Pearson Chi-Square test shows a value of 16.176 with 2 degrees of freedom and a p-value of 0.000. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. Both children blame themselves for the divorce, which makes them feel uncomfortable. The girl mostly blames herself because men often divorce after having a girl child.

Table 4.3.6 Change in Academic Performance

| Gender of child * child's Change in Academic Performance Post-Divorce Crosstabulation | | | | | |
|---|--------|--|-----------|----------|-------|
| | | Has the child's academic performance changed since the divorce | | | Total |
| | | Improved | No change | Declined | |
| Gender of child | male | 26 | 23 | 12 | 61 |
| | female | 8 | 33 | 50 | 91 |
| Total | | 34 | 56 | 62 | 152 |

| Chi-Square Tests | | | |
|--------------------|--------|----|-----------------------------------|
| | Value | df | Asymptotic Significance (2-sided) |
| Pearson Chi-Square | 29.847 | 2 | .000 |

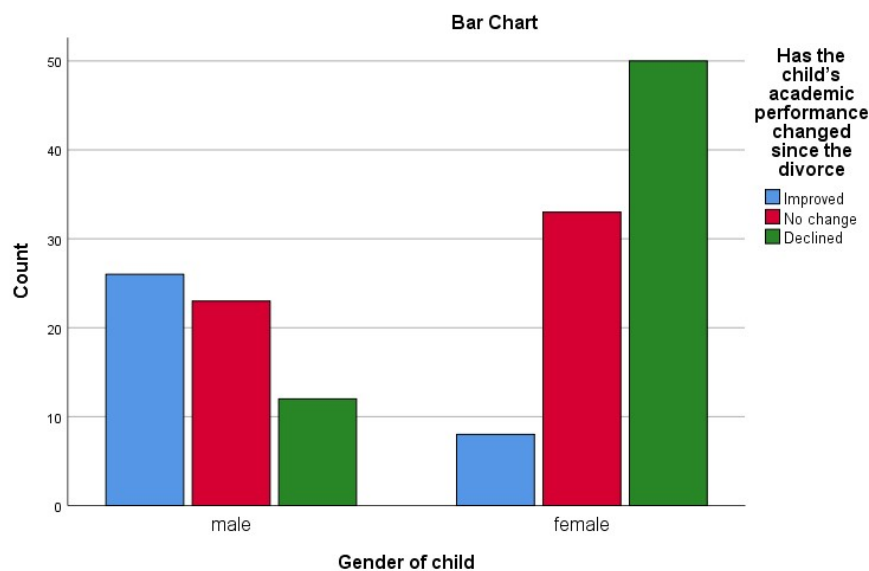


Figure 4.3.6 Academic Performance

Table 4.3.6 presents the results of the Pearson Chi-Square test shows a value of 29.847 with 2 degrees of freedom and a p-value of 0.000. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. The academic performance of the female child changes since the divorce, while the change in the male child's performance is relatively minor.

Table 4.3.7 Extended Family Support

| Gender of child* Extended Family Support Post-Divorce Crosstabulation | | | | | |
|---|--------|---|----|--------------|-------|
| | | Has the extended family (e.g., grandparents, aunts/uncles) provided emotional or financial support post-divorce | | | Total |
| | | yes | no | Occasionally | |
| Gender of child | male | 30 | 21 | 10 | 61 |
| | female | 33 | 20 | 38 | 91 |
| Total | | 63 | 41 | 48 | 152 |

| Chi-Square Tests | | | |
|--------------------|--------|----|-----------------------------------|
| | Value | df | Asymptotic Significance (2-sided) |
| Pearson Chi-Square | 11.008 | 2 | .004 |

