

Impacts of Parental Divorce on the Fulfillment of Children's Fundamental Rights: A Legal Analysis.



Research Monograph

**A RESEARCH MONOGRAPH PRESENTED IN PARTIAL
FULFILMENT OF THE CREDIT REQUIREMENTS FOR
GIVING THE DEGREE OF MASTER OF LAWS BY
DAFFODIL INTERNATIONAL UNIVERSITY.**

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Date of Submission: 27 February 2023

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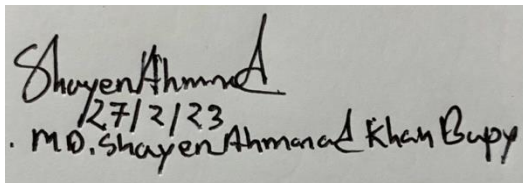
TO,
S.M. Saiful Haque
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Subject: Prayer for Submission of Dissertation

Dear Sir,

It is an excellent pressure on my part that I even have research on the topic “**Impacts of Parental Divorce on the Fulfillment of Children's Fundamental Rights: A Legal Analysis**” ready to be concluded. I have done everything possible to conduct valuable research and have collected all relevant data from various sources to meet your expectations.

Therefore, if you review this thesis paper for me and if you have some insightful recommendations to make regarding it, I will be eternally grateful to you.



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Sincerely yours,

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Letter of Approval

This is to certify that the work is done “Impacts of Parental Divorce on the Fulfillment of Children's Fundamental Rights: A Legal Analysis” is a real work done by MD Shayer Ahmad Khan Bapy, ID: 221-38-040, Department of Law, Daffodil International University, done under my supervision in the partial fulfilment for the research work for



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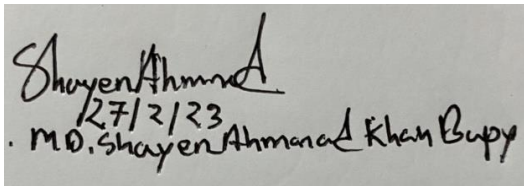
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Declaration

I hereby solemnly declare that the thesis titled “Impacts of Parental Divorce on the Fulfillment of Children's Fundamental Rights: A Legal Analysis” submitted by me in partial fulfillment of the requirement for the award of the degree of master of laws, Department of Law, Daffodil International University.

I further declare that the research results presented in this paper are original and have not been partially or wholly submitted to any other university for academic qualifications/certificates/degrees. The work I submitted does not infringe any copyright.



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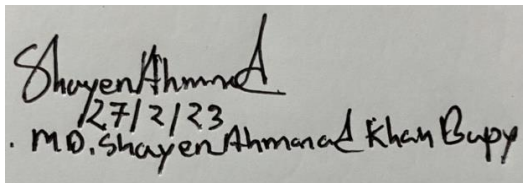
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Acknowledgment

First of all, I want to express my gratitude for the Almighty Allah's boundless grace and unending love. I would like to extend my sincere gratitude to S.M. Saiful Haque Sir, an Assistant Professor in the Department of Law at Daffodil International University, for allowing me the chance to finish my thesis paper under his guidance. He generously gave up his time and provided critical instructions to complete the task. I was able to complete this thesis because of his support, intense mentorship, and priceless input. I was able to complete this thesis because of his support, intense mentorship, and priceless input. I can't convey how much more praise and honor he deserves.

Additionally, I want to express my gratitude to the Law and Justice Department's honorable instructors for their support, advice, and encouragement.

In addition, I would like to express my sincere gratitude to my beloved parents, siblings, extended family, friends, and well-wishers for all of their support, collaboration, and encouragement during the course of my research.



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Dedication

First and foremost, I am expressing my deepest appreciation and gratitude to Allah. I want to thank my parents for supporting me and giving me the chance to pursue higher education, and I want to tell them how much I love and appreciate them. They continue to mentor me in being a decent person and inspire me to commit my life to serve my country.

ABSTRACT

The study looked at how divorce affected how a child's fundamental rights developed. The study had three goals: to determine how divorce affects children's development, to evaluate the connection between those effects and growth, and to propose a model for handling child development in divorce situations. Findings showed that the effects on children of divorced parents are numerous and interrelated. Financial difficulties, a lack of parental attention, a lack of oversight and monitoring, a lack of guidance and counseling, and a lack of socializing are thus the effects that are disclosed. It was found that they have a significant effect on children because they participate in negative conduct, school absences, poor academic performance, and psychological trauma that affects their level of development. It suggested that divorced parents and the community at large be educated on marriage-related issues; religious leaders should play a significant role in this. provide support and therapy to divorce victims in the neighborhood. Marriage and family-related laws and policies should be thoroughly understood, put into practice, and updated. To ease the financial strain on parents who have separated or divorced, it should also offer loans and entrepreneurial training. According to the research, mothers experience the most disadvantages when it comes to raising their children after a divorce. This paper will make an effort to inform readers about the various aspects of divorce that can have an impact on children. We'll showcase historical data and discuss its implications for kids reaching certain developmental milestones.

Keywords: Teen, Divorce, Adolescent Resilience, Social, Psychological, Gray divorce.

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Chapter One

INTRODUCTION

1.1 Background to the Problem:

This chapter presents the problem's overall context, the problem statement, the study's goals, its research questions, its significance, its constraints, and its bounds.

There are many various kinds of families in today's culture. Some of these are whole, broken, single, and stepfamilies, among many others. Along with these many kinds of families, divorce is a frequent occurrence that can change the makeup of the family. This is an unexpected incident that impacts each family member differently and at different times. One million children must cope with the divorce process every year because approximately half of all marriages end in divorce.¹ (A.Martin, 2003)

Children are especially sensitive to the impact of divorce because they lack the maturity to understand and deal with such complex life issues. The reality is that a parent's divorce has long-lasting impacts on their children. Cultural, social, economic, psychological, and physiological repercussions might all be a result.²(Wallerstein, December 2005)

Family separation places children in a position of needing parental care and protection, love, and denial of their rights, including the right to an education, which causes them to engage in bad behavior like intoxication, sexual immorality, robbery, smoking marijuana, and other actions that go against the norms and values of the society in question, according to a study from the University of California, Los Angeles. Therefore, the purpose of this study is to evaluate how divorce affects the development of children.³(A.Brown, 2006).

¹ A.Brown, T. (2006). Confirmatory Factor analysis. *Methodology in the social Sciences*, 58-61.

² Wallerstein, J. S. (December 2005). Growing up in the Divorce Family. *Clinical Social Work Journal*, 33(4):401-418.

³ A.Martin, R. (2003). Individual differences in uses of humor and their relation to psychological well-being: Development of the Humor Styles Questionnaire. *Journal of Research in Personality*, 1202-1208.

1.2 Statement of The Problem:

All parties involved in the marriage are impacted when it ends in divorce. Children are likely the ones that are affected the most. Children are not as capable of handling difficult situations as adults are due to their innocence and immaturity. Their behaviors and emotions can be quiet or erratic. The growing youngster may experience distinct effects depending on whether a mother or father is missing from the home. Closeness to parents may be particularly crucial in fostering a child's sense of self-esteem and self-confidence, according to Biller (1993) in Magane (2000).

Due to different changes in relationships, marriages in today's world, especially in urban areas, are in danger of no longer being the fundamental structures of society (Mhau, 2010). One of the main issues today's generations are facing is marriage conflict, which commonly results in divorce, according to the World Women's Legal Aid Centre. The center processed about 1,138 divorce-related legal cases between 2006 and 2007, an increase of 18.7%. It suggests that the main causes of divorce are widespread globalization, intolerant behavior in relationships, and poverty.

Even though there are numerous laws, policies, and programs about children and marriage, such as the Law of Child Act 2013, Child Development Policy, Social Welfare Department, and Marriage Act 1971, the problem of divorce and its effects continue to be a barrier for the majority of children and women around the world.

Therefore, there is a need for research in this field because it has been found that divorce significantly affects children's development in many areas, including their social interaction, psychological well-being, and academic performance. The researcher discovered that no such investigations had been carried out in the modern region yet. Therefore, the goal of the study is to evaluate how divorce affects a child's development.

1.3 Main Object of The Study:

The Study Major goal was to determine how divorce affected children's development and the realization of their fundamental rights.

