

**DIVORCE AND IT'S EFFECT ON CHILDREN MENTEL WELL BEING
AND EDUCATION**

(A Case Study of Nakhipot, Lalitpur)

A Thesis

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DECLARATION

I hereby declare that dissertation entitled “**Divorce and Its Effect on Child Mental Well Bing and Education: Case Study**” submitted by me to the Central department of sociology, Tribhuvan University, is an original work prepared under the guidance and the supervision of Dr. Tika Ram Gautam (Associate Professor). I have made due acknowledgements to all idea and information borrowed from different sources in the course of writing this thesis .The result presented in this study has not been submitted and presented anywhere as for the award of any degree or other reasons. Am solely responsible if any evidence is found against my declaration.

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LETTER OF RECOMMENDATION

This is to certify that the dissertation work entitled “ *Divorce and it’s effect on children’s mental well-being and education*” submitted by Yug Maya Limbu for the partial fulfillment of the requirement for Master’s Degree for Arts in Sociology was completed under my supervision and guidance. To the best of my knowledge, the study is original. Therefore, I recommend this dissertation for final approval and acceptance.

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LETTER OF APPROVAL

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ABSTRACT

Nepalese society has been changing very dramatically over the few decades. It has immensely affected the family structure, consuming pattern, change in culture, religion, change in women position and responsibility, change in income sources so on. In this process the social structures are also changing; one of them is the structure of the family and the relationship between the family members as well as responsibility. Furthermore, the change in bread earners in family, redistribution of the responsibilities, women position has created a new pattern of thinking in relationship between married couples which has lead couples to individualism. This has brought up both positive and negative consequences in the well-being of the family. So, this paper tends to study the split marital relationships and its effects on the children's well-being and educational performance.

The specific objective of this study is to explore the effects of the marital dissolution of the parents in their children as well as to understand the social perspective of divorce and it's outcomes towards those children. In this study, six children (below 18 years) and their single parent (under 48 years) were selected. Both the child and his/her parent respondents were interviewed through questionnaire.

The six interviewed children; three girls and three boys belonged to Chhetri, Tamang, Thakuri and Rai community. All the children were living with their single mother except for a boy who was living with his uncle (father's brother) and his family. The children missed their other parent and confessed that if possible they wanted their parents to be together. Among the children, some of them were doing well in their education and social life while some of them had to withdraw from the school due to their financial problems. The child of the parent facing financial problems had to do odd jobs to support the family financially.

From this study, it is found that parental love and togetherness, social and joyful environment along with steady financial support is the key to the proper overall development of a child. It can also be stated that the parental relation effects the overall development of a child. It is extremely sad to see that the parents are still not conscious of the social stigmas and hardships that are bound to be poured upon their children due to their divorce/separation. But some of the parents do agree that, to some extent they are aware of the personal effects that are brought upon the children due to their divorce/separation. In conclusion, it can be stated that the children have always been the naïve victim of the divorce/separation of their parents.

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LIST OF ABBREVIATION

BS	Bikram Sambat (Nepali Calendar Year)
CBS	Central Bureau of Statistic
CCWB	Central Child Welfare Board
CDPS	Central Department of Population Studies
CWIN	Child Workers in Nepal
E.C.C.D	Every Childhood Care and Development
E.C.D	Early Childhood Development
E.C.E.E	European Committee for Environmental Education
E.C.F.C	Early Childhood Family Centre
G.P.A	Grade Point Averages
M.B.D.D	Mental Behavioural Development Disorder
NGO	Non- Government Organization
P.T.S.D	Post Traumatic Stress Disorder
U.K	United Kingdom
U.N	United Nation
U.N.C	United Nation Conservation
U.S	United States
U.S.A	United States Of America
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
W.H.O	World Health Organization

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Divorce is difficult for all member of the family for children, trying to understand the changing dynamics of family may live them distract and confused. This interruption in their daily lives may effect on their academic and overall performance, the more distracted children are the more likely they not be able to focus on their daily and social life. So this paper seeks to provide an overview of some of the social findings related to the effect of marital disruption on children .Divorce and the single parent family are increasing rapidly. Prior to primitive agriculture society the rate of divorce is increasing in modern industrial and technological society.

Globally, 10-20% of children and adolescents suffer from mental disorder, with half of all starting by.in the age of 14and third quarters before the age of 25. In Nepal 40% of the population is younger than age of 18 and such there is large population that is developing mental disorder. There has been a recent recognition of child adolescent mental health problems in Nepal, although prior to this it had remained almost invisible on the health agenda .in response to growing concern, there is a need to a conduct the review on children mental health problems in Nepal,(Chaulagain,2019).

The number of divorce has been doubled in the last five years to 1824 in 2013 most of them filed by women .one in ten family related cases filed in courts are divorces, and have overtaken cases relating to land, money landing, and inheritance with the high rate of foreign employment and migration. the connection to family and wider kin has become brittle, Chaitanya Mishra says that without these agents of stability ,it is difficult to save marriage falling apart there are no statistic to prove it, but women's rights activists say that the increased female literacy and the number of love marriage is also a contributing factor,(Rai ,2014).

The word 'divorce' in English is derived from the Latin word 'divortium' which again is derived from 'dis' which means 'apart' and 'vertere' which means 'to turn'. Divorce is the dissolution of the tie of marriage. So, divorce is the turning away of

partners from each other. It truly is a complete turn from the way of life the couple had so far, (Ernest, Habermann, Lehtinen, 1986).

According to Nepal civil code section 94-104: Divorce is the formal means of dissolving marital relationship between husband and wife where if both the husband and wife desire, they may terminate their marriage anytime ;(civil code 2017).

Divorce in the proper and strict sense of the term means complete rupture of the marital bond; the persons divorced returning to their original state of being free to marry. Divorce is the word we use to mean the legal ending of a marriage. In the legal language, it might appear as a simple phenomenon, but in practical life its implications are massive. Divorce represents the end of the hopes that two people had for each other; it is the certificate that their relationship failed. According to the Hindu Marriage Act, 1955 (amended up to 1976), “any marriage solemnized, whether before or after the commencement of this Act, may, on a petition presented by either the husband or the wife, be dissolved by a decree of divorce” on the grounds mentioned therein. The concept of divorce may be understood as different from such terms as separation, desertion, and annulment,(Acharya 1998).

Divorce is actually a legal dissolution of the marital union which involves the governance of marriage bond between a husband and his wife. For a marriage to be successful there is the need for the couple to be in harmony mentally, physically and spiritually. In other words, the husband and the wife must have to contribute his or her own towards the fulfilment in the family and the key word should be love. Divorce is merely a process of unmarrying people who have been married. It is an official recognition that their marriage is a failure and therefore has more cause for terminating than for continuing. Society desiring the successful functioning such fundamental social unit as the family, is naturally concerned over its growing instability .but to seek to the causes or even the extent, of family malfunctioning in the divorce rate is futile. Divorce indicates the failure of given marriage, but absence of divorce does not indicate its success. There are a great many unhappy, unsuccessful marriages that never terminated in divorce. Frequently such marriages are as truly failures as those that sever the bond. Indeed, in some cases the social welfare of all parties concerned - parents, children and society would be affected if the belligerents were parted, (Amato & Sobolewski, 2001).

It should be clear that divorce is a result, not a cause of a conjugal discord. Divorce has been attacked time and again and still gets far more of the spotlight than does marriage. Yet bad marriage is without question the breeding ground of divorce. Its tardy recognition repeats the experience in the medical field- the final recognition of the claims of preventive medicine rather than complete preoccupation with curative medicine, (Barber, 1939).

The chances of divorce depend to a certain extent on the type of community and the neighbourhood. Divorce has always been less common in rural areas and small towns where many kind of social pressure - close association with neighbours, the school, and often the pastor and church - help hold marriage together. It has been much more common in big cities, where people lead more isolated lives and marriage finds few outside supports, (Ernest, Habermann, Lehtinen, 1986).

