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Behavioral Problems Differences in Primary School Children: A Comparison Between Divorced and Intact Families

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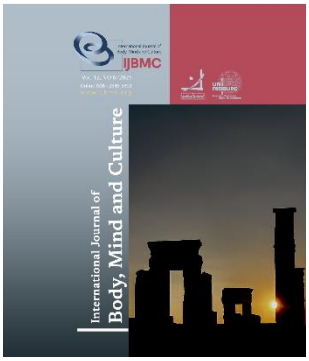

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ABSTRACT

Objective: This study aims to identify the behavioral problems of aggression, stealing, lying, and hyperactivity in children at primary schools and to find the difference concerning intact parents vs divorced parents.

Methods and Materials: A cross-sectional study was conducted in government primary schools in Hillah city. A total of 383 students were selected using a non-probability sampling method, comprising male and female primary school students (fourth, fifth, and sixth grade students). The study was conducted from November 2024 to March 2025. The Behavior Problems Scale was used to measure the study variables (aggression, stealing, lying, and hyperactivity). The validity of the questionnaire was estimated by CVI and CVR, which were statistically adequate. Descriptive and inferential statistics were used to analyze the results of the study using the Statistical Package of Social Sciences version 26.0.

Findings: the study shows some variables aggression and several factors, including male sex, first-born status (for divorced families), perceived academic level, and availability of needs compared to peers and lying behavior and birth order, behavioral history, and perceived academic level, especially in children from divorced families.

Conclusion: There is a notable trend of children from intact families exhibiting lower levels of aggression, stealing, lying, and hyperactivity compared to children from divorced families. However, these differences are not statistically significant across all measured behaviors, indicating that parental marital status may not be a decisive factor in these behavioral outcomes. For children from intact families, most exhibit low levels of aggression, stealing, lying, and hyperactivity. However, children from divorced families tend to have slightly higher behavioral problems, though the differences are not statistically significant. Significant correlations were found between aggression and several factors, including male sex, first-born status (for divorced families), perceived academic level, and availability of needs compared to peers.

Keywords: Behavioral Problems, Primary School Children, Divorced, Intact Families.

Introduction

Although children's behavior problems are normative in the early years, children who continue to exhibit behavioral difficulties in childhood are at a higher risk for school failure and later behavioral problems (Karberg & Cabrera, 2020). categorized problem behavior into externalizing problem behavior and internalizing problem behavior in 1966. Externalizing problem behavior includes physical aggression, provocation, and property destruction, defiance that violates social norms and infringes upon others' personal and property rights; attention problems while internalizing problem behavior encompasses withdrawal anxiety, overexcitement and depression emotional disorders (Fu, 2023). The most prevalent behavior problem in preschool and school age children are disruptive behavior including temper tantrums and attention

deficit hyperactivity disorder (ADHD) and opposition defiant disorder (CDD) and conduct disorder (Hussein, 2021; Ogundel, 2018). conduct disorder (CD) and attention deficit hyperactivity disorder (ADHD) and oppositional defiant disorder (ODD) are frequently seen together these disorders are maker by level of inattention hyperactivity or impulsivity or combination of these aspects that are not acceptable for the person ed development stage. the symptoms significantly impair functioning in different setting (Younger, 2016). Disruptive and attention disorder manifest in symptoms such as aggression and disobedience of authority attention problem impulsivity and antisocial behaviors these symptoms can significantly impair the functioning of young children (Coto et al., 2018; Hasan & Mohammed, 2022). This problem can manifest as internalizing problems such anxiety withdrawal and depression as well as externalizing problems such as hyperactivity rule breaking behavior and aggression (MacKenzie et al., 2015). The behavior of children worldwide problem in academic community and it is frequently associated with divorce parent (Riany et al., 2017; Sillekens & Notten, 2020). One negative outcome of a parental divorce is a higher likelihood that offspring will act out", that is show externalizing problem behavior (Miralles et al., 2023). Zhang (2019) and based on the review by Amato and Keith in 1991 reported that a large body of research in Western societies has indicated an association between parental divorce, single parenthood, and negative child outcomes. Accordingly, those children living with a divorced single parent have been viewed as disadvantaged in academic performance, cognitive and noncognitive development, and psychosocial development (Ghaboush et al., 2020). In this context, children more effect parent divorce Children often lack information and skills to overcome the challenges that the divorce carries. Conflicting relationships between parents make up the biggest obstacle that makes it difficult for a child to successfully deal with changes in the family (Williams-Owens, 2019). Behavior problems and attention disorders are commonly seen in young children with prevalence rates ranging from There was 21.4% behavior problem (17.7% oppositional defiant disorder and 3.7% conduct disorder). The number of boys was twice as that of the girls (28.7% vs. 14.4%) The students in grade 2 showed the lowest, and those in grade 3, 4 and 5 the highest prevalence rate of DBD (Ridanya & Renuchitra, 2022). Based on a nationwide survey conducted in 2016 it was found that 6.1milion children between the ages of 2 to 17 which accounts for 9.4%of the total had received a diagnosis of ADHD (Danielson et al., 2018) .Behavior problem children are of considerable clinical and public health importance concerns regarding the long-term effects on the wellbeing of children and teenagers and their ability to adjust to adulthood are being raised by a rising international and their ability to adjust to adulthood are being raised by international trend in the number of parents who separate, or divorce and separation may raise the likelihood of unfavorable results in a kid's physical, mental, educational and psychological wellbeing as well as later, as the child enters adulthood (Miralles et al., 2023). Intact Parents play an important role in every child's behavior and development through the parenting style they provide to each child. parents are responsible for caring for caring for their children A parental divorce can undermine children's wellbeing and development, with consequences lasting far into adulthood (Kalmijn, 2024; Sillekens & Notten, 2020). school settings can be asource of stress for students. The events and situations that occurduring the transition from elementary school to middle school canalso contribute to the stress levels of students. Given the variousconcerns that students might have regarding their safety, it can bedifficult to implement effective learning strategies.. Children from divorced families may experience more externalizing problems, such as conduct disorders, delinquency, and impulsive behavior, than in two-parent families Apart from experiencing behavior problems, children may also face conflict with peers after their parents' divorce. Unresolved conflict during a divorce can led to other unexpected risks in the future. Research has shown that children who experienced divorce 20 years ago were more likely to participate in criminal activities and other destructive behaviors that negatively impact their health (Krasniqi, 2023) problem children can lead to long term Individuals affected by parental divorce have a higher risk of developing a variety of mental health conditions including emotional and behavioral disorders, poor school performance, depression, anxiety, suicidal ideation, suicide attempt, distress, smoking and substance abuse substance and significantly associated with higher alcohol use disorder, higher cigarette