1.3.1 Specific Objective:

- i. Identify the impact of divorce on the child's development within the limits of the child's fundamental rights.
- ii. To assess the relationship between the identified impact of divorce and child development in rural establish societies.
- iii. To suggest effective ways of dealing with child development in divorce situations to find their fundamental rights.

1.4 Research Question:

- i. How does divorce affect the basic rights of the child developmental?
- ii. What is the connection between divorce's effects and the basic rights of a child's development in the modern world?
- iii. What are the perfect methods for dealing with the development of the child's basic rights after the divorce?

1.5 Significance of the Study:

The purpose of the research was to determine how divorce affected a child's development. The results of this study have a significant positive impact on families, children, and their fundamental rights. The study helps the children in determining the factors impeding their healthy growth. The study aids the family in understanding their children's roles and obligations as well as the difficulties their child may face in the event of a divorce. The study assists the government and other institutions in understanding how to approach problems with impacted children and families in the right way. The study also aids in the government's examination of the laws, policies, and rules governing the welfare of children. On the other hand, the study aids the researcher in meeting a portion of the requirements for the Daffodil International University's Master of Social Work degree.

1.6 Limitations of the Study:

The following are the factors that restricted this study:

The study was hampered by traditional barriers since several families were reluctant to discuss their marital affairs, especially to an outsider; hence, marital affairs are still seen as private. The researcher was hampered by time constraints since the child needed ample time to adjust to the researcher and their surroundings. Financial support was a limitation for the researcher because it was insufficient to pay for all costs, including transportation and secretarial services. It was challenging to carry out the research effectively because the researcher was self-funded. Because of the nature of the study, it was difficult to find the expected respondents because they were stressed out and preoccupied with their daily struggles for existence.

1.7 Delimitation of the Study:

It took some time to gain the trust of the respondents, but the researcher needed persons who were well-known in that field and asked for their permission before the investigation. This aided the data collection procedure. Additionally, to build rapport with the children before data collection, the researcher had to employ interactive materials like purchased drinks, candies, and cookies. The researcher used the money that was available to carry out the study while minimizing other expenses to get around the issue of a limited budget. Finally, to complete the study according to the respondents' schedules and set appointments during their spare time, the researcher visited the respondents at their convenience, particularly on the weekends when they were free.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains a review of the literature. The Chapter is divided into the following sections: Key Terms Definition; Theoretical Review, Empirical Evidence Policy Analysis, Research Gap, and Conceptual Framework.

2.2 Definition of Key Terms

2.2.1 Child

The definition of a child is contentious because it varies from one law to the next. According to the United Nations Convention on the Rights of the Child (1990), a "child" is defined as a person under the age of 18 unless the laws of a particular country set the legal age for adulthood lower. As a result, it has encouraged states to reconsider the age of majority if it is less than 18 to improve protection for all children under the age of 18. In this study, a child is defined as someone under the age of eighteen, and children aged six to eighteen were included.

2.2 Divorce

Any legal separation of a husband and wife from one another is considered a divorce. In other words, when a partnership between two partners ends, it usually happens through formal procedures or legal action. In most cases, divorce is followed by formal agreements about property ownership, child custody, and financial assistance. Therefore, any formal or informal separation of a husband and wife by established norms and laws is considered a divorce in this study.

2.2.3 Child Development

According to the Children Act of 2011, a child's development is the process of change they go through from birth till adulthood. The modification maximizes the child's physical, intellectual, spiritual, moral, and social skills. Child development, on the other hand, relates to a child's welfare. This indicates that a child's ability to develop to the fullest extent possible in all areas of his or her life, depending on the environment, is a function of development. According to this study, child development is the learning process that prepares a kid to manage more challenging levels of moving, thinking, feeling, and interacting

with other people and objects in the environment. establishment of child affairs desks and the hiring of child affairs police officers in police stations, the creation of adequate numbers of safe homes and accredited institutions, the publication of a gazette notifying the establishment of children's courts, and the formulation of rules are currently the most important matters for the government. Additionally, it is crucial to educate those involved in the juvenile justice system so that the new law may be implemented correctly. The new statute deals with several interconnected issues. To ensure that the children of this nation receive the fulfillment of their rights, all parties involved must adopt a holistic approach. (Ali)

2.2.4 Impact

According to the Children Act of 2013, the government must also establish and manage a sufficient number of Child Development Centers for the housing, rehabilitation, and development of juvenile offenders. Licensed private authorities may also be used to establish accredited institutions. Government officials and the Director General of the Department of Social Welfare will inspect these institutions to gather essential data and provide the government with advice. All development centers and institutions, whether they are public or private, must, nevertheless, keep the Department of Social Welfare informed on the specifics of the children housed there. Last but not least, the Children Act of 2013 requires the Children's Court to specify in each judgment that the judgment may be periodically reviewed and that the juvenile offender may be discharged with or without conditions.

2.3 Theoretical Framework

According to Sarah, the Ecological System Theory provides the foundation for this study (2012) Born in 1917, Urie Bronfenbrenner is a Russian-American psychologist who is credited with creating the ecological systems theory. This theory, which was first presented in 1979, had a major impact on how psychologists examined individuals as well as the implications of various environmental systems. The ecological systems theory has evolved into a cornerstone concept and the foundation for the work of various theorists.

According to (Bronfenbrenner, 1979), ecology is defined as the teaching of how dependent living things are on their environment, or the ecological system, in Greek as Oikos, which means house, environment, and logos, which means knowledge. Bronfenbrenner researched how reliant humans are on their surroundings. The Human Ecology Theory asserts that various environmental systems have an impact on human development. It divides the environment into

five levels: microsystem, mesosystem, exosystem, macrosystem, and chronosystem. Throughout our lives, these systems may influence our behavior in a variety of ways; it all depends on the individual and the environment. The following list from (Bronfenbrenner, 1979) provides a detailed explanation of the many environmental layers mentioned in the ecological system theory:

Bronfenbrenner, U. (1979). *The ecology of human development*. Cambridge: Ma: Harvard University Press.

2.3.1 Microsystem

Refers to a person's immediate surroundings, which includes their family, friends, school, and neighborhood. The individual is not merely a passive recipient of experiences in these settings, but rather someone who genuinely contributes to the construction of the social settings, as is the case with the most direct contacts with social agents, such as parents, classmates, and teachers.

2.3.2 Mesosystem

It all comes down to how one's microsystems relate to one another, so your familial experience may be connected to your academic experience. For instance, there may be little likelihood for a child to grow up with a favorable attitude toward his teachers if his parents abandon him. It has to do with the relationship between a child's family and school because this child may feel ashamed around peers and may decide to leave a class.

2.3.3 Exosystem

The exosystem is the environment and there is a connection between the context in which a person does not actively participate and the context in which they do. Consider a child who is closer to his father than to his mother. The mother and child's social relationship may alter if the father leaves the nation for several months to work, or on the other side, this experience may result in a closer bond between the mother and child. For instance, the child has impacted if the parent has a bad day at work, loses their job, gets a promotion, or has to put in extra time at work.

2.3.4 Macrosystem

Describes the context of the culture in which an individual exists. The cultural contexts include socioeconomic status, poverty, and ethnicity. For instance, growing up in a low-income family forces one to put forth more effort each day.

2.3.5 Chronosystem

It's all about the changes and transitions that occur over a person's lifespan, which may also include the pressures from socio-historical circumstances. An illustration of this is how divorce, as the primary life evolution, may impact not just the relationship between the spouse, but also the behavior of their children. The majority of studies indicate that children suffer unfavorable effects during the first year following a divorce, but that things improve and become more amicable in the years that follow. As a result, this theory aids in our understanding of why our conduct may alter depending on whether we are in our family or another context, such as a workplace, school, or other location.

2.4 Relevance of Theoretical Framework and the Impact of Divorce on Child Development:

This theory examines how a child develops in connection to the network of relationships that make up his or her environment. Its name was recently changed to "bioecological systems theory" to underline that a child's biology is a major environment fostering her development. It describes intricate "layers" of the environment, each having an impact on a child's development⁴(Bronfenbrenner, 1979). Therefore, divorce hurts a child's development because it is the first encounter when the child's conduct is developed. Child development involves not only the interaction between the child and her immediate environment but also the impact of the larger environment whenever a father and mother change or conflict occurs in any one layer. This theoretical framework demonstrates the connection between theory and research, so assisting society in comprehending the effects of divorce on society and developing solutions to the issue. The theory also outlines ways to support the child's development.