One reason is that being around divorcee people makes divorce seem an easy and natural thing to do. To our great-grandparents, divorce was a form of deviant behaviour. In this current generation, all of us know numerous divorcee people but we consider them as perfectly normal. The more likely we are to think of divorce from time to time as one of life's alternatives. This is particularly true because they often see that our friends and relatives are happy in second marriage and are unaware of difficulties they went through at the time of divorce. We tend to think of divorce as a safety valve for marital unhappiness and many of us have set it at a very low level of pressure, "When divorce looks easy, your boiling point goes down", (Bernard, 1964).

The United Nation Convention on the Rights of the Child defines child as "a human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier". This is ratified by 192 of 194 member countries", (UN, 2010). The World Health Organization describes mental well-being a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and also be able to make contributions to his or her community. Mental health includes our emotional, psychological and social well-being. It affects how we think, feel and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life; from childhood and adolescence through adulthood, (UNICEF, 2010).

Child and adolescent mental health is defined as the capacity to achieve and maintain optimal psychological functioning and well-being. It is directly related to the level reached and competence achieved in psychological and social functioning. The World health organization describes mental health or mental well-being is defined as a state of well-being in which every individual realizes his or her own potential, can cope with normal stress of life, can work productively and fruitfully and is able to make a contribution to the community, (WHO, 2014).

There is no universally accepted “definition” of mental well-being. This is probably because mental well-being may have different connections for different individuals, groups and cultures. For some, it may be the notion of happiness or contentment. For others, it may be absence of desires. For some, it may be economic prosperity. It could be based on the goals sought to be achieved and the challenges placed on an individual, or a culture. It may also mean the absence of negative determinants in the life of an individual or a community. Mental well-being includes cognitive, emotional and behavioural response at the personal level. Some may also interpret mental well-being as determined by external stimulants and factors, sometimes beyond the control of individuals, such as housing and employment. Thus, mental well-being should be interpreted in the socio-cultural context of an individual. It should be considered as a continuum and as operating within a spectrum rather than a state that is present or absent. An individual, group or community can be at any point within this,(Habermann, Lehtinen, 1986).

The social definition Mental health is freedom from fear and anxieties which are not justifiably caused .any of the situations which provoke fear, anxiety and insecurity in modern society are not such as can be solve by individual effort alone. Mental health in modern cannot be secured simply cultivating once garden. The home and school are directly involved in the task of providing adequate information, of aiding the child consciously to generalize his experience, and, most important of all, of helping him staidly to expand his social horizons from family to school, from school to nation, and from nation to the world community. This also suggests that efforts to improve the mental health of communities should be confined neither to the first few years of child’s life nor to the remedying of mal adjustments when they have arisen. And

essentially preventive mental health services should begin from within the family, (Kuppusawami,1976).

The relationship between the occurrence of divorce and its consequences on the children who are involved has always interested the layman and the professionals. The traditional view has been that such family dissolution was devastating for the children, involving an uprooting from relationships with family and friends. This view is based on the assumption that before divorce the children involved had a set of warm, stable and dependable relationships which were suddenly dissolved. Although such a situation is possible, in general this is probably an unwarranted assumption. For indeed in many cases, the relationships prior to divorce were devoid of any stability and predictability. In such cases the actual occurrence of separation or divorce might prove to be less traumatic for children than a continued existence in a family atmosphere of hostility and distrust, (Judith And Kelly, 1980).

Having pointed this out, it also indicates that divorce under any circumstances probably involves some trauma for the child. The exact significance of the trauma is questioned by at least one researcher, whose findings raise questions about whether family dissolution is as influential a factor in children's lives as many consider it to be. It would appear; however, that some degree of insecurity would be likely for the child of the broken family, and in those instances where there already is marked insecurity, the final act of divorce can create, at least for the moment, even more insecurity. In this regard, we must remember that particularly young children with limited understanding may interpret divorce as a sign of rejection in an intensely personal way. Thus a young child may come to feel that a father who left the family has really abandoned him and for some reason no longer loves him. The fact that young children cannot always communicate such fears raises the possibility of unintended but nevertheless undesirable personality consequences for the child. Responsible parents must always be alert to this in order that they be able to cope with these destructive interpretations that children may come to believe, (Judith and Killy,1996).

Divorce in any event is a serious step, usually affecting the lives of several people. Thus it is important to understand when divorce will constitute a solution to one's

difficulties and when the dissolution of a family will present more problems than it will solve.

A broken marriage may be viewed as the discontinuance of a previously existing relationship, which may come from the decision of one or both of the marital partners to end their marriage relationship. This is the final severance of the marriage relationship. And although both partners by now have had time to prepare emotionally for the reality of divorce, the finality of divorce at this point still tends to be difficult to accept, unless, of course, a new love affair has emerged. The stage following the divorce is generally a difficult one. One research has found that most people regretted their divorces, feeling that perhaps they had acted too hastily. This finding, however, has been questioned. It is at this time that the reconstruction of one's new life pattern must crystallize; this is never worked out simply. The reconstruction usually calls for establishing a new social pattern and a new circle of friends. For despite the soundness of previous friendships, the individual frequently discovers that he no longer feels comfortable with the married couples of his previous acquaintance. Also, one has to break established patterns of eating, sleeping, and sexual behaviour, (Max,1972).

The number of children affected by divorce has increased dramatically since the 1950's. Currently, every year more than 1 million children in the United States experience the divorce of their parents, (U.S. Bureau of Census, 1989). Projection indicates that 38% of white children and 75% Black children born to married parents will experience parental divorce before they reach the age of 16, (Bumpass, 1984). The large number of children affected by marital disruption has generated public and scientific concern over the consequences of divorce for children's development and well-being,(Bumpass .1984).

Numerous studies have examined the implication of parental divorce for children's scholastic achievement, conduct, psychological adjustment, self-esteem, social compatible and relationship with parents. Many studies have found that children from divorce families experience lower level of well-being across this dominance than those children from intact families. However, a good deed of inconsistency exists in this literature and many have failed to find significant differences, (Aviles, 2006).

The literature reviewed in a qualitative fashion by Blechman (1982), Emer (1982), Gotting (1981), Hetherington (1979), Hetherington and Camara (1984, 1988), and Krantz (1988). Given the often contradictory nature of much of this research is not surprising that reviewers have sometimes reached discrepant conclusions. For example, Edwards (1987) suggests that most children recover from divorce with few enduring negative consequences. In contrast, Krantz (1988) warned that the psychological adjustment of children of divorce is at risk. The middle ground was taken by Emerg (1988), who acknowledge that divorce is associated with the number of negative child outcomes but concluded that children with serious problems are not markedly overrepresented among divorce families. Finally, Demo and Acock (1988) found an increased likelihood of certain problems for children of divorce but argue that methodological limitations make it difficult to draw firm conclusions. Overall, reviewer have reached quite different conclusion after examining similar sets of studies. Although many quantitative reviews of this literature exist, a meta-analysis has not yet been attempted. Yet a sufficient number of students exist at this time to justify a quantitative review.

1.2 Research Problem and the Question of the Study

There are many problems with the divorce homes which at the long run reflect on the performance of the children while at home, in school and their overall development. The increase in mental pressure and lack of parental love, support will adversely affect the overall well-being of the child. Due the increase in domestic work and redistribution of household chores, the children will have little or no time for a good upbringing. If a parent gets remarried, security wise, a step parent does not show much love and affection to their step children. Thus, these children suffer from mental retardation, personality improvement and are always miserable. They show behavioural responses like lying, stealing, building and playing truant in school. It has also been observed that the children from broken homes suffer some basic material needs like food, clothing and learning materials etc. In most cases, they also lack an adult who could guide them towards the correct path.

