

# Impact Of Divorce On Positivity And Academic Achievement Among High School Students In The City Buraidah

Dr. Ali bin Abdulrahman Alshehri

Assistant Professor of Psychological Counseling, Department of Psychology, College of Languages and Humanities, Qassim University, Kingdom of Saudi Arabia. [a.alshehri@qu.edu.sa](mailto:a.alshehri@qu.edu.sa)

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## Abstract:

*This study aimed to identify the impact of divorce on positivity and academic achievement among high school students in the city of Buraidah, and the sample consisted of 166 male and female students. The study used the descriptive method. The Positivity Scale (Caprara, et al., 2012) were administered to participants. Findings of the study revealed no statistically significant differences due to the status of parents (divorced/not divorced) in the two variables of positivity and academic achievement. Results showed, also, differences in favor of females in positivity. The study recommended activating counseling programs to support children from divorced families and promoting positivity in school environments.*

**Keywords:** Divorce, positivity, academic achievement.

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## INTRODUCTION:

There is no doubt that the high school is an important stage in the life of the individual because it makes him bear the burdens and responsibilities and access to the real knowledge of this era, and it is also considered a preparation for the individual and a qualification of his thinking and solving his problems. During this stage, a student is exposed to a lot of psychological stress that determine the excellence in his academic achievement, and achieving his ambition to reach a high degree of satisfaction with himself, others and life in general.

Academic achievement is of special importance to the student, as it is the main criterion for moving from one grade to another, in addition to its impacts on shaping and forming his personality and his feeling of satisfaction, happiness and self-actualization. Obtaining certificates or appreciations from others such as peers, parents, or close relatives, or helping him get a job that brings him some kind of stability in life, entail academic achievement. The achievement score is not a deaf score only, as it seems to some, but it reflects and speaks of many vital and important matters for the learner, and hence the “achievement score” was the “experimental field” for researchers in the field of psychology (Raddadi, 2002).

Because a family is an integrated social system and functional supportive to the educational and economic systems of society, and a social environment in which the child grows and receives social values and principles that shape his behaviors in society, divorce affects it because it is one of the biggest problems facing society due to social and cultural changes, which leads to an imbalance in the functional structure of society (Al-Shammari, 2023).

The interest in personal aspects and positive traits associated with the personalities of individuals has been emphasized by positive psychology, through many studies, which investigated some positive concepts such as self-esteem, optimism and satisfaction with life, whose positive impact is reflected in the psychological, social and professional life of individuals (Keyes, 2007; Caprara et al., 2010).

After several studies and research, it was called Positive Orientation, which dealt with attitudes, which means judgments related to the individual and the cognitive, behavioral, and emotional aspects (Caprara et al., 2009, 2010; Alessandri et al, 2012), and finally the concept evolved into Positivity where Caprara et al. named it Positivity, which is still used till now and is a more general and inclusive concept that refers to the disposition or tendency to see oneself, life, experience, and the future from a positive point of view (Caprara et al., 2009).

Positive psychology is also based on different strategies in order to instill hope and build strength, which acts as an immunity barrier that protects the individual from psychological and mental disorders, and among these strategies are (flow, hope, optimism, emotional intelligence, humor, self-efficacy, and positive thinking) (Al-Fanjari, 2008).

Positive psychology has a great impact on achieving happiness and personal bliss despite all these challenges and pressures because it is a science that studies methods of adaptation and positive emotions in individuals and ways to develop them, as positivity is a general term that includes many variables and factors (Yahya, 2021).

Since the family is the first unit of society, the link between the individual and society, the medium between culture and personality, and the first human environment in which the child grows up and acquires his behavioral styles that enable him to satisfy his needs and achieve his potential, and his compatibility with his society, it has the most prominent role in raising an individual (Mohamed, 2011).

Therefore, when divorce occurs, the whole family becomes disturbed, and fears and anxiety prevail, and these effects are reflected on children in particular, because they find themselves in a spiral of deprivation, because they need to be close to their parents and their care together. This is reflected in their behavior and their lack of confidence in themselves and others, which involves many problems in various fields (Al-Suyuti, 2008).

Therefore, this study comes as a field study to investigate the impact of divorce on the positivity and academic achievement of high school students who suffer from the separation of their parents, and to the best of the author's knowledge, there were no studies that addressed this topic before.

#### **PROBLEM OF THE STUDY:**

Investigating the phenomenon of divorce and its effects is one of the most significant studies that deal with phenomena that threaten society because of its impact on all educational, social and psychological aspects, as well as its impact on the individual and his excellence in various fields of life, as the family is the original setting with which the child interacts as the first social institution through which he grows up in its environment.

Undoubtedly, divorce is a painful experience for all family members, as it often leads to family disintegration and disruption of the psychosocial structure of children (Preller, 2013).

Divorce leads, also, to poor parental interaction with their children's academic achievement, which creates a sense of insecurity and rejection, and may lead them to negative behaviors such as anger and social withdrawal, which reflects negatively on their academic achievement (Heaton, 2010).

Studies such as (Eustache, 2023) have shown that students who have experienced parental divorce perform less well than their peers whose parents are not separated.

Problem of the study is that there are effects of parents' divorce on the positivity and academic achievement of high school students.

