Children whose parents separate or go through a divorce experience internal and external changes. Internal changes may include the presentation of mood, anxiety, and/or neurotic mental disorders while external changes can present as disruptive behavior diagnoses (ADHD, ODD, Conduct Disorder) and a decrease in academic achievement.


It used cross-sectional data collected from Round 7 from the ECLS-K.

Surveys were administered to students, parents, teachers, and schools in a longitudinal study lasting from 1998 to 2007.

The following scales were used throughout the study: computer-assisted personal interviews (CAPI), computer-assisted telephone interviews (CATI), mail questionnaires, self-answered questionnaires, and on-site questionnaires were utilized.

The study gathered data about the effects of a wide range of family, school, community, and individual variables on children's cognitive, social, emotional, and physical development, their early learning and early performance in school, as well as their home environment, home educational practices, school environment, classroom environment, classroom curriculum, and teacher qualifications.

The sample included 12,129 children, their parents and teachers, and includes kindergarten, first, third, fifth, and eighth grade data collections.

The current study includes a subsample of the ECLS-K, specifically focusing on students in eighth grade during the Round 7 of the questionnaires. A total of 8,703 participants, 1,235 with separated or divorced biological parents and 6,062 with married biological parents, met criteria for the current study.

50.7% female; 62.4% White; Average age = 14

It used cross-sectional data collected from Round 7 from the ECLS-K.

A significant relationship was found among parent's marital status and participant's importance of grades, X2 (3, N = 6996) = 43.39, p < .001; ability to represent with models, X2 (5, N = 3360) = 26.07, p < .001; how often absent from class, X2 (5, N = 3363) = 50.73, p < .001; and how tardy to class, X2 (4, N = 3367) = 72.59, p < .001.

A increased square test was utilized to determine the impact of parental divorce/separation of participants' classroom engagement.

A significant relationship was found between parent's marital status and participants' importance of grades, X2 (1, N = 6976) = 55.34, p < .001.

A significant relationship was found between parent's marital status and ability to apply concepts, X2 (5, N = 3363) = 46.68, p < .001; ability to talk about reasoning, X2 (5, N = 3363) = 33.65, p < .001; ability to explain in written, X2 (5, N = 3363) = 46.68, p < .001; ability to represent with models, X2 (5, N = 3363) = 43.29, p < .001; ability to use calculator, X2 (5, N = 3363) = 30.02, p < .001; and ability to use computer, X2 (5, N = 3363) = 30.52, p < .001.

A decreased square test was utilized to determine the impact of parental divorce/separation of participants' school performance.

A significant relationship was found between parent's marital status and participants self-reporting working hard for grades X2 (1, N = 6767) = 55.34, p < .001.

A significant relationship was found between parent's marital status and ability to apply concepts, X2 (5, N = 3363) = 39.63, p < .001; ability to conduct proofs, X2 (5, N = 3363) = 46.68, p < .001; ability to talk about reasoning, X2 (5, N = 3363) = 33.65, p < .001; ability to explain in written, X2 (5, N = 3363) = 46.68, p < .001; ability to represent with models, X2 (5, N = 3363) = 43.29, p < .001; ability to use calculator, X2 (5, N = 3363) = 30.02, p < .001; and ability to use computer, X2 (5, N = 3363) = 30.52, p < .001.

There has been a great deal of research looking into the impact that parental divorce has on children.

Life changes that children experience during parental divorce/separation may include parental conflict, moving to a different neighborhood, changing schools, and loss of contact with the non-residential parent and family.

Children experience emotional distress and behavioral changes that affect their schoolwork and decrease overall grade point averages.

There is a gap in the current literature regarding classroom engagement and school performance in specified categories.

REFERENCE


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