So, this study focuses on the following questions:

1. How does the divorce effect the children's mental well-being?
2. How does the divorce effect the children's education?

1.3 Significance of the Study

This study will focus in the study of the effects in the mental well-being of the children due to the divorce of their parents. This research will also aim to study whether the children from broken home are mentally well and whether they are anti-social or they perform as normal as any other children who have both parents (mother and father) together. This study will also give slight view how the children have been trapped in the dissolution process of parents and whether they are facing problems in the performance (indoor & outdoor) activities. This study is specifically geared towards identifying the effects of divorce on children's mental well-being.

This study meets the following objectives

The study has been conducted to study the effects due to the divorce/separation of parents in their children's mental well-being. On the other hand, this study was also conducted to analyse how does the parental separation effects the children education?

1.4 Organization of the study

After the introductory chapter, second chapter reviews key theoretical and empirical literature of divorce and educational and mental well-being of children. It also talks about children's well-being and education in Nepal. Third chapter is methodological section which describes the research design, research tasks and procedures applied for the dissertation. Third chapter also introduces briefly, the study of Nakhipot, Lalitpur district. The last chapter, summarizes and makes conclusions of the findings and draws the conclusion of the dissertation with future prospects for implication. The central arguments of the research can be reduced in two points; first, divorce and its effect on mental well-being and education of children. Second, the finding from the research and the effects of divorce and its consequences in the mental well-being and education of the child.

CHAPTER TWO

LITERATURE REVIEW

2.1 Theoretical Review

This chapter presents review of literature which views the child's well-being and education in Nepal which are carried out in different ways; in books, journals, research papers and documents to develop the conceptual framework. The theoretical review is based on micro-level theories which are presented accordingly to meet the research questions and its objectives where three perspectives have been included. The empirical review provides relevant national and international data on a child's well-being and education.

The children after divorce of their parents would face troubles, disturbance and challenges in their life. They would be mentally tortured, and problem of rearing and caring of children may arise due to the absences of parents, even as the divorce may be mentally disturbing for the parents themselves. Parental divorce adversely effects variety of a children's outcome including educational attainment along with their happiness score, (McLanahan and Schneider, 2013). Children whose parents are divorced, on an average, are less likely to complete high school and complete college. Sociologist have unsurprisingly, suggested that a decline in family income is the central mechanisms in the association between parental divorce and educational attainment.

Economic aspect is the crucial, dominant and effective component of any society. Every happiness, truth, support and sympathy or tension, clash, quarrel and maladjustment or marital incapability in the family is the cause of economic factor. The divorce rate is found to be higher if a spouse has more expectation from each-other, faced economic hardship and gone far from their residence due to the economic achievement. Burgess and Cotrell, 1950 have found that specific economic items such as moderate income, saving and occupation cherished by stability and social control and regulating and continuity of employment were individually correlated with happiness score. The related study had found that 18.50% of wife faced economic crisis after divorce which means that they are unable to regulate their daily household expenses along with problem of schooling of their child.

The explanation focuses on the three notions: parental absence, economic disadvantage and family conflict.

2.1.1 Parental Absence Perspective

The family is the key social institution for providing the nurturing socialization of young children. Traditionally, it has been assumed that two-parent family (with both parents living in the same household as the child) is a better environment for children's development than the single parent family. Accordingly, the presumed negative effects of divorce are often attributed to the socialization deficits that results from growing up with a one parent rather than two. This notion has been criticized for emphasizing family structure at the expense of family process and for being politically conservative (Marotz-Badies, AduasBuech, Munro and Munro 1979, Scanzoni, Poronko, Teachman, Thompson, 1989). Nevertheless, this perspective is based on a straight forward principle: if parents are important resource for children's development, then, all things being equal, two parents should be better than one, (Rollins & Thoms, 1997).

It is also known that divorce is associated with decrease in the quality of contact between children and their non-custodial parent, (Amoto 1987; Furstenburg and Nord, 1985; White Brinkerhoff and Booth, 1985). Since most of the custodial parent are in the labour force, they are constrained in the amount of time and energy they can devote to their children, (Brandwin, Brown & Fox, 1974). For this resource children of divorce often experience a decrease in parental attention, help and supervision. This decline support may increase the likelihood of problems, such as, academic failure, low self-esteem and misbehaviour, (Rollins & Thoms, 1997). In addition, the lack of parental model at home may result in the inadequate learning of social skill (such as cooperating, negotiating, compromising), (Rollins & Thoms, 1997).

Parental divorce adversely affects a variety of children's outcome, including educational attainment (Mc Lanahan and Schneider, 2013). Mechanisms explaining the negative effects of parental divorce have long been conjectured and assessed. Sociologists have unsurprisingly, suggested that a decline in family income is the central mechanism in the association between parental divorce and educational attainment of the children.

2.1.2 Economic Disadvantage Perspective

This theoretical notion is based on economic disadvantage perspective. Divorce typically leads to decline in the standard of living of mother-headed families, often pushing them below poverty level, (Ducan & Holfman, 1985; Whitman, 1985). This prospective assume that it is economic hardship, rather than family type as such, that is responsible for the lowered well-being of children of divorce.

A lack of economic resources increases the risk of a number of development problems in children. Economic hardship may negatively affect the nutrition and health. (Williams, 1990) In addition, poor single mothers are unable to afford private lessons, educational toys, books, computers and other goods that facilitate childrens' academic success. Limited means may also force families to live in neighbourhood in which school programmes are poorly financed and services are in adequate (McLanahan, 1989). Furthermore, living in poverty may be stigmatizing for children and may encourage the entry of adolescents into deviant subculture, (Voydanoff & Majka, 1988).

Because the economic disadvantage perspective holds that problem observed in children of divorce are primarily due to the loss of income experienced by custodial mothers, it follows that few differences should be observed between children from divorce and intact families if income is controlled statistically, or if families are matched in income level.

The divorce of parents would result in the children facing multitude amount of troubles, disturbances and challenges. They would be mentally tortured. There would also be a problem of rearing and caring of children due to the absence of a parent. Remarriage of a parent may also create a problem with the children of their previous spouse. (Acharya B)

Economic aspect is the crucial, dominant and effective component of the society. Every happiness, trust, support and sympathy or tension, clash, quarrel and maladjustment or marital incompatibility in the family is the cause of economic factors. The divorce rate is found to be higher if the spouse has more expectation from each other, faced economic hardships and gone far from their residence due to the

economic achievement. Burgess and Ctrell (1950) have found that specific economic items such as moderate income, savings and occupation characterized by stability and social control and regularity and continuity of employment were individually correlated with happiness score. In this study 18.5% of wife divorce had felt economic crisis. It means they are unable to regulate their daily household expenses as well as expenses related to the schooling of their child.

2.1.3 Family Conflict Perspective

The third prospective assumes that conflict between parents before and during the separation period is a severe stress for children. Inter-parental hostility creates an aversive home environment in which children experience stress, unhappiness and insecurity (Macoby & Martin, 1983). Obviously, such an environment is less than optimal for the development of children. In fact, numerous studies have indicated that inter-parent conflict in intact marriages has a negative impact in children's psychological adjustment (Emery, 1982). Conflict is also likely to stress parents and make them less effective in dealing with their children. (Hetherington, Cox & Cox, 1982; Wallestein & Kelly, 1980). Other studies show that children tend to be drawn into conflict between their parents, resulting in future deteriorations in parent-child relationship. According to this perspective, children of divorce exhibit problems, not because of the change in family structure but because of the change accompanying conflict. (Ernest, Havermann and Letihnen ,1986)

The divorce between parents and its effect on their children's well-being and education is a growing concern for our generation, as divorce is widely being accepted and is prevalent among various communities in our society. Several research have discovered that divorce has both negative and positive consequences on its own relating to oneself, family and the society. So, this study focuses on the effect of the divorce on the children's well-being and education. To some extent, it was found that most of the interviewed children were at a disadvantage with regard to their academics due to their current circumstance, living with a single parent. This study was helpful in providing some useful insights regarding the children of divorced or separated parents who were less likely to match the academic achievement of their peers from intact families.