Problem of the study can be stated in the following questions:

1. Does parental divorce affect the positivity of high school students?
2. Does parental divorce affect the academic achievement of high school students?
3. Are there differences in the effect of divorce on high school students due to gender (male-female)?
4. Are there differences in the impact of divorce on the positivity of high school students due to economic status?
5. Are there differences in the effect of divorce on academic achievement among high school students due to whom the student lives with (father, mother, other)?

#### **GOALS OF THE STUDY:**

The study aims to:

1. Identify the impact of divorce on the positivity of high school students.

2. Identify the impact of divorce on the academic achievement of high school students.
3. Identify gender differences in the impact of divorce on the positivity of high school students (male, female).
4. Identify gender differences in the impact of divorce on the academic achievement of high school students (male and female).

### **SIGNIFICANCE OF THE STUDY:**

#### **Theoretical significance:**

1. This is one of the scientific studies that investigate the impact of divorce on the positivity and academic achievement among high school students, which will provide educational institutions with findings that may be utilized in various educational and pedagogical fields.
2. The scarcity of studies that deal with the impact of divorce on positivity and academic achievement among high school students to the best knowledge of the researcher.
3. Enriching Arab libraries, especially Saudi libraries, with a study on this phenomenon that affects the children of divorced in many aspects.

#### **Practical Significance:**

1. The present study attempts to contribute to the knowledge of the impact of divorce on positivity and academic achievement among high school students, therefore it is possible to give way for more research related to its topic.
2. This study reveals the impact of divorce on positivity and academic achievement, which opens the way for specialists to develop counseling programs that contribute to the development of appropriate treatment plans.

### **STUDY TERMINOLOGY:**

#### **Divorce:**

Divorce is defined linguistically as the dissolution and eliminating the restriction, and is also said to mean “removing the restriction and evacuation”. Legally, divorce means the removal of the ownership of the marriage (Badawi, 2000).

Al-Dahyan (2017) defines divorce as “the dissolution of the marital bond and termination of marriage according to legal procedures approved by religion and society.

#### **Positivity:**

Fagnani et al. (2018) define positivity as an individual tendency to see life from a positive perspective and organize life experiences in a satisfactory way, or a permanent and continuous tendency to notice and feel the importance of preferred aspects of oneself and life.

Talab (2018) defines it as a multidimensional hypothetical psychological component that refers to an individual tendency to see life from a positive perspective and to organize life experiences in a satisfactory manner.

The current researcher defines it procedurally as the score obtained by a male or female student when answering the items of the Positive Thinking Scale.

#### **Academic Achievement:**

Younis (2020) defines academic achievement as the extent to which the student achieves the educational goals as a result of his study of a subject. It is defined, also, as the degree of acquisition achieved by an individual, or the level of success he achieves or reaches in an academic course, an educational field or a specific training.

#### **Limitations of the study:**

1. Topic Limitations: Studying the impact of divorce on positivity and academic achievement.
2. Human Limitations: High school male and female students.
3. Place Limitations: High schools in Buraidah.
4. Time Limitations: The academic year 1446 A.H.

## **THEORETICAL FRAMEWORK**

### **Divorce**

Divorce is one of the phenomena that we find in all societies, but in varying proportions, and it is something that humanity experienced from ancient times. It has different forms and methods that are found in all religions, but in different ways. Divorce is considered to be one of the difficult events in life, and a turning point that greatly affects the life of the family because it causes some frustration, sadness, pain, and inability to socialize with others.

We notice that divorce cases are increasing as it has become a matter of concern that needs treatment from specialists and those interested in this issue and the resulting family disintegration and disruption of the social fabric. Divorce is a social-psychological issue because it has negative effects in the disintegration of the family and the increase in hostility and hatred and negative effects on children and may lead to deviant behavior, crime and others (Yahya, 2021).

There are theories that explain the psychological and social issues that result from the phenomenon of divorce, including the functional constructivist theory. Proponents of this theory believe that each individual in society has a set of instinctive, social and emotional needs that he seeks to satisfy through different social systems, and the continuation of any system depends on functions that lead to the satisfaction of these needs. If this part loses its function, it ends and disappears; for example, if marriage cannot achieve the goals that individuals seek (achieving affective and emotional stability, procreation, sexual satisfaction) in order to obtain social stability, one or both spouses will decide to separate and end the marriage (Al-Shawahili, 2010).

Divorce is defined as "putting an end to the existing marital relationship between a man and a woman, and its forms and qualities may vary between what is legal and religious, and the reasons leading to it may vary. Divorce is a mechanism of escape for one or both spouses from the troubling, restrictive and troubled marital life, resulting in a number of negative consequences that affect both divorced people, especially the divorced woman and her children if any" (Karima, 2017, p. 153).

### **EFFECTS OF DIVORCE:**

There is no doubt that the separation of children from their parents, including what was caused by (divorce), causes an unstable social family atmosphere, characterized by tension, anxiety and turbulent social relations within the family, and thus the child is affected and his relationship is strained, which leads to poor adaptation to his society in which he lives and the appearance of psychological disorders. Scientists emphasized that painful experiences have an impact on his personality traits, which makes him feel insecure, and these experiences develop a predisposition to anxiety, fear and tension, and the formation of negative concepts of himself. psychological studies confirmed that the deprivation of parents and care leads to dynamic disorders for the child, because his psychological development is dependent on parental affection, and the first degree is care by the mother, who provides affection and satisfies the child's physical and psychological needs (Ismail, 2009).