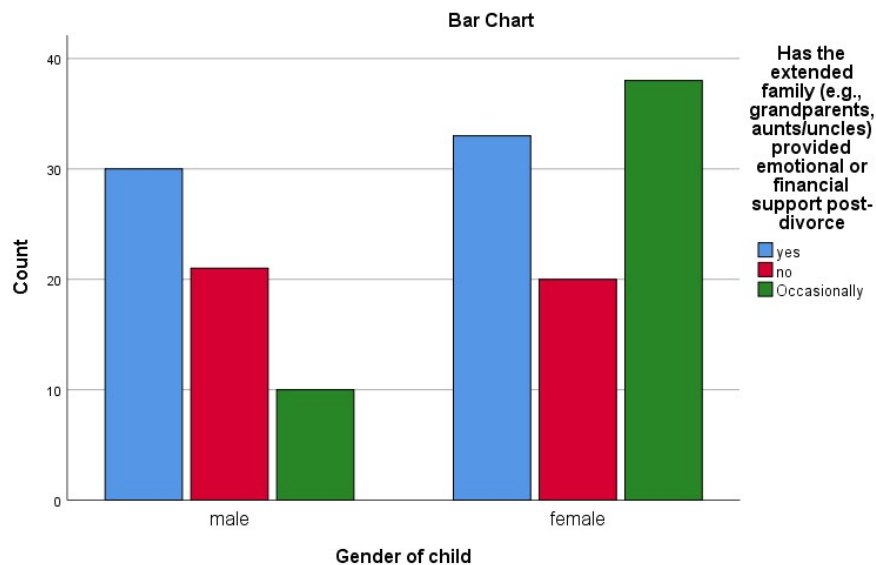


Figure 4.3.7 Family Support

Table 4.3.7 presents the results of the Pearson Chi-Square test shows a value of 11.008 with 2 degrees of freedom and a p-value of 0.004. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. Family members provide emotional or financial support to the girl after the divorce, but sometimes they do and sometimes they do not, depending on their availability and personal circumstances.

Table 4.3.8 Change in Relationship with Parents

| Gender of child * Change in Relationship with Parents Post-Divorce Crosstabulation | | | | | |
|--|--------|---|-----------------------------------|-------------------|-------|
| | | Has the child's relationship with each parent changed since the divorce | | | Total |
| | | Strengthened with one or both parents | Weakened with one or both parents | Remained the same | |
| Gender of child | male | 11 | 48 | 2 | 61 |
| | female | 6 | 36 | 49 | 91 |
| Total | | 17 | 84 | 51 | 152 |

| Chi-Square Tests | | | |
|--------------------|--------|----|-----------------------------------|
| | Value | df | Asymptotic Significance (2-sided) |
| Pearson Chi-Square | 42.222 | 2 | .000 |

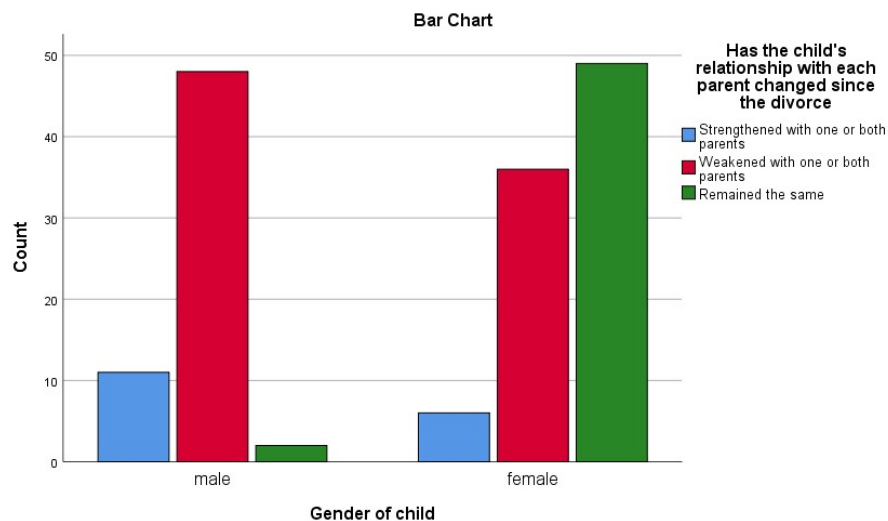


Figure 4.3.8 Relationship

Table 4.3.8 presents the results of the Pearson Chi-Square test shows a value of 42.222 with 2 degrees of freedom and a p-value of 0.000. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. The male child's relationship with each parent is changing since the divorce, weakening with one or both parents, leading to emotional distance and challenges in communication. The girls' relationship is also weak, but the boys' relationship is more significantly affected.

CHAPTER NO 5

DISCUSSION AND CONCLUSION

In the previous chapters, the data analysis was conducted according to the objectives of the study. This chapter provides a brief overview of the findings and conclusions of the study. It also draws inferences from the findings, which lead to generalizations. Based on the study, some recommendations and suggestions for further research are mentioned. A sample size of $n=152$ respondents, including both males and females, was taken.

