

The Impact of Divorce on the Psychological Well-being of Middle School Students

أثر الطلاق على نفسية المتدربين في مرحلة التعليم المتوسط

BOUTLIDJA Ramdane ¹ University Of Abdelhamid Ibn Badis (Mostaganem)

¹ramdane.boutlidja@univ-mosta.dz

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ملخص:

هدفت هذه الدراسة إلى الكشف على تأثير الطلاق على نفسية التلاميذ المتدربين في مرحلة التعليم المتوسط وذلك بتطبيق مقياس التوافق النفسي من إعداد علي الديب (1988)، وتم التحقق من الصدق باستخدام صدق التناسق الداخلي وقد تراوحت معاملات ارتباط الفقرات (النفسية والاجتماعي والجسم...) مع المجال ككل ما بين (0.45، 0.76) أما بالنسبة للثبات فقد تم التحقق منه بطريقة التجزئة النصفية وعن طريق ألفا لكرونباخ ما بين (0.75، 0.81)

وتم تطبيق المقياس على التلاميذ المتدربين الذين ينتمون إلى أسر مطلقة ولذلك كانت العينة مقصودة وقد تكونت من (40) تلميذا وتلميذة، وأظهرت نتائج الدراسة أن التوافق النفسي لدى التلاميذ كان بوزن نسبي متوسط وأتى تأثير الطلاق من ناحية البعد الجسدي في المرتبة الأولى ثم يليه التأثير في البعد النفسي وبعد ذلك في البعد الاجتماعي .

الكلمات المفتاحية : الطلاق ، التوافق النفسي ، مرحلة التعليم المتوسط

Abstract:

This study aims to examine the impact of divorce on the psychological well-being of middle school students by applying the Psychological Adjustment Scale developed by Ali Al-Deeb (1988). The validity of the scale was assessed using internal consistency validity, with item correlation coefficients (psychological, social, and physical dimensions) ranging between 0.45 and 0.76.

Reliability was evaluated through the split-half method and Cronbach's alpha, with the values ranging between 0.75 and 0.81. The scale was administered to middle school students from divorced families, making the sample intentional, consisting of 40 students. The findings indicate that students' psychological adjustment was of moderate relative

weight, with the psychological dimension being the most affected by divorce, followed by the physical dimension, and lastly, the social dimension.

Keywords: Divorce, Psychological Adjustment, Middle School Students

***Corresponding author**

Introduction:

The family is an integrated social system that functions in interdependence with other societal structures, such as educational and economic systems. It also serves as the primary social environment in which a child is raised, acquiring the fundamental values and principles that shape their behavior within society. As such, the family is regarded as "the source of morality, the first pillar, and the foundational framework where an individual first learns the lessons of social life."

However, in contemporary society, families increasingly face numerous challenges due to occurring social transformations. Family disintegration has emerged as one of the most pressing social issues worldwide, particularly in Algerian society, which is experiencing swift social and cultural shifts. These changes have led to structural and functional imbalances, resulting in heightened tension, conflict, and an increased likelihood of family breakdown. Some scholars refer to this phenomenon as "family rift", which can occur due to the death of one or both parents or through divorce. Others describe it as "broken homes," where divorce disrupts the family unit.

2. Rationale for Choosing the Topic:

Every study or scientific research is driven by both subjective and objective motives that prepare the researcher to undertake the study. The key reasons behind selecting this topic are as follows:

a - Objective Reasons:

- The increasing prevalence of divorce and its growing visibility, particularly in recent years.
- The negative repercussions of divorce on children, especially school-aged students.
- The large number of reports and statistical data published by the media, including newspapers and satellite channels, highlighting the severity of this issue.
- The need to develop strategies for addressing the challenges faced by students affected by family disintegration (divorce).

b - Subjective Reasons:

- Professional experience within the school environment.

Given these considerations, this study was deemed essential to serve as a meaningful contribution to the advancement of psychological and educational services in our country, whether in terms of understanding, diagnosis, or prevention.

3. Research objectives:

Research objectives can take various forms, such as testing a specific hypothesis, answering key research questions, or presenting findings in a report format (Tawfiq & Abdel Razzaq, 1997: 120).

