

The Relation between Divorce Experience and School Drop-out Rates on Children Aged 15-18 Years in Israel

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Abstract: This study investigates the direct and indirect relations between divorce, and Arab children's school dropout in Israel. The researcher used both the quantitative and qualitative approaches. For the collection of quantitative data, a questionnaire was distributed to 265 male and female Arab students aged 15-18 in Israel. As for the qualitative data, interviews were carried out with 54 participants, including students, parents, educational counselors, social workers, and psychotherapists. The questionnaire results showed that children of divorced parents drop out of school at a higher rate compared to children from intact families. Regarding the general results of interviewing 54 participants, most of them agree that family dispersion after divorce usually lead to poor academic achievement that encourages 384 students to dropout from school. They also added that children usually live in a state of anxiety, and feeling of inferiority. These feelings usually decrease their performance at school. Finally, the results stress the important relations between experiencing divorce and children's dropout.

Keywords: Divorce, Children of divorced families, children of married families, School Drop-out, Structural Equation Modeling (SEM).

Introduction

Divorce is a social problem as Chang et al. (2003) state that society considers divorce as a high-risk and unplanned event occurring despite initial unwillingness. It happens without a timetable, or symbolic and social celebrations that legitimize it. Divorce brings different and conflicting feelings, accompanied with confusion and loss. However, it is a life transition maintaining and correcting family system and changing its re-growth. Moreover, divorce creates a new family framework resulted from conflict. Yet the family will be more positive and optimistic. It has many reasons, including marital boredom, ease to change, finding alternatives, financial problems, pleasure-seeking, selfishness, moral weakness, adultery, and other reasons.

Recently, divorce has begun to extend to Arab societies in general and Arab-Israeli society in particular. Living and interacting with Jewish community brings a western character which contradicts with our customs and traditions. According to Israeli Statistics Department (2019), the number of divorced couples in Israel has reached 15605 Jewish couples in 2018, and 3541 Arab couples. Although the divorce rate in the Arab society is still lower than that in the Jewish community, the Arab community has witnessed a significant increase in recent decades. The divorce rate in the Arab sector was 9% in the previous two decades decade (Israeli Statistics Department, 2019).

This study aims to determine direct and indirect relationships between divorce and school drop-out. Consequently, it is important to work hard to find out solutions to reduce negative effects of divorce on children who are ultimately an integral part of the society.

Research Questions

How does divorce experience affect school drop-out rates on of children aged 15-18 years?

Research Hypotheses

Children experiencing divorce have a higher drop-out rate compared to children from intact families. less supportive the school environment is perceived, the higher rate of drop -out is recorded for children experiencing divorce children's feelings.

Literature Review

Divorce involves a series of transformations and stages for adults and children. These stages are similar to those described for people experiencing loss: denial, anger, bargaining, and depression. Actually, the negative problems and effects of divorce on children outweigh parents' suffering in many cases. They suffer from anxiety, depression, psychological conflicts, anti-social behaviors, and various kinds of abuse which are a waste of human energy for children. Additionally, they face difficulties in psychological and social adjustment and a lack of social skills (Amato and Keith 1991).

School Drop-out

The academic dropout is defined as the student's attitude to leave the school before completing the prescribed period of the educational stage or their non-enrollment in the educational institution for personal or objective reasons related to the student or his/her environment. School dropout is a serious problem in many places around the world, however, before the appearance of dropout from school, students show certain and specific signs of school dropout. This hidden dropout represents an initial stage of the actual dropout (Wai-ming et al, 2012).

Students' failure and non-completing their education are among the dangerous phenomena that are widespread in various societies, as they affect the child negatively and hinder society's growth and development in various fields of life (Greenway, 2017).

It is the students' dropping out of school, whether during the school year or at the end of the school year (Harrison, 2010).

In 1992, UNICEF defined school dropout phenomenon as: "Students not completing the educational stage at school at the age required for him/her, or leaving without successfully completing the school stage, whether by their desire or as a result of other factors." UNICEF also considers that lack of continuity being persistent for a year or more is a definition of school dropout" (Al-Harahisha, 2016).