According to the study which was published in the proceeding of national academy of science, children whose schooling is most affected are those whose parents are not static or likely to divorce or a single parent. On the contrary, the children living with both their parents had better academic performance. Meanwhile, divorce tends to change educational outcomes for children from less advantage families; poor and disadvantaged kids are more likely to experience lower academic performance as noted by the researcher. In their article on divorce and child's education, children and family blog notes states that the impact of separation or divorce varies depending on the level of conflict in relationship. In situations where the parents experience a high conflict situation, the separation could be seen as a relief for children and may induce positive impact for the children. Whereas in a relationship where parents have a low – conflict situation, the children can experience worse symptomatic response .

2.2 Empirical Review

With the loss of a parent in the household, typically fathers; mothers have fewer economic resources. It is well known that resource reduction negatively impacts children's education, especially the ability to attend and complete college. Family instability offers another plausible explanation. Relationship transections occur more frequently following parental divorce, and such instability disrupts children's lives and their schooling. (Lee and Mc Lanahan, 2015, Sweeney, 2010)

Globally, 10-20 % of the children and adolescents suffer from mental disorders, with half of them starting by the age of 14 and three quarters before the age of 25. In Nepal, 40% of the population is the younger generation having age less than 18 years, and as such there is large population that is developing mental disorder.

There has been a recent recognition of Child adolescent mental health problems in Nepal; although prior to this, it had remained almost invisible on the health agenda. In response to growing concern, there is a need to conduct review on children's mental health problem in Nepal. (Asmita Chaulagain, Arun Kunwaz international journal of mental health system, Article no. 53, 2019)

Mental disorders among children are described as serious change in the way children typically learn, behave, or handle their emotions, causing distress and problems

getting through the day. Among the more common mental disorders that can be diagnosed in childhood are Attention Deficit, Hyperactivity Disorder (ADHD), anxiety, and behaviour disorders.

Divorce can be difficult time for a family. Not only are the parents realizing new ways of relating to each other but they are learning new ways to parent their children. When parents' divorce, the effect of divorce on children can vary. Some children react to divorce in natural and understanding way, while other children may struggle with the transition.

Children are resilient and with assistance, the divorce transition can be experienced as an adjustment rather than crisis. Since the children of divorced parents vary (different temperaments, different ages), the effect of divorce on children may vary too.

The research is based on the effect of divorce on child's mental well-being and education among the divorcee groups and their children residing in Lalitpur Metropolitan city of Nepal. It tries to explore the effect of divorce on child's mental well-being and education based on empirical fact in Nepal. This study may contribute a little bit to the sociological study and other related fields.

Divorce usually means children lose daily contact with one parent, usually the father. Decreased contact affects the parent-child bond according to a paper published in 2014. Researchers have found that many children feel less close to their father after divorce. (Carly, Snyder, 2021).

Divorce creates emotional turmoil for the entire family, but for the kids, the situation can be quite scary, confusing and frustrating; young children often struggle to understand why they must go between two homes. They may also worry that their parents would stop loving them gradually. School children may worry that divorce is their fault, they may fear that they misbehaved or did something wrong. Teenagers may become quite angry with the divorce and the changes it creates. They may blame one parent for the dissolution of the marriage or they may resent one or both parents of the upheaval family.

According to the report of CCWB in Nepal; children who stay with their biological or adapted parents are less likely to get involved in any illegal activities due to the support, care and sufficient love from the parents whereas the child who doesn't stay with their parents and stay with their relatives or someone else's home are more likely to get involved in the illegal activities like doing drugs, stealing money and other valuables and so on due to the lack of parental care, guidance and love. Abuse on child life, negligence in family, discrimination on child, hitting a child, teasing them are the cause behind the children leaving their homes, thus resulting in an incomplete education. These incidents may cause mental illness of the child which resulted due to the parental dissolution, (CCWB, 2009).

The relation between divorce and academic achievement is a growing concern for our generation as divorce is now widely accepted and prevalent. It is assumed that the children from broken family are less likely to match the academic achievement of their peers from intact home the children from divorced, separated parent families are often at disadvantage academically throughout their schooling due to the emotional distress, lower attendance and lower economic support. This disadvantages influence children continuously throughout their schooling, thus influencing them to have an increased high school drop-out rate and decreased presence and acceptance for tertiary education, (Acharya 1998).

Children from broken homes have lower attendance, higher suspension and expulsion rates therefore this reflects their lower grades and academic achievements. "Children from disrupted marriages were over 70% more likely than those living with both their biological parents to have been expelled or suspended", (Dawson, 1990). This theory is supported by the studies of High School counsellor Barry Ham (2003) who concluded that the lower grades probably reflect the differences in attendance as "the high school seniors from divorced households missed almost 60% more class periods than did those from intact families". Due to these students missing valuable class time they have been unable to gather sufficient information to successfully understand the relevant topics and therefore lowered their grades in comparison to students of intact families who attend more classes. Mitchell (1985) found that many parents from her study had mentioned or noticed absenteeism by their sons only and thought parental separation to be the cause. But none of the custodial parents saw this to be their own

fault; rather that it was the fault of the other parent. Ham (2003) found contradictory evidence stating that “for both grades and attendance... females were more greatly impacted negatively by divorce than were males”. This contradiction in evidence can be attributed to the different eras in which information was gathered, with Ham’s research being more recent, (Ham 2003).

In a report by ‘USA Today’ in 2002, researchers of a new study from Ohio State University, theorize that the children to begin with may fall behind academically and then not be able to catch up, or alternatively that once they have fallen behind they lose self-esteem and motivation to continue on. Ham (2003) established that “those students from intact families outperform those students from divorced families across all categories” and that students from intact families maintained grade point averages (GPAs) 11% higher than those of peers from divorced families. A 1993 study by Zillet.al, supports this conjecture as they found that children of divorced parents were “twice as likely as children from intact families to drop out of school. This pattern remained even years after the divorce”. Doyle (1976) had similar findings concluding that “More than one in three children of broken families drop out of school. “McLanahan and Sandefur (1994) also found that “Teens from single-parent homes are twice as likely to drop out of high school (or to) become teen parents, and one-and-one-half times more likely to stay at home as young adults.” Pannor and Schild (1960) suggested that parents who think that is best for children may be blinded to realizing that marital breakdown may be the cause for children’s bad behaviour. On the other hand Ferri (1976) found some lone parents admitting to possible exaggeration of their children’s problem behaviour, (Downy,1994).

Many researchers attribute the lower academic achievement rate to lower income. McLanahan and Sandefur (1994) stated that economic poverty was the most significant aspect when investigating the poor academic achievement of children from single-mother homes. Downey (1994) agreed, declaring that “economic distress must be considered when attempting to understand the academic difficulties of children from mother-led homes”. “Mother-only families are more likely to be poor”, (Garfinkel and McLanahan, 1986). This is often due to the lower income and employment rate for women as well as that generally before the divorce the father was the main ‘bread winner’. There are numerous ways which poverty can affect

children's academic achievement and education. Single parents with lower income often live in lower socio-economic areas with poorer quality schooling available. As well as this lower family income meant less ability for stimulating resources for extra-curricular activities, for example music lessons, sports equipment and camping trips,(Downy,1994).