dependence and higher water pipe dependence in adolescents (Benmeziane, 2025). Relevant experiments also confirm that minors who witness intense disputes among adults are more prone to violent behaviors towards their peers. This is because open conflicts provide minors with more opportunities for learning (Fu, 2023). provide guidance for parents and caregivers, and design more effective policies to support children's development. This study seeks to clarify comparative behavior problem children divorce parent versus intact parent in primary school children focusing such gender and grade level birth order and parental education among Iraqi. The comparative behavior problem children from parent divorce versus intact parent at school age on very between male and female student. finding of this study may provide an empirical basis for resolving behavior problem among primary school pupils the result may provide useful information to all stakeholders on the factors associated with behaviors problem among primary school pupils additionally there is not enough research focusing on comparative behavior problem children from divorce parent versus intact parent in primary school pupils.

Methods and Materials

Study design: A quantitative, descriptive cross-sectional design was used in this study for the period from Nover2024 to May 2025.this type of study was chosen for the purpose of comparing the behavioral problems of elementary school children with divorced parents versus intact parent.

Study Setting**:** The current study has conduct in Hillah city, namely in the governmental schools under education directorate. All schools offer educational services to their students. The study encompasses a total of 12 schools. Prophets Inheritors School, Gharib Tous School, Zuhair Al-Azido School, Fadel Rid dad School, Al-Harith Al-Kindi School, Martyr Nishan Al- Jabouri School, Al Maab School, Taha Al-Amin School, Ummar Qura School, Al-Zahawi School, Fatimid School, Eagles School, School of Knowledge

Study Sample: The study involved a non-probability based purposive sample of 382 students the 4th and 5th and 6th grades. the study based on the information given by their educational supervision. the sample size was calculated under the following presumptions :a statistical powered 90%,a level of confidence of 95%,the sample size was estimated using a double population formula .A total of 12 schools and by lottery were chosen from the total number of 188 schools in Hillah city and from 12eow by lottery of from the total number rows=2436 and number student Hillah city =89626 course the number id distributed in distributed in half for divorced parents and other half more for intact parents and . The selection of these schools was done using a simple random sample method, where the names of all the a forementioned primary schools were written on identical pieces of paper and folded in the same manner. The schools for boy were segregated into one container , while the schools for girls were segregated into a separate container . while the school for mixed with (boy, girls). The student researcher thoroughly mixed these parts and randomly selected one piece, then repeated the process of mixing and selecting units the required number of schools was obtained.

Tools of the study**:** A research instrument has been devised to accomplish the study aims, which consist of two part

Part I: Demographic Data From: Include demographic characteristics such as the child's age, gender, child's order, child's level grade, child patient history illness behaviors, child's needs for food and clothing are available compared to his peers, parent age, parents' educational level, parents' occupation, parent abuse alcohol, parents parent drugs place of residence, monthly income.

Part II: The Behavior Problems Scale: The behavior problems are a highly popular instrument for assessing behavioral problems children. The majestic, the strategies are discovered that behavior problems in children deprived and not deprived of parental care, these strategies are primary responsibility for determine of this problem. A total of 39 items measuring behavior problems which rate them on a scale from 1 to 5. This scale allowed for a though assessment of behavior problems: a scale of 5 represented the least effective answer for every question. The measure employs a structured alternative response formal asking educational supervisor. Researcher Al-Majid divided the scale into four paragraphs; aggression, theft, lying, hyperactivity. The scale measured aggression (1-11), theft (12-16), lying (17-33), hyperactivity (34-39).

Validity and reliability of the tools: In order to enhance the validity of the instrument, the content, the instrument, the content and face validity has been used by presenting them to a panel consisting of 10experts from various domains the experts, who have over 10 years of experience in their respective field, evaluate and review the clarity relevance and sufficiency of the questions used to measure the concept of interest in this study. the instrument was validated through a panel of 10 specialists. The experts are six from faculty members of college of Nursing, University of Baghdad one expert from College of Nursing, University of Kufa one expert from college of Nursing, University of Babylon, and two psychiatrists from Imam AL-Sadiq. Hospital. The experts were requested to review and provide their thoughts on the format and content of the questionnaires created. The recommendations of experts were taken considered.

pilot study**:** A pilot study was conducted from 17 November to 23 November in 2024, on a random sample 38 pupils selected from a government primary schools in Hillah city. All subjective included in the pilot study met the inclusion criteria . in the main sample of the study, the sample from the pilot study was not included.

Ethical considerations**:** First, approval of the research ethics committee and Voluntary written consent has been obtained from the participants subsequent to providing them with a comprehensive explanation of the present study and its objectives. Additionally, respect has been shown for the privacy of information gathered from supervisors' education. In order to ensure confidentiality and anonymity of participants, ethical approval was obtained from the research ethics committee of the college of nursing at the University of Baghdad. All participants had been told that the results of the questionnaire will be only for the purpose of the study. inform all participants that everyone here has the right to refuse to participate

Inclusion Criteria:

A. Age range :9to 12years
B. includes both males and females.
C. living with their both parent s and divorced parent

Exclusion Criteria: Student who has lost a parent to death

Analysis Method: Analyzing data is an essential step in nursing research, wherein various methods are employed to describe and assess information gathered by the researcher. The choice of analysis method depends on the nature of the collected data, with quantitative research specifically utilizing descriptive and inferential statistics to analyze numerical data. (O'Connor, 2020).The data were analyzed and interpreted through use of the application of Statistical Package for Social Sciences (SPSS), version 26.0.