Reasons for School Drop-out

Children usually drop-out from school due to diverse reasons. For example, school failure may drive some children to drop-out from their schools. According to Anne E. Casey Foundation, fourth grade children who do not read easily are four times more likely to drop out of high school than their peers. Because reading is a basic requirement in the later educational levels, the child will not be able to continue in school while facing reading problems (Askar, 2009). Also, pregnancy is another reason that encourages girls for leaving school. According to statistics, only about 53% of teenage mothers receive education. This is because teenage mothers do not have support and motivation, and there are no services for children. In addition to that, a mother needs money to raise her child, and this can be difficult if the financial situation is not good, so the girl is forced to drop out of school (Al-Harahsheh, 2016). In addition, financial problems are a strong reason for leaving school. They are among the main causes of school dropout. According to the National Center for Education Statistics, students belonging to a family with low salary have the highest dropout rate of 9.4%. This is because the family compels its members to have a priority to support them, in spite of the desire of the learner and his family to learn, but these difficult conditions do not give an option to let the children continue their education instead of working (Gottman and Parkhurst, 2014). Furthermore, Adolescent addiction is a real problem for school drop-out. Although the rate reached its lowest level in 2017, addiction rates in secondary schools are still high, and the National and Health Center notes that about 58.6% of adolescents are addicted. These adolescents start addiction and leave their schools; they do not go to school classes (Abu Saad, 2010). Furthermore, Special needs can be a convincing reason for school drop-out. Students with physical or mental special needs face difficult times at school. According to a study conducted in 2015, only 62% of students with special needs graduate. Because of their sense of helplessness, it is difficult for them to go to school. In addition, lack of parental Support is one of the most major problems that lead to high rates of school drop-out, especially among high school students. Parents play an important role when it comes to their children's education. High-school dropouts have parents who have neither interest nor incentive for their academic success. If a parent does not encourage his child to stay in school, does not show interest in educational classes and teachers, does not communicate with the administration, does not pay attention to homework, and does not prioritize education of his high-school child, the child may decide to leave school (Al-Harahsheh, 2016). The last reason for school drop-out is boredom and indifference. Many students leave their high school and university due to indifference or boredom. High school students often say that the educational system presents the academic content using very boring methods. Other alternatives for school seems to be more enjoyable, such as obtaining a prestigious job or profession. Thus, boredom from school is a real problem that everyone must address like students, parents, and school faculty, so better educational methods must be developed to help guide the relationship between students and teachers (Abu Saad, 2010).

The Phenomenon of Drop-out from Arab Schools in Israel

Statistics on the dropout rate in Israeli primary schools indicate that the dropout rate is 0.60% in 2010-2011 academic year (Wai-ming et al, 2012) compared with 0.51% in 2005-2006 academic year (Tromer et al, 2007). This means that the dropout rate is not fixed and is not controlled by a specific system. In pre-primary schools, the results issued by the Central Bureau of Statistics in Israel indicate that the dropout rate is declining; in the academic year 2012-2013 since 1.8% of students dropped out from the education system compared to 2.5% in 2005-2006 academic year, knowing that statistics do not include East Jerusalem schools (Tromer et al,

2007 and (Wai-ming et al, 2012). Statistics show that the dropout rate for students in the Arab sector is higher than that for Jewish students in Jewish public schools.

The dropout rate in the Arab sector is disturbing, and this phenomenon has many dimensions and negative projections for students themselves in particular and for the family and society in general. The researcher believes that it is the school's responsibility to take steps to reduce the exacerbation of this phenomenon of apparent and hidden leakage among students and try to find out the reasons for this phenomenon (Harrison, 2010).

As for the school dropout rate among youth, the percentage of youth aged 14-17 years in Israel who did not study in 2010 was 7.4%, while the dropout rate among all school children in Israel in 2012 was 2.2%. The prevailing method for measuring the apparent dropout in the education system in Israel depends on comparing the number of students studying at the beginning of a school year with the number of students who complete their studies in the next school year (Weininger, 2015).

Statistics indicate that 20% of Arab students have dropped out of school before the end of eighth grade, while 12% leave school at the end of tenth grade which is the upper limit of compulsory education. In addition, about 50% of Arab students do not complete their education at the secondary level. In the mid-eighties, data indicated that the number of Arab high-school graduates who passed entrance examinations for institutes and universities was less than the number of Jewish high-school graduates by 30%. In the year 1993-1994, the percentage of Arabs of age group (14-17) enrolled in schools was 66.4% compared to 94.4% of Jews of the same age group (Greenway, 2017).