The primary objective of this study is to:

- closely examine the psychological impact of divorce on middle school students.
- Assess the effects of divorce on students' psychological, social, familial, physical, and academic adjustment.
- Identify the specific areas in which divorce has the most significant impact.

4. Key Study Terms (Operational Definitions of the Main Concepts):

4.1- Definition of Adjustment:

Adjustment is defined as the score obtained by the student on the Psychological Adjustment Scale developed by Ali Al-Deeb (1988), which consists of five dimensions.

Psychological Adjustment: Psychological adjustment represents the fundamental dimension and the first domain of overall adjustment. It operates at an internal level, influencing how an individual perceives themselves and their surrounding society. It includes self-contentment, self-satisfaction, and the fulfillment of both primary (innate, organic, and physiological) and secondary (acquired) needs. Psychological adjustment reflects an internal state of harmony, free from internal conflict. (Zahran, 1977: 29)

Social Adjustment: Social adjustment refers to an individual's ability to establish and maintain satisfactory relationships characterized by cooperation, tolerance, and altruism, without feelings of aggression, suspicion, dependence, or disregard for others' emotions. It also entails forming warm and positive relationships with others. (Ahmad, 199: 22)

Physical (Health) Adjustment: The essence of physical adjustment is well captured in the saying of Prophet Muhammad (peace be upon him): "Whoever wakes up secure in his home, healthy in his body, and has his daily sustenance, it is as if he possesses the whole world." (Sahih Al-Jami', 1988: 1044)

School Adjustment: The school serves as the second most influential environment in a child's life after the family. It plays a crucial role in shaping an individual's personality. A positive and adaptive relationship between the student and the school is essential for academic success and well-being. A student is considered well-adjusted at school if they are satisfied with their academic performance and maintain healthy relationships with teachers, peers, and school staff. (Damanhour, 1996: 86)

Family Adjustment: Family adjustment encompasses family stability, cohesion, and the ability to meet familial demands. It is reflected in the quality of relationships between both parents, as well as between parents and their children. A well-adjusted family environment is characterized by love, trust, and mutual respect. Additionally, family adjustment extends to maintaining positive relationships with extended family members and effectively resolving family conflicts. (Ali & Chreit, 2004: 130)

4.2- Middle School Education:

Middle school is the educational stage following elementary school. It spans four years and culminates in the General Education Certificate, now known as the Middle School Certificate. Successful students in this stage proceed to the first year of high school education.

4.3- Divorce:

Divorce refers to the dissolution of the family unit, exposing children to psychological instability and disturbances in their personality development.

5. Research Problem:

A family is initially formed by two spouses who live together to achieve stability and emotional connection. However, each partner has individual needs and values, which may lead to conflicts. As a result, the possibility of divorce always exists, and in some cases, it becomes the inevitable solution. Divorce represents the final stage in a series of family issues and disintegration. Across nearly all cultures, it is considered an unfortunate event for those involved and a clear indicator of family system failure. It is also perceived as a personal crisis and a means of escaping marital tensions and difficulties. (Ahmed Yahia Abdel Hamid, 1998: 77-78).

While divorce is sometimes necessary when it becomes the only viable option to escape the pressures and challenges of marriage, it has become a distressing reality due to its increasing prevalence. Divorce rates continue to rise globally, affecting all societies alike. In the Arab

world, and particularly in Algeria, divorce has become significantly more common in recent years. Statistics from the Ministry of National Solidarity and Family recorded 164,988 divorce cases between 2007 and 2010. Additionally, Haciba Hawassin, the delegate minister in charge of Family and Women's Affairs, revealed that the divorce rate in Algeria is increasing by 7% annually, posing a serious threat to societal stability. The Algerian newspaper Echorouk reported that a divorce occurs every 10 minutes in Algeria, averaging 166 divorces per day and six per hour. This alarming trend, described by experts as a catastrophic earthquake shaking the most sacred bond between a man and a woman, reflects the severity of the issue. In the Holy Quran, marriage is described as a "firm covenant", which underscores the gravity of divorce and its profound consequences. The aftermath of divorce extends beyond the couple, leading to severe social problems, particularly affecting children. According to the Ministry of Justice, more than 120,000 children are impacted by divorce annually, with 60,000 new cases recorded each year (Echorouk, September 24, 2014).