### **POSITIVITY:**

Islam has taken care of the children and instilled in them positivity since their childhood, from the moment the soul is breathed, the fetus begins to move as if he wants to reject stillness and calmness. There is also the acquired positivity, the burden of its development falls on the parents in particular and the surrounding environment in general, so that the whole duty falls on the parents to promote this positivity, which depends

on two things (human effort and divine aid), both of which are inseparable; whatever the human effort and endeavor to reach his near or distant goals, unless he is fortunate, he will fall into an unprotected circle.

Ulwan and Altalaa (2014) believe that positivity is the student's ability to achieve psychological balance and effective compatibility with all the pressures to which he is exposed, take responsibility and overcome the issues he faces.

Azab (2021) points out that positivity is a dynamic, multidimensional process that helps a student develop personal capabilities, and enables him to solve problems and deal with the pressures he is exposed to, with the aim of achieving effective compatibility and balance.

Taalab (2018) emphasizes that positivity is a multidimensional hypothetical psychological component that refers to an individual tendency to see life from a positive perspective and organize its experiences in a satisfactory manner.

The importance of positive thinking is clarified in that it increases human status, as thoughts are the main pillar on which most countries are founded, and thoughts are the basis of everything we build. positive thinking brings, also, happiness, as there is a positive correlation between the aspects of positive thinking of the personality and the ability to love, tolerance with oneself, appreciation of beauty, creativity, love of science, wisdom and satisfaction in life, and makes the individual self-confident who loves change and taking risks for the sake of success (Saad, 2021).

#### **THEORIES OF POSITIVE THINKING:**

There are many theories that have tried to explain positive thinking, including:

##### **ALBERT ELLIS' THEORY:**

The theory argues that thinking and emotion are two interrelated processes and that controlling an individual's thoughts depends on controlling his emotions and that individuals contribute greatly to the creation of their psychological issues, symptoms and consequences due to their irrational interpretations and analyzes of the situations and events they experience (Al-Waeel, 2021).

##### **SELIGMAN'S THEORY (SELIGMAN, ET AL., 1988)**

The theory focused on modifying erroneous ideas and replacing negative, pessimistic, defeatist ideas with realistic and positive ideas based on the main idea that both optimism and pessimism are two styles of thinking to interpret facts and events and that our interpretation of the facts is not limited to facing a special case of success or failure, but rather it depends on the idea we form about the value of the general value we give to ourselves, our potential and our chances in life, and that we learn optimism or pessimism based on our experience and upbringing pattern. In other words, socialization, professional and social experience, and educational level have a great impact on the development of positive and negative thinking (Saad, 2021).

#### **ACADEMIC ACHIEVEMENT:**

Academic achievement is of special importance to the student, as it is the main criterion for moving from one grade to another, in addition to the effects it has on the formation and shaping of his personality and his sense of personal satisfaction and happiness or self-actualization. Academic achievement leads, also, to obtaining certificates or recognition from others such as peers, parents or close relatives or helping the individual obtain a job that provides him with some kind of stability in life.

The "achievement score" has been the experimental field for researchers in the field of educational psychology. A lot of studies and research have been conducted and are still being conducted to discover the factors that facilitate obtaining high achievement scores, and to identify the factors that hinder this in order to eliminate them later. Researchers, in this respective, took two directions; one direction dealt with

environmental variables, while the other direction focused on variables related to the learner's personality (Raddadi, 2002).

Al-Zayyat (2001) and Abdulkaksoud (2003) argue that academic achievement is the amount of knowledge and skills that the student obtains through the study subjects during the academic year, which can be measured by school tests conducted during and at the end of the academic year, and is expressed by the scores obtained by the student in these tests.

Al-Jaber (2002) summarizes academic achievement as an indicator of the mastery of knowledge and information and is acquired through training on a specific skill or achievement of a course, and performance is quantified.

### **FACTORS AFFECTING ACADEMIC ACHIEVEMENT:**

Psychologists and educationalists have been interested in academic achievement as a complex psychological educational phenomenon that involves a large number of variables like other psychological phenomena, and the level of achievement reached by the student depends on several factors, including the following:

#### **1. Mental factors:**

Many studies have emphasized the existence of a significant and positive relationship between academic achievement and a set of mental factors such as intelligence (Deary, et al, 2007), numerical ability, spatial ability, reasoning ability, verbal ability, linguistic ability and thinking ability. Although mental (cognitive) factors are significant factors in their impact on academic achievement, they are not the only factors on which it depends, there are other non-cognitive factors related to academic achievement.

#### **2. Motivational factors:**

Many researchers have been interested in addressing the relationship between academic achievement and some motivational factors for students because of the prominent role that motivations play in directing the activity of the individual. Findings of most of these studies have revealed a relationship between academic achievement and some motivational factors such as curiosity, as shown by the study of Al-Adl (2002).