The rate of school dropout among Arabs in Negev is the highest in the country, reaching 24% in 2016. The percentage of students obtaining high school certificates for the total population in Israel was 62%, and that for Arabs was 48%. The achievement rate in Arab education in Negev came in the last place, being only 31%. We should pay attention to a serious hidden fact with regard to internal distinctions in the Arab society itself:

According to the official distribution, as set by the Ministry of Education, we see that the rate of school dropout is higher in the Bedouin community, reaching 36.2%, compared with 15.5% in the Druze community and 19.7% in the Arab sector (Christians and Muslims). On the other hand, the general dropout rate in the Jewish sector is generally 13.4%.

The Effects of Divorce on School Drop-out

A child from divorced parents loses his/her supervision and follow-up which may open the door to delinquency and school failure (Annetts et al., 2009).

Frieman (1997) mentioned that children of divorced parents are more predisposed to have problems at schools. They are not usually motivated to go to school which leads them to drop out because they do not want to learn. Song et al. (2012) also highlighted that divorce greatly contributes to the emergence of deviant behaviors among children within the school which leads them to drop out. Rahal (2013) added that among the negative educational outcomes is an increase in school dropout rates among children of divorced parents. Astone and McLanahan (1994) commented that students from divorced parents are more likely to leave school.

Divorce is reflected in children dropping out of school and deviated in behavior. In addition, the negative impacts of divorce on children are poor self-confidence and intellectual development, imbalance in group participation, and deprivation of proper social upbringing (Ahrons, 2007). School dropout and lower academic achievement with family breakdown resulting from divorce are correlated (Spence, 2012). Crowder and Teachaman (2004) indicated that after divorce, children suffer from many problems related to moving from house to house and from school to school. This can lead to their drop out of education.

Eneji et al. (2013) reported that children of divorced parents are more likely to drop out in high school and college than children of married parents. Children of divorced parents also have more learning problems, such as anxiety, depression, deviant behavior, and dependence. Moreover, children face social problems and difficult relationships, as they are isolated and find it difficult to deal with their schoolmates, suffering from personality disorders and a feeling of inferiority. All of these issues encourage the child to drop out of school (Mau and Bikos, 2000, Eneji et al., 2013).

Research Methodology

Research Approach

The researcher made use of the inductive approach in the development of the hypotheses. By gathering information, the researcher started to understand the idea of the studied phenomenon (Saunders et al., 2012). In this view, business specialists ensured that hypotheses were identified because of observational research and not the other way around. As such, the researchers began from exact evidence to create hypothetical explorations (Eriksson and Kovalainen, 2008). In our research, the inductive approach is used to develop research hypotheses.

The Use of Survey Method

This study aims at investigating direct and indirect associations between experiencing divorce and school dropout. The survey method was more suitable in the collection and analysis of data in the quantitative approach because the number of questionnaires is 265. This number is high and is difficult to be analyzed qualitatively. Moreover, the collected data could be used to propose an understanding of the relationships among the research variables.

The Use of Interview Method

Beside survey method used in this study, the researcher also employed qualitative research methodology since it is distinguished by its ability to present complex textual descriptions regarding the ways in which individuals experience a specific issue, introducing a detailed background about the human side of this issue. Individual biographical studies are a valuable means in highlighting life conditions in changing societies and can explore transmission of experiences and problems when moving from one social situation to another one (Chamberlayne, Rustin and Wengraf, 2002)

Participants

Participants in Questionnaire

In this study, Sample characteristics included three major items: age, gender, and religion. Age variable is critical in this study since all participants' age should range from 15 to 18 years. Gender is also an important variable to explore which gender is affected more from parent's divorce. Religion is the last variable examined to determine its role in limited the negative effects of divorce on school drop-out/achievement. Table 2 indicates the result analysis of demographic variables. The researcher also listed the percentage and frequency of each variable for children whose parents are married and children whose parents are divorced according to the categories of the survey.