Findings and Results

Table 1

Distribution of Children According to their Socio-demographic Characteristics

List	Characteristics		f	%
1	Age (year)	9 – 10	215	56.3
	M±SD= 10.3 ± 1.2	11 – 12	167	43.7
		Total	*382*	*100*
2	Sex	Male	253	66.2
		Female	129	33.8
		Total	*382*	*100*
3	Birth order	First	121	31.7
		Second	116	30.4
		Third	82	21.5
		Fourth +	63	16.5
		Total	*382*	*100*
4	Perceived academic level	Good	196	51.3
		Moderate	155	40.6
		Poor	31	8.1
		Total	*382*	*100*
5	History of behavioral disorder	No	333	87.2
		Yes	49	12.8
		Total	*382*	*100*

	Needs available compare to his peers?	No	67	17.5
		Yes	315	82.5
		Total	382	100

f: Frequency, %: Percentage, M: Mean, SD: Standard deviation

Table 1 reveals that sample is relatively young, with average mean age of 10.3 years. The age group 9-10 years represents a higher percentage (56.3%).

Regarding sex of children, there is a significant gender disparity, with males (66.2%) being almost double the number of females (33.8%).

The birth order refers to first-born children form the largest subgroup (31.7%), but lower percentage seen with fourth or later (16.5%).

Perceived Academic Level refers that 51.3% perceived their as "good", a notable proportion (40.6%) reported as "moderate," while only a small minority (8.1%) viewed as "poor,".

History of Behavioral Disorder refers that most children (87.2%) report no history of behavioral disorders, with only 12.8% having a reported history.

Concerning Availability of Needs Compared to Peers, most of children (82.5%) reported that their needs are met similarly to their peers.

Table 2

Distribution of Children according to their Parents' Characteristics

List	Characteristics		f	%
1	Marital status	Living together	209	54.7
		Separated	173	45.3
		Total	*382*	*100*
2	Mother's age (year)	20 – 29	61	16
	M±SD= 35 ± 6	30 – 39	224	58.6
		40 – 49	95	24.9
		50 – 59	2	.5
		Total	*382*	*100*
3	Mother's occupational status	Working	173	45.3
		Not working	209	54.7
		Total	*382*	*100*
4	Mother's educational level	Read & write	55	14.4
		Primary school	89	23.3
		Secondary school	73	19.1
		Diploma/Bachelor	165	43.2
		Total	*382*	*100*
5	Father's age (year)	20 – 29	12	3.1
	M±SD= 39 ± 6	30 – 39	194	50.8
		40 – 49	150	39.3
		50 – 59	26	6.8
		Total	*382*	*100*
6	Father's occupational status	Working	337	88.2
		Not working	45	11.8
		Total	*382*	*100*
7	Father's educational level	Read & write	45	11.8
		Primary school	73	19.1
		Secondary school	82	21.5
		Diploma/Bachelor	182	47.6
		Total	*382*	*100*

f: Frequency, %: Percentage, M: Mean, SD: Standard deviation

The findings in Table 2 show that over half of the parents (54.7%) are living together, while a significant minority (45.3%) is separated.

Regarding mothers, the highest percentage (58.6%) fall within the age group of 30-39 years, with an average age of 35 years, and more than half (54.7%) are not

working, 43.2% of mothers hold a diploma or bachelor's degree, which is the largest subgroup.

Fathers' characteristics reveal that most (88.2%) are employed. The highest percentage (50.8%) is aged between 30-39 years, with an average age of 39 years, while 47.6% possess a diploma or bachelor degree.

Table 3

Distribution of Children according to their Family History

List	Variable		f	%
1	Alcoholism	No	375	98.2
		Yes	7	1.8
		Total	*382*	*100*
2	Substance use	No	364	95.3
		Yes	18	4.7
		Total	*382*	*100*
3	Residency	Urban	321	84
		Rural	61	16
		Total	*382*	*100*
4	Perceived monthly income	Sufficient	227	59.4
		Barely sufficient	130	34
		Insufficient	25	6.5
		Total	*382*	*100*

f: Frequency, %: Percentage

The findings in Table 3 reveal that vast majority of families report no history of alcoholism (98.2%) or substance use (95.3%), indicating a relatively low prevalence of these issues in the study population.

In terms of residency, most children (84%) reside in urban areas, while only 16% live in rural areas.

Regarding perceived monthly income, 59.4% of families reported their income sufficient, while 34% report it as barely sufficient, and 6.5% classify it as insufficient.

Table 4

Assessment of Aggression among Primary School Children

Aggression	Intact Parent				Divorced Parent			
	f	%	M	SD	f	%	M	SD
Low	202	96.7	13.92	5.858	155	89.6	15.11	7.731
Moderate	3	1.4			16	9.2		
High	4	1.9			2	1.2		
Total	*209*	*100*			*173*	*100*		

f: Frequency, %: Percentage, M: Mean of total score, SD Standard deviation

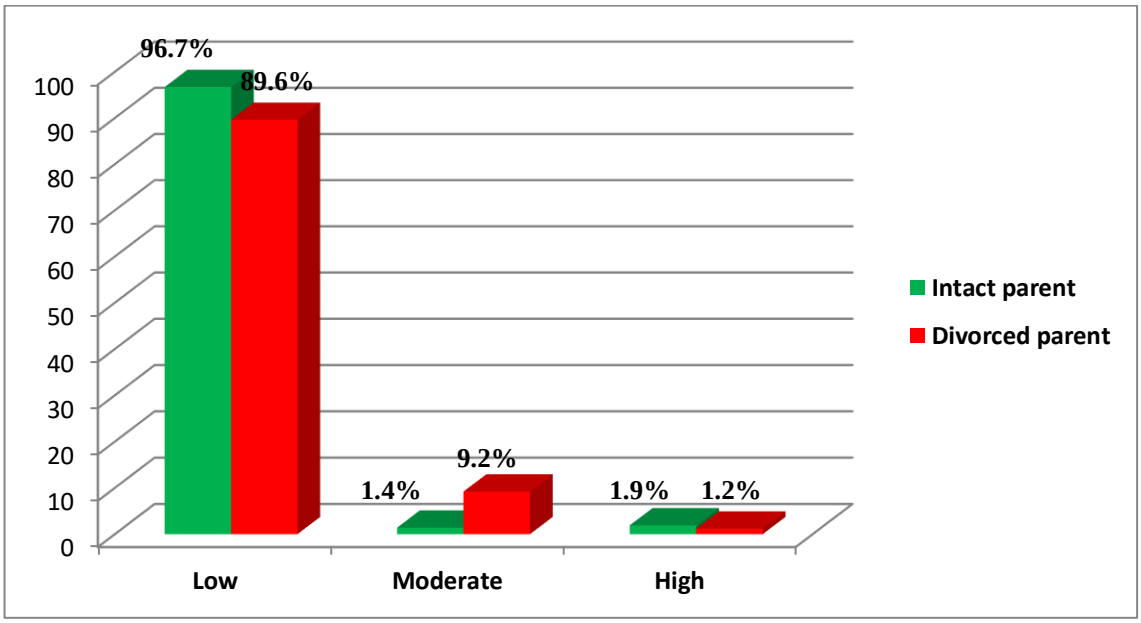
Low= 11 – 25.66, Moderate= 25.67 – 40.32, High= 40.33 – 55