#### **3. Personal and social factors**

Results of many studies show that academic achievement is related to students' personality traits, as Abdulmuti (1996) pointed out that there was a relationship between emotions (love or hate of a school subject) and a person's ability to learn, remember and recall.

#### **4. Other factors:**

The interest in the student (personal factors) alone cannot achieve the desired and expected result in predicting academic achievement, due to the intervention of other factors that are not related to the student and are not less important in affecting academic achievement. The results of Al-Adl's study (2002) indicated a positive relationship between student achievement and some teacher attributes (cooperation, emotional balance, activity, hard work, objectivity, fairness, self-confidence, self-sufficiency, adventure, flexibility, creativity, compatibility, order, reasoning, ability to form relationships with others, firmness, intelligence, enthusiasm, attention, sociability, and motivation to work). The study found a negative relationship between student achievement and some teacher personality traits (anxiety, emotional warmth, independence in viewpoint, emotional equanimity, submission, control, responsibility, and self-affirmation).

From the above, it is clear that achievement is influenced by several cognitive and non-cognitive mental variables. Hence, studying academic achievement from the cognitive perspective only gives us only a simplified

and insufficient vision about the nature of this complex educational phenomenon because the achievement level of an individual does not depend on his potential and mental abilities only, but is also affected by many social, economic, motivational and emotional variables.

## **LITERATURE REVIEW:**

### **1. Studies on divorce:**

Gharaibah and Ulimat (2012), investigated the psychological and social effects of divorce on children. The study was conducted on a sample of children of the Guest House in the Jordanian Women's Union. The sample consisted of (152) families who come to watch their children in the Guest House for the Child. The study found a prevalence of social problems and suffering among children of the divorced, as well as issues in the social and behavioral relationships. It was indicated that mother appears to be exposed to issues in social relationships and economic issues.

Nilgun's study (2013) aimed to identify the effects of divorce on children. The study sample consisted of 380 divorced men and women. The study found that marital conflict that ends in divorce negatively affects the social and psychological conditions of children, and showed, also, that children suffer from many emotional issues.

The study of Al-Dardiri (2014) aimed to determine the relationship of divorce and its impact on academic achievement between males and females of the children of the divorced in the stages of basic education. Sample of the study contained male and female students of the children of divorced men and women in the high and middle schools. Findings of the study indicated that there was a correlation between the psychological effects of divorce and academic achievement of the children of the divorced. There were statistically significant differences among participants due to the age variable to be affected by divorce for the children of divorced men and women.

Lansford's study (2014), aimed to identify the impact of divorce on the psychological problems suffered by children. Sample of the study consisted of 490 children. Findings showed that divorce has a significant impact on children's academic achievement, problems and social relationships among children. The study recommended developing policies to reduce this problem, and developing strategies for children to help them adapt.

Al-Ghariri (2016) conducted an analytical study that aimed at identifying the most important psychological and social issues that children of the divorced may face. The study found that children whose parents decide to divorce may be at risk of emotional disorders, psychological and social problems, and social and school maladjustment compared to the children from stable families.

Erickson's study (2018), aimed to compare foster children with their classmates who stay with their families, which are considered stable families with the presence of both parents, and the difference between these two groups in terms of achievement performance. Findings of the study indicated that foster children have the highest share of the risks that threaten their academic achievement stability in terms of academic failure, the need for strengthening classes. The study found that some of them drop out of school and neglect to complete them completely, unlike children who come from stable families, whereas their achievement performance is more accomplished.

### **2. Studies on positivity:**

Rostami, et al. (2017) conducted a study that aimed to identify the effectiveness of training on positive thinking skills in increasing the happiness of male adolescents with physical motor impairment. The sample consisted of (16) of high school students in Tehran. Results indicated that training on positive thinking skills had a positive effect on increasing the happiness of adolescents with physical motor impairment.

Azab's study (2021) aimed to identify the effectiveness of an integrative counseling program to develop positivity and its impact on life satisfaction among high anxiety adolescents. The sample consisted of (30) high anxiety male students from high school students. The results revealed that there were individual differences between the mean ranks of the scores of the experimental group students on the pre- and post-test of the scales of positivity and life satisfaction, in favor of the post-test. There were differences between the mean ranks of the scores of the experimental and control groups' students on the positivity and life satisfaction scales in the post-test, in favor of the experimental group.

### **3. Studies on academic achievement:**

The study of Maqirhi (2017), investigated family conditions and their relationship with the academic excellence of the students in the city of Al-Wadi, Algeria. The study focused on finding out the family conditions and the academic excellence of the students. The study sample consisted of 100 middle school students with academic excellence. The study found a relationship between the good social level, which is determined by family stability, family size, family organization and family relationship, academic achievement. The study concluded that social level affects the student's academic path negatively or positively.

Al-Grace's study (2018) aimed at revealing the relationship between family moral violence and low academic achievement among female middle school students. The study found that female students do not know the concept of family moral violence, and that there was a weakness in the educational activities of battered students, besides their low level of academic achievement.

Al-Zahrani's study (2020) aimed to identify psychological security and its relationship with academic achievement in a sample of high school female students in the Al-Baha Region. Findings of the study revealed that there was a statistically significant relationship at the level of (0.01) between the mean scores of psychological security and academic achievement among the high school female students in the Al-Baha Region.

