

EDITORS

Prof. Hasan ARAPGIRLIOGLU
Assist. Prof. Atilla ATIK
Prof. Robert L. ELLIOTT
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**RESEARCHES ON SCIENCE AND ART
IN 21ST CENTURY TURKEY**

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CHAPTER 310

SHORT AND LONG-TERM NEGATIVE EFFECTS OF PARENTAL DIVORCE ON CHILDREN

Besra TAS

Divorce

During the historical process, it is seen that family structure gradually changes. Dreikurs (1968) thinks that the central reasons of the spouses deciding to get a divorce are connected with status change in the society and acquiring economic independency. Divorces in the past were understood as the end of the family structure, but today, it is also perceived as a new beginning. Fithenakis / Niesel / Kunze, (1982) mention four main stages while defining divorce process of the spouses; these are defined as complicated, social, legal and psychological process. First stage includes dependent psychological status of children, second stage includes family status, third stage includes social status and fourth stage includes cultural status. Wallerstein / Blakeslee (1989) defines divorce stage of spouses as three stages following the linguodental studies carried out on spouses divorced for 25 years and their children. They mention these three stages as interconnected. In the first period which is the **emergency phase**, problems start, one of the spouses withdraws himself/herself, they get angry and move away from each other sexually. As Wallerstein / Blakeslee (1989), (2002) describes this phase, they state that more than half of the spouses who experience this process resorts to violence or they are exposed to it and unfortunately, this exposure is realized in front of the children. And in this period, one of the spouses leaves the house. In the emergency phase, the period after separation may last for a few months or two years. In the **transition phase** which is the second period, family members are introduced new roles. In this phase where new relationships should be built, it is obvious that this new beginning is especially difficult for children as well as individuals and parents who get separated in terms of new environment, friends, school and business life. Individuals and children experience the complicity of these new roles. This phase is defined as a phase in which a great effort is made both for parents and children. Strengthening and stabilizing phase which is the third phase is defined as establishing new family after divorce or as new life period. This phase is also explained as the process of divorce, fatigue, the formation and passage of new life (Wallerstein / Blakeslee, p.32). Kurdek (1981) describes the complexity problem level of the divorce process with five environmental systems which are developmental ecological theories of Bronfenbrennerin (1979). These are: Microsystem, mesosystem, ecosystem, macrosystem and chronosystem. The first level, the microsystem, encompasses the environment in which the individual lives. This environment includes contexts such as a person's family, peers, school and close physical environment. The microsystem includes quality family interaction with family members before and after divorce. The second stage, the mesosystem, involves relations and connections between microsystems. The third phase, the ecosystem, involves the post-divorce process and includes the current state of social interaction. This phase consists of connections between a social environment in which the individual is not actively involved and the immediate surroundings. In the macro system, which is defined as the fourth stage, the divorced individuals have their cultures, values and customs. So this is the culture in which the individual grows up and lives. The last phase, the chronosystem, explains how the post-divorce situation and the sociological and historical conditions, the lifelong transition and the environmental events take place in a pattern. When the studies by Wallerstein / Blakeslee (1989), Dreikurs (1968), Fithenakis / Niesel / Kunze, (1982) who are the experts in this regard are analysed, it is seen that they mention the divorce process and post-divorce process is a difficult transition both for children and adolescents and help must be received.

Divorce and Child

Smith (1998) describes these emotions in four groups, indicating that the ages of the children whose parents are divorced do not affect what kind of change their emotions will go through. In the "sadness" stage, which he defines as the first stage, the child spreads his sadness and experiences the feeling of loneliness. At most, the child is sad about "losing" a parent. Smith describes this emotion as "sadness". It is mentioned that "longing" accompanies this sadness stage. The feeling of anger felt by the child in the second stage is explained as the child's anger of not being able to intervene and the feeling of feeling helpless. The reason for the child's sense of resentment is that parents want to turn the negative situation they are experiencing into a positive direction, but they do not know how to translate it. Fear, the third phase of emotion, involves not only the child but also the future. The child has anxiety about not knowing whether this separation is related to him or her and the fear of change that he or she will have to live in the future. In the fourth stage, which is defined as complexity, the reason why the child's parents should be separated is in the feeling complexity and cannot give meaning to this situation. At