Table 1: Characteristics of Respondents (N= 218)

Variables	Valid	Married parents		Divorced parents		Total
		Frequencies	Percentage	Frequencies	Percentage	
Age	15	Frequencies	29	25	54	
		Percentage	25.7	23.8	24.8	
	16	Frequencies	38	12	50	
		Percentage	33.6	11.4	22.9	
	17	Frequencies	22	28	50	
		Percentage	19.5	26.7	22.9	
	18	Frequencies	24	40	64	
		Percentage	21.2	38.1	29.4	
Total	Frequencies	113	105	218		
	Percentage	100	100	100		
Gender	Male	Frequencies	54	38	92	
		Percentage	47.8	36.2	42.2	
	Female	Frequencies	59	67	126	
		Percentage	52.2	63.8	57.8	
	Total	Frequencies	113	105	218	
		Percentage	100	100	100	
Religion	Moslem	Frequencies	113	105	218	
		Percentage	100	100	100	
	Christian	Frequencies	-	-	-	
		Percentage	-	-	-	
	Druze	Frequencies	-	-	-	
		Percentage	-	-	-	
	Other	Frequencies	-	-	-	
		Percentage	-	-	-	
	No answer	Frequencies	-	-	-	
		Percentage	-	-	-	
Total	Frequencies	113	105	218		

Total	Percentage	100	100	100
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Source: generated by the author.

The sample was about equally divided according to the age, but one third of the children with married parents belonged to the 16-age group while for divorced parents the age 18 was most frequent. Girls were more present both in the married parent's group (52.2%) and divorced parents' group (63.8%). Actually, there are almost two times more girls coming from the divorced families than boys (36.2%). All respondents (with married and divorced parents) are Muslim. None of the respondents is Christian, Druze, or other religious groups.

Interviews Participants

Participants in the interviews vary between students coming from divorced parents, educational consultants, regular visit officers, psychologists, social workers, and divorced parents.

Regarding students' sample, the number of students participating is 14 students coming from divorced parents. 14 students of divorced parents are included. Table 2 indicates detailed information about the students.

Table 2: Detailed Information about the Students (N= 14)

Pseudonym	Age	Gender	Religion	Year of Divorce	Number of siblings	Do you work?
1- Apo	18	Male	Muslim	2010	4	Yes
2- Anna	18	Female	Muslim	2014	4	Yes
3- Ashj	18	Female	Muslim	2009	2	No
4- Joney	15	Male	Muslim	2015	4	No
5- Mohi	15	Male	Muslim	2014	2	Yes
6- Asmaa	15	Female	Muslim	2016	4	No
7- Haem	18	Male	Muslim	2007	3	No
8- Goma	17	Male	Muslim	2013	3	Yes
9- Mahran	17	Male	Muslim	2017	5	No
10- Engy	16	Female	Muslim	2014	4	No
11- Kamo	16	Female	Muslim	2010	2	No
12- Risho	18	Female	Muslim	2012	5	Yes
13- Yado	17	Male	Muslim	2015	3	Yes
14- Lobna	16	Female	Muslim	2009	1	No

Source: generated by the author.

Regarding the educational consultants' sample, the number of educational consultants participating is 4 consultants. 14 educational consultants were included in this study. Table 3 indicates detailed information about the educational consultants.

Table 3: Detailed Information about the Educational Consultants (N= 4)

Pseudonym	Gender	Age	Marital status	Number of children
1- Amany	Female	54	Married	5
2- Badr	Male	47	Married	5
3- Moham	Male	51	Married	6
4- Gemy	Male	43	Married	3

Source: generated by the author.

As for the regular visit officers' sample, the number of those officers participating is 6 officers. 6 persons participated during visit offices. Table 4 indicates detailed information about the regular visit officers.

Table 4: Detailed Information about the Regular Visit Officers(N= 6)

Pseudonym	Gender	Age	Marital status	Number of children
1- Basio	Male	35	Married	2
2- Galila	Female	50	Married	5
3- Ahmed	Male	54	Married	4
4- Simon	Female	41	Divorced	2
5- Lardo	Male	39	Married	2
6- Gondy	Male	42	Married	5

Source: generated by the author.

Regarding the psychologists' sample, the number of psychologists participating is 5 psychologists. 5 psychologists were included in this study. Table 5 indicates detailed information about the psychologists.

Table 5: Detailed Information about the Psychologists (N= 5)

Pseudonym	Gender	Age	Marital status	Number of children
1- Donia	Female	49	Married	4
2- Rachad	Male	38	Married	1
3- Mounir	Male	29	Single	-
4- Zakia	Female	37	Divorced	3
5- Randa	Female	51	Married	5

Source: generated by the author.