Table 4.1.1 show that 152 total respondents. with 40.1 % children are male and 59.9 % children are female. The percentage of female respondents is higher than male respondents. Table 4.1.2 shows the respondents are 152. Among them 28(18.4%) respondents have under 0-5 years age group ,62 (40.8%) respondents have 6-10 years age group,49(32.2%) respondents have 11-15 years age group ,13 (8.6%) respondents have over 15 years old. The highest percentage of respondents falls in the 6-10 years age group, while and the least number of respondents are in the 0-5 years and over 15 years age group.

Table 4.2.1 presents the results of the Pearson Chi-Square test shows a value of 23.686 with 6 degrees of freedom and a p-value of 0.001. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. the age group 6-10 years, both parents often share custody the most. and the aged group 11-15 years, most of them stay with their mother. Table 4.2.2 presents the results of the Pearson Chi-Square test shows a value of 59.621 with 9 degrees of freedom and a p-value of 0.000. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. Most children aged 6-10 years experienced slight emotional changes after divorce, followed by moderate changes. In the 11-15 age group, moderate changes were most common, with many also experiencing drastic changes. Table 4.2.3 presents the results of the Pearson Chi-Square test shows a value of 35.342 with 6 degrees of freedom and a p-value of 0.000. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. most children in the age group 11-15 years expressed more feelings of anger, sadness, or confusion.

Table 4.2.4 presents the results of the Pearson Chi-Square test shows a value of 20.322 with 6 degrees of freedom and a p-value of 0.002. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables.in the age group 6-10 years and 11-15 years child shown signs of depression, anxiety, or other mental health issues. Table 4.2.5 presents the results of the Pearson Chi-Square test shows a value of 36.759 with 6 degrees of freedom and a p-value of 0.000. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables.in the age group 6-10 years and 11-15 years child blame themselves for the divorce, which

can lead to feelings of guilt and low self-esteem. Table 4.2.6 presents the results of the Pearson Chi-Square test shows a value of 35.161 with 9 degrees of freedom and a p-value of 0.000. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables.in the age group 6-10 years child sometime discuss the divorce with parents/guardians.

Table 4.2.7 presents the results of the Pearson Chi-Square test shows a value of 24.755 with 6 degrees of freedom and a p-value of 0.000. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. most children had no change in academic performance but most children faced a decline in academics. this suggests that children between 6-15 years are more academically affected by divorce. Table 4.2.8 presents the results of the Pearson Chi-Square test shows a value of 50.015 with 6 degrees of freedom and a p-value of 0.000. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. children aged 6-15 years are more likely to face challenges in maintaining peer relationships post-divorce. while younger and older children appear to face fewer challenges or feel less certain about their relationships. Table 4.2.9 presents the results of the Pearson Chi-Square test shows a value of 23.295 with 6 degrees of freedom and a p-value of 0.001. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. most of the child has been bullied or teased because of the divorce, it's mean that peers or others have made negative comments, mocked the child, or treated them differently due to their family situation.

Table 4.2.10 presents the results of the Pearson Chi-Square test shows a value of 23.166 with 6 degrees of freedom and a p-value of 0.001. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. some child still participates in extracurricular activities as they did before the divorce but some child does fewer extracurricular activities after the divorce because they may not feel interested or motivated to do them like before. Table 4.2.11 presents the results of the Pearson Chi-Square test shows a value of 37.284 with 6 degrees of freedom and a p-value of 0.000. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. some family members (like grandparents, aunts, or uncles) sometimes provide emotional or financial support after the divorce, and some other times they may not. Table 4.2.12 presents the results of the Pearson Chi-Square test shows a value of 51.849 with 6 degrees of freedom and a p-value of 0.000. Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. The child's relationship becomes weaker with either one parent or both parents since the divorce, possibly due to reduced interaction or emotional distance.

Table 4.3.1 presents the results of the Pearson Chi-Square test shows a value of 25.033 with 2 degrees of freedom and a p-value of 0.000. Since the p-value is less than 0.05, we reject the null hypothesis,

indicating a significant association between the two variables. Shared custody happens most often for female children, while "mother-only" and "father-only" custody happen more commonly for male children. Table 4.3.2 presents the results of the Pearson Chi-Square test shows a value of 9.363 with 3 degrees of freedom and a p-value of 0.025 Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. Moderate emotional changes are most common in male children, while slight changes are most common in female children. Female children are less affected emotionally compared to males, suggesting that females cope better with divorce-related changes.