this stage, the child is also forced to come to their side by both parents both emotionally and physically (Smith, 1998: 133). At the same time, children are forced to choose one of the sides in this process. In this case, the child starts to falter in terms of loyalty. The child experiences complexity in this process, the problem of trust disappears, the child suffers (Smith, 1998: 133). KLOSINSKI (2004) defines the feelings that children experience during the separation process as children's inability, sadness, anger and complexity. He emphasizes the importance of giving sensitive and careful time to the questions of children during the separation phase (KLOSINSKI, 2004, P. 158). Here parents are aware of their responsibilities and are obliged to convey the necessary information for the child's well-being and to receive and relieve the child's concerns about the subject. In very young children, it indicates that it is done in symbolic language, with some older children in verbal communication (Klosinski, 2004, P. 158). Langenmayr / Kardas (1996) explains their study as "Ambivalence": Parents 'process of confusion, the period when parents' decision to separate is uncertain. In this process, the parental problems of parents exceeding two years but not yet divorced seems to have the ability to tolerate the anger environments but not tolerate them for a long time (Langenmayr / Kardas, 1996, P. 146). These children concluded that other parents had more aggressive behaviors when compared to children divorced within a year or two (Langenmayr / Kardas, 1996, P. 146). Parents with a short divorce and short-term divorce resulted in more aggressive behaviors when compared to other children whose parents are divorced within a year or two (Langenmayr / Kardas, 1996, P. 146). Parents with short divorce and short-term divorce difficulties and problems are found to have a favorable development of self-initiative abilities when compared to these two groups (Langenmayr / Kardas, 1996, P. 146).

Children's Inward and Outward Behavior

Children exhibit visible and invisible behavior to parents' divorce. Figdor (1997) refers to divorce behaviors that are visible and invisible. (Figdor, 1997, P. 30f.). Hetherington (1980) notes that children have a decline in the negative effects of divorce, and that the process of feeling good again is usually a year after divorce (Hetherington, 1980, P. 16). Some children do not show longing for their parents because of their parents' divorce after the divorce. They do not say that they miss the leaving parent and they want to see and miss the parent. These children seem normal in their behavior and stay away from problems. In the school, they seem to fulfill the expectation and be loving. They participate in school activities and this area looks problem-free. In this way, most parents are mistaken and think that their children are not adversely affected after divorce (Figdor, 1997, P. 30f.). Figdor indicates that this is not real, and later the children show about negative stereotypes and parents are surprised. Especially in the female children, it is explained that these kinds of problems are seen, and it is indicated that the children sacrifice themselves with excessive assistance. Boys indicate depressive behavior (FIGDOR, 1997, P. 30f.). Unusual behaviors that children / young people seem to have shown their parents to divorce and divorce are more positive than children to show that they are good (HÖTKER-PONATH, 2008, P. 22). These apparent negative behaviors are perceived as a burden for the parents. Because besides their own burdens arising from divorce, the burdens of children are heavy. These parents desire more contended children (Hötker-Ponath, 2008, P. 22). Unusually reactive behaviors that children show to their parents' divorce are more positive than children showing their feelings of well-being. These apparent negative behaviors are perceived as a burden for the parents. Because of their own burdens arising from divorce, they carry the burden of children too, which they feel as heavy. Parents desire more contended children in such situations (Hötker-Honath, 2008: 22).

Victimization of Children in Divorced Families

Divorce among spouses usually ends up in one winner. Children are always a party to their parents' divorce. Because they are compelled to this separation. There are no good or bad sides for children. They like both sides and want to live together, to be with both sides. According to scientific studies by Friedrich (2004), Wallerstein and Blakeslee (1989), victimization of divorced family children is stated. Children perceive their parents' divorce different than parents. Parents' divorce for children is a development that brings with it pain and suffering. However, parents perceive this new development as a new beginning (Friedrich, 2004: 188, Wallerstein and Blakeslee, 1989: 35). Parents believe that after the divorce process is over, the process in terms of divorce for children is over or no separate application is needed. However, it is stated that "the parents of the children they forget after separation and divorce will remain their parents for a lifetime after divorce and have certain responsibilities" (Stolz and Strini, 2009: 140). Because children experience the pain of longing for their parents' sadness, longing, first love and parental love. Especially if children are not aware of something that is not good at family and they are surprised to learn about the news of divorce, the next period can be much more difficult, intolerable and unsafe for the child (Textor, 1991: 48).