The Table 4 indicates that among children with intact parents, a vast majority (96.7%) exhibit low aggression, with a mean aggression score of 13.92 (SD = 5.858). Only 1.4% and 1.9% of these children show moderate and high levels of aggression, respectively.

In contrast, children from divorced families display slightly higher aggression levels. While most (89.6%) still fall into the low aggression category, their mean aggression score is higher at 15.11 (SD = 7.731). Additionally, a greater proportion (9.2%) of children from divorced families show moderate aggression, and 1.2% exhibit high aggression.

Figure 1

Levels of Aggression among Primary School Children



This figure reveals that 1.9% of children from intact parent and 1.2% of children from divorced parent have high aggression behavior.

Table 5

Assessment of Stealing Behavior among Primary School Children

Stealing	Intact Parent				Divorced Parent			
	f	%	M	SD	f	%	M	SD
Low	188	90	7.34	3.115	144	82.2	7.60	3.760
Moderate	18	8.6			28	16.2		
High	3	1.4			1	.6		
Total	*209*	*100*			*173*	*100*		

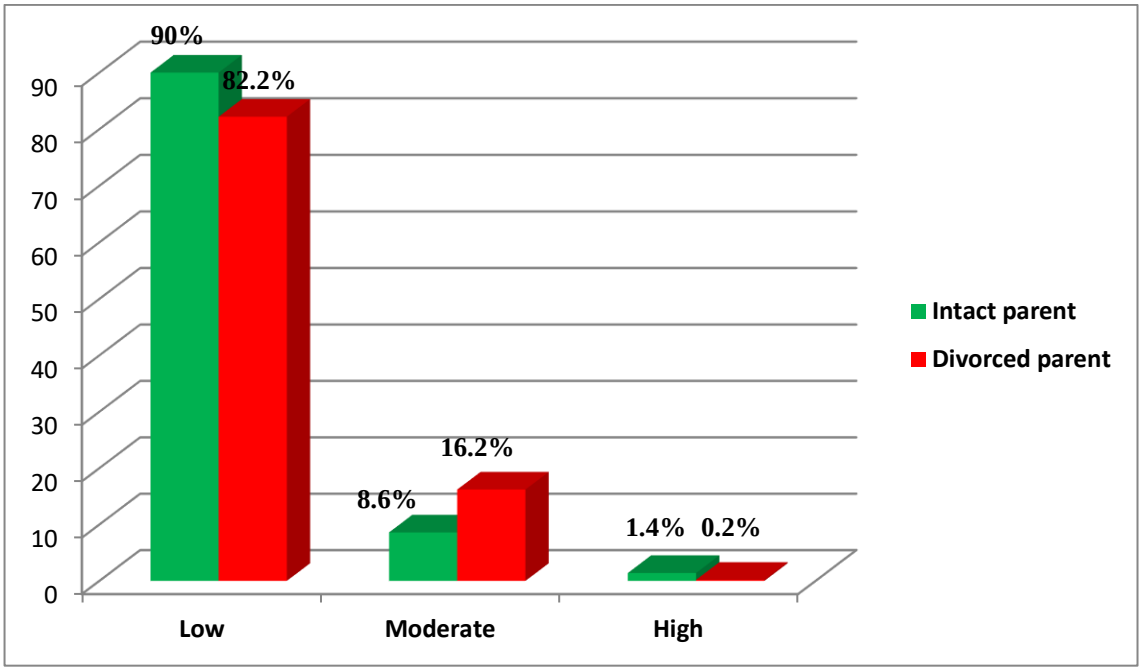
f: Frequency, %: Percentage, M: Mean of total score, SD Standard deviation
Low= 5 – 11.66, Moderate= 11.67 – 18.32, High= 18.33 – 25

The Table 5 displays that among children with intact parents, the majority (90%) exhibit low levels of stealing behavior, with a mean score of 7.34 (SD = 3.115), a smaller proportion of these children display moderate (8.6%) or high (1.4%) levels of stealing behavior.

In comparison, children from divorced families show a slightly higher prevalence of stealing behavior. While most (82.2%) still fall into the low stealing category, their mean score is marginally higher at 7.60 (SD = 3.760), a greater proportion (16.2%) of children from divorced families exhibit moderate stealing behavior, and 0.6% fall into the high category.

Figure 2

Levels of Stealing Behavior among Primary School Children



This figure reveals that 8.6% of children from intact parent and 16.2% of children from divorced parent have moderate stealing behavior.