⁴ Bronfenbrenner, U. (1979). *The ecology of human development*. Cambridge: Ma: Harvard University Press.

2.4.1 Empirical Literature Review

2.4.2 Divorce and Child Development

For most adults and kids, divorce is a very traumatic life event. It has been acknowledged as a risk factor for kids because of all the potential changes they could go through (Moxnes, 2003). Social and economic capital is among the harm it causes because of the loss of household income, mobility within the home, and interaction with the non-custodial parent (McLanahan and Sandefur, 1994). Children who experience divorce are typically more vulnerable to a wide range of issues. They (ibid) list a few divorce issues, including social stress it causes the child to experience, behavioral changes the youngster makes as an adjustment to the divorce, and a decline in the child's emotional, social, and academic development.

Additionally, divorce impairs the bonds between children and parents, according to Murphy and O'Farrell (1994). This is because parents' influence has a significant impact on how their children develop. Thus, if parents continue to argue at home, the children will undoubtedly suffer as they get older (VanderValk et al., 2005).

2.4.3 Impact of Divorce on Child Development

Divorce can affect a child's development in a variety of ways. Children's hearts, brains, and souls can be affected in ways that range from kind to cruel, small to obvious, and short-term to long-term. No single child has experienced all the effects, nor do they apply to all children of divorced families. It is impossible to anticipate how or to what extent each child will be affected, but it is likely possible to predict how divorce will influence society as a whole and how this huge group of children will be affected collectively.

2.4.4 Physiologically

According to research from many contexts, parental divorce negatively affects children in a variety of areas of well-being, and these effects last throughout the child's lifetime.

2.4.4.1 Increased Health Risks

A child's emotional and mental health, as well as his physical health and lifespan, are all impacted by divorce. Various studies describe how divorce can impact children and how this impact might vary.

Potter (2010) emphasizes that children whose parents separated before they turned twenty-one had a four-year lifetime reduction on average. Another study discovered that these fatality rates increase, particularly when the divorce occurs before the child turns four (Gruber, 2004). Childhood health impacts include a significant increase in injury risk and a recurrence of asthma risk. It is also discovered that variations in health risks and hospitalization rates persist in early adulthood even after accounting for familial and social background.

Studies on the effects of divorce on child development conducted in North American and European families provide the majority of the evidence. However, compared to studies on families in high-income regions of the world, recent research on African families has linked divorce to particularly serious childhood deficiency. African children whose parents have divorced are more likely than their contemporaries whose parents are still married to be underweight, to not receive the recommended vaccines, and to pass away before turning five (Clark & Hamplova, 2013).

Divorce has a variety of effects, according to different researchers. For instance, having divorced parents are significantly more dangerous for children under five in Burkina Faso than having married parents (Thiombiano et al., 2013). In contrast, the chance of death among children in the Democratic Republic of the Congo is increased by 36%. Compared to their classmates who had married parents, there was a 52% increase in Liberia, a 57% increase in Nigeria, and a nearly 2-fold increase in Sierra Leone (Clark & Hamplová, 2013).

Furthermore, children with divorced parents who make it through early infancy experience significant educational setbacks, such as later school entry and worse educational attainment compared to their peers with married parents. This is according to Thiombiano et al. (2013).

2.4.4.2 Psychologically

Investigating how divorce affects a child's development Children of divorced parents may feel less psychologically well-adjusted than children who grew up in intact families, according to Valder et al(2005) 's research. Children of divorced parents may endure emotional issues including loneliness and sadness, according to them.

Smith (1999) asserts that some kids are adaptable and deal with change well because they use good coping mechanisms, whereas other kids may have the opposite reaction. Children may experience confidence loss, self-blame, and a confused view of their parent's separation or divorce. A youngster may experience a wide range of emotions, including doubt and denial, grief, loneliness, melancholy, rage, worry, fear, relief, and hope.

2.4.4.3 Behavioral Problems

While parents who are content with their marriage are more likely to have good ties with their children, parents in a difficult marriage are less likely to have close relationships with their children (Conger et al., 1992; Acock and Demo, 1999; Buehler and Gerald, 2002). Therefore, the increased behavioral issues and the marital conflict that accompany the parents' divorce put the social competence of children of divorced or separated parents at risk. Children still experience fewer behavioral issues in intact families with low to moderate levels of conflict than in high-conflict, disrupted families. According to a different study, parental conflict influences children's behavior issues independent of the parent's marital status (Morrison and Coiro, 1999).

When parents are fighting, it's common for there to be less affection, less attentiveness, and a greater tendency to discipline the kids, which makes the kids feel emotionally insecure (Davies and Cummings, 1994). These kids are more inclined to think that their social environment is erratic and unmanageable (Amato and Alan, 1997). Youngsters from dysfunctional households are much more prone to participate in fighting and stealing at school than children who behave themselves (Pryor and Rodgers, 2001).

More behavioral issues are present in children of divorced parents than in children of intact homes, according to other studies. Boys whose parents separated when they were in elementary school frequently experience issues in the years after their parents' divorce (Lloyd, 1997). Boys whose parents split when they were in middle school see an early rise in problem behavior, but their issue behavior gradually declines over the course of the year after the divorce.

2.4.4.4 Sexual Behaviors and Divorce

All teenagers' virginity rates are highly correlated with having married parents (Capaldi et al., 1996). When a family structure changes during adolescence from married to divorced, from single to married, or from divorced to stepfamily, many adolescent children appear to be more likely to initiate sexual relations (Patrick. et al., 2004). According to Fagan and Churchill (2012), this circumstance may lead to more sexual partners, a higher risk of contracting STDs, as well as a variety of emotional repercussions.

2.4.4.5 Attitudes toward Sexuality

Premarital sex, prostitution, and divorce are strongly favored by children, while marriage and childbearing are less popular (Fagan. and Churchill, 2012). Children from divorced households are also more likely to believe that marriage is not necessary before having children and to have an unmarried child.

2.4.4.6 Children's Early Departure from Home

Due to the lack of family harmony and unity, children of divorced parents relocate to new homes more frequently and earlier than children of intact marriages (Cherlin, 1995). The earlier children leave home to get married, cohabit, or live alone, the more unhappy their parents' marriage is (Letizia et al., 2010). The impact of divorced children leaving home early may contribute to the high number of street children in developing nations like Bangladesh.

2.4.5 Child Education and Divorce

Bad academic performance, according to Aremu and Sokan (2003), is associated with a lack of motivation, low self-esteem, emotional issues, poor study habits, and strained interpersonal connections. They claim that divorce law has a significant impact on how well children succeed in school (ibid). Compared to children whose parents are still together, children of divorced parents are more likely to perform poorly. According to Lansky (2000), some kids perform better academically to block out challenges at home.

2.4.5.1 Divorce Frequently Diminishes the Child's Capacity to Learn

According to academic research, kids and teens who encounter high levels of parental conflict struggle academically more than kids and teens who don't suffer parental conflict (Kelly, 2000). These kids and teenagers are more likely by two to three times to quit school (Amato, 2001).

In their study of the association between family characteristics and academic achievement, Rodgers and Rose (2001) looked at a sample of students with a mean age of 15 who came from blended, divorced, and intact homes. Their research shows that adolescents from divorced households reported decreased parental involvement and supervision, which was positively correlated with academic success. Poor support, even in intact families, is linked to worse academic attainment among teenagers, according to Siti and Zaline (2005).

Furthermore, Sun and Li (2002) point out that, when compared to adolescents from intact homes, adolescents from divorced families perform worse on math and reading exams when there is substantial parental conflict. Divorce typically

causes single-mother households to drastically lower their level of living, which may raise the likelihood of adverse developmental outcomes for kids, including academic achievement. In addition, Sun (2001) emphasizes that it was discovered that the financial difficulties experienced by separated families contributed to the educational failures of their children. Children from divorced homes did worse in reading, spelling, and math, and had to repeat a grade more frequently than kids from two-parent intact families, according to Popenoe (1995).

In his study, Biblarz (2000) contrasted the scholastic achievement of children of divorced moms with that of children of widowed mothers. The results show that children of divorced moms were less likely than children of widowed mothers to graduate from high school, enroll in college, or pursue a graduate degree. Compared to their classmates who live with non-divorced parents, children of divorced parents are about twice as likely to drop out of school (McLanahan, 1994). Wallerstein (2008), on the other hand, has the unfavorable view that divorce did not significantly affect the academic performance of the children of divorced parents.