Divided Loyalties of Children between Mother and Father

One of the most challenging issues for parents of children in the divorce process is the inability to identify the sides (Loyalitätskonflikt) (Wallerstein and Blakeslee, 1989, P.36). Children who experience their parents' divorce or separation difficulty do not know where they belong and are dragged by parents here and there (Hafter, 1979: 49). Here the emphasis is on the desperation that children fall into their desire to make a choice between their parents. Children are already unexpected, without a doubt, and without reason, it is very difficult to make a choice between who they like and they cannot decide. Because they already love without cause. They want to stand in the middle in these situations, because they do not want to lose both and they do not want to disappoint them with their love. They do not want to give up on either side. This situation is psychologically very exhausting for the child. Even though the child does not yet know how to make such an important decision, it is expected that the child will make such a significant decision immediately and now (Wallerstein and Blakeslee, 1989, P.36). At the same time, it is difficult for the child to find the guilty parent who causes the divorce, and this thought is very tiring for the child. It is even more difficult to understand which parent is not right if some of the events between parents are sometimes mistaken by the child. It is also observed that the parents, who have always taught truth until this time, cannot make any sense. Because both sides offer different reasons. The child questions that which "one of the parents does not speak truth" with a child's thoughts and tires about which one is right (Figdor, 1998: 129f). Another problem tiring for the child is for parents to make sure that the other parent looks bad in the child's eyes. This not only tires the child but also shakes her confidence in the parents. In such cases, the expectation of the spouse by their children is the child not to love the other parent, which is an impossible demand for children. Even if one of the parents is abusive to the other parent, the expectant, disregarding, and departing expectant of the parent who is bad and unfair to the child is heavy and they do not want it (Figdor, 1998: 129). For children, this meaningless and unrecognizable situation causes them to be confused and to feel like they are guilty. Because of the confusion, the child feels guilty for loving the parent who is bad. This situation is quite overwhelming and the child feels desperate (Figdor, 1998: 129).

The Importance of the Father's Role for Children

Psychoanalyst Figdor (1997) studied the divorce of his parents from a child's perspective in his work. Figdor emphasized that the child also gets divorced from the father together with the mother. The child divorces his father after they leave the house. The child has difficulty in recognizing this new situation that develops because he is not accustomed to these separations. The child cannot understand why his father left his mother alone, why the child is with her mother, the child feels abandoned and alone (Figdor, 1997: 34). Thus, he emphasized that the father is not only divorced with the mother, but also with his children. It is indicated that the detection was done by the child. The child questions himself/herself and the father for why he leaves the child. It's like he has been guilty of a crime on this separation and his father's going away and the child feels lost. Most of the time they think that this separation is directly related to themselves, and they consider this separation as their own inability (Figdor, 1997: 34). **"Identity is the most important factor affecting the development process of a person." (Wallerstein / Blakeslee, 1989, p.135)** As children create identities for their future lives, they take on the character characteristics of the nearest people. For this reason, the most important factors in character formation are parents. In addition, there are people in the center of identity formation that children love most, such as grandparents and teachers (Wallerstein / Blakeslee, 1989, p.135). Fthenakis (1996) regards this issue as one of the experts in this field as such. If the children have good communication with the father before the divorce, the children indicate that they have the opportunity to get through this divorce process more easily. At the same time, after the divorce process, he emphasized that if the child had good communication with his or her parents, behavioral disorder is not seen or seen less in these children and that these disorders are disorders that can be repaired. If it is the opposite, an important aspect of childhood, social communication is cut off. These children are also vulnerable to their self-confidence, their ways of social communication in the future (Fthenakis, 1996, p.104).

Long-Term Negative Effects of Divorce on Children

When worldwide studies (Wallerstein / Blakeslee 1989, p. 348; Wallerstein / Levis / Blakeslee 2002, p. 60; Napp-Peters 1995, p. 144f.; Hetherington / Kelly 2003, p. 323f.) are analysed, it is seen that divorce has both long-term and short-term effects on children. After a meta-analysis, it was found that the effect of divorce on long-term negativities on children is related to negative mental status of the parents, low socioeconomic level, limited family communication and mental health status (Amato, Keith, 1991b, s.54). Wallerstein / Blakeslee (1989), with regards to 25 years of longitudinal studies, have shown that divorced family children rarely have negative symptoms during school and adolescence, while young