Table 6

Assessment of Lying Behavior among Primary School Children

Lying	Intact Parent				Divorced Parent			
	f	%	M	SD	f	%	M	SD
Low	189	90.4	23.85	9.299	146	84.4	25.88	12.278
Moderate	20	9.6			27	15.6		
High	0	0			0	0		
Total	*209*	*100*			*173*	*100*		

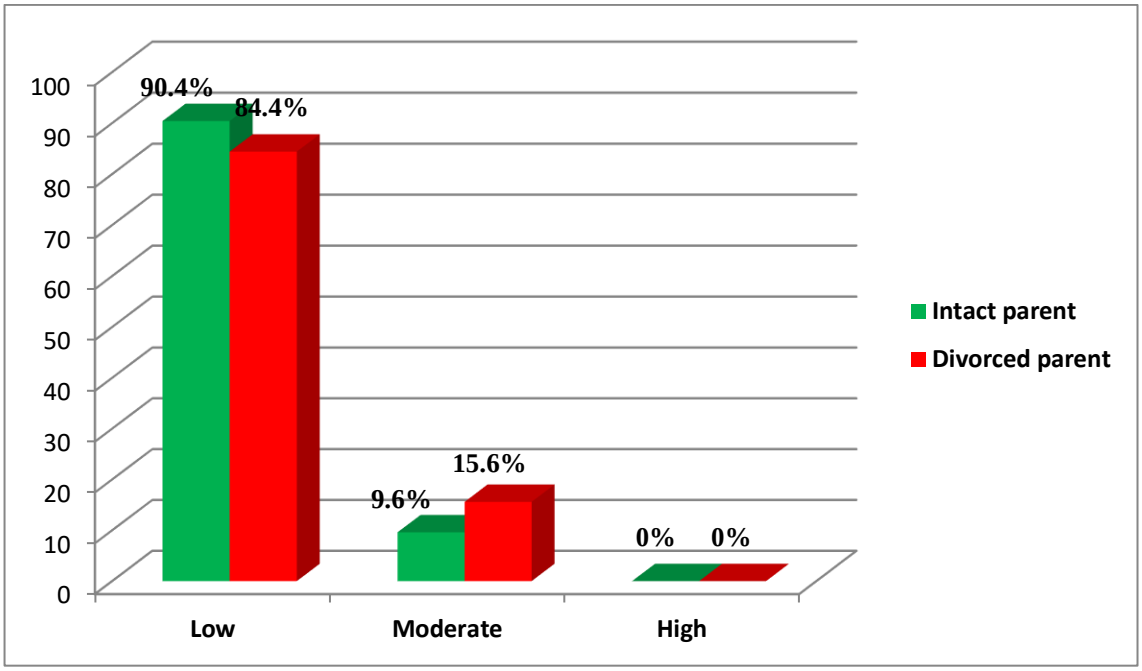
f: Frequency, %: Percentage, M: Mean of total score, SD Standard deviation
Low= 17 – 39.66, Moderate= 39.67 – 62.32, High= 62.33 – 85

The Table 6 manifests that among children with intact parents, the majority (90.4%) demonstrate low levels of lying behavior, with a mean score of 23.85 (SD = 9.299), a smaller proportion (9.6%) exhibit moderate lying behavior.

For children from divorced families, 84.4% show low levels of lying behavior, slightly lower than their counterparts from intact families. Their mean score, however, is higher at 25.88 (SD = 12.278). Additionally, 15.6% of children from divorced families exhibit moderate lying behavior.

Figure 3

Levels of Lying Behavior among Primary School Children



This figure reveals that 9.6% of children from intact parent and 15.6% of children from divorced parent have moderate lying behavior.

Table 7

Assessment of Hyperactivity among Primary School Children

Hyperactivity	Intact Parent				Divorced Parent			
	f	%	M	SD	f	%	M	SD
Low	167	79.9	10.45	6.156	130	75.1	11.05	6.283
Moderate	28	13.4			30	17.3		
High	14	6.7			13	7.5		
Total	*209*	*100*			*173*	*100*		

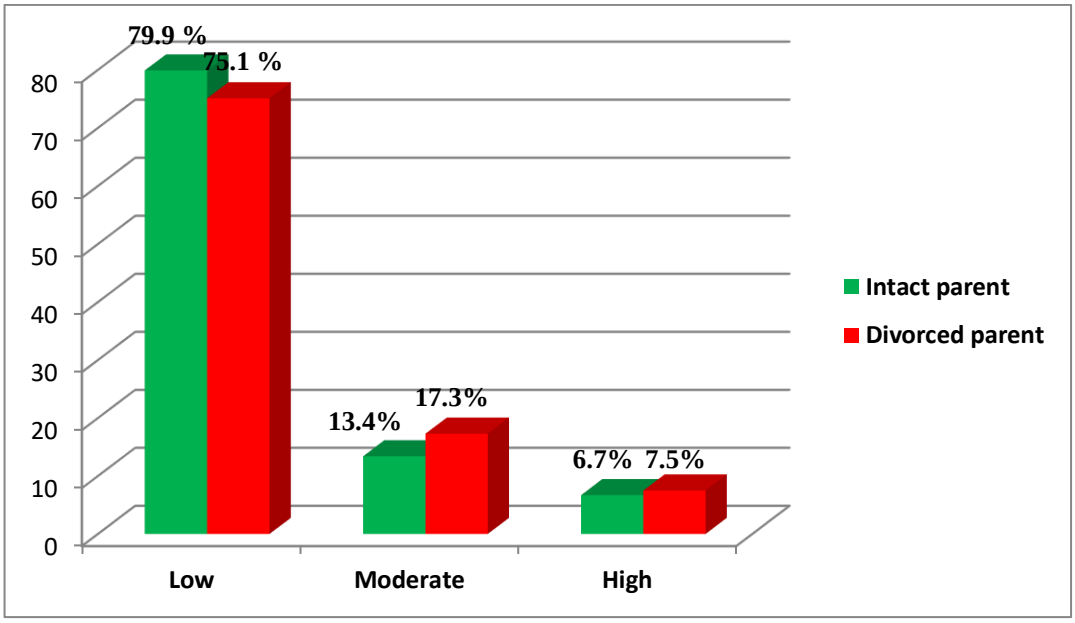
f: Frequency, %: Percentage, M: Mean of total score, SD Standard deviation
Low= 6 – 14, Moderate= 14.1 – 22, High= 22.1 – 30

The Table 7 shows that among children with intact parents, 79.9% exhibit low levels of hyperactivity, with a mean score of 10.45 (SD = 6.156). Moderate hyperactivity is observed in 13.4% of children, while 6.7% demonstrate high levels.

In contrast, children from divorced families have a slightly lower percentage (75.1%) in the low hyperactivity category, with a mean score of 11.05 (SD = 6.283), indicating a marginally higher tendency toward hyperactivity. Moderate hyperactivity is seen in 17.3% of children from divorced families, and 7.5% fall into the high category, both slightly higher than those from intact families.