2.4.6 Social Interaction

Children from divorced families frequently experience a loss of social interaction from both inside and outside the child's immediate family. The following aspects can be used to understand these circumstances.

2.4.6.1 Children's Style of Control Conflict

It is thought that divorce reduces children's ability to manage conflict. The couple's capacity to manage marital disagreement and work toward agreement makes the biggest difference between marriages that endure and those that terminate in divorce. Children of divorced parents pick up the same disability through parental modeling (Conger et al, 2000). To put it another way, a child from a divorced family is more likely to grow up in a home where physical violence and aggressive behavior are frequent methods of conflict resolution. The child in their marriages would later experience marital discontent. He will employ the same methodology that their parents did (Pamela et al., 1995).

2.4.6.2 Weakened Relationship of Children towards their Parents

Most parents experience two distinct sets of issues following a divorce: first, they must deal with their adjustments to the split, and second, they must adjust to their brand-new, very different role as divorced parents. As a result of their divorce, many parents' ability to raise their children decreases (Mavis et al., 1995). They frequently change how they interact with their kids, going from being strict to being tolerant and from being emotionally detached to being emotionally dependent. Divorced women are more likely to be less

communicative, and less friendly, and discipline their kids more severely and inconsistently than mothers who have been continuously married, especially in the first year after the divorce (William, 2000).

2.4.6.3 Adolescent's Diminished Sense of Femininity or Masculinity

According to scholars, many teenagers from divorced families struggle with feelings of inadequacy during their adolescence and typically mistake these sentiments for external rejection. This challenge is especially challenging for daughters of divorce, and they have a harder time appreciating their femininity or believing they are genuinely lovable. Sons of divorced parents struggle in their unique ways, and they frequently lack confidence in their capacity to relate to women, interact with others at work, or show love (Heidi, 2004).

2.4.6.4 Children's Diminished Social competence with their peers

In a significant national study on the effects of divorce, Amato (1994) discovered that children of divorced parents performed worse than kids from intact families in terms of peer relationships, hostility toward adults, anxiety, withdrawal, inattention, and aggression when evaluated by both parents and teachers.

2.4.6.5 Reduced Religious practice among Children

According to some researchers, members of divorced or stepfamilies are far less likely to practice religion than parents and kids in intact families (Robert, 1992). Children are more prone to stop worshipping God after a divorce. Because religious practice has positive effects on a variety of issues, including health, education, income, virginity, marital stability, crime, addictions, and mental health, William (2003) emphasizes that even when people enter a new stepfamily, their religious worship does not return to what it was previously. Instead, it declines.

2.5 Factors Influencing Divorce

2.5.1 Lack of Communication

Marriages end when partners who are married are unable to communicate. This occurs when spouses fail to communicate their desires or do not address issues when they are little. Couples cannot improve their marriage over time without honest and open communication, and issues start to accumulate because they are not dealt with (David and John, 2003). Being able to pay attention to what others are thinking and feeling is necessary for effective communication.

In other words, listening is just as important as talking when it comes to communication.

2.5.2 Cheating and Infidelity

According to Laurine (2007), when one or both spouses have extramarital affairs, it causes the men to become neglectful of their responsibilities to the family because some of them give their mistresses or small homes more attention than their own. As a result, the women are hurt and unable to escape the situation, which leads to divorce. The seeds of emotional infidelity are sown when partners misinterpret marital norms and when one partner invests his or her primary needs in the care of a third party. It destroys the marriage's ties exactly like adultery does (Kalafut, 2007).

2.5.3 Poverty

Poverty has an impact on the likelihood of getting married and is associated with higher rates of divorce and separation. Also mention how poverty reduces a person's likelihood of finding a financially stable partner, decreasing the likelihood of marriage for impoverished people (Rank, 2000). Low salaries and poverty are risk factors for divorce, according to Emily and Shelley (2015), because financial stressors frequently have a detrimental effect on marriages. On the flip side of the coin, extremely quick social mobility up, when gaining wealth and prestige is the main driver, is also a risk factor. This might be the case because the pursuit of materialism consumes time that could be spent with loved ones or because it represents individualistic attitudes that are incompatible with a happy marriage.

2.5.4 Addiction to Alcoholism

Alcoholism causes a husband or wife to lose hope and grow irritable when they are unable to care for their family, causes conflict among family members, and neglects their family obligations. The spouse becomes tethered to such a life and seeks separation as a result since the alcoholic tends to focus more on addiction than providing for the family. Addiction can destroy relationships, cause people to withdraw from their duties, and lead to divorce (Montenegro, 2004).

2.5.5 Early Marriage

According to statistics, people are more likely to divorce the younger they are when they get married. Teenagers in particular may not be mature enough or have enough life experience to handle the rigors of marriage. Additionally, because their personalities have not yet been established, their wants may alter,

upsetting the harmony of their young marriage. Low earnings among very young individuals are another risk factor for divorce, along with low educational attainment (Clark and Crompton, 2006).

2.5.6 Divorce

According to Amato and De Boer (2001), parental divorce is associated with a greater rate of divorce among children as adults (Liam and Wu, 2008). According to one study, the reason why such parents may divorce is simply that they are less dedicated to marriage, which they may pass on to their children. This is especially true when parental marriage had a low level of conflict.

2.6 Policy

Bangladesh has implemented strategies and taken specific actions to support child development. These actions include strengthening and providing childcare. Additionally, the UN Convention on the Rights of the Child was approved, the OAU Child Rights Charter was signed, laws were passed and reviewed to advance and protect children's rights and interests, and the 1990s National Programmer of Action for Child Survival, Protection, and Development was prepared and put into action (Nyoni, 2007).

2.7 Research Gap

Recent research has raised alarms about the link between divorce and child development. After reviewing a variety of academic works, including those by Dumas and Peron (1992), Collins (2003), Lazar et al. (2004), Statistic South Africa (2005), Tamwa Annual Report (2006), Woman Legal Center (2007), Rita (2007), and Thomas and Woodside (2011), their findings centered on divorce and its effects on children's development. The majority of their data show that divorce has a significant impact on the child's growth, including the child's economic, physical, sociological, and physiological development. Other research focuses on how to mitigate the effects of divorce and enhance the welfare of the child.

The researcher was able to pinpoint the causes of divorce, its effects, and strategies for overcoming those effects from the literature that was studied for this study. These studies have not been able to demonstrate the relationship between divorce and child development in all of Bangladesh's districts. Therefore, there is a knowledge vacuum about the strength of divorce's effects throughout Bangladesh. Therefore, the goal of this study is to close the gap by examining the effects of divorce on child development in Bangladesh.

2.8 Conceptual Framework

The conceptual framework is made up of several big ideas and theories that aid in appropriately defining the issue being studied by academics (Smyth, 2004). This framework was created to establish a foundation upon which the study may understand the issues at hand and choose instruments that are appropriate for this particular investigation. This study evaluated how divorce affected a child's development. A larger framework for this study is centered on gathering a structured collection of data related to the effects of divorce and the treatments intended to enhance child development following divorce.

Child development is a dependent variable in this study, while divorce is an independent variable. The stability, harmony, and peace of the family are essential for the growth of the child. Family is an intermediary factor that connects family stability with a child's development; divorce is associated with a child's bad development.