Downey (1994) found that 26% of single fathers were able to provide their children with computers for educational use, while only 16% of single mothers were able to do the same, supporting McLanahan's view. Mothers who worked long hours tend to be overwhelmed with their parenting responsibilities and could offer less academic support to their children, (Downy 1994).

Most of the literature reviewed supported each other in concluding that divorce academically disadvantages children not just during the time of its occurrence but also continuously throughout the child's education. Many researchers found this to be due to lower economic status. Others mentioned truancy and lack of motivation which is linked to rebellion and emotional distress. Much of the research focused negatively of single mother families stating that due to lower income for women, mothers were often absent and unable to not only assist with homework but also to monitor its completion. Mitchell (1985) stated that it was boys who committed truancy, whereas Ham (2003) established that "for both grades and attendance, females were more greatly impacted negatively by divorce than males". This inconsistency can be attributed to the different eras in which the research was conducted. Children of divorced, separated or single parent will be less likely to match the academic achievements of their peers from intact homes was supported by my research, (Downy,1994).

CHAPTER THREE

RESERCH METHODOLOGY

3.1 Selection of the Study Area

The Nepalese society has been changing very dramatically over the few decades. It has immensely affected the family structure, consuming pattern, change in culture, religion, change in women position and responsibility, change in income sources so on. In this process the social structures are also changing; one of them is the structure of the family and the relationship between the family members as well as responsibility. Furthermore, the change in bread earners in family, redistribution of the responsibilities, women position has created a new pattern of thinking in relationship between married couples which has lead couples to individualism. This has brought up both positive and negative consequences in the well-being of the family. So, this paper tends to study the split marital relationships and its effects on the children's well-being and educational performance.

This research was conducted in Tikhidewal-14 located in Lalitpur district of Bagmati province in Nepal. The total population of Lalitpur Municipality was 4,68,132 out of the total population of Kathmandu which is 41,30,900 and the population of Ward no. 14 of Lalitpur is 21,232 where female are 10,671 and males are 10,518. (Homnath Katel, Statistics in Lalitpur, 2063). Lalitpur ward no.14 has been chosen for the study because it is one of the fastest growing city of Nepal. So, in a growing city, there is always a chance of divorce due to the concept of individualism and materialistic life style of the people, where the number of nuclear and single parent are also the case of the selection of the area. The cause of research was to identify and analyse the situation of the children from broken homes and how it has affected their mental well-being and education.

3.2 Research Design

This study has been based on descriptive as well as exploratory research design to explore the effects of parental dissolution on the child's mental well-being and his/her education. The case study is the tool for the study of parents who have separated and the children who are the victims of the divorce.

In order to develop the tools for data collection for measuring the effects of divorce on mental health and the academic performance of the child, the factors such as happiness, physical activity (indoor and outdoor games), the regularity on schooling periods, love, trust and safety feeling, strength to cope when the situation is unfavourable and ability to solve the problems, good performance in extra-curricular activities, good eating habits, good communication with friends, family and other people were taken as the reference to identify and examine the variable.

3.3 Sampling Procedure

A non-probability sampling (snowball) method has been applied due to the nature of the research based on the characteristic of population. Snowball method was used to locate the respondents. Altogether, a total of 6 cases were selected and observed for the sampling.

3.4 Nature and Source of Data

This research was primarily based on primary source of data collected directly from the divorced parent and their children from a broken home. The main respondent of this research were the children of divorced parents. While this research was based on descriptive method focusing on human activities and the social science which focused on the understanding of human psychological in-depth understanding of human behaviour. In-depth interview, observation and case study were done to explore the effect of parental separation on the child's mental well-being and his/her academic performance. Whereas books, journals and other references are taken as secondary source to help add relevance to the primary information. Secondary data has been used to analyse the primary level of data.

3.5 Tools of Data Collection

Different qualitative research tools and secondary data have been applied for the gathering of the data. They are described briefly below.

3.5.1 In-depth Interview

In this study six different divorced females of different castes and age group along with their children (3 males and 3 females under the age of 18) were interviewed in an in-depth way to gather the real information from them to collect the answers of the research object. Answers were gathered by using questionnaire and checklist where the questionnaires were made flexible so that few changes could be made when necessary. All of the interviews were conducted by following the research ethics and introducing the purpose of the research, introduction of the researcher and taking consent with the respondent. All the interview conversations were recorded on a recorder for the proper analysis of the data so as to gain a better overview on the related question. In this research, the real name of the respondents has been converted into a pseudo name for the protection of the privacy of the respondents.

3.5.2 Case Study

Six different divorced parents and their child were interviewed in an in-depth way to find out the effects of parental separation on the child's mental well-being and educational performance. In some cases, the child-parent duo were suffering and having a hard time overcoming the trauma of divorce. Some parent were found suffering from a long term disease some of them were hesitant to talk about their divorced partners, some of them were doing well and were very happy with their kids some children had been seriously affected by the separation of his/her parents some children were doing well like a child from an intact family

3.6 Process of Data Analysis

The data analysis has been done in a descriptive and interpretive way to examine the effects of divorce on child's mental well-being and academic performance in brief while giving the empirical outcome of the research.

This is also for the understanding of the connection between parental separation and the well-being of the children in this modern social system because the mental well-being and education is essential to the overall development of any child which will be responsible for his livelihood throughout his lifetime and especially during the period

of child development. So, the data has been presented in different supporting topics including title, its importance and the analysis of the field data.

3.7 Limitation of the Study

Although the study was to explore the effects of divorce on the children's mental well-being and education, only six cases were taken and studied. Therefore, the research findings may be biased and it may not be representing the entire children falling into this category. The study area was also limited to Lalitpur-14 which is situated in Lalitpur district, Nepal.

3.8 Ethical Consideration

Social research of any kind is obviously a complex activity. It is carried out within a variety of cultural, legal, economic and political environments which are bound to influence the research, its scope and its focus. To complicate the issue further, research projects often involve practitioners from different disciplines with their own specific priorities and procedures. In these complicated circumstances, the ethical facet of the research findings can easily be secondary considerations and even the best meaning researchers can overlook the ethical aspects of the process.

- a) The rights of subjects : the need to protect the statutory rights of members of the social community or groups being investigated, avoiding undue intrusion, obtaining informed consent, and protecting the rights to privacy of individuals and their family.
- b) The ethical conduct of research: the need to frame research questions and agenda objectively, so as to widen the scope of the study, and to maintain confidence in the research process; to ensure that the conduct, management and administration of research is framed in a way which is consistent with ethical principles and which recognizes the limits of competence of the individual conducting the study.
- c) Sensitivity to cultural and social differences: the need to remain sensitive to, and conscious of social and cultural differences and to consider conflicting interests.

- d) Reporting of the study: the need to report the findings completely, widely and objectively, with full information on methodologies employed both to allow the study to be evaluated by the colleagues and to increase public confidence in its reliability.

These principles must be accepted and implemented by all researchers. I have also completed this study by abiding to all the above ethical considerations.

CHAPTER FOUR

DIVORCE AND ITS EFFECT ON CHILD’S MENTAL WELL-BEING AND EDUCATION

Effects of divorce on child’s mental well-being and academic performance are co-related because good mental health allows children to think clearly, socially and learn new skills. Additionally, good friends and caring words from adults are important for helping children development, self-confidence, high self-esteem and a healthy emotional outlook on life. Divorce usually means children lose daily contact with one parent most of fathers .Decreased contact affects the parent –child bond which is really devastating for a child emotional and mental health. Lack of parental affection permanently leaves the scars on child mental and emotional development.

This chapter explores the effects of divorce on the mental well-being and education of the children. The main concern is to study the situation of the children affected by divorce. The results found after the research have been analysed and described accordingly.