Figure 4

Levels of Hyperactivity among Primary School Children



This figure reveals that 13.4% of children from intact parent and 17.3% of children from divorced parent have moderate hyperactivity.

Table 8

Significant Difference in Behavioral Problems among Primary School Children

Problems	Parent	N	Mean Rank	Mann-Whitney	z	Sig.
Aggression	Intact	209	195.95	17147.500	-.943	.346
	Divorced	173	186.12			
Stealing	Intact	209	192.68	17832.000	-.244	.807
	Divorced	173	190.08			
Lying	Intact	209	188.71	17494.500	-.560	.575
	Divorced	173	194.88			
Hyperactivity	Intact	209	186.68	17072.000	-.980	.327
	Divorced	173	197.32			

N: Number, z: z score, Sig: Significance

The analysis in Table 8 evaluates the differences in behavioral problems of aggression, stealing, lying, and hyperactivity; the results indicate no statistically significant differences between children from intact families and those from divorced families across all measured behaviors. For aggression, the mean ranks were 195.95 for intact families and 186.12 for divorced families (P=0.346). Similarly, for stealing, the mean ranks were 192.68 and 190.08, respectively (P=0.807). In terms of lying, the mean ranks were 188.71 for intact families and 194.88 for divorced families (P=0.575). Finally, for hyperactivity, the mean ranks were 186.68 for intact families and 197.32 for divorced families (P=0.327). While slight differences in mean ranks were observed, none reached statistical significance, suggesting that parental marital status does not have a significant impact on these behavioral problems in primary school children.

Table 9

Association between Aggressions among Children and their Sociodemographic Variables

Variables		Aggression	
		Intact parent	Divorced
Age (year)	9 – 10	*rs* = .102	*rs* = .082
	11 – 12	P-value= .141	P-value= .281
	Total	Sig= N.S	Sig= N.S
Sex	Male	*r**= .182	*r**= .185
	Female	P-value= .008	P-value= .015
	Total	Sig= S	Sig= S
Birth order	First	*rs* = .093	*rs* = .284
	Second	P-value= .181	P-value= .001
	Third	Sig= N.S	Sig= H.S
	Fourth +		
	Total		
Perceived academic level	Good	*rs* = .413	*rs* = .221
	Moderate	P-value= .001	P-value= .003
	Poor	Sig= H.S	Sig= H.S
	Total		
History of behavioral disorder	No	*r**= .080	*r**= .168
	Yes	P-value= .252	P-value= .027
	Total	Sig= N.S	Sig= S
Needs available compare to his peers?	No	*r**= .246	*r**= .199
	Yes	P-value= .001	P-value= .009
	Total	Sig= H.S	Sig= S

rs: Spearman Correlation coefficient, r*: Point Biserial Correlation, P: Probability, Sig: Significance, N.S: Not Significant, S: Significant, H.S: High Significant

The findings in Table 9 highlight several significant associations between aggression among children and their sociodemographic variables, differentiated by parental marital status.

Among children from both intact and divorced families, male sex shows a significant correlation with aggression, with (P=0.008) for intact families and (P=0.015) for divorced families.

In terms of birth order, aggression is highly significantly associated with being the first-born among children from divorced families (P=0.001).

Additionally, perceived academic level demonstrates a high significance in its association with aggression in both family types, with p=0.001 for intact families and (P=0.003) for divorced families.

The availability of needs compared to peers also shows a high significant association with aggression in intact families (P=0.001) and a significant association in divorced families (P=0.009).

Finally, a history of behavioral disorders is significantly associated with aggression only among children from divorced families (P=0.027).

Table 10

Association between Aggressions among Children and Sociodemographic Variables of Parents

Variables		Aggression	
		Intact parent	Divorced
Mother's Age (year)	20 – 29	*rs* = .010	*rs* = .199
	30 – 39	P-value= .891	P-value= .009
	40 – 49	Sig= N.S	Sig= S
	50 – 59		
	Total		
Mother's occupational status	Working	*r**= .102	*r**= .112
	Not working	P-value= .143	P-value= .142
	Total	Sig= N.S	Sig= N.S
Mother's educational level	Read & write	*rs* = .093	*rs* = .237
	Primary school	P-value= .179	P-value= .002
	Secondary school	Sig= N.S	Sig= H.S
	Diploma/Bachelor		
	Total		

Father's Age (year)	20 – 29	*rs* = .044	*rs* = .171
	30 – 39	P-value= .529	P-value= .024
	40 – 49	Sig= N.S	Sig= S
	50 – 59		
	Total		
Father's occupational status	Working	*r**= .066	*r**= .088
	Not working	P-value= .346	P-value= .250
	Total	Sig= N.S	Sig= N.S
Father's educational level	Read & write	*rs* = .105	*rs* = .030
	Primary school	P-value= .129	P-value= .699
	Secondary school	Sig= N.S	Sig= N.S
	Diploma/Bachelor		
	Total		

rs: Spearman Correlation coefficient, r*: Point Biserial Correlation, P: Probability, Sig: Significance, N.S: Not Significant, S: Significant, H.S: High Significant

The findings in Table 10 reveal several significant associations between aggression among children and their parents' sociodemographic variables, with some noteworthy differences between children from intact and divorced families.

For children from divorced families, mother's age shows a significant positive association with aggression (P=0.009). On the other hand, for intact families, no significant relationship is observed between mother's age and aggression.

Mother's educational level is significantly associated with aggression in children from divorced families (p =0.002). Conversely, no significant association is observed in intact families.

Father's age shows a significant association with aggression among children from divorced families (P=0.024). However, no significant association is found in intact families.

No significant associations are found between father's occupational status, educational level, and aggression in either family group.