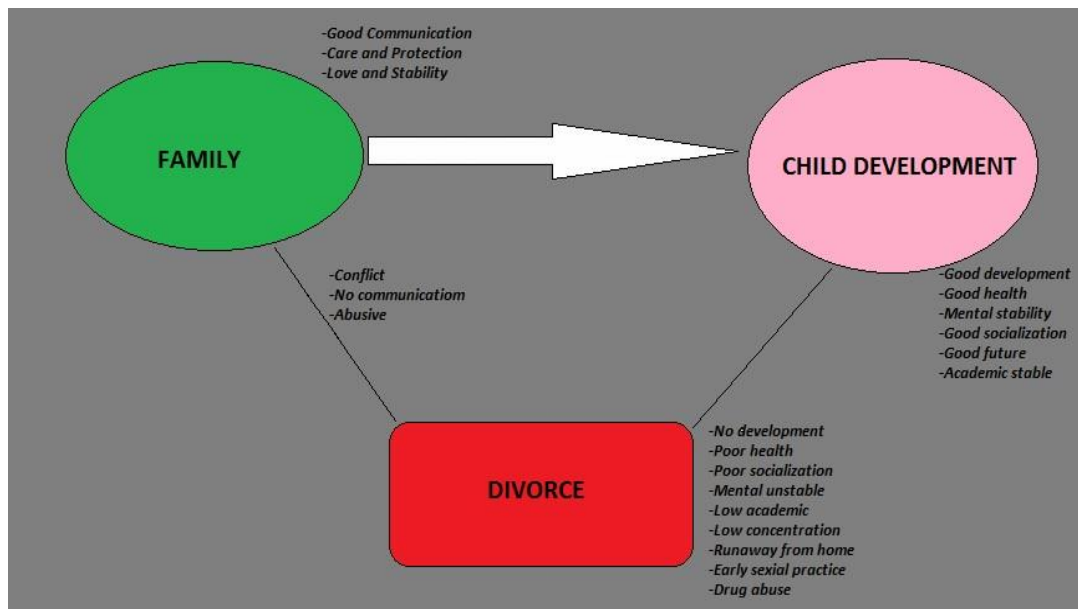


Figure 2.1: The Effects of Divorce and Family on Children's Development
Source: Researcher, (2016)

Chapter Three

RESEARCH METHODOLOGY

3.1 Introduction

The research's methodology is presented in this chapter. It starts with the study's setting, population, sampling strategy, research design, data collection methods, analysis methodologies, instrument validity and reliability, and ethical considerations.

3.2 Research Design

The conceptual framework in which research is carried out is known as research design. It also adds that a research design establishes order by planning out the various procedures that must be taken to address the study's research questions. There are several different kinds of study designs, such as exploratory, descriptive, causal, and experimental (Kothari, 2004).

3.2.1 Qualitative and Quantitative Approach

In this study, a qualitative and quantitative research approach was used to evaluate and comprehend the effects of divorce on a child's development. Additionally, the qualitative and quantitative methodologies allowed the study to interview many types of respondents and gather various data that helped the study figure out how divorce has impacted child development in Bangladesh. Cross-sectional and quantitative approaches to data collecting were appropriate given the study's qualitative nature.

This study employed a qualitative approach to gather respondents' feelings, beliefs, and opinions about how divorce affects children's development.

According to Creswell (1998), qualitative investigations seek to comprehend and portray respondents' lived experiences within a specific social context. In this study, the qualitative method was utilized to evaluate how divorce affected the physical, intellectual, psychological, and social development of the children. To gather instances and the number of respondents to the specified research questions, the study adopted a quantitative methodology. The advantage of quantitative research, according to Patton (2002:14), is that many people's responses may be measured with a small number of questions, and comparisons and statistical aggregation of the data are also conceivable. Additionally, conclusions could be generalized.

3.2.2 Cross-Sectional Approach

Due to time constraints and the researcher's lack of control over the participants in the study, a cross-sectional strategy was also adopted in this investigation. Studies called cross-sectional surveys are designed to find out how frequently a certain attribute—like a certain exposure, an illness, or any other health-related occurrences—occurs in a given population at a specific time. In this kind of study, participants are visited at a field location and allowed to provide pertinent information (Kothari, 2008). This cross-sectional study contributed more to our understanding of the relationship between the effects of divorce and the development of children since it involved the gathering of data from all respondent groups in Bangladesh over the course of the designated period.

3.3 The population of the Study

The population is the set of units from which a sample is to be drawn, according to Bryman (2004). Moreover, a population is a group of people who share certain features, according to Creswell (2005). Respondents from this study's sample population included divorced parents, children of divorced parents, and public servants such as magistrates, ward executive officers, and social workers. Therefore, the researcher only included respondents in the sample from this study population.

3.4 Study Area

In Bangladesh, the study was carried out between October 2022 and December 2022. Field research was the only purpose for the time. Bangladesh was chosen for the following reasons: first, Bangladesh was a heavily inhabited municipality in Dhaka, which meant that there was a strong likelihood that there would be a significant number of divorce troubles. Second, because of its location, the majority of the respondents belonged to a heterogeneous class of decision-makers, implementers, persons with various socioeconomic statuses, and divorce survivors.

Overall divorce rates in Bangladesh were 0.42 percent and total separation rates were 0.37 percent as of the 2022 Census.

3.5 Sampling Procedures and Techniques

3.5.1 Sample Size

It was simple to obtain the necessary data for this study because it was a region where the researcher lived and worked. 6,345 divorce notices were delivered in the DSCC region in 2020, with 4,428 delivered by wives and 1,917 delivered by husbands. In the DSCC region, there were 7,245 notices in 2021, an increase of more than 14% over the previous year. 5,183 divorce papers were served by wives in 2021, compared to 2,062 by husbands. 98 percent of the notifications filed by either side resulted in divorces, according to DSCC spokesperson and public relations officer Abu Nasher, while only about 2 percent resulted in reunions.

In 2020, there were 6,168 divorce notices filed with the DNCC, 2,115 of which were filed by males and 4,053 by women. 3,442 of them got divorced, 145 of them reconciled, and 2,581 petitions are currently going through the court system. 4,674 marriages were dissolved in 2021—a rise of 35.80% from the previous year—while 187 couples reconciled and the remainder of notices were being litigated. 4,081 of the year's total applications for dissolution were made by women, while 1,762 were made by husbands.

According to Md Salim Ullah, joint secretary general of Bangladesh Muslim Marriage Registrar Samity, the majority of divorcing individuals cite a lack of adjustment with their spouses as the basis for their desire to end their marriage.

In research, any group from which data is gathered is referred to as a sample (Frankel and Wallen, 2000). A sample, according to Creswell (2008), also refers to the number of individuals in the population subset that was chosen for the study and data processing. According to Kothari (2004), the ideal sample satisfies the criteria for effectiveness, representativeness, dependability, and adaptability.

Twenty children from divorced households (aged 6 to 18) made up 20 of the total respondents in this study, together with eight social workers from Dhaka's social welfare office, six magistrates, and six ward executive officials. This sample size was determined using the Morgan table (Morgan, 1970).

3.5.2 Sampling Design

According to Bryman (2008), sampling techniques are used since all scientific studies concentrate on a tiny portion (a sample) of a larger population. Similarly, to that, sampling methods were used in this study because the study population was sizable and it was difficult to reach every single person in Dhaka.

For the interview and questionnaire, this study used convenient sampling and purposive sampling, both of which are nonprobability methods for selecting respondents with comparable features. Based on their desire and ability to respond to the questionnaire, the respondents were chosen.

Convenience sampling, according to Etikan (2016), is a technique in which the study population was created by including readily available respondents who were close to the researcher, such as friends, neighbors, or community members who demonstrated interest in and willingness to cooperate with research questions. This method was utilized to record many perspectives, understandings, and experiences regarding how divorce affects children's development in Bangladesh.

On the other hand, the strategy used in this study, known as purposeful sampling, involved categorizing the respondents to include social workers, local government officials, judges, and parents who had previously been divorced as well as children from such homes. These categories were chosen based on a wide range of experience, information, and opinions on the subject of how divorce affects a child's development (Bernad, 2002). For instance, social workers are supposed to give children from divorced homes information on child protection and fundamental freedoms. Furthermore, a method was utilized to choose the Social Welfare Department, Wards Office, and Primary Courts that deal with divorce matters; this department was chosen on purpose owing to the considerable expertise it has in handling divorce cases and the effects they have on children's development.

3.6 Data Collection Methods

The process of gathering data uses a variety of technologies to gather the required information (Burns and Grove, 1997). There were several data collection strategies employed in this investigation. The researcher acquired data directly from the field using interviews and well-structured questionnaires through primary sources. Using secondary sources, the researcher also used libraries, the Internet, and the Dhaka District Offices to analyze documents and make references to the current studies (Kombo et al 2007).

3.6.1 Primary Data Collection Method

3.6.1.1 Questionnaire

The researcher's method for this study, the questionnaire, was used. According to Padgett (2008), this strategy is used when the study intends to gather a lot of data from a certain category of respondents. For instance, questionnaires used in this study acquired data from 8 social workers, 6 executive officers, and 6 magistrates. The study was able to gather specific information about the research problem, such as the total number of divorce cases received in a year and appropriate strategies for addressing the impact of divorce on child development, through the use of this method, in which respondents were given the pre-planned questions.