The study of Siyata and Baaziz (2021) aimed to identify family disintegration and its impact on academic achievement among middle school students in Adrar City, Algeria. The study was conducted on 60 male and female students, and the results revealed a statistically significant relationship between family disintegration and academic achievement.

The study of Alabi, et al. (2021) investigated the use of family instability as an indicator of academic performance, as 200 participants took part in the study. Results showed that there was a significant relationship between family instability and academic achievement for high school students.

### **COMMENTARY ON PREVIOUS STUDIES:**

It is clear from the review of previous studies that most of the research focused on the impact of divorce on the psychological, social and behavioral aspects of children, and some focused on academic performance. However, the link between divorce and the positivity variable in particular has not received the same amount of attention, which distinguishes the current study.

While the study of Gharaibah and Ulimat (2021) showed that divorce leads to the emergence of behavioral issues among children, Nalqin (2013) emphasized the relationship between divorce and emotional problems, and Al-Dardiri's study (2014) showed the relationship between divorce and academic achievement, focusing on the differences between males and females.

However, studies such as Rostami, et al. (2017) and Azab (2021) addressed positivity as an independent variable of the divorce experience, without directly linking positivity and academic achievement under divorce.

Thus, the current study fills a knowledge gap by examining the relationship between divorce on the one hand, and positivity and academic achievement on the other hand, which fosters the importance of its findings and directs future research towards this vital link.

### **METHODS AND PROCEDURES:**



### Method of the study:

The study adopts the descriptive method as one of the methods used in descriptive studies.

### Study population:

The study population consisted of all male and female high school students in the Department of Education in Buraidah, whose number is approximately (12000), for the academic year 1446 AH.

### STUDY SAMPLE:

#### A- The pilot study sample:

The pilot study sample, by which the psychometric efficiency of the scale was verified, consisted of 69 high school male and female students, selected randomly, and were administered the scale in the third semester of the academic year 1446 AH.

#### B- The main sample:

It is the sample of male and female students from the children of divorced parents, and their number amounted to 166 male and female students, from high schools in the Qassim region, in the third semester of the academic year 1446 A.H. The following table shows the distribution of the sample students according to the different variables:

Table (1) Distribution of students in the research sample according to different variables

City	Number	Percentage	Gender	Number	Percentage
Buraidah	50	24.1 %	Male	84	50.6%
Unaiza	28	16.9 %	Female	82	49.4 %
Al-Rass	47	28.3 %	Grade	Number	Percentage
Al-Madhanib	40	30.1 %	First	63	38 %
Al-Bada'i	1	0.6%	Second	49	29.5 %
Academic grade	Number	Percentage	Third	54	32.5 %
Fair	9	5.4 %	Residence	Number	Percentage
Good	22	13.3%	With the mother	91	54.8 %
Very Good	43	25.9%	With the father	56	33.7%
Excellent	92	55.4%	Other	19	11.4%

Table (1) shows that:

The largest percentage of students in the current study sample was from the City of Buraidah, with a percentage of 30.1%, followed by Al-Rass Governorate with 28.3%, then Al-Mithnab Governorate with 24.1%, then Unaiza Governorate with 16.9%, and finally Al-Bada'i Governorate with 0.6%. In terms of gender, the percentages of males and females are almost equal in the study sample where the sample of males reached 50.6%, while females reached 49.4%. As for the grade level, the largest percentage of students are in the first grade with 38.0%, followed by the third graders with 32.5 %, then the second graders with 29.5%. In terms of student residence, the largest percentage of students live with mother by 54.8%, followed by those who live with father by 33.7%, and the percentage of those who live with guardians other than the mother and father amounted to 11.4%. As for the academic grade, the largest percentage of students obtained an 'excellent grade' by 55.4%, followed by a 'very good grade' by 25.9%, a 'good grade' by 13.3%, and a 'fair grade' by 5.4%, which can be seen from the following figures:

### INSTRUMENTS OF THE STUDY:

The Positivity Scale by Caprara et al. (Caprara et al., 2012) was used to assess people's positive outlook on self, life and the future as well as trust related to others. The scale consists of 8 items that are responded according to a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) and the total score on the scale ranges from 8 to 40, where a high score indicates a high level of positivity.

Al-Dosari and Al-Rashoudi (2023) adapted scale to the Saudi environment, where it appeared to have a high level of reliability and validity.

### PSYCHOMETRIC PROPERTIES OF THE SCALE:

**Validity:** The validity of the current scale was verified through the following methods:

#### 1- Internal consistency among scale items:

The internal consistency among scale items was confirmed using the Pearson Correlation Coefficient to calculate the correlations between the scores of each item and the total score of the scale. The correlation coefficients are shown in Table (2):

Table (2): Correlation coefficients between the scores of items and the total score of the scale

No	Correlation coefficients	No	Correlation coefficients
1	**0.759	5	**0.804
2	**0.541	6	**0.802
3	**0.690	7	**0.827
4	**0.522	8	**0.805

\*\* Significant at the 0.01 confidence level (the tabular correlation coefficient at a sample size of 35 and a confidence level of 0.01 is (0.4182)).