adults experience psychological problems. At the same time, it is determined that there are problems in the field of family formation in the young adulthood in the future (Wallerstein / Blakeslee, 1989, p. 95). Wallerstein / Blakeslee (1989), (2002) found that after the study of young adults from divorced families, their unhappiness was related to their childhood period when they had missed life, being busy with the problems of their parents in the divorce process. Their efforts to make their parents happy cause them to miss their childhood. These adults express their sadness in adulthood in the future. Amato / Deboer (2001), in their study, concluded that divorced family children had their own families in the future, but had concerns about not being long-term. They are not sure of their own marriage because they have witnessed the marriage process is not long in terms of their parents. Another recent study found that adults in divorced families had problems with attachment and that they saw divorce when they had problems in their own families (Hetherington / Kelly, 2003). In the Wallerstein / Blakeslee (1989) study, it is seen that these young people had problems in their marriage bonding. At the same time, it is also revealed that these young people did not have the ability to live together for a long time. Besides, they were found to have fear of long-term attachment and love. Figdor, (1997) finds that children who grow up in divorced families for many years only through maternal education have had a problem of sexual identity at an early age. Girls who engage in such a process exhibit either excessive feminine or seductive behavior at an advanced age, or vice versa. It has been found that these girls are either too euphoric or excluded their genders or show the opposite (Figdor, 1997: p. 81). The same study shows that these young people also have problems when choosing a wife or family. Young people are either refusing to over-depend on their spouses or vice versa. In the process of living with their spouses, it is observed that they generally displayed very dominant masculine behavior. The same radical communication associations are seen in male adults as well. In the same way, they are either very feminine or vice versa. After a meta-analysis, it is found that the effect of divorce on long-term negativities on children is related to negative mental status of the parents, low socioeconomic level, limited family communication and mental health status (Amato, Keith, 1991b, p.54). Another recent study found that adults in divorced families have problems with attachment and that they see divorce when they had problems in their own families as a solution (Hetherington / Kelly, 2003). In the Wallerstein / Blakeslee (1989) study, it is seen that these young people have problems in their marriage. At the same time, it is also revealed that these young people do not have the ability to live together for a long time. Besides, they are found to have a fear of long-term attachment and love. Children take their parents' positive or negative characteristics as they are. This identity formation can also be achieved without being aware of it. Children not only internalize their behaviors but also record their parents' marital relationships (Wallerstein / Blakeslee, 1989, s.135). These children record their parents' marital relationships many times in an involuntary way for their future lives. This leads to their inability to function in the family-building process. Parents, especially after the divorce and divorce process, behave in a way that affects their children's future family setting outlook. If the divorce process is concluded in a consensual manner, the child is more positive than the process of separation and divorce by the idea of building a future family (Wallerstein / Blakeslee, 1989, p.135). Young adolescents from divorced families reflect the identity they have received from their parents in their own marriage communications. Especially young adolescent girls from divorced families reflect it more, because they compare themselves with their mother (Wallerstein / Blakeslee, 1989, p.135). In another study carried out in Germany, in terms of opinions of marrying with adult college students, it is determined that they reject getting married compared to adolescents from intact families (Tas, 2012, p.159). Tas (2012) determined that female college students from divorced families show more rejecting attitude in terms of marriage compared to male college students in the comparison between young females and males. A similar study is carried out by Tas / Balay (2017) and it is determined that the desire to get married in the future of college students from intact families is stronger than the desire of the college students from divorced families. The opinion to start a family of female and male college students from divorced families is similar. Female college students from intact families have stronger opinions on starting a family compared to male students from intact families (Tas / Balay, 2017). It is determined that the opinion to start a family significantly differentiates according to sibling numbers of college students from divorced families. In terms of marrying an adolescent from divorced families, the following conclusions are obtained. It is possible to say that male college students who is brought up in intact families have a lower score in terms of the opinion to marry an adolescent from a divorced family compared to the male students brought up in divorced families. It is seen that male college students from intact families reject establishing a family with an adolescent female from a divorced family compared to the male college students from a divorced family (Tas / Balay, 2017).