4.1 Divorce related Stress and Overcome

Divorce of the parents is a very stressful event in the life of a child. Most children would not want their parents to separate (unless the marriage was full of intense conflict and anger or other sources of misery not suitable for children) because it can also create a strain between parent-child relationship, leading to loss of contact with one parent, create economic hardships, increase conflict between parents (including legal conflicts – for a way to avoid seeing each other). Due to all of these reasons, most children may get subjected to a hard time during the divorce transitions.

A 12 year old girl respondent child said “*Pahile ghar ma ama ra baba ko din kai jhagda le garda malai ekdamai tension huntyo. Ahile baba hami sanga chutinu bhako chha. Tyes pachi, ama ra ma chuttai room liyera baseko dekhi malai khusi lageko chha.*”(July, 2018)

She had very tough time when her parents were getting a divorce. During the time of the divorce, her father was already in a relationship with another woman. Her mother, who had eloped with her father at an early age, had a tough time at her

father's house. Nevertheless, her mother stuck to him just for the sake of their child. Her mother bore every harassment from her father until he started having an affair with another woman. Her father became much worse with his behaviour, the beating was much severe, and he was angry almost all the time and started spending his nights out of the house. During the time of the divorce of her parents, she said that it had affected her studies, she did not feel like eating and that she used to always feel sad and lonely. She did not like talking to friends as she was scared that they would talk about her parents.

Children who are old enough to understand can find the situation very stressful when their parents are not in good terms with each other. The children are affected by the constant quarrels and conflicts between the parents. Although, they would want their parents to stay together, they too feel that divorce is a way out when one of the parents is constantly suffering due to the behaviour of the other parent. Nevertheless, the children still go through a lot of mental disturbance during the dissolution process of their parents.

Children's reaction to stress are varied; aggression, withdrawal, morbid fantasies, loss of interest in surroundings. Each child reacts individually; merely identifying the causes of stress of stress will not predict the behavioural outcome, for example school difficulty may cause school phobia in one youngster while a conduct disorder in school in another, Pinkerton (1974) states three types of stress; home base Stress includes socioeconomic adversity, such as overcrowding, abuse, drunkenness, limited play facilities. Anomalies of family structure, such as divided authority in an extended family. Disruption of family group, from causes such as death, desertion, divorce, separation. Prolonged parental absence, for reasons such as hospitalization, military service. Substitute parents, such as step, adoptive and foster parents. School based stress may include academic difficulties while learning, problems with peers in the school environment, reflection of home problems due to the tensions associated with marital problems of parents at home. Neighbourhood stress may be caused due to the geographic condition, such as a move to a new neighbourhood, vandalism, gangs. Helping youngsters cope with stress primarily entails providing support.

The relationship among life events, stress and the onset of illness (both physical and mental) has become a carefully studied, well documented finding. Scientists now

believe that stress can be any component of any diseases, not only those designated psychosomatic.

4.2 Psychological and Behavioural Problems

Divorce clearly increases the risk that the children will suffer from psychological and behavioural problems. Troubled children are particularly likely to develop problems with anger, disobedience and rule violations. School achievement can also suffer. Other children become sad for a prolonged period of time. They may become depressed and anxious, or become perhaps overly responsible kids who end up caring for their parents instead of being cared by them.

A respondent, 16 year old boy said “ *Malai akdamai ris utcha kahilekahi ma risiko bela wall ma puncnh marchu ani mamu ra bahini lai ni karauchu. Ati vaye pachi sati haru sanga basera drinks(alcohol) garchu .*” (July, 2018)

He lives with his mother and sister after the divorce of his parents. He said that when his parents were together, he did not feel like staying home as they used to quarrel and fight a lot. He did not invite his friends' home as he did not want his friends to see his parents quarrel. To avoid the tense situation back at home, he used to get drunk and slip into the house late at night when everyone was asleep. Sometimes, if he was caught drunk, he used to shout back at his mother and sister and start harming himself (banging his head on the wall, punching or kicking the wall) the financial responsibility has been shifted to him for his mother who is a patient of asthma and seizure. So, he took up a job at a consultancy firm to help his mother financially for which he had to sacrifice his studies. But he said that he is happy that he is being able to provide money for the treatment of his mother. He is also paying for his sister's education.

Childhood behavioural disorder are leading causes of disorder burden in young adolescents aged 10-18 years .Childhood behavioural disorders includes attention difficult hyperactivity disorders characterised by difficulty in paying attention ,excessive activity and acting without regards to consequences which are not appropriate for person's age and conduct of disorder with symptoms of destructive

or challenging behaviour .childhood behavioural disorder can effect adolescents education and may result in criminal behaviour .

It is explored that the children tend to show behaviour problems when the relationship of parents is not good. The child may be affected both psychologically and mentally which may affect the overall development of the child. During the dissolution process, the child may get into bad habits and may start getting into company of bad friends as the parents have less time for their children since they are busy with their own problems.

4.3 Female Children are More Composed

Thirdly, it has been found that, a majority of children of whose parents' divorce do not develop any kind of mental or psychological problems but instead they have emotions like the normal kids whose parents are still married. Most children from divorced families are resilient, especially when their parents do a reasonably good job managing the stress of divorce .These types of children from divorced families feel and function pretty many like kids whose parents are married.

While questioning one of the respondent, a 14 year old girl, she said “*Malai baba ko barema kehi feeling chaina. Mero mummy le malai uhaharuko separation ko barema vanisaknu va cha. Kahile kahi eklo feel huncha. Study ko lagi money napugda chahi naramailo lahcha.*” (July, 2018)

She did not seem like she was from a broken home. She had no ill feeling towards her father but she still wished that her parents were together. She said that her mother was her best friend as she could share all her feelings and problems with her and her mother helped her solve them in the best way she could. She has never lied to her mother and never intends to. If her mother is not around, she feels lonely. And sometimes, she does feel sad that her needs (other than basic needs) cannot be fulfilled on times as her mother earns just enough to give them a decent livelihood. She feels that her needs could have been fulfilled, if her parents were still married.

On the other hand, she is doing well in every aspect of life. She is the head of the class and is merit holder in her class. She has lots of friends and is quite popular among them. She is good in sports and takes part in them regularly. She holds a black belt in

Karate. She is also an excellent painter and an artist. She has also won prizes in essay competition, speech competition, poetry competition and spelling competition.

Divorce affects most children in short run, but research suggest that kids recover rapidly after initial below .in 2002 study psychologist E.Mavis Heterington of the university of Verginaia and her graduate student Anne Mitchell found that many children experience short-term negative effects from divorce ,specially anxiety, anger, shock and disbelief.

Children are resilient and with assistance the divorce transition can be experienced as an adjustment rather than crisis. Science the children in a divorce vary (different temperaments, different ages), the effect of divorce is vary too. Family means understands this and approaches a divorce by understanding what the effects are on all dispositions with this in mind it clarifies some of the children of divorced parents are like any other children whose parents are still married. These children have feelings and wants similar to any other child their age. Their education and mental well-being is not being affected by the divorce of their parents.

4.4 Worriness and Painful Emotional Impact

Divorce creates emotional turmoil for the entire family, but for kids, the sutation can be quit scary ,confusing and frustrating ;young children often struggle to understand why they must go between two homes .they may worry that divorce is their parents may stop loving them children may worry that divorce is their fault they may worry or misbehaved or did something wrong, teenager may become quit angry the divorce and the change it creates they may blame one parent or both for the dissolution of the marriage.