Table 11

Association between Aggressions among Children and Family related Variables

Variables		Aggression	
		Intact parent	Divorced
Alcoholism	No	*r**= .105	*r**= .247
	Yes	P-value= .129	P-value= .001
	Total	Sig= N.S	Sig= H.S
Substance use	No	*r**= .027	*r**= .160
	Yes	P-value= .702	P-value= .036
	Total	Sig= N.S	Sig= S
Residency	Urban	*r**= .052	*r**= .089
	Rural	P-value= .453	P-value= .243
	Total	Sig= N.S	Sig= N.S
Perceived monthly income	Sufficient	*rs* = .442	*rs* = .413
	Barely sufficient	P-value= .001	P-value= .001
	Insufficient	Sig= H.S	Sig= S
	Total		

rs: Spearman Correlation coefficient, r*: Point Biserial Correlation, P: Probability, Sig: Significance, N.S: Not Significant, S: Significant, H.S: High Significant

Table 11 highlights several significant associations between aggression in children and family-related variables, showing differences between children from intact and divorced families. For children from divorced families, a significant positive association is found between aggression and parental alcoholism (P=0.001). However, for children from intact families, no such significant relationship is observed.

Substance use also shows a significant correlation with aggression in children from divorced families (P=0.036). On the other hand, no significant association is found for children from intact families.

In both family structures, perceived monthly income plays a crucial role in aggression levels. For children from intact families, a high significant association is observed between sufficient monthly income and lower aggression levels (P=0.001). Similarly, for children from divorced families, a significant correlation is also found between sufficient income and aggression (P=0.001). Residency, whether urban or rural, does not show significant associations with aggression in either group.

Table 12

Association between Stealing Behavior among Children and their Sociodemographic Variables

Variables		Stealing Behavior	
		Intact parent	Divorced
Age (year)	9 – 10	*rs* = .125	*rs* = .045
	11 – 12	P-value= .071	P-value= .560
	Total	Sig= N.S	Sig= N.S
Sex	Male	*r**= .212	*r**= .083
	Female	P-value= .002	P-value= .276
	Total	Sig= H.S	Sig= N.S
Birth order	First	*rs* = .016	*rs* = .230
	Second	P-value= .815	P-value= .002
	Third	Sig= N.S	Sig= H.S
	Fourth +		
	Total		
Perceived academic level	Good	*rs* = .220	*rs* = .363
	Moderate	P-value= .001	P-value= .001
	Poor	Sig= H.S	Sig= H.S
	Total		
History of behavioral disorder	No	*r**= .047	*r**= .238
	Yes	P-value= .497	P-value= .002
	Total	Sig= N.S	Sig= H.S
Needs available compare to his peers?	No	*r**= .200	*r**= .139
	Yes	P-value= .004	P-value= .069
	Total	Sig= H.S	Sig= N.S

rs: Spearman Correlation coefficient, r*: Point Biserial Correlation, P: Probability, Sig: Significance, N.S: Not Significant, S: Significant, H.S: High Significant

Table 12 examines the association between stealing behavior among children and their sociodemographic variables.

For children from intact families, stealing behavior is significantly associated with sex (P=0.002), with male children exhibiting more stealing behavior than female children. In contrast, no significant relationship is found between sex and stealing behavior in children from divorced families.

Birth order is significantly correlated with stealing behavior among children from divorced families (P=0.002). No such correlation is observed for children from intact families.

Both groups of children show a significant association between perceived academic level and stealing behavior. For children from intact families, the correlation is strong (rs=0.220, P=0.001), and similarly, for children from divorced families, a higher academic level is associated with lower stealing behavior (P=0.001).

Regarding the history of behavioral disorders, there is a significant association in children from divorced families (P=0.002). No such significant relationship is found for children from intact families.

Finally, the need for available resources compared to peers shows a significant association with stealing behavior for children from intact families (P=0.004), but no such correlation is observed for children from divorced families.

Table 13

Association between Stealing Behavior among Children and Sociodemographic Variables of Parents

Variables		Stealing Behavior	
		Intact parent	Divorced
Mother's Age (year)	20 – 29	*rs* = .104	*rs* = .195
	30 – 39	P-value= .135	P-value= .010
	40 – 49	Sig= N.S	Sig= S
	50 – 59		
	Total		
Mother's occupational status	Working	*r**= .047	*r**= .160
	Not working	P-value= .498	P-value= .036
	Total	Sig= N.S	Sig= S
Mother's educational level	Read & write	*rs* = .015	*rs* = .255
	Primary school	P-value= .825	P-value= .001
	Secondary school	Sig= N.S	Sig= H.S
	Diploma/Bachelor		
	Total		
Father's Age (year)	20 – 29	*rs* = .015	*rs* = .211
	30 – 39	P-value= .834	P-value= .005
	40 – 49	Sig= N.S	Sig= H.S
	50 – 59		
	Total		
Father's occupational status	Working	*r**= .030	*r**= .078
	Not working	P-value= .671	P-value= .306
	Total	Sig= N.S	Sig= N.S
Father's educational level	Read & write	*rs* = .025	*rs* = .139
	Primary school	P-value= .719	P-value= .069
	Secondary school	Sig= N.S	Sig= N.S
	Diploma/Bachelor		
	Total		

rs: Spearman Correlation coefficient, r*: Point Biserial Correlation, P: Probability, Sig: Significance, N.S: Not Significant, S: Significant, H.S: High Significant

Table 13 investigates the association between stealing behavior among children and the sociodemographic variables of their parents.

For children from divorced families, the mother's age shows a significant association with stealing behavior (P=0.010). However, for children from intact families, no significant association is found between mother's age and stealing behavior.In terms of the mother's occupational status, a significant correlation is noted for children from divorced families (P=0.036). In contrast, there is no significant relationship between mother's employment status and stealing behavior among children from intact families.

The mother's educational level shows a high significant association with stealing behavior in children from divorced families (P=0.001). Conversely, no significant association is found in children from intact families. While, Father's age reveals a high significant correlation with stealing behavior among children from divorced families (P=0.005). This correlation is not significant among children from intact families.Father's occupational status and educational level do not show significant associations with stealing behavior for either group of children.