Discussion of Results

In the literature survey on short and long term negativities of divorce on children, parental divorce is evaluated from the viewpoint of children. Parental divorce, as perceived by children, is emphasized by Wallerstein/Blakeslee (1989) As to be experienced differently by children compared to parents, because children lose their family structure which is central and important for their development with divorce. Since divorce disrupts basic structure of the family, it inhibits the healthy development of children (Wallerstein/Blakeslee, 1989, P. 35). Divorce is usually decided by adults and it is not evaluated from the viewpoint of children. However, as emphasized by Wallerstein/Blakeslee (1989), even though it looks like the side that wants the divorce is the winning side, children always lose (vgl. Wallerstein/Blakeslee, 1989, P. 35). A lot of parents may lose their children during this process due to their own problem. However, after the divorce process is completed, parents think there is no need for another practise regarding children even though it is determined that "parents are responsible for their children for a lifetime even after a divorce or separation" (Stolz and Strini, 2009: 140). Many studies around the world show that (Wallerstein / Blakeslee 1989, 87f. 348; Wallerstein / Levis / Blakeslee 2002, p. 60; Napp-Peters 1988; Napp-Peters 1995,p. 144f.; Hetherington /Kelly 2003, p. 323f.) divorce have both short-term negative effect and also long-term effects on children. Also, as a result of literature analysis, it is emphasized that parental attitude is very important during the divorce and after the divorce. Parental attitude determines how much children will be affected from this process. Many parents are now aware of it. A number of experts state that (Klosinski 2004, Schmidt-Denter / Beelmann 1995, Kardas / Langenmayr 1996, Weiss 1980, Langenmayr 1987, Smith 1998) the effect on children following parental divorce is connected with divorce and post-divorce attitudes of parents. Therefore, when the studies by Wallerstein / Blakeslee (1989), Dreikurs (1968), Fithenakis / Niesel / Kunze, (1982) are analysed, it is seen that this is a difficult process that needs assistance both for children and adolescents. Experts (Figdor (1997), Waller-Stein/Blakeslee (1989), Klosinski (2004)) emphasize that children feel guilty during separation and divorce. Since children cannot understand these processes, they think the divorce of their parents is due to their incorrect behavior. Therefore, they experience worry and fear. For this reason, it is important for parents to spend time with their children and to ensure that the divorce is not about them. In such cases, they should tell their children many times a day that children are not guilty and even if they get separated, they will always be their parents. Because even if this is told to children for a few hours, they may experience worry and fear again on the next day. This explanation should be made by both parents. The fact that they will always be their parents to be told by both parents should make children feel safe. One of the aspects that parents should be careful about is not to use children to their own benefit. Children have difficulty in not being able to decide their side (Loyalitätskonflikt) (Wallerstein and Blakeslee, 1989, P.36). Children who have difficulty in terms of their parents' divorce or separation do not usually know where they belong to and they are dragged here and there by their parents (Hafter, 1979: 49). The desperate situation of children to make a choice between their mothers and fathers is emphasized. Children cannot decide since they already love unconditionally. Because their love is already without a cause. They usually stand in the middle, because they do not want to lose either of them and they do not want to disappoint their love. They do not want to give up on them. This situation tires the child psychologically. Even though the child does not know how to make such an important decision, it is expected from the child to make this decision at once (Wallerstein and Blakeslee, 1989, S.36). Figdor (1998) emphasizes that especially parents may behave incorrectly in this case. Another problem which tires the children of their parents is that parents may act like the other parent is bad. This is both tires the child and shakes the child's trust towards the parents. Spouses expect the children not to love the other parent and this is impossible for children. Even if one of the parents is abusive to the other parent, the expectant, disregarding, and departing expectant of the parent who is bad and unfair to the child is heavy and they do not want it (Figdor, 1998: 129). For children, this meaningless and unrecognizable situation causes them to be confused and to feel like they are guilty. Because of the confusion, the child feels guilty for loving the parent who is bad. This situation is quite overwhelming and the child feels desperate (Figdor, 1998: 129). However, parents assert that children are not affected negatively during divorce and after divorce, but children exhibit visible and invisible behavior to parents' divorce. FIGDOR (1997) mentions visible and invisible divorce behaviors (Figdor, 1997, P. 30f). Some children cannot show their longing for their parent due to divorce. They cannot tell that they want to see the parent leaving. These children seem normal and stay away from problems. They do what they are expected to do at school and they look friendly. They participate to school activities and looks flawless in this regard. Therefore, most of the parents are mistaken and think that their children are not affected negatively after divorce (Figdor, 1997, P. 30f.). FIGDOR states that this is not real and children show negative symptoms later on to the parents' surprise. These kinds of problems are seen especially in female children and these girls sacrifice themselves with their excessively helping behavior. Male children show depressive behaviors (Figdor, 1997, P. 30f.). Especially when children show inward behaviors, it can be the most dangerous situation, because it is healthy for them to show their anger, anxiety and fear with outward