From Table (2), it is clear that the correlation coefficients between the scores of items and the total score of the scale are all positive and statistically significant at the significance level of (0.01), which confirms the homogeneity of the scale items among themselves and their coherence with each other.

#### 3. Construct validity of the scale:

The validity of the scale was confirmed using Confirmatory Factor Analysis, one of the applications of Structural Equation Modeling, which is based on the idea of testing the congruence between the covariance matrix of the variables included in the analysis and the matrix actually analyzed by the hypothesized model, where a latent factor representing positivity was assumed to be loaded by 8 items. After determining the model, it was subjected to confirmatory factor analysis using the statistical program Amos V.25, utilizing the maximum likelihood ML method, the goodness-of-fit indices for each of the two models were as shown in Table 3.

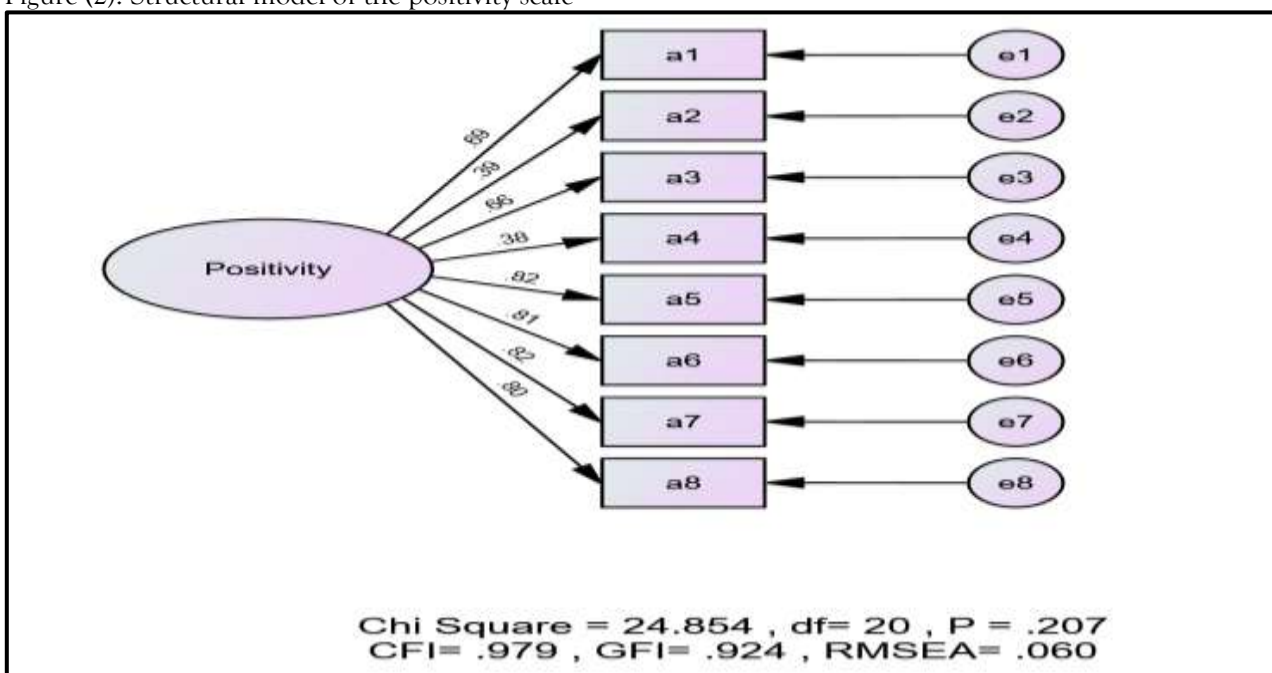
Table (3): Goodness-of-fit indices for the hypothesized model of the positivity scale

Index	Value	Maximum
$\chi^2$	24.854 Not significant	Chi-square is Not significant
df	20	
$\chi^2/df$	1.243	Less than 5
GFI	0.924	

	Index	Value	Maximum
AGFI	Adjusted Goodness-of-Fit Index	0.863	Goodness-of-Fit increases as the index gets closer to 1
CFI	Comparative Fit Index	0.979	
IFI	Incremental Fit Index	0.980	
NFI	Standardized Fit Index	0.905	
RMSEA	Root Mean Square Error of Approximation	0.060	Goodness-of-Fit increases as the index gets closer to 0. If it exceeds 0.1 the model is rejected

It is clear from Table (3) that the hypothesized model of the positivity scale closely matches the sample data; the ratio between the  $\chi^2$  and the degrees of freedom was less than 5 and the values of (GFI, AGFI, CFI, NFI, IFI) indices were all of high values, as well as the RMSEA was less than (0.1), which confirms the construct validity of the scale. Figure (1) shows the construct model of the scale and the loadings (standardized regression weights) of the items:

Figure (2): Structural model of the positivity scale



From Figure (2), it is clear that the items of the scale have acceptable loadings (standardized regression weights); the loadings ranged between (0.38) and (0.82), and the previous results confirm the construct validity of the positivity scale.

#### SCALE RELIABILITY:

The reliability of the scale was confirmed using the Cronbach's Alpha, where the reliability coefficient reached (0.855), which is a good and statistically acceptable reliability coefficient. From the above it is confirmed that the scale has reliable statistical indicators, which confirms the appropriateness of its use in the current study.