Despite its necessity in certain cases, divorce does not come without harm. It remains a major cause of various psychological and social problems for all family members. Numerous studies in this field have confirmed its detrimental effects. Hegazy (2004: 153) asserts that a child who loses one or both parents experiences deprivation and insecurity, leading to anxiety, stress, low self-confidence, poor self-concept, and difficulties in psychological and social adjustment. Furthermore, it is not only the actual separation that causes distress but also the mere threat of it, which increases a child's emotional attachment to their parents. Similarly, Imad Abdel Razzaq (2005) emphasizes that when the family environment becomes unstable, the child is surrounded by social turmoil, resulting in heightened anxiety, a lack of trust in themselves and others, and disrupted social relationships both at home and in broader social settings. A study by Al-Hayyan (2005: 265) further highlights that losing a father whether due to divorce, migration, death, or imprisonment has severe psychological repercussions on children, such as feelings of anger, guilt, and diminished self-worth.

Research has shown that adolescents from broken homes experience greater emotional, behavioral, health, and social difficulties compared to their peers from intact families. Studies have confirmed that the majority of students expelled from school due to maladaptive behavior come from dysfunctional households. Additionally, children of divorced or separated parents exhibit a strong tendency toward anger and social withdrawal. They also demonstrate lower sensitivity to social acceptance, weaker self-control, and higher levels of distress.

Life inherently involves a continuous process of adjustment. From the moment of birth, human beings engage in various behaviors and mechanisms granted to them by God to help them adapt to their environment. This process persists throughout life, as adaptation is an ongoing and evolving endeavor. As individuals grow and age, they strive to create a balanced existence, allowing them to navigate life without significant difficulties. However, achieving this balance is only possible if an individual attains psychological adjustment.

The concept of adjustment is one of the most fundamental in psychology, as the field itself is dedicated to studying human behavior and how individuals adapt to their environments. Psychological research does not merely focus on behavior or adjustment itself but rather on understanding how individuals achieve adjustment and the underlying processes that either facilitate or hinder adaptation (Al-Daheri, 2008: 64). Given the increasing prevalence of divorce and its profound psychological impact on students, we found it necessary to conduct this study to explore the growing phenomenon and assess its effects on the psychological well-being of school students.

Thus, the central research question guiding this study is:

Does divorce affect the psychological well-being of school students?

6. Research Hypotheses:

Divorce affects the psychological well-being of middle school students by influencing their psychological, physical, familial, social, and academic adjustment, particularly for students from divorced families.

7. Study Scope:

The current study is defined by the following parameters:

- a. Population Scope: The study focuses on purposive samples drawn from middle school students belonging to divorced families.
- b. Timeframe: The study was conducted during the second semester of the 2022/2023 academic year.
- c. Geographical Scope: The study was carried out in selected middle schools in the Wilaya of Mostaganem.

8. Theoretical Background:

8.1- Divorce:

8.1.1- Linguistic Definition:

Divorce, in linguistic terms, refers to the dissolution of a bond, separation, or release. The term *ṭalāq* (الطلاق) in Arabic means to abandon, depart, or let go. For instance, one can say *ṭallaqa al-bilād* (طلق البلاد), meaning he left the country, or *ṭallaqa al-qawm* (طلق القوم), meaning he parted ways with the people. Similarly, the term *ṭāliq* (الطالق) refers to a camel that is untethered and free of any restraint. (Nasser Ismail Abu Bakr Ali Al-Bari, 2009: 299)

A closer examination of the word *ṭalāq* reveals that it revolves around meanings such as separation, abandonment, unshackling, and freedom. These words all share a common theme of breaking free from restrictions or constraints. Over time, the term came to be primarily associated with a man divorcing his wife, as it symbolizes the removal of the

marital bond and the release from domestic obligations. (Nasser Suleiman & Souad Sathi, 2003: 6)

8.1.2- Terminological Definition:

Professor Masouda Kassal defines divorce as follows:

"The term ṭallaqa (طلق) is specifically used in reference to dissolving an abstract or moral bond, whereas aṭlaqa (أطلق) refers to removing a physical restraint. Thus, one says ṭallaqa al-rajul zawjatahu (طلق الرجل زوجته) to indicate a man divorcing his wife, but one does not say aṭlaqa zawjatahu (أطلق زوجته). Conversely, one says aṭlaqa al-rajul al-ba'ir (أطلق الرجل البعير) to mean the man freed the camel from its tether, but one does not say ṭallaqa al-ba'ir (طلق البعير)." (Masouda Kassal, 1986: 2)

8.2- Definition of Adjustment (التوافق - Tawāfuq):

8.2.1- Linguistic Definition:

According to Al-Mu'jam Al-Wasīṭ, the term adjustment (التوافق) in philosophy refers to an individual aligning their behavior with societal norms while avoiding deviant actions or behaviors. (Arabic Language Dictionary, 1984: 1047)

Al-Razi (1988: 304) describes it as a form of harmony or agreement between two elements, akin to fusion or cohesion.

8.2.2- Terminological Definitions:

Atiyah (2001: 12) defines adjustment as: "A coherent and unified structure of an individual's personality, where they accept themselves, are accepted by others, and experience psychological and social satisfaction. The individual aims to modify their behavior in response to environmental stimuli."

- Negative Effects of Divorce on Children:

Several studies have indicated that parental divorce has both short-term and long-term negative effects on a child's psychological development, particularly during their formative years.

Losing a stable family relationship is not only the most serious consequence of divorce but also a primary cause of developmental and personality disorders in children. The greatest risk occurs when a child completely loses contact with one parent. Unfortunately, in many cases, one parent (whether the father or mother) may abandon their child entirely, leaving them solely in the care of the other parent. This absence can feel like a real loss of the absent parent, leading the child to perceive rejection and hatred, which may contribute to severe psychological and behavioral disorders which can be summarized in the following:

- **Loss of Emotional Security:** Children often experience abandonment syndrome, especially when the parent who leaves the home ceases to be present in their lives.
- **Loss of Parental Affection:** The child misses out on the unified love of both parents, who once shared happy moments together as a family.
- **Disruption in Gender Role Identification:** The absence of one parent prevents the child from identifying with a male or female role model, which is essential for forming healthy gender identity and perceptions of marital relationships.
- **Disorientation in Time and Space:** The child struggles with a sense of place and time, which can manifest in physical and emotional instability.
- **Inner Conflict and Emotional Confusion:** The child may not verbally express their feelings but may exhibit them through behavior, speech, social interactions, and play. The most Common Emotional Reactions are:
 - a. **Anxiety:** This is especially prevalent if the divorce was preceded by parental conflicts, verbal or physical abuse, which threaten the child's sense of security.

- b. Shame: The child may feel ashamed of their parents' divorce and may try to hide it or avoid discussing it, particularly in school, where they fear being mocked by peers.
- c. Guilt: Many children blame themselves for the divorce, especially if they were caught in the parental conflict.
- d. Anger: The child may develop resentment toward both parents for disrupting their life, preventing them from living peacefully, and depriving them of stability.

Divorce plays a critical role in the emergence of psychological and behavioral disorders, including:

- Personality Development Issues: Children of divorced parents often develop a negative self-concept, low self-esteem, and trust issues. They may experience feelings of incompetence and inadequacy.
- Depending on the circumstances surrounding the divorce, children may either exhibit regressive (immature) behaviors or, conversely, develop an excessive level of maturity at a young age. (Canoui, 1994: 312)

Psychological Disorders: Depressive responses often appear in children affected by divorce. They may become withdrawn, refusing to talk or engage with others. Such children tend to lose their sense of willpower, becoming lethargic, lazy, and disinterested in any activities, including playing.

- Previous Studies:

- Younis Study (1993): "A Factorial Study of the Psychological Composition of Family-Deprived Children in Light of Different Types of Deprivation." This study aimed to identify the personality traits of children deprived of family care, whether due to death or divorce. It also sought to examine the factorial structure of the psychological composition variables of these children and how they differ across various study groups. Additionally, it explored the psychological and dynamic structure of highly and poorly adjusted children deprived of family care. The study sample consisted of 425 children residing in social care institutions

across several Egyptian governorates. The researcher used multiple tools, including a children's personality scale developed by the researcher and a personal and social adjustment scale prepared by Atiya Hana. The study's findings revealed statistically significant differences between children deprived of family care before and after the age of five. The results indicated that those deprived before the age of five exhibited more negative traits, such as introversion and poor social adjustment, whereas those deprived after the age of five showed better personal and social adjustment.