Regarding the social workers' sample, the number of social workers participating is 9 social workers. 6 social workers participated in this study. Table 6 indicates the detailed information about the social workers.

Table 6: Detailed Information about the Social Workers (N=6)

Pseudonym	Gender	Age	Marital status	Number of children
1- Rateb	Male	27	Single	-
2- Gamal	Male	49	Married	5
3- Amgad	Male	33	Married	2
4- Rania	Female	31	Single	-
5- Mohan	Female	52	Married	7
6- Hania	Female	40	Married	5
7- Radia	Female	35	Married	4
8- Ahmor	Male	41	Married	5
9- Kamal	Male	37	Married	4

Source: generated by the author.

Finally, regarding the parents sample, the number of parents participating is 16 parents. 16 parents were included in the study sample. Table 7 indicates detailed information about the parents.

Table 7: Detailed Information about the Parents (N= 16)

Pseudonym	Gender	Year of marriage	Year of Divorce	Number of Children	Age
1- Ahmed	Male	1980	2003	5	65
2- Maged	Male	1993	2010	4	53
3- Reda	Male	1990	2014	6	50
4- Moataz	Male	2001	20012	3	45
5- Ivona	Female	1995	2006	4	47
6- Mamdouh	Male	1987	2009	7	63
7- Adel	Male	1993	2001	4	51
8- Gamila	Female	1997	2016	3	49
9- Ismail	Male	1988	2010	6	58

10- Ibrahim	Male	2000	2015	4	54
11- Rana	Female	1995	2009	5	60
12- Amina	Female	2003	2017	2	58
13- Maher	Male	1999	2015	4	53
14- Magdy	Male	2004	2013	3	43
15- Ihab	Male	1991	2003	5	59
16- Ahlam	Female	2000	2009	2	38

Source: generated by the author.

Data Analysis

Structural Equation Modeling (SEM) is used to analyze data collected, aiming to explore the parameters of measurement model. Moreover, SEM's main objective is to test the theoretical models that entail the existence of relationships among variables (Schumacker and Lomax, 2004). Actually, SEM has widely used in research since it considers the estimation error while factually dissecting information. SEM was used as a part of Partial Least Squares (PLS) investigation, and covariance-based, e.g., those used as a part of LISREL.

Partial Least Squares (PLS), which was used to measure the model parameters, was developed by Wold (1975) for instances where data could not meet the assumptions amount of covariance-based SEM strategies (Fornell and Bookstein, 1982). PLS increased the clarified variation of ward factors by disaggregating the general model into components which were steady at the same time (Chin, 1998).

For analyzing the interview data, the Nvivo computer software program, as a data management tool, was used to successfully produce the relevant findings. In this case, qualitative data analysis is a subjective interpretive process according to Mauthner and Doucet (1998). Thus, the utilization of Nvivo computer software program as the only means of data management is justified. Moreover, the use of Nvivo computer software program allows the examination of the research trail. Once all the transcripts were imported into the program, the analysis process began.

Results and Discussion

Response Rate

As stated in the methodology chapter, SPSS software program was used to analyze data collected. In addition, the purposeful sampling was used to select the children sample.

Three hundred and six questionnaires (confidence interval of 95%) were collected. Seventy seven questionnaires (25.2%) were invalid because they did not complete most sections (question No. 9, Social well-being, and school achievement). Thus, in the end, 229 of the questionnaires (74.8%) were used in data screening. After data screening, 11 questionnaires were classified as outliers. Therefore, the final total sample included 218 questionnaires (71.2% of the initial sample). This was acceptable as the error margin (accuracy) was at 5%, and confidence interval was at 95%. Table (9) exhibits the summary of the overall response for this study.

Table 8: Summary of Response Rate

Survey instrument	Total (N)	Percentage	Margin of error	Interval confidence
Total survey	306	100%	0.05%	95%
Invalid survey	77	25.2%		
Outliers	11	3.6%		
Valid survey	218	71.2%	0.05%	0.95%

Source: generated by the author.