# STATISTICAL METHODS USED:

- Frequencies and percentages to describe the characteristics of the study sample.
- Pearson Correlation Coefficient.
- Confirmatory Factor Analysis.
- Cronbach's Alpha Coefficient.
- Frequencies, percentages, mean, standard deviation, and one-sample t-test in exploring the effect of parental divorce on children's positivity.
- Chi-square test to find out the effect of parental divorce on children's academic achievement.
- Independent-samples T-test in comparing students' positivity according to gender.
- One-way ANOVA in comparing students' positivity by economic status and whom the student lives with.

# RESULTS:

## First: Results of the first research question:

The first research question stated "Does parental divorce affect the positivity among high school students?"

To answer this question, the frequencies, percentages, means, and standard deviations of the students' scores in each item of the positivity scale were determined, as shown in the following table:

Table (4): Level of positivity among high school students of the divorced children in Qassim region.

No	Item	Response	Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly agree	Mean	Standard Deviation	Degree of verification	Rank
1	I have great faith in the future.	Frequency	2	2	15	50	97	4.434	0.804	Very high	1
		Percentage	1.2	1.2	9	30.1	58.4				
2	Others are generally here for me when I need them.	Frequency	5	12	35	72	42	3.807	0.996	High	7
		Percentage	3	7.2	21.1	43.4	25.3				
3	I am satisfied with my life.	Frequency	1	5	11	78	71	4.283	0.769	Very high	3
		Percentage	0.6	3	6.6	47	42.5				
4	At times, the future seems unclear to me.	Frequency	28	59	58	15	6	2.470	0.995	Low	8
		Percentage	3.6	9	34.9	35.5	16.9				

N o	Item	Response	Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly agree	Mean	Standard Deviation	Degree of verification	Rank
5	I generally feel confident in myself.	Frequency	1	6	19	62	78	4.265	0.847	Very high	4
		Percentage	0.6	3.6	11.4	37.3	47				
6	I look forward to the future with hope and enthusiasm.	Frequency	2	3	28	61	72	4.2	0.866	Very high	5
		Percentage	1.2	1.8	16.9	36.7	43.4				
7	I feel I have many things to be proud of.	Frequency	4	8	25	51	78	4.151	1.007	High	6
		Percentage	2.4	4.8	15.1	30.7	47				
8	On the whole, I am satisfied with myself.	Frequency	1	2	17	58	88	4.386	0.768	Very high	2
		Percentage	0.6	1.2	10.2	34.9	53				
Level of positivity as a whole								4.131	0.882	High	

It is clear from the previous table (4) and in general, that positivity among the students of the study sample is at a high level and close to very high, as the mean total score of the scores reached (4.131 out of 5) with a standard deviation of (0.882), and five of the sub-items were with a very high level, two with a high level, and only one with a low level, which is a negative item, noting that the order of the scores of this item was reversed when summing the total scores on the scale. One sample t-test was used in comparing the mean scores of the participants and the hypothesized population mean (equals 3) in order to identify the significance of the differences between the mean scores of the sample and the population mean, hence the results came as shown in the table (5).

Table (5): Significance of differences in positivity among high school students due to gender differences (Degrees of freedom =164)

Mean	Standard deviation	Hypothesized Mean	'T' value	Verification Percentage	Positivity Level
31.988	4.571	3	81.702	79.97 %	High

- It is clear from table (5) that there are statistically significant differences at the level of (0.01) between the actual mean of positivity among high school students and the hypothetical mean of the population, in favor of the actual mean, which confirms that the level of positivity among students is high, and the level of positivity reached 79.97 %, and therefore we can conclude that parental divorce does not affect the positivity of children.

### Second: Results of the second research question:

The second research question stated, "Does parental divorce affect the academic achievement of high school students?"

To answer this question, the number and percentage of students in the study sample were determined according to their academic grades, as shown in the following table:

Table (6): Students' academic achievement level in a sample of students whose parents are divorced in Buraidah.

Academic grade	العدد	Percentage	Chi-Square Value
Fair	9	5.4 %	** 96.120 Degrees of Freedom=3
Good	22	13.3 %	
Very good	43	25.9 %	
Excellent	92	55.4 %	

It is clear from the previous table (6) that the highest percentage of students had an excellent academic grade by 55.4%, followed by students with a very good grade by 25.9%, then students with a good grade, and the lowest percentage of students had a fair grade by 5.4%. The chi-square value for the significance of the differences between the number of students according to the academic grade was (96.120), which is a statistically significant value between the proportions of students according to the academic grade. It is obvious that the higher percentage was in the case of higher grades, and here, in general, it can be concluded that divorce does not affect the academic grade, and its effect can even be considered positive, as the higher percentage of students had high grades.

### Third: The results of the third question:

The third research question stated "Are there differences in the effect of divorce on positivity among high school students due to gender (male-female)?"

The Independent Samples T-test was used to find out the significance of the differences between the mean scores of males and females in positivity, and the results were as shown in Table (7):

Table (7): Significance of differences in positivity among high school students due to gender differences (degrees of freedom = 164)

Gender	Mean	Standard Deviation	'T' Value	Significance Level	Effect Size d
Males	31.30	4.700	1.987	0.05	0.308
Females	32.70	4.351			

Table (7) shows that there are statistically significant differences at the (0.05) level in the positivity among high school students due to the difference in gender, in favor of females. The 'd' value as an indicator of the effect size was (0.308), which shows that the differences between males and females in positivity are weak.