- Danian Study (1993): "Patterns of Family Care for Elementary School Children After Divorce and Their Relationship to Their Psychological and Social Adjustment: A Proposed Role for Social Work in This Field." The study aimed to identify the different family care patterns for elementary school children following divorce and their relationship to their psychological and social adjustment. Additionally, it proposed a role for social work in addressing this issue. The sample included two groups: the first group consisted of 250 children belonging to different post-divorce family care patterns, while the second group included 250 children living with both parents in a natural family setting. The researcher used several tools, including (a) a personality scale developed by Atiya Hana (1965), (b) a socioeconomic status questionnaire developed by Abdel Aziz (1988), and (c) a questionnaire to identify family care patterns for children, developed by the researcher. The study results showed statistically significant differences in personal, social, and overall adjustment between children from intact families and those from post-divorce family arrangements. The findings favored children raised by both parents, indicating that they had better psychological and social adjustment.

- Josef and Lazar Study (1998): "The Impact of Custodial Arrangements of Separated Parents on Their Children in Terms of Academic Achievement and Social Well-being." This study aimed to examine the effects of custodial arrangements of separated parents on their children's academic performance in school and their social relationships. The sample consisted of 59 children: 16 under the custody of their father, 23 under the custody of their

mother, and 20 under joint custody of both parents. The study's findings revealed that children under joint custody scored higher in social adjustment. However, there were no significant differences in academic performance between children under maternal or paternal custody, although those under maternal custody showed slightly better academic performance than those under paternal custody.

9. Research Methodology:

To achieve the study's objectives, the descriptive method was used, following two approaches: the first theoretical and the second field-based. Rabah Turki (1984:23) defines the descriptive method as one that involves collecting, classifying, interpreting, and analyzing data to measure and understand the impact of various factors on the studied phenomenon. The goal is to draw conclusions and determine how to regulate and control these factors.

10. Research Population:

The research population includes all individuals or objects related to the study's problem (Ammar Bouhouch, 1988:89). The study targeted middle school students from divorced families in the city of Mostaganem, totaling 40 students.

The study was conducted through the following steps:

- Developing the research tool in its final form.
- Selecting the study sample.
- Distributing and collecting the survey tool: The researcher distributed 80 questionnaires, of which 65 were retrieved, and 40 were deemed valid for analysis, forming the study sample.
- Entering the data into a computer and processing it statistically using SPSS 20 (Statistical Package for the Social Sciences).

- Extracting, analyzing, and discussing the results, followed by suggesting appropriate recommendations.

10.1- Research Tool:

The research tool used was the Psychological Adjustment Scale, developed by Al-Deeb (1988). The researcher utilized Al-Deeb's Psychological and Social Adjustment Test (1988), which consists of 100 items distributed across five dimensions.

Participants responded to each item using a three-point Likert scale:

- Yes (3 points), Sometimes (2 points), No (1 point) for positive statements,
- Reversed scoring (1, 2, 3) for negative statements.

To ensure the validity of the tool, it was reviewed by a panel of three expert judges from the universities of Mostaganem and Ain Temouchent: Meskin Abdellah, Kouaich Maghnia, and Masoudi Mohammed. Based on their feedback, modifications were made regarding clarity, wording, and sequencing of the questions before finalizing the instrument.

The student's score was classified based on the relative weight mean difference as follows:

- $[0 - 1] \rightarrow$ Low Adjustment
- $[1 - 2] \rightarrow$ Moderate Adjustment
- $[2 - 3] \rightarrow$ High Adjustment

This classification was used to assess the psychological and social adjustment levels of students.

10.3- Data Collection Tools:

A questionnaire was administered to an intentional sample of 40 middle school students from divorced families.

10.4- Study Sample Characteristics

The student sample included variables such as gender and educational level, which were recorded after data collection.