The topic was both closed and open. The original questionnaire for this study was created in English and given to certain respondents in Bangla who wished to have their Bangla responses returned to English for recording. It was a good strategy because focus groups and face-to-face interviews with government employees were difficult because they were so busy during working hours.

3.6.1.2 Key Informant Interviews

The interview is a technique for gathering data in which oral-verbal stimuli are presented and responses are given in the form of oral-verbal responses. Personal interviews and, if possible, telephone interviews can be employed in this strategy (Kothari, 2008:97). An additional technique used to acquire information from 20 divorced parents and 20 children was interviewing them.

The research reduced the number of respondents to finish on time due to the unavailability of respondents and time constraints. The method helped the researcher to face respondents and question both individuals and groups of respondents to obtain detailed information about the impact of divorce on child development.

The proposed respondents were 5 respondents, 30 divorced parents, and 30 children from divorced parents. Given that some respondents were illiterate and that it might be challenging to explain a question in a questionnaire if the respondent does not understand it, using the interview approach made sense because it was simpler for the researcher to do so. To help the study obtain accurate and sufficient data, both structured and unstructured questions were employed. These questions were directed by the research objectives.

3.7 Secondary Data Collection Method

3.7.1 Documentary Reviews

This approach uses data that have previously been gathered and statistically processed by many academics (Kothari, 2011). Documentation, as defined by Kombo et al. (2006), is the process of conveying information through the analysis of written materials, which serve as an essential source of information in various research fields. To gain a deeper understanding of the prior work and identify the knowledge gap that has to be addressed by the current study, a variety of articles, journals, newspapers, theses, dissertations, books, and online sources were examined. The researcher for this study reviewed a variety of articles on how divorce affects children's development. File cases, divorce record books from the court, social welfare office, and ward executive offices were among the documents that the researcher analyzed.

3.8 Data Processing and Analysis

There are numerous techniques for analyzing data, both qualitative and quantitative. Both qualitative and quantitative analyses of the data were performed in this study. Data analysis tools included Microsoft Excel and Statistic Package for Social Science (SPSS) version 16. The frequency and percentage were employed in quantitative analysis to determine the majority of opinions. Organizing and preparing the data for analysis, reading the data, coding, creating categories, and lastly interpreting the data were the main phases in data management.

3.9 Instrument Reliability and validity

3.9.1 Validity

A good case study research utilizes structured procedures of analysis and triangulation, according to Stake (2003: 134) to sort out what is opinion and preference from what is experiential knowledge. This study allowed ample time for data collection by questionnaire and interview to gather comprehensive and reliable information. The researcher was able to gather information through long-term involvement, interviews, and surveys that would paint a complete and illuminating picture of the situation regarding the effects of divorce on child development.

3.9.2 Reliability

Daffodil University granted recognition for the study from the relevant units or institutions. All participants in the study received questionnaires, which were subsequently distributed to all of them and the researcher collected their responses.

3.10 Ethical Considerations

The Daffodil International University granted permission for the project. In addition, permission from the respondents was acquired before the data was collected. Before the actual data collection started, the respondents were made aware of the study's objectives. After then, the data was protected while maintaining confidentiality. All collected data was kept private and only used for the stated purpose.

Chapter Four

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

The study's findings are presented and discussed in chapter four. How respondents' reported statistics are presented, along with clear interpretations of the main themes revealed by the data. Meaningful data interpretation required a clear data presentation and discussion. Tables and figures were employed since data came from a variety of respondents. The use of tables and figures made it easier to display, discuss, and comprehend data. This chapter tries to address certain research goals, which in turn address the overall goal of the study. Three goals served as the researcher's compass: to identify the effects of divorce on child development in Bangladesh, In Bangladesh, divorce has been shown to have several negative effects on children's development. To evaluate this link, as well as to offer some practical solutions, is our goal. As a result, the researcher contrasted the empirical findings with those of other studies.

The chapter is broken down into seven sub-sections, starting with the respondents' profiles, then comprehension of divorce, and finally another factor causing divorce. In addition, there are the effects of divorce on child development, the relationship between these effects and child development, the appropriate approaches to deal with divorce, and the integration of empirical and theoretical findings.

4.2 Profile of Respondents

The kind of data required for each study dictated the kind of respondents that were required. This study evaluated the effects of divorce on family members and the connections between those effects and how divorce affects child development to better understand how divorce influences the development of children. The responders also provided advice on how to deal with the growth of children who have been affected by divorce. Therefore, age and gender were taken into account regardless of education level because these two variables affect perception, viewpoint, sentiments, and opinions.

4.2.1 Respondents' Distribution by Gender

The study included both 26 male and 34 female subjects. The gender distribution of respondents shows individuals who are more interested in marital relations since the survey is focused on marriage and family concerns. The fact that there are more females than males could mean that women are more worried about divorce concerns than men, albeit this isn't always the case.

This axiom is based on the observation that while males appear to be busy and unconcerned with family concerns, women and children tend to be more concerned about family matters and are the most susceptible group. The difficulty was that, regardless of who is more concerned about or affected by divorce, children are the ones who suffer the most, as they expressed during the interviews, while not being the cause of divorces. This confirms the concept that women are affected but children suffer the most losses; in the researcher's view, women and children are those who are more negatively impacted by divorce than men.

Table 4.1 Respondents by Gender

Gender	Frequency	Percent(%)
Male	26	43
Female	34	57
Total	60	100

Source: Field Data, (2022)

4.2.2 Respondents by Age

There were four responses, ages ranging from five to eleven. According to Table 4.2, the age ranges of the other respondents were 16 from 12 to 18, 15 from 19 to 36, 16 from 37 to 45, and 9 from 46 and over. Because a child under the age of five is incapable of understanding divorce and family concerns in general, there were no responders with ages below five. When examining the distribution of persons by age, it is clear that the age group of 5 to 11 (47%) has a small population since it was difficult to recruit children in this age group because most of them were under their parent's authority.

However, it is believed that persons who are 49 years of age and older have enough life experience to avoid getting divorced because they typically serve as mentors to newlyweds. The majority of respondents, according to the results, were between the ages of 19 and 36 and 37 and 45. These groups are still active, appropriate for family difficulties, and primarily impacted by divorces. The age group of 12 to 18 is affected by divorce from their families and has enough experience because divorce has a significant impact on their level of development. As a result, the majority of the study's participants were old enough to make decisions about all facets of life.

Table 4.2: Respondents by Age

Age	Frequency	Percent (%)
5-11	4	6.6
12-18	16	26.6
19-36	15	25
37-45	16	26.5
46+	9	15
Total	60	100

Source: Field Data, 2022

4.2.3 Respondents' Level of Education

The number of responders is broken down by educational level. The results showed that the majority of respondents—48.3%—had only a high school diploma, while 6.7% had only an elementary education. As a result, secondary and college education made up the bulk of respondents' schooling.

4.3 Understanding of Divorce

Because it could affect their capacity to offer the necessary data, the study sought to ascertain whether the respondents understood divorce. Given that divorced parents are the direct victims of the situation and that government officials, such as social workers, magistrates, and ward executive officers, are the ones who always deal with and resolve divorce cases as indicated by these findings, which indicate that they receive a lot of cases annually, it was noted that both divorced parents and government officials had sufficient knowledge of divorce.

4.3.1 Causes of Divorce

If the respondents comprehend the causes of their parent's divorce, the researcher wished to know. The results of the interviews with a total of 20 respondents show that 85% of the respondents know the reasons for their parent's divorce while 15% do not; one of the respondents' conclusions was provided during the interview session by one of the children;

Said,

“My parents used to argue in front of us before returning to their room to resume the argument, so I was constantly witnessing it. When my parents would argue like this, we would scream out to get the attention of the neighbors. My mother left the house one day with us and left my father by alone; ever since that day, my father has never hit my mother”

This study is related to one carried out (Mauki, 2014). Among the causes mentioned were extramarital relationships out of love, poverty due to economic reasons, and on the other hand, social issues (alcoholism). In this study, the reasons were divided into three categories: social, economic, and personal.