Table 4.3.3 presents the results of the Pearson Chi-Square test shows a value of 56.062 with 2 degrees of freedom and a p-value of 0.000 Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. male children openly express their emotions about divorce more than females. While female children display a mix of emotions, with some expressing feelings, some occasionally, and others remaining unaffected. This shows that girls may cope quietly, while boys are more expressive about their feelings. Table 4.3.4 presents the results of the Pearson Chi-Square test shows a value of 27.340 with 2 degrees of freedom and a p-value of 0.000 Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. Both male and female children show signs of depression, anxiety, or other mental health problems after the divorce, but the female child also shows uncertainty.

Table 4.3.5 presents the results of the Pearson Chi-Square test shows a value of 16.176 with 2 degrees of freedom and a p-value of 0.000 Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. Both children blame themselves for the divorce, which makes them feel uncomfortable. The girl mostly blames herself because men often divorce after having a girl child. Table 4.3.6 presents the results of the Pearson Chi-Square test shows a value of 29.847 with 2 degrees of freedom and a p-value of 0.000 Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. the academic performance of the female child changes since the divorce, while the change in the male child's performance is relatively minor.

Table 4.3.7 presents the results of the Pearson Chi-Square test shows a value of 11.008 with 2 degrees of freedom and a p-value of 0.004 Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. Family members provide emotional or financial support to the girl after the divorce, but sometimes they do and sometimes they do not, depending on their availability and personal circumstances. Table 4.3.8 presents the results of the Pearson Chi-Square test shows a value of 42.222 with 2 degrees of freedom and a p-value of 0.000 Since the p-value is less than 0.05, we reject the null hypothesis, indicating a significant association between the two variables. The male

child's relationship with each parent is changing since the divorce, weakening with one or both parents, leading to emotional distance and challenges in communication. The girls' relationship is also weak, but the boys' relationship is more significantly affected.

Conclusion

Divorce can deeply impact children, influencing their emotional well-being, behavior, and overall development. Emotionally, children often experience anxiety, sadness, and confusion as they struggle to understand and adapt to the changes in their family dynamics. Many feel a sense of loss or even guilt, mistakenly believing they may have played a role in their parents' separation.

Behavioral changes are common, with some children showing signs of withdrawal, while others may express their frustration through anger or aggression. Academically, the emotional turmoil can affect their ability to concentrate, often leading to a decline in performance. Socially, children of divorced parents may develop trust issues, making it challenging to form strong friendships or relationships later in life.

Physical and mental health can also be affected, more serious long-term mental health challenges such as anxiety or depression. However, in situations where the parents' marriage was filled with conflict, divorce can provide relief, creating a calmer environment that may ultimately benefit the children.

Despite the challenges, many children develop resilience over time and adapt to their new circumstances, especially when provided with love, support, and stability from their parents.

Discussion

The effects of divorce on children are not one-size-fits-all; every child experiences and processes it differently. It has been observed that in cases where the parents had constant conflicts before the divorce, the separation might actually create a calmer environment. However, despite this, children often face emotional and social challenges.

Some children try to hide their feelings, which builds up stress and anxiety internally, while others act out, showing frustration through behavior that's often misunderstood as "bad behavior." In reality, these actions are a cry for help, signaling their struggle to cope with the changes.

Parents play a crucial role during this phase. If they set aside their differences and focus on creating a stable and loving environment for their children, the negative effects can be minimized. Support from counselors or extended family members also helps children feel less alone and provides them with the reassurance they need to adjust.

It's also important to acknowledge that divorce doesn't always have negative outcomes. When a toxic relationship ends, it can sometimes lead to a more peaceful environment for both parents and children. The key factor here is how well the post-divorce situation is managed and whether children's emotional needs are prioritized.

Lastly, the societal stigma surrounding divorce often makes it harder for children to cope. Addressing this stigma through open conversations and awareness campaigns can go a long way in providing better support for families going through this difficult phase.