The children from divorced parents still report sad and painful memories along with on-going worries about divorce, their relationship with their parents and their situation. Since, some people, again both children and adults, develop physical diseases, psychiatric disorder, or both after stress, but others do not, (Rabkin and Struening, 1976) urge that other agents deserve consideration; characteristics of the stressful situation, individual biological and psychological attributes, and the characteristics of the child's support system. What is particularly interesting in this

cluster of characteristics is the child's perception of stressful events. It is this perception, shaped by the internal elements such as intelligence, morale, past experiences, personality, and locus of control, combined with external agents such as family, neighbourhood, and school, that differentiates a stress from a stimulus and determines the nature of stress reaction and the coping mechanism utilized

A 13 year old boy has been living with his Aunt (ThuloAma) and Uncle (ThuloBau) since 3 years. Since his father is in Korea and his mother has re-married, the child had to stay with Aunt/Uncle. He says that he feels very lonely as he has no friends at home. He explains “ garma sab ma vanda tulo tulo hunuhunch ma sanga kura garnr kohi china malai ta aama vako ma janu derai man parcha tar tya ni sano vai ra sano buba cha... uncle ra aunti le sati ko gram janu pani ra sati layauna pani dinuhuna.” (July, 2018)

Since there is no one at home to play and he is not able talk to his uncle/aunt about his wants, he does not have all the things that he needs. He keeps them to himself. If he has some problem, he shares them with his best friend rather than his uncle/aunt. He said that he does not feel secure with his Aunt/Uncle. Most of the time he stays home as he is not allowed to go out nor bring home any friends.

So it has seen divorce affected his emotional and mental well-being as well as social and personal life. He is also being affected in his education and his financial needs. He frequently wishes that his parents were still together and he was living with his parents in his own house. He says that he occasionally lies to his uncle/aunt. He finds the environment of school much more comfortable than at home. He said that a lady teacher shows affection towards him which reminds him of his mother. He has just two friends in school and does not like making new ones. He said that he does not like participating in games but he like singing. He like playing video games but he does not have one but he plays them on friends' consoles. When he visits his mother, he said that his step-father does not speaks nicely with him .But his step father like his own child and he is quite friendly with his step brother.

Emotional disorders involve states such as fears, phobias, anxiety, depression, obsessive compulsive behaviour, hypochondriasis, and hysteria in which the label identifies the condition: a youngster has a depressive disorder, or is in a phobic state,

or is consistently obsessive. Chess and Hassibi(178) state that although all aspects of a child's functioning are affected, there is no lasting intellectual deterioration, no primary mood disturbance, and the total personality remains intact. These disorders result from each child's unique style of activity and reactivity, which is in continuous interaction with the environment. It has been seen that, the children from broken homes still suffer from lots of emotional trauma such as feeling of loneliness, feeling of unwanted child.

4.5 Effect on Education and Financial Condition

Finally the process of dissolution greatly effects the education of child and financial condition of the child for higher education. In paper growing up with a single parent: "what hurts what helps", the author's detail that children of divorce parents earn lower grades and are less likely to excel at school, regardless of parents background or their level of education .they are also less likely to attend or graduate university ,and more likely to be unemployment in their adult years .this findings also relate to degree of education provided to young children at home while parents who divorced are less likely to provide supervision and proper education for their children . This correlation may not be entirely as a direct result of divorce but the satiations at home may be such like parents could not care or ineffective or do not have the skill or tolls to provide the home education that children require .the worse home environment the worse children education .

A 48 year old lady and her 18 year old son, hailing from Dhading district and currently residing in Lalitpur district. They have been staying in Lalitpur-14 for the past five years. The lady said that she was forced to leave her husband when she could no longer withstand the fights with her husband and the constant beating from him. After the separation from her husband, she has been earning her livelihood by selling fast food. The money she earns is not sufficient to provide her son the basic needs that he deserves. So, to make ends meet, the son had taken up a part time job which has hampered the academic performance of the child. The academic grade of the child is below average (C grade in +2). The son had worked as a musician (guitarist) in bands that played in pubs two times a week. Recently, he has left his studies and taken up a full time job at the Electro Nepal as a sales boy. (July, 2018)

Most of the literature reviewed supported each other in concluding that divorce academically disadvantages children not just during the time of its occurrence but also continuously throughout the child's education. Many researchers found this to be due to lower economic status. Others mentioned truancy and lack of motivation which is linked to rebellion and emotional distress. Much of the research focused negatively on single mother families stating that due to lower income for women, mothers were often absent and unable to not only assist with homework but also to monitor its completion. Mitchell (1985) stated that it was boys who committed truancy, whereas Ham (2003) established that "for both grades and attendance, females were more greatly impacted negatively by divorce than males". This inconsistency can be attributed to the different eras in which the research was conducted. Children of divorced, separated or single parent will be less likely to match the academic achievements of their peers from intact homes as supported by my research, (Downy,1994).

It has been explored that the academic performance of a child can be affected by the divorce of the parents. Probing into the mental well-being of the child, it is found that the child is suffering from sleeplessness, frequent mood swings and other behavioural problems during the dissolution process of the parents. Frequently quarrelling with mother, stealing money and finding reasons to stay away from home are few other behavioural problems seen in the child. The mother informed that she did not know that a divorce could have such an adverse effect on the mental well-being of her child. This shows that some parents are still unaware of the problems that could arise within a child during the dissolution process.

CHAPTER FIVE

SUMMARY AND CONCLUSION

Divorce is merely the undoing of a marriage, a process of unmarrying people who have been married. It is an official recognition that their marriage is a failure and therefore has more cause for being terminated rather than continuing (Baber, 1963). However, though divorce indicates the failure of a particular marriage, its absence does not indicate success. In the Hindu society, divorce is looked down upon as unrespectable. Hence, couples try to stick on together for the sake of keeping up their social status and also for the children even though there is no harmony in the family. As a result of this and also because of the strong family ties, divorce is less frequent in the Asian society but rapidly increasing, (Metha, 1975).

Children are the worst affected by divorce. There is too often a pulling and hauling at the child from both the sides. Divorce laws differ from country to country and from state to state in the same country. In some, children are given away to the father and in most cases to the mother. Usually, the younger children are left to the custody of the mother. In earlier cases, the children are torn between both and loyalty is divided. The older children, who for some years have lived with both the parents, find it difficult to forego one or the other parent. If the child has been asked to live with the father and mother simultaneously, child condition is worse. Most probably, child is used as an informant in both the camps and does not find any attachment in either place. The stigma attached to the words 'stepmother' and 'stepfather' undermines their ability to accept and adjust with the new father or mother. Child social status in their play group is at stake and their whole attitude towards marriage may become cynical and warped. child inner turmoil becomes too much for them and this may lead to juvenile delinquency, sex crime and other adolescent crimes.(P.R. Amato2006). Children from divorced parents tend to lack concentration in class and low interest in class activities and sports activities. Due to their divorced parents, their academic performance is likely to decrease to a low GPA and stay back in the same grade. So, there is some kind of co-relation between child mental well-being and education.

The effects of divorce vary from family to family. Both personal and general losses are involved. The loss of former love object affects the whole life situation. Each party blames the other and there is general yearning, frustration and a sense of

emptiness, (S.Pothan1986). But for some, divorce is eagerly awaited in the hope that it will pave way for a newer type of life. For them, divorce is an escape form one situation to another.

Sometimes even after divorce, one partner continues to love the other. The divorcees become self-cantered and try to find solace by pouring out their hearts to their friends. Some immerse themselves in work to ease tensions and divert their mind. Gradually, the wound might heal and organization starts. New love objects are chosen and new philosophy of life emerges therefrom. In the West, remarriages are common among the divorced. In Indian sub-continent, men have the privilege to set up a new life, while the women are expected to lead a solitary life supporting themselves. But this situation is fast changing and women have started to access their right to marriage.(Metha1975)

From this study, following the talk sessions with the children from broken families, it was found that they had low self-esteem, which had a negative effect on their academic performance and couldn't do well due to low concentration. They also had emotional problems related to trust and feeling of safety because they felt that they were the unwanted member of the family which resulted in maintaining poor relationship with other members and with step parents (in some cases). This has created a problem on coping with step parents as well as feeling of running away from home to the most caring parent i.e. mother.