(Table 1) The distribution of students according to gender and grade level

	2nd Year Middle School	3rd Year Middle School	4th Year Middle School	Total	%
Males	7	6	4	17	42.5%
Females	9	8	6	23	57.5%
Total	16	14	10	40	100%
%	40%	35%	25%	100%	

The table indicates that the divorce rate is highest among second-year middle school students, followed by third-year students, and then fourth-year students. This suggests a growing trend in divorce cases over time. Additionally, it is observed that female students are more affected by parental divorce than male students.

11. Psychometric Properties of the Psychological and Social Adjustment Questionnaire:

This section presents the dimensions, number of items, and classification of positive and negative items in the Psychological Adjustment Scale:

* Physical Dimension (25 items)

- o Positive Items: 41, 66, 96
- o Negative Items: 1, 6, 11, 21, 26, 31, 36, 46, 51, 56, 61, 71, 75, 79, 86, 88, 90, 92, 94, 98, 100

* Psychological Dimension (25 items)

- o Positive Items: 7, 32, 47, 76, 80, 83, 87, 97, 99

- o Negative Items: 2, 12, 17, 22, 27, 37, 42, 52, 57, 62, 67, 72, 89, 91, 93, 95
 - * Family Dimension (18 items)
- o Positive Items: 3, 8, 13, 18, 28, 33, 38, 43, 53, 58, 63, 68, 73, 77
- o Negative Items: 23, 48, 81, 84
 - * Social Dimension (18 items)
- o Positive Items: 4, 9, 14, 19, 29, 49, 54, 59, 64, 69, 74, 82
- o Negative Items: 24, 34, 39, 44, 78, 85
 - * Integrative Dimension (14 items)
- o Positive Items: 5, 10, 15, 20, 25, 30, 35, 40, 55, 65, 70
- o Negative Items: 45, 55, 60

11.1- Questionnaire Validity:

Taylor (1989) defines validity as the extent to which a test measures what it is intended to measure. Validity is one of the most crucial factors in constructing and applying tests of all types (Dhouqan Obeidat, 2003:113).

11.1.1- Validity Verification

To ensure the effectiveness of the Psychological and Social Adjustment Scale, internal consistency validity was examined by calculating correlation coefficients between each score and each item within every dimension, as well as the total score of the dimension to which it belongs. Additionally, correlation coefficients were calculated between each item and the total score of the scale, as well as between the scores of each dimension and the overall total score of the scale.

Tables (2) and (3) illustrate these correlation coefficients, providing statistical confirmation of the scale's validity.

(Table 2) Correlation coefficients results

Correlation Coefficient	Dimensions
0.62	Psychological Dimension
0.55	Family Dimension
0.75	Physical Dimension
0.69	Social Dimension
0.54	congruence Dimension

The previous table indicates that there are statistically significant correlations between the total score of each dimension of the Psychological Adjustment Scale and the overall scale score. The correlation values ranged between 0.54 and 0.75, all of which are significant at the 0.01 level. This confirms the internal consistency validity of the scale.

Based on the results of expert validation and internal consistency, the questionnaire can be considered valid and reliable for measuring psychological and social adjustment.

11.1.2- Reliability Using the Split-Half Method

The reliability of the scale was assessed using the split-half method. This involved:

- Calculating the correlation coefficient between the odd-numbered items and the even-numbered items for each dimension.
- Applying Spearman-Brown's formula for equal-length dimensions (equal halves).
- Applying Guttman's formula for unequal-length dimensions (unequal halves).

The adjusted reliability coefficients obtained and the total score of the Psychological and Social Adjustment Questionnaire are presented in the following table.

(Table 3) The adjusted reliability coefficients results

Dimensions	Number of Items	Reliability Coefficient	Significance Level
Psychological Dimension	25	0.65	Significant at 0.01

Physical Dimension	25	0.58	Significant at 0.01
Social Dimension	18	0.69	Significant at 0.01
Family Dimension	18	0.52	Significant at 0.01
congruence Dimension	14	0.70	Significant at 0.01
Total Questionnaire Score	100	0.67	Significant at 0.01

The previous table shows that all values are statistically significant at a significance level of less than 0.01, indicating a high degree of reliability.