4.3.2 Factors Contribution to Divorce

According to the researcher's interview with 20 parents who had recently divorced, the study discovered numerous reasons why marriages fail. Twenty respondents in total admitted to having motives for getting divorced. 30% of respondents cited social factors such as poor communication, haughtiness, isolation, high levels of education among women, reckless behavior between spouses, and drunkenness. While 55% of those surveyed cited causes for lack of love, such as jealousy and selfishness, cohabitation and infidelity, and lack of love, 10% cited economic factors, such as poverty, and the final 5% cited religious and cultural factors, such as early wedding. These elements are consistent with Kalafut's (2007) reference of intermarried infidelity, David and John's (2003) emphasis on poor communication, and Emily and Shelley's (2005) explanation of how poverty affects divorce.

4.4 Impacts of Divorce on Children's Development

The first research goal was to determine how divorce affected a child's development. This objective intended to learn directly from respondents, such as children, what effects and how it affected them after their parents divorced. Additionally, the researcher utilized the same question in the questionnaire and interview sessions with government officials and divorced parents.

Children from divorced parents, who made up 20 of the respondents, produced a variety of results. 25% of respondents said they experienced economic effects, 30% said they had psychological effects, 10% had social effects, and the final 35% said they had experienced all three types of effects simultaneously.

This study found the effects of divorce on children, including the effects of loneliness, lack of confidence, lack of fundamental necessities, and lack of parental affection. The implications of this study are supported by Smith (1999), who focuses on the various responses a kid has to their parent's divorce and sees it as a complicated situation with a spectrum of emotions, including denial, loneliness, sadness, rage, fear, and anxiety.

Similar findings are explained by Krantz (1998), who contends that children from low socioeconomic backgrounds suffer more after divorce. The results concur with Amato's (2010) research, which shows that parental divorce negatively affects children across a range of well-being indicators and that these effects last over the course of the child's life.

One of the kids confirmed this throughout the interview,

"Shortly after my parent's divorce, life at home completely changed, and my mother decided to move in with my grandmother's family. Since my mother didn't make enough money and things were really difficult at home, life at my grandmother's was better than it was at my previous place, where it was difficult to get food. This made me feel ashamed in front of my friends and those nearby"

Further research from the interviews showed that, in contrast to children from divorced households, the majority of divorced parents were explicit about the effects of divorce. The psychological implications were highlighted by 50% of the 20 respondents, the economic impacts by 45%, and the social impacts by 5%. On the other hand, the respondents highlighted the following additional effects: financial instability, a lack of good love and care for children, and insufficient fundamental requirements. These results matched what the kids in the interview had to say about them. The significant distinction, however, was in the psychological and economic facets, which demonstrated that the majority of parents were psychologically and economically impacted, directly affecting the development of the child.

In addition to Amato's (2010) contention that single mothers in divorced families experience economic hardship as a result of the divorce, which results in an inability to provide other resources on the educational aspect, William (1990)'s findings discuss how the financial hardship of divorced parents may negatively affect children's nutrition and health. Most divorced parents psychologically experience despair, anxiety, and health issues, which result in aggressive conduct and child maltreatment (Rector, 2000).

The following was explained in an interview with one of the divorced parents:

“ I have a lot of responsibilities at work as a father, but I have no idea how to manage household chores. I decided to delegate household duties to my daughter for this reason so that I could go to work and generate money for the benefit of our entire family. She is still a student, so I am aware of her exhaustion, but there is little I can do at this time.

The researcher sought the same information from the government employees who routinely deal with divorce cases. The respondents' opinions were as follows: 55% said economic impacts, and 45% said social impacts. On the other side, (Table 4.7) whenever there is a decline in family income, there is a rise in street children, untimely pregnancies, and immoral behavior in society.

This finding is further supported by (Cherline, 1995; Letizia, et al., 2010), who underline that the earlier children left home to get married, cohabit, or live on their own, the more unhappy their parents' marriage was. Similarly, showed how divorce in Bangladesh causes street children to conduct criminally, engage in gang activity, have early pregnancies, and drop out of school.

Additionally, the results showed that a total of 20 respondents, who are government officials, had difficulty dealing with divorce situations. The government's low budget and lack of resources were noted in 50% of the explanations, while 50% focused on societal issues including the poor collaboration between married couples brought on by a lack of legal awareness. Due to the slow hearing of cases involving marriage, separation, and divorce, the effects on victims are worse.

4.4.1 Even Been with a Boyfriend or Girlfriend

A researcher was interested in learning more about how divorce influenced children's psychological growth. According to the research, the majority of the kids substituted a romantic relationship for the affection and tenderness they were missing from both parents. On the other hand, a lack of supervision and guidance causes kids to engage in these behaviors at an early age, as shown by the fact that 55% of kids consent to have relationships while 45% don't. Patrick et al(2004) .'s description of the risk many teenage children who choose to participate in sexual activity following their parents' divorce face lends additional credence to these findings.

4.4.2 Financial Support

The results of this study unequivocally demonstrated that the majority of children of divorced parents suffered difficulty after divorce. It was noted during the interview when the researcher stated that 30% of children relied on financial support from relatives such as uncles, aunts, grandparents, and other relatives from the mother, compared to 45% of children who received financial assistance from their moms. Additionally, 15% of recipients received support only from their mother and father, and the final 10% only from their father. These results highlight how most women find it difficult to meet their families' requirements after a divorce. Children with divorced parents often struggle to interact with others, as highlighted by Bourque (1995), who demonstrates that one of the effects of divorce on a kid is a sharp fall in living conditions.

4.5 Relationship between Impacts of Divorce and Child Development

The researcher wanted to evaluate the repercussions of divorce and how they affect a child's development, and this was the second objective that was set out to do just that. In an interview, the kids were asked to describe how they felt about their parents' divorce. Of the 20 youngsters interviewed, 90% reported having negative feelings, 5% had positive feelings, and 5% had moderate. The researcher was interested in examining how a divorce influences and transforms a child's life from what it was before.

Most youngsters expressed dissatisfaction, loneliness, pain, stress, worry, loss of direction, denial, and missing their parents as their main complaints. All of these emotions have an impact on a child's growth and welfare. These results concur with those of Smith (1999) and Seth (2005), who claim that adolescents with decreased senses of femininity or masculinity may face emotional problems like loneliness and sadness.

This was further demonstrated in an interview with one of the kids, who spoke about how terrible it was for her to have her parents split up.

"Brother, do you know what? When I observe my classmates who have both parents talking, laughing, or walking together, or when my friends occasionally recount anecdotes about their parents in the class, I am enraged. I am alone because my father has moved out, my mother is often working and exhausted when she gets home, and I am unable to talk to her about my problems at school or in my personal life. This is so confusing and has harmed me a lot.

(Key Informants Interview with a 17-year-old on October 20, 2022, on Dhaka's Mymensingh Road near Trishal)

In an interview, a different child stated.

"Yes, having a father nearby is a good feeling, but I missed the life we used to live because I could get everything I wanted, and we used to enjoy going to the mosque together. But now that things have changed, I don't even want to go to the mosque because I remember my father when I'm in church. This feeling hurts me a lot, especially when I see my friends with their fathers."

On the other side, the results showed how the divorcing parents felt both during and after the divorce, and it was shown that there is a significant link between the effects of divorce and a child's growth. It was shown that 35% said well, whereas 65% of respondents said negative. This demonstrates that the majority of parents divorced despite not being prepared to do so for various reasons,

which had an immediate negative impact on them and their children. A few parents were also found to be content with divorce due to their weariness with life. Findings that are consistent with Taylor and Andrew (2009) show that sad parents may also leave depressed children.

4.5.1 Life After the Parent's Divorce

This aided the researcher in emphasizing the differences between the children's experiences before and after divorce. This made it easier to understand how divorce has an impact on a child's development. 20 people responded, 80 percent gave poor answers and 20 percent gave acceptable ones. Those who gave negative feedback noted a few factors, including poor performance, declining family economics, and involvement in household duties. It was demonstrated by (Sitti and Zaline (2005); Roger and Rose (2001) that, economic stress and a lack of support contribute to worse academic accomplishment.

4.5.2 Parents Get Back to Each other

The researcher was interested in determining how much time had passed between when the parents were together and now. The research found that because of the difficult circumstances they are in, the respondents wanted their parents to reconcile. Most children were impacted by living with single parents, and some were impacted by living with relatives because they lack the necessary needs that affect them in their development, according to 75% of the 20 respondents took the survey. The researcher also discovered that because there is no one to watch over them, they perform worse in school and have unstable mental health.