In some cases, the children resorted to taking alcohols due to their stressful situation at home. They were also inclined to inflict harm upon themselves (punching / banging one's head on the walls. Sometimes, they felt like sitting alone without taking to anyone but if they did reply, they would do so in a very aggressive way. Some of the smaller ones, started growing fear of sleeping at night as they had the habit of sleeping with both his/her parents.

It was also found that the separation of the family had a negative effect on the financial condition of the family. The children lacked toys at home, stationaries and educational stuffs necessary for school and other necessities back at home. Some of the children had to stop their education to help their parent to earn money to support

the weak financial condition of their family. these situations resulted in some of the children turning into an introvert.

Separated divorcees have admitted that divorce has definitely affected their personal life. They also admit that they had to bear mental suffering during the time of divorce. They feel that their broken family/marriage would not affect the society. They defend themselves saying that the society does not care for their personal issues that they are going through. But they agree that they are aware that their divorce could hamper the mental well-being of children and educational performance of their children. They are very much afraid to talk about their separation in front of their child. This explains that the parents know the effects of divorce but are not very much concerned about the consequences. Furthermore, they are not aware that a divorce could affect the social pattern. All the respondents stated that they are personally happy after their divorce with their partner. They barely care what people say about them and their relationship with their separated wife/husband. But in the case of their child, they are very sensitive and protective. They don't like hearing any negative comments being passed against their child which shows that they possess a strong affection towards their child.

Divorce is multidimensional and it involves multifactor social events. it can be found in each and every society, which may be either in customary or legal form. basically it occurs easily when tow spouse didn't fulfil their desire and duties. Divorce has always been a difficult subject in Nepal marriage here consider a sacred bond and divorce is seen as evil act but still divorce rate has been increasing in 2013 the total number of divorce case in different courts was 1824. Where In a lalitpur district court 310 was registered and 233 case was divorced legally. (lalitpur District court 2018)

Divorce ,from Functionalist ;behaviour is largely a response to a share a norm and values. it is therefore ,shows that a change in the rate of marital breakdown is to degree a reflection of changing norms and values in geranial ,and in a particular, those associated with marriage and divorce (Chudhary 1988) as functional perspective divorce happening in the society is the result of adaptive process of spouse who belong different background and inconsistency of their expectations.

Divorce itself is a painful process and when the child custody is involved, then the process can become more painful for both parents, their children and even for the family. Therefore, as much as possible, the child custody should be shared equally between parents and their child should be allowed to live with both the parents so that they don't miss out on the affection and guidance of both the parents.

According to the subsection 2 of Article 115 of Civil Code 2044, it states that, if the husband and wife have made separate arrangement and agreement regarding to the child custody at the time of divorce, then the same agreement can be accepted by the court. There is no specific legal provisions mentioned in relation in the joint custody of the child as both mother and father have the equal right to make the decision for the betterment of the child. The child, therefore, sometimes stays with the father and sometimes with the mother so that they can benefit of having both parents as active members in their life. Usually, in the mutual consent divorce, a joint custody of the child is given to both the parents.

According to this research paper, it is found that four out six cases had agreed for the joint custody except for two cases where the full custody of the child was taken by a single parent.

Similarly the situation of children after the divorce of parents would face troubles, disturbance and challenges, they mentally tortured, have problem of s of raring and caring of the children may arise due to the absent of the parents so divorce may mainly disturbing factor. Remarriage of female the divorce female is very difficult to the social cultural practices so due to this cause the maxim number of female take their child together and wins the custody of child after divorce.

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WHO.

QUESTIONNAIRE

The following questions were asked to collect in-depth information of the children and parents from broken homes. The questions for the questionnaire that were prepared for the interview are as follows.

Full Name:-.....

D.O.B.(dd/mm/yy):- *Age:-*..... *Gender:-*.....

Temporary Address:-.....

Permanent Address:-.....

Father's Name:-..... *Age:-*.....

Father's profession:-

Mother's Name:-..... *Age:-*.....

Mother's profession:-

School's Name:-..... *Grade:-*

Type of school:- *Government* *Private*

No. of siblings:-..... *boys* *girls*.....

Date of divorce :-.....(*if not certain tentative span of time*)

Reason of divorce:-.....

1. Whom do you stay with? *Mother* *Father*

2. Are you happy with your parents? *Yes* *No*

If no, why?

3. Whom do you like to stay with?

- Mother Father Other members of the family (mention).....
4. How is the family situation at home now and before the separation?
.....
5. Are you going to school on a regular basis? Yes No
If no, why?
6. Do you have all the stuffs necessary for your studies? Yes No
7. Which is your favourite subject?
Maths science nepali English Others
(mention).....
8. Does your parent help you with your school work? Yes No
If no, mentions who helps you and why?
9. How is your performance at school? Good Medium Low
10. Are you interested in taking part in school activities and sports? If no, go to Q. No.14 Very interested sometimes not interested
11. What is your favourite school activity?
Dancing Singing art & craft listening to music
Reading books playing indoor games Playing outdoor games
12. Do you participate in sports in school? If never, go to Q.No. 14.
Always Sometimes never
13. Which is your favourite sport?
14. If you fall sick, who takes you to the hospital for check-up?
15. What kinds of problems are you facing due to the separation of your parents?

- Educational shelter clothing fooding money
- feeling lonely feeling sad

16. How has your eating habit changed after the separation of your parents?

- No change don't feel like eating always feel like eating

17. How often do you have mood swings?

- No mood swings sometime most of the times

18. How often do you feel sad or morally down? Always never sometimes

Why?.....

19. Do you feel lonely? sometimes always never

Why?

20. Do you get angry? sometimes always never

Why?

21. Do you sleep well or do u find difficulty in sleeping at night?

22. DO you like to be with other people other than your friends and family?

- yes I like to no I like don't like other people

23. Do you feel like harming yourself due to your situation at home? Yes No

24. Have you ever lied to your parents? If no, go to Q. No. 26 Yes No

25. Has the tendency to lie increased due to the separation of your parents

- Yes No If yes, why?

26. Do you have any habits like smoking, drinking and taking medicine or other pills?

- If no, go to No. 28 Yes No

27. Has the tendency to smoke, drink and use medicine increased due to the separation of your parents? Yes If No, why.....

28. How does your parent treat you now?

Father.....

Mother.....

29. Do you ever think of running away from home? Yes No

If yes, why?.....

30. How often do you quarrel or fight with your friends at home and at school?

Always sometimes never

31. Have you ever been in a company of bad peo Yes No

If yes, why?.....

32. Which place do you find more comfortable in?

At home with family At school with teachers and school friends

With friends from the local community

Why do you like spending time with them?

.....

33. Do you have a step parent at home? If no, got to Q.no. 40 Yes No

34. Do you trust and feel safe with your step parent? Yes No

35. Do you have a step sibling at home? Yes No

36. How is your relationship with your step sibling?

Very good Good. Okay Ignore each other Against each other

37. How is the behaviour of your step parent towards you?

- Treats me like own child doesn't care always angry

38. Has the behaviour of your own parent changed after being married to your step parent?

- No if yes, how.....

39. What kind of behaviour does your own parent show towards the step sibling?

- Same like me treats me better treats him/her better

40. Do you wish your parents were still together?

- Yes If No, why

41. In your view what is being affected in your life by your parent's separation?

- Education Social life Atmosphere at home personal life

Questionnaire for the parent

- Have you been happy after your separation? Yes No
- Are you aware that parental separation could have caused effect on the mental well-being of your child? Yes No
- Do you think your child is happy with your decision? Yes No
- Have you seen any drastic changes in your child?
 - Communication education eating habits
 - participation in school activities Participation in social gatherings
- How often do you spend time with your child?
- How is your child's emotional and psychological condition before and after your separation
.....