Recommendations

Based on the findings of this study, several measures can be taken to reduce the negative impact of divorce on children and improve their overall well-being:

- 1) **Open Communication with Children:** Parents should communicate openly and honestly with their children about the divorce, ensuring they feel loved and supported. Reassuring them that they are not to blame is crucial for their emotional stability.
- 2) **Co-Parenting Strategies:** Parents should strive to maintain a cooperative relationship, ensuring that children have a stable and supportive environment. Legal and social support should also encourage shared custody arrangements wherever possible, as this allows children to maintain a bond with both parents.
- 3) **Parental Support:** Divorced parents should provide continuous emotional and financial support to their children to help them cope with the separation. Counseling services should also be made available so that children can express their feelings and deal with emotional distress in a healthy manner.
- 4) **School-Based Support:** Schools should take an active role in supporting children affected by divorce. Introducing counseling programs, peer support groups, and training teachers to recognize signs of emotional distress can help children feel more secure and understood in their academic environment.
- 5) **Awareness Campaigns:** Raising awareness about the emotional and psychological effects of divorce is necessary. Community programs and awareness campaigns should be conducted to educate parents on effective strategies to support their children during and after a divorce. These initiatives can guide parents in making informed decisions that prioritize their children's well-being.
- 6) **Policy Interventions:** Government policies should be refined to provide legal and psychological support to divorced families. Reviewing family laws to ensure child-friendly custody arrangements can help create a more balanced and supportive legal framework for affected families.

- 7) **Financial Assistance:** Financial stability is a common challenge for single parents. Providing financial assistance programs can help parents afford quality education and healthcare for their children. Organizations should also offer job training and employment opportunities to assist single parents in achieving financial independence.
- 8) **Mental Health Support:** Mental health should be a priority for children of divorced parents. Schools and community centers should have trained therapists who can offer support to children struggling with emotional trauma. Free or affordable mental health services should be easily accessible to families in need.
- 9) **Legal Guidance & Mediation:** Legal guidance and mediation services should be available to help parents resolve conflicts amicably. Offering legal aid to low-income families can ensure that custody and support arrangements are handled fairly, reducing the emotional burden on children.
- 10) **Reducing Societal Stigma:** Society should work towards normalizing divorce as a way to end unhealthy relationships, rather than viewing it as a failure. This can help children feel less judged and more supported by their communities.

By taking these steps, families, schools, and society as a whole can work together to minimize the adverse effects of divorce on children and provide them with a supportive and nurturing environment for their growth and development.

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APPENDIX

Questionnaire

I am student of BS (Statistics) 8th semester as part of research project at Govt Graduate college for women Sahiwal. I am conducting the survey on **Impact of Divorce on Children**. This study aims to highlight the emotional, social, and psychological impacts of divorce on children and provide meaningful insights into this important issue.

1. Age of the children?

- a) 0-5 years b) 6-10 years c) 11-15 years d) Over 15 years

2. Gender of child?

- a) Male b) Female

3. Age of children at the time of divorce?

- a) 0-5 years b) 6-10 years c) 11-15 years d) Over 15 years

4. Number of siblings?

- a) 1 b) 2 c) 3 d) More than 4

5. Custodial arrangement post-divorce?

- a) Mother only b) Father only c) shared custody

6. How did the child's emotional behavior change after the divorce?

- a) Drastically changed b) Moderately changed c) Slightly changed
d) No significant change

7. Has the child expressed feelings of anger, sadness, or confusion regarding the divorce?

- a) Yes b) No c) Occasionally

8. Has the child shown signs of depression, anxiety, or other mental health issues post-divorce?

- a) Yes b) No c) Unsure

9. Does the child blame themselves for the divorce?

- a) Yes b) No c) Unsure

10. How frequently does the child discuss the divorce or related concerns with parents/guardians?

- a) Often b) Sometimes c) Rarely d) Never

11. Has the child's academic performance changed since the divorce?

- a) Improved b) No change c) Declined

12. Has the child had difficulty maintaining friendships or relationships with peer's post-divorce?

- a) Yes b) No c) Unsure

13. Has the child experienced bullying or teasing related to the divorce?

- a) Yes b) No c) Unsure

14. Does the child participate in extracurricular activities as they did before the divorce?

- a) Yes b) No c) Reduced participation

15. How often does the child see the non-custodial parent?

- a) Daily b) Weekly c) Monthly d) Rarely

16. Has the extended family (e.g., grandparents, aunts/uncles) provided emotional or financial support post-divorce?

- a) Yes b) No c) Occasionally

17. Does the child feel comfortable discussing the divorce with teachers, friends, or family members?

- a) Yes b) No c) Sometimes

18. Has the child's relationship with each parent changed since the divorce?

- a) Strengthened with one or both parents b) Weakened with one or both parents
c) Remained the same