- **School Drop-out**

Children's school absence is one of the factors that study deal with. Students with divorced parents have more absences than children with married parents, the results indicate a gap between the two social groups, as about 30% of children of divorced parents are absent more than 9 days, and about 23% of them are absent 7-8 days. On other hand, none of children of married parents are absent for more than 7 days at all. In addition, the results are completely reversed in married parents families in which half of children of married parents (54%) are absent for 1-2 days and about 27% are absent for 3-4 days. However, less than 14% of children of divorced families are absent for 1-2 days, and about 15% are absent for 3-4 days. These results indicate that children of married parents are more committed to school than children of divorced parents. Socially speaking, married families usually care about their children and have enough time to look after them in all life aspects, especially connected to school. Parents usually manage to spend some time to teach their children and follow them up.

These efforts are reduced or completely missed in divorced families since one parent faces so many difficulties to spend some time with his/her children, and even if he/she does, the time is not enough.

Table 9: Children's School Absence

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

Source: generated by the author based on SPSS outputs.

Child labor after parents' divorce

Table (10) shows that about a quarter of children of married parents were working, among 29 children who were working, 15 of them worked (less than 10 hours) weekly representing 51.7%, while 6 of them were working (40 hours and more) weekly representing 20.7%. In addition, 4 children were working (10 – less than 20 hours) weekly representing 13.8%, followed by 2 of them were working (20 – less than 30 hours) weekly representing 6.9%. Finally, 2 children were working (30 – less than 40 hours) {weekly} representing 6.9%. Regarding children of divorced parents, 47 children (44.8%) were working, while 58 children did not work (55.2%). This indicated that children's of divorced parents are usually financially unstable. So, they need to work to fulfill their needs. Their works affected their education achievement, and lead them to drop-out from school since they are sometimes unable to manage between their school and work.

Table 10: Children Working after the Divorce

Do you work?		Married parents	Divorced parents	Total
Yes	Frequencies	29	47	76
	Percentage	25.7	44.8	34.9
No	Frequencies	84	58	142
	Percentage	74.3	55.2	65.1
Total	Frequencies	113	105	218
	Percentage	100	100	100

Source: generated by the author based on SPSS outputs.

Children's weekly working hours

Table 11: Children's weekly working hours

How many hours do you work a week?		Married parents	Divorced parents	Total
Less than 10 hours	Frequencies	15	15	30
	Percentage	51.7	31.9	39.5
10 – less than 20 hours	Frequencies	4	10	14
	Percentage	13.8	21.3	18.4
20 – less than 30 hours	Frequencies	2	6	8
	Percentage	6.9	12.8	10.5
30 – less than 40 hours	Frequencies	2	5	7
	Percentage	6.9	10.6	9.2
40 hours and more	Frequencies	6	11	17
	Percentage	20.7	23.4	22.4
Total	Frequencies	29	47	76
	Percentage	100	100	100

Source: generated by the author based on SPSS outputs.

I show up classes, but I don't listen to teachers instructions, since I am not interested in the studying

Table (12) illustrates that 103 children of married parents, representing 91.1%, are committed in classes and listen to teachers' instructions since they are interested in studying, while 6 respondents representing 5.4% are not committed in classes and do not listen to teachers' instructions since they are not interested in studying. In addition, 4 respondents representing 3.5% were disagreeing about if they are not committed in classes and do not listen to teachers instructions since they are not interested in studying. The mean value of " I show up classes, but I don't listen to teachers instructions since I am not interested in the studying" was 1.35, reflecting that children of married parents are more committed in classes and listen to teachers instructions since they are interested in studying. The standard deviation value is 0.88.

Regarding children of divorced parents, Table (12) indicates that 72 respondents representing 68.6% are not committed in classes and do not listen to teachers' instructions since they are not interested in studying, whereas 24 respondents representing 23.8% are committed in classes and listen to teachers' instructions since they are interested in studying. Moreover, 9 respondents representing 8.6% answered by "disagree" about if they are not committed in classes and do not listen to teachers' instructions since they are not interested in studying. The mean value of "I show up classes, but I don't listen to teachers instructions since I am not interested in the studying" is 3.75, indicating that children of divorced parents are not committed in classes and do not listen to teachers' instructions since they are not interested in studying. The standard deviation value is 1.13.