#### Fourth: Results of the fourth research question:

The fourth research question stated "Are there differences in the effect of divorce on positivity among high school students due to economic status?"

The One-Way ANOVA test was used to determine the significance of differences in positivity due to differences of economic status (no income, less than 5000 SAR, more than 5000 SAR), and the results were as shown in the following table:

Table (8): Means and standard deviations of positivity among high school students according to economic status

Economic status	Number	Mean	Standard Deviation
No income	25	30.840	4.190
Less than 5000 SAR	63	32.175	4.716
More than 5000 SAR	78	32.205	4.571

It is clear from Table (8) that there are apparent differences between the mean scores of students in positivity according to economic status, and to verify the significance of these differences, One-Way Analysis of Variance was used, taking into account that there was homogeneity among the three groups in the variance, as the value of the Levene Test for homogeneity of variance reached (0.340), which is statistically insignificant, and the results were as shown in Table (9):

Table (9): Significance of differences in positivity among high school students, due to differences in economic status

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	38.819	2	19.409	0.928	0.397 Not Significant
Within Groups	3409.157	163	20.915		
Total	3447.976	165			

It is clear from Table (9) that:

- There are no statistically significant differences in positivity among high school students due to differences in economic status.

#### Fifth: Results of the fifth research question:

The fifth research question stated "Are there differences in the effect of divorce on positivity among high school students due to whom the student lives with (father, mother, other)?"

One-Way Analysis of Variance (ANOVA) was used to detect the significance of differences in positivity due to whom the student lives with (father, mother, other), and the results were as shown in the following table.

Table (10): Means and standard deviations in positivity among high school students, according to with whom the student lives

Who the student lives with	Number	Mean	Standard deviation
Father	91	32.385	4.709
Mother	56	31.643	4.227
Other	19	31.105	4.909

It is clear from Table (10) that there are apparent differences between the mean scores of students in positivity according to whom the student lives with. To verify the significance of these differences, One-Way Analysis of Variance (ANOVA) was used, taking into account that there was homogeneity among the three groups in the

variance, where the value of the Levene Test for homogeneity of variance reached (0.614), which is statistically insignificant, and the results were as shown in Table (11).

Table (11): Significance of differences in positivity among high school students, due to with whom the student lives

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	35.791	2	17.895	0.855	0.427 Not Significant
Within Groups	3412.185	163	20.934		
Total	3447.976	165			

It is clear from Table (11) that:

- There are no statistically significant differences in the positivity of high school students according to with whom the student lives.

## DISCUSSION OF THE RESULTS:

**First: There are no significant differences in the level of positivity among students whose parents are divorced.**

This result indicates that divorce hasn't a direct impact on students' feeling of positivity, which may be attributed to individual factors such as adaptability, as well as the social support provided to students, in addition to the role played by the school and the extended family in fostering their positive outlook to life.

**Second: There is no direct negative impact of divorce on students' academic achievement:**

This suggests that some students seek to compensate for the loss of family stability through academic excellence, which gives them a sense of accomplishment and ability.

These students also receive support from other parties, perhaps the most important of which is the support provided by our government in the Kingdom of Saudi Arabia for divorced women through the programs that are offered to them.

Also, the school environment and academic attention can have a great role in supporting students and their academic excellence.

**Third: There are no significant differences in positivity due to parental status (divorced, non-divorced):**

This result can be explained by the existence of personal factors that enable students to adapt to the circumstances of divorce, such as optimism or social support from other parties (such as relatives or friends), and the school environment plays a role in their psychological stability, which maintains their levels of positivity.

**Fourth: There are no significant differences in academic achievement due to parental status:**

This result indicates that divorce does not necessarily affect academic achievement, especially if appropriate academic and psychological support is available to students, and that personal ambition and the desire to prove oneself may motivate students to overcome the effects of divorce on their academic level.

**Fifth: There are differences in positivity due to the gender variable, in favor of females:**

This result is attributed to the fact that females are more expressive of their feelings and more likely to seek social support, which contributes to maintaining their positivity. Society sometimes encourages females to maintain psychological cohesion, which raises their level of positivity compared to males.



## RECOMMENDATIONS:

1. The need to strengthen school counseling programs that support male and female students from divorced families and help them develop positive adaptation.
2. Promoting family awareness of the importance of providing a stable and supportive environment for children and students, to ensure the continuity of academic achievement.
3. Providing workshops for students that focus on building positivity, psychological resilience, and the ability to cope with pressures.
4. Inviting researchers to conduct future studies that address other variables such as anxiety, psychological resilience, and family support and their impact on academic achievement.
5. Promoting cooperation between institutions and families to achieve a supportive educational and psychological environment.

## ACKNOWLEDGEMENT

The researcher extends his sincere thanks and gratitude to Qassim University, represented by the Deanship of Graduate Studies and Scientific Research, for its financial support of this research under the grant number (coe-2024-5-26-w-20044) during the year 1446 AH / 2025 AD.

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