behaviors and may prevent long-term negative affects. An expert's support is received following outward aggressive behavior. Otherwise, children are forgotten or thought not to be affected negatively. As stated by Figdor (1997), it causes inward behaviors in young girls and it is not healthy. Wallerstein and Blakeslee, (1989), (2000) determined that this situation turns into long-term negativity in their study. For example, while they establish their own family, they may experience a trust problem and they may not believe love. For this reason, parents should be careful about outward aggressive behavior of their children and they should be happy that they show this behavior, since they can receive an expert's help in this way and long-term negativities can be prevented. Extraordinary reactive behaviors of children to their parents' separation and divorce is more positive since children show their emotions (Hötker-Honath, 2008: 22). One of the mistakes following divorce is to prevent communication of the child with the father, but a father's role is very important for the child. Even though fathers want to take an active role in their children's education, they may not be allowed. As children create an identity for their future, they take on the character qualities of the ones closest to them. Most important factors in creating character are mothers and fathers (Wallerstein / Blakeslee, 1989, s.135). Fthenakis (1996) evaluates this matters as one of the experts in this field. If children has a good communication with the father before divorce, it may be easy for them to get over this divorce process. Also, if the child has a good communication with mother and father, children do not have this behavior disorder or have it less and they can be cured. If the opposite happens, their social communication area is cut off. This damages children's self-confidence and future social communication area (Fthenakis, 1996, s.104). For this reason, it is important to be careful about the consistent communication of children with their fathers. They have to take an active role after divorce and fathers should not be used only for weekends or while buying gifts. This is both difficult for children and fathers. Children may experience long-term negative effects following parental divorce. When worldwide studies(Wallerstein / Blakeslee 1989, 87f. 348; Wallerstein / Levis / Blakeslee 2002, p. 60; Napp-Peters 1988; Napp-Peters 1995,p. 144f.; Hetherington /Kelly 2003, p. 323f.) are analysed, it is seen that divorce has both long-term and short-term effects on children (Wallerstein / Blakeslee, 1989, p. 95). Wallerstein / Blakeslee (1989), Wallerstein / Blakeslee (2002) concluded from a study carried out with young adolescents from divorced families that their happiness is caused by the fact that parents are busy with their own problems during divorce and they cannot live their own childhood period. They try to make their parents happy and cannot live their childhood. These adults state that they are sad about it. They experience problems when they establish their own families. In the study by Wallerstein / Blakeslee (1989), it is seen that these adolescents have commitment problems in their own marriages. They think they cannot live together for a long time. They are also scared of long-term commitment and love. In another long-term study, children grow up with mother's education for long years have sexual identity problem in the future. Young females become overly feminine or flirtatious or just the opposite, quite manly after such a process in the later ages. It is seen that these girls ignore their own gender by wanting to become like boys or just the opposite (Figdor, 1997: p. 81). It is seen in the same study that they also have problems while choosing a spouse or establishing a family. Adolescents become overly committed to their spouses or just the opposite, they reject family relationships and run away. It is seen that they show dominant manly behaviors during this time. This radical communication is also seen in male adults. They show very womanly behaviors or very dominant and manly behaviors. Children take on their parents' negative or positive behaviors. This identity formation can happen involuntarily. Children internalise their parents' behaviors and they record their parents' marriage (Wallerstein / Blakeslee, 1989, p.135). Tas (2012) determined that female college students from divorced families show more rejecting attitude in terms of marriage compared to male college students in the comparison between young females and males (Tas, 2012, p.159). When these studies are analysed, it seems there may be long-term negative effects. Even if they establish a family, they may experience problems in their marriage and see divorce as a solution. Hetherington/Kelly (2003) determined that adolescents from divorced families sees divorce as a solution when they experience problems with their spouses. Only 40% from intact families have this opinion. These adolescents also have trust issues in their relationships (Hetherington/Kelly, 2003, P. 323)

Consequently, children are affected negative due to parents' attitude. Since parents feel lonely during this process, they share it with the children and expect more from them, therefore, children experience a difficult process after divorce. Another problem is that parents include the children into their own problem, they cannot share the children and want the child to choose them. Most of the parents does not realize how much they hurt their child. They cannot reflect how their own problem affects the children. Therefore, early intervention and an expert's support are very important.

Recommendation

After a literature review, parental divorce is evident for a short time as well as a long-term negative effect. For this reason, it is recommended that academicians concentrate on such academic studies as well as on solutions regarding what should be done.

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