11.1.3- Reliability Using Cronbach's Alpha:

The researcher used Cronbach's Alpha coefficient to measure reliability and the total score of the Psychological and Social Adjustment Questionnaire. The obtained reliability coefficient is as follows:

(Table 4) Reliability coefficient results

Dimensions	Number of Items	Alpha Value	Significance Level
Psychological Dimension	25	0.61	Significant at 0.01
Physical Dimension	25	0.54	Significant at 0.01
Social Dimension	18	0.63	Significant at 0.01
Family Dimension	18	0.50	Significant at 0.01
congruence Dimension	14	0.67	Significant at 0.01
Total Questionnaire Score	100	0.62	Significant at 0.01

The previous table shows that the reliability coefficients using Cronbach's Alpha ranged between (0.50 – 0.67), all of which are scientifically acceptable and meet the requirements for application.

12. Statistical Analysis Methods Used:

The study utilized the Statistical Package for the Social Sciences (SPSS 20) for data analysis, calculating the following:

- Frequencies, percentages, means, and standard deviations to estimate the relative weight of the questionnaire items.

13. Presentation and Interpretation of Results:

13.1- Presentation and Interpretation of the First Hypothesis Results:

To examine the impact of divorce on students' psychological well-being, the researcher used means and standard deviations to analyze participants' responses on the Psychological Adjustment Scale. The following table presents these findings:

Table (5) Mean Scores of the Sample

Variable	Mean Score	Rank	Level of Adjustment
Psychological Dimension	2.31	1	High
Physical Dimension	2.25	2	High
Family Dimension	1.80	4	Moderate
Social Dimension	1.50	5	Moderate
congruence Dimension	1.90	3	Moderate
Psychosocial Adjustment Scale	1.95		Moderate

The previous table indicates that the level of psychological adjustment among the study sample of middle school students had an average score of 1.95, suggesting a moderate level of psychological adjustment. The highest-ranked dimension was the psychological dimension, with a mean score of 2.31, followed by the physical dimension (2.25), the

congruence dimension (1.90), the family adjustment dimension (1.80), and finally, the social adjustment dimension, which had the lowest mean score of 1.50.

These results indicate that children from divorced families have a moderate level of psychological and social adjustment, reflecting a lack of care and attention from their families, particularly their parents. The occurrence of divorce negatively affects children's psychological well-being, which is consistent with Al-Ghamdi's findings. He argued that the family represents a child's first experience of life, shaping their sense of security and acceptance. A well-adjusted adolescence stems from a stable family environment, while unbalanced parental treatment increases the risk of psychological disorders (Al-Ghamdi, 1993: 47).

These findings align with Younes' (1993) study, which suggested that both complete and partial family disintegration have a profound impact on a child's psychological well-being and future development. Similarly, Schilder's study on 7,598 juvenile delinquents in the United States (1910) found that 50.7% came from broken families. Additional research in Scotland (55.5%), Germany (144 cases), Another study on juvenile delinquents found that 26% of them came from families where the parents had separated. Heuyer further confirmed this through a study conducted in Paris in 1942, which revealed that 88% of delinquent juveniles came from broken families. Additionally, the French researcher Pinatel, in his study on this subject, concluded that 58% of the families of delinquent juveniles suffered from disintegration and deterioration.

The health adjustment dimension ranked second (mean: 2.25), which may be due to increased parental concern for their children's physical well-being post-divorce. Parents may compensate by focusing more on their children's health and providing additional care. The congruence dimension ranked third (mean: 1.90), indicating a moderate ability to adapt to their circumstances.

The family and social adjustment dimensions ranked fourth and fifth, this can be considered an indication of the breakdown of the family structure in our society. Divorce among families has had a negative impact on family relationships. We can interpret this result by suggesting that the occurrence of divorce and the parents' preoccupation with their own problems have led to neglect of their children. This, in turn, disrupts the child's family life, leading to emotional and cognitive developmental disturbances. As a result, we can expect disruptions in their academic life, academic achievement, and social relationships. They may lose old friends and may even become involved in delinquent gangs, among other negative consequences. (Mahmoud Hassan, 1981: 203)

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