4.5.3 Are There any Behaviour changes on Your Child After Divorce

Out of the 20 responders, 60% said they had noticed certain behavioral changes in their kids that hadn't been there previously. The majority of respondents cited negative behaviors in their children, including sadness, inattention, lack of confidence, guilt over spending time away from home, isolation, and bad behavior, while 20% said they had not noticed any changes in their kids. This may be because most kids gradually alter their behavior, making it difficult for parents to notice changes in 20% of their kids.

4.6 Appropriate ways of Dealing with Divorce

Different strategies for addressing the impact of divorce on children were highlighted during this study's interviews with government officials, social workers, magistrates, and ward executive officers, for example, in their responses to prepared questionnaires. While 45% of

respondents answered that changing laws and rules is the best course of action to address the issue in terms of education and the economy, and 55% of respondents agreed with the researcher that empowerment is the best course of action.

4.6.1 Empowerment in Education

Before getting married, everyone might receive parental education, which would assist them to understand the futility of marriage and the dangers of divorce. Another is education for adolescents, which can be offered in schools as a requirement for graduation. By offering this type of instruction, persons in their teens will become more conscious before engaging in sexual interactions that ultimately result in marriage. Last but not least, is religious education. Religion is a social life that permeates the majority of our daily lives. The majority of people obey religious authorities and generally believe what they have to say. Religious institutions' educational policies are very significant and have significant effects.

4.6.1.1 Economic Empowerment

Women with low incomes should be brought together and provided income-generating tools to help them lessen the effects of divorce. This will empower them. Giving them loans with lower interest rates is one way to do this. One of the female interviewees bemoaned the importance of women's association with divorce victims during the interview. They suffered social and economic injustice. Most women were left alone with children and no means of support once marriages ended in divorce. The children and the mothers of these ladies must be fed.

4.7 Integration of Empirical Findings and The Ecological Theory

As the theory concentrated on how a child's development is greatly influenced by numerous systems, including family, peers, neighbors, and so forth, the empirical Findings showed that divorce and marriage separation is one of the reasons for a child's underdevelopment. The findings indicate that the family unit (Microsystem) was responsible for 30% of divorces. These social factors include poor communication, haughtiness, being distant from the family, a woman's irresponsibility, and the education of women. Alcoholism explains cohabitation and unfaithfulness, jealousy and selfishness, and lack of love, but love accounts for 55% of all causes. 10% were due to economic factors like poverty, and the remaining 5% were due to factors related to religion and culture, such as early marriage.

Chapter Five

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The findings are presented and thoroughly discussed in chapter four. Based on the data, the current chapter offers conclusions as well as suggestions. Additionally, it suggests areas for additional study. The following three goals were intended to be accomplished by this study, which evaluated the effects of divorce on child development in Bangladesh: to determine how divorce affects Bangladeshi children's development to determine the connection between divorce's cited effects and Bangladeshi children's development. to make recommendations for practical methods of handling child development in divorce circumstances in Bangladesh. The study was directed by the following inquiries to fulfill these goals. First, what effects does divorce have on children's development throughout all Bangladeshi cities? Second, how does divorce affect children's development? Third, what are the best approaches to address child development in Bangladesh?

The following conclusion was arrived at scientifically using the aforementioned aims that produced these findings. The study's overall finding was that women, who shoulder the entire burden of parenting children alone, have the greatest impact on children and that the effects of divorce are strongly related to the development of children.

5.2 Summary of the Findings

Findings showed that many divorces are caused by a variety of issues, including a lack of male and female respondents, adultery by married partners, beatings of women throughout the marriage, and drinking, which caused arguments and ultimately led to divorce. Economic factors are the third most common cause of divorce after social and romantic factors, followed by religious and cultural factors. Results showed that there is a strong correlation between child development and the effects of divorce, which can be divided into psychological, economic, and social components.

On the other hand, research showed that children suffered the most as a result of how their parents handled their divorce and subsequent separation. The researcher also discovered that the majority of kids experience family economic instability, which affects their health and academic performance because parents don't monitor them. When it comes to their psychological well-being, most kids suffer from feelings of isolation, depression, and anxiety, and they behave badly in most facets of life, including their interactions with their parents, peers,

teachers, and other people in their immediate environment. This has an impact on how well they are developing. Additionally, research revealed that children of divorced parents struggle to maintain social relationships and instead tend to isolate themselves, which lowers their self-esteem and makes them feel uneasy and unsure of themselves. Findings demonstrated that the majority of divorced children started having relationships at a young age as a result of a lack of parental love, care, and support. The finding is supported by the 55% of kids who admit they have or are still in relationships.

5.3 Conclusion

The results showed that the primary reason for many marriage separations was cited as love, which results in other issues between spouses in a marriage. The most often cited cause of divorce was infidelity, which is followed by various causes related to love and other causes like economic and societal reasons.

Children from divorced families are known to experience numerous hurdles to their wellness, which stunts their development. This is a result of the remaining parents' strong focus on generating revenue to support the family. When parents are solely focused on generating income, they often neglect other crucial duties like providing guidance and counseling to the children, monitoring and overseeing their academic progress, modifying their behavior, placing an emphasis on religious matters, and serving as role models for their kids.

Inattention from divorcing parents may impair a child's development and increase strange and bad behaviors in them, including school abandonment, drug and alcohol abuse, early pregnancies, inattention, isolation, and many other negative traits. Street children are also becoming more common as a result of these negative traits. Even if divorce hurts a child's development, it can also benefit the youngster, especially if the marriage was troubled by arguments, abuse, and fighting.

5.4 Recommendation

100% of the respondents who participated in this study indicated that divorce hurts children and their level of development. The study was able to identify the various psychological, social, and economic effects that divorce has on children. While 20% of parents did not notice any changes because they did not live with their children, 60% of parents recognized changes in their children after their divorce. Therefore, the study predicts that 20% of parents' children will also experience some alterations. Finding the best solutions to reduce the divorce problem is therefore necessary. The study's findings include the following strategies for protecting kids from divorced parents.

5.4.1 Education Empowerment

The community as a whole and parents should be the first to address this. Children affected by divorce should receive guidance and counseling from parents and the community, and parents themselves should be educated on the value of and appropriate methods for raising and interacting with their kids. Parents should also learn how to be open and understanding with their feelings as parents, regardless of how they differ from one another in front of the kids. According to their positions, all community leaders, including ward executives' officers, social workers, and religious leaders, should assist divorced families by taking an active part in advancing knowledge and creating awareness of issues related to marriage and divorce.

On the other hand, everyone should receive parental education before marriage as this will help to lower the incidence of divorce. To raise awareness among adolescents before they participate in sexual relations, education should be a part of the school curriculum. Couples should be given more instruction and emphasis because doing so will encourage them to work out their differences rather than file for divorce, which will assist to lower divorce rates.

Since all religions place a strong emphasis on creating happy, stable families, religious leaders should play a significant role in offering ongoing marriage education. Stress should be placed on the value of stable and fulfilling marriages, as prescribed by the holy writings, during religious gatherings. Many families will be able to prevent divorce because of these constant lessons.

5.4.2 Economic Empowerment

The government should create groups in the community through its local governments, provide them with money in the form of loans with lower interest rates, and improve their understanding of entrepreneurship. Because women are harmed after divorce because they bear the weight of family obligations, doing this will assist to lessen the effects of divorce. When offered such assistance, it will be simple for women to prevent their families and children from leading miserable lives.

5.4.3 Law Policy

The community should understand and apply the laws and regulations about marriage and children, and they should ensure that they are pertinent to the current state of the nation. To assist the intended population, updates must be made at the appropriate time. The effects of divorce on society will be lessened by having current and updated laws and regulations on marriage and child custody.

5.5 Recommendation for Further Studies

The researcher focused on the effects of divorce on children's development from the results of this study, "Impacts of Parental Divorce on the Fulfillment of Children's Fundamental Rights," which shows how children are impacted by their parent's divorce and result in underdevelopment generally. Accordingly, future studies should be based on "levels of child development and their Rights, the way it is affected by divorce, and its impact on adulthood."

However, the researcher found it difficult to perform a thorough investigation on the issue in a larger area due to time and resource limitations. To determine whether the same study had a similar impact on children's development, it was advised that similar studies be carried out in other fields using the same or different methodologies. This will make it easier for people to see how divorce affects society as a whole.

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