Table 12: Students are not committed to the Classroom Instructions

		Married parents	Divorced parents	Total
Strongly agree	Frequencies	3	40	43
	Percentage	2.7	38.1	19.7
Agree	Frequencies	3	32	35
	Percentage	2.7	30.5	16.1
Somewhat disagree	Frequencies	4	9	13
	Percentage	3.5	8.6	6
Disagree	Frequencies	10	14	24
	Percentage	8.8	13.3	11
Strongly disagree	Frequencies	93	10	103
	Percentage	82.3	9.5	47.2
Total	Frequencies	113	105	218
	Percentage	100	100	100
Mean		1.35	3.75	
Standard deviation		0.88	1.13	

Source: generated by the author based on SPSS outputs

Interview results

The Effect of Divorce on the Drop-out from Education

One of the most difficult and dangerous problems facing governments recently was the problem of children's drop-out from schools since it negatively affected the development of the country, slowing down its progress in all aspects of life. It also led to increasing illiteracy rates, and lack of integration of individuals in development.

Seven of those interviewees (Yado, 17 years, his parents got divorced since 2015; Ihab, 59 years, divorced since 2003; Mamdouh, 63 years, divorced since 2009; Mohan, 52 years, married; Mounir, 29 years, single; Simon, 41 years, married; Ibrahim, 64 years, divorced since 2015) stated that "there were a number of reasons that caused students to drop-out from school. Some of these reasons were intertwined as it could not be certain that this student left school for a specific reason without the other reasons that contribute to his dropping out from school". They also added that "family's cohesion and moral and financial support, and association of its members with each other helped the child to grow up calmly and psychologically stable. On the contrary, divorce and family disintegration had a bad and dangerous impact on the community's environment, leading to the dispersal and displacement of children between parents. The dispersion of children led to poor academic achievement which was reflected in their educational dropout".

Others (Ismail, 58 years, divorced since 2010, Reda, 50 years, divorced since 2014; Maher, 53 years, divorced since 2015; Kamal, 37 years, married; Gamal, 49 years, married; Zakia, 37 years, divorced; Asmaa, 15 years, her parents got divorced since 2016; Lobna, 16 years, her parents got divorced since 2009; Lardo, 39

years, married; Hania, 40 years, married; Amany, 54 years, married; Apo, 18 years, his parents got divorced since 2010; Ivona, 47 years, divorced since 2006) mentioned that "The drop-out of children from education was due to family's failure to provide the appropriate environment for children to focus in their education and study. The family was the most influential factor in children, their way of thinking, interests, and psychological support. For example, the lack of family support as a result of divorce led to children's loss of this psychological support, and therefore they tried to leave school".

In a like manner, two individuals (Rana, 60 years, divorced since 2009; Rachad, 38 years, married) commented, "Divorce increased the financial burdens on the father or the mother after divorce which increased child's sense of decline in the standards of living, poverty of the family, and their need for those who worked to fulfill their demands. The lack of these important things could encourage children to leave school and to work".

As well as, another interviewee (Ashj, 18 years, her parents got divorced since 2009) said "Divorce killed the aspiration of the child due to the feelings of anxiety, sadness, and tension in which the child lived after parents' divorce. His/her confidence in him/herself became very weak, and s/he tended to be isolated from people. these feelings many led him/her to dropout from education".

Another individual (Galila, 50 years, married) concluded his speech by saying, "Divorce was a difficult problem that destroyed the life of the whole family, and therefore the child could feel that his/her life will be meaningless because the father and the mother did not live together. Besides the lack of interest of the father or the mother in his/her education and feeling, affecting his/her psychological status, s/he felt that life or education was not a valuable thing, encouraging him/her to drop out of school. "

These interviews confirm the validity of the results of the questionnaires conducted by the researcher and confirm the opinions of writers and social researchers, as everyone agreed on the negative effects of divorce related to this topic.

Recommendations:

1. Conducting more studies on the psychological and social effects of divorce on children, using representative samples and codified research tools that are integrated in quantitative and qualitative methodology.
2. To educate young women and men who are about to get married with the information and life and social skills necessary for a happy and effective married life, capable of dealing with marital problems efficiently and effectively.
3. It is necessary to provide psychological, social and material support to families affected by divorce, in order to spare them and the children the scourge of the bitter experience that could destroy their present and future lives.
4. The print and visual media should educate the newlyweds about the duties and rights of spouses
5. The curricula must include materials related to the family, its composition, duties and mission, in a manner that is appropriate for each academic stage or age, especially for university students.
6. Associations should be established to provide advice and guidance to parents in the case of problems.
7. The various official and private sectors must cooperate to study the phenomenon of divorce in order to develop ways to treat it.

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