Table 14

Association between Stealing Behavior among Children and Family related Variables

Variables		Stealing Behavior	
		Intact parent	Divorced
Alcoholism	No	*r**= .025	*r**= .215
	Yes	P-value= .719	P-value= .004
	Total	Sig= N.S	Sig= H.S
Substance use	No	*r**= .041	*r**= .181
	Yes	P-value= .557	P-value= .017
	Total	Sig= N.S	Sig= S
Residency	Urban	*r**= .055	*r**= .073

	Rural	P-value= .430	P-value= .337
	Total	Sig= N.S	Sig= N.S
Perceived monthly income	Sufficient	*rs* = .383	*rs* = .453
	Barely sufficient	P-value= .001	P-value= .001
	Insufficient	Sig= H.S	Sig= H.S
	Total		

rs: Spearman Correlation coefficient, r*: Point Biserial Correlation, P: Probability, Sig: Significance, N.S: Not Significant, S: Significant, H.S: High Significant

Table 14 explores the association between stealing behavior among children and family-related variables, with significant differences between children from intact and divorced families.

One key finding is the significant relationship between alcoholism and stealing behavior for children from divorced families (P=0.004). In contrast, no such association is found for children from intact families.

Substance use also shows a significant association with stealing behavior among children from divorced families (P=0.017). However, no significant correlation is found for children from intact families. Residency, whether urban or rural, does not appear to be significantly associated with stealing behavior for either group of children. In addition, the perceived monthly income, however, shows a high significant association with stealing behavior in both family groups. For children from intact families (P=0.001), while for children from divorced families, the correlation is even stronger (P=0.001).

Table 15

Association between Lying Behavior among Children and their Sociodemographic Variables

Variables		Lying Behavior	
		Intact parent	Divorced
Age (year)	9 – 10	*rs* = .051	*rs* = .097
	11 – 12	P-value= .466	P-value= .202
	Total	Sig= N.S	Sig= N.S
Sex	Male	*r**= .205	*r**= .091
	Female	P-value= .003	P-value= .231
	Total	Sig= H.S	Sig= N.S
Birth order	First	*rs* = .106	*rs* = .180
	Second	P-value= .127	P-value= .018
	Third	Sig= N.S	Sig= S
	Fourth +		
	Total		
Perceived academic level	Good	*rs* = .403	*rs* = .273
	Moderate	P-value= .001	P-value= .001
	Poor	Sig= H.S	Sig= H.S
	Total		
History of behavioral disorder	No	*r**= .066	*r**= .177
	Yes	P-value= .339	P-value= .020
	Total	Sig= N.S	Sig= S
Needs available compare to his peers?	No	*r**= .188	*r**= .058
	Yes	P-value= .007	P-value= .452
	Total	Sig= S	Sig= N.S

rs: Spearman Correlation coefficient, r*: Point Biserial Correlation, P: Probability, Sig: Significance, N.S: Not Significant, S: Significant, H.S: High Significant

Table 15 examines the association between lying behavior among children and their sociodemographic variables, highlighting key differences between children from intact and divorced families. For children from intact families, no significant relationship was observed between age, sex, birth order, perceived academic level, or the history of behavioral disorder and lying behavior. However, a significant positive correlation was found for perceived academic level (P = .001).

In contrast, for children from divorced families, several significant associations were observed. First, a significant positive correlation was found between lying

behavior and birth order for children (P = .018). Moreover, a history of behavioral disorders is significantly associated with lying behavior (P = .020). Additionally, for children from divorced families, the perceived academic level also shows a strong correlation with lying behavior (P=.001), similar to the pattern observed in intact families. However, sex and the need for comparison to peers did not show significant correlations for this group.

Table 16

Association between Lying Behavior among Children and Sociodemographic Variables of Parents

Variables		Lying Behavior	
		Intact parent	Divorced
Mother's Age (year)	20 – 29	*rs* = .036	*rs* = .229
	30 – 39	P-value= .600	P-value= .002
	40 – 49	Sig= N.S	Sig= H.S
	50 – 59		
	Total		
Mother's occupational status	Working	*r**= .062	*r**= .068
	Not working	P-value= .369	P-value= .372
	Total	Sig= N.S	Sig= N.S
Mother's educational level	Read & write	*rs* = .051	*rs* = .193
	Primary school	P-value= .467	P-value= .011
	Secondary school	Sig= N.S	Sig= S
	Diploma/Bachelor		
	Total		
Father's Age (year)	20 – 29	*rs* = .074	*rs* = .173
	30 – 39	P-value= .287	P-value= .023
	40 – 49	Sig= N.S	Sig= S
	50 – 59		
	Total		
Father's occupational status	Working	*r**= .010	*r**= .032
	Not working	P-value= .883	P-value= .677
	Total	Sig= N.S	Sig= N.S
Father's educational level	Read & write	*rs* = .092	*rs* = .030
	Primary school	P-value= .187	P-value= .692
	Secondary school	Sig= N.S	Sig= N.S
	Diploma/Bachelor		
	Total		

rs: Spearman Correlation coefficient, r*: Point Biserial Correlation, P: Probability, Sig: Significance, N.S: Not Significant, S: Significant, H.S: High Significant

Table 16 examines the association between lying behavior among children and the sociodemographic variables of their parents, with notable differences between children from intact and divorced families.

For children from intact families, no significant correlations were found between lying behavior and the age or occupational status of the mother or father, as well as the educational level of the mother and father.

However, for children from divorced families, several significant associations were observed. A significant positive correlation was found between the mother's age (20-29 years) and children's lying behavior (P=.002). The educational level of the mother also showed a significant association with lying behavior (P = .011). Regarding the father's age, a significant association was found (P = .023).

Table 17

Association between Lying Behavior among Children and Family related Variables

Variables		Lying Behavior	
		Intact parent	Divorced
Alcoholism	No	*r**= .010	*r**= .161
	Yes	P-value= .838	P-value= .034
	Total	Sig= N.S	Sig= S
Substance use	No	*r**= .106	*r**= .136
	Yes	P-value= .128	P-value= .074
	Total	Sig= N.S	Sig= N.S
Residency	Urban	*r**= .052	*r**= .039
	Rural	P-value= .459	P-value= .610
	Total	Sig= N.S	Sig= N.S
Perceived monthly income	Sufficient	*rs* = .386	*rs* = .339
	Barely sufficient	P-value= .001	P-value= .001
	Insufficient	Sig= H.S	Sig= H.S
	Total		

rs: Spearman Correlation coefficient, r*: Point Biserial Correlation, P: Probability, Sig: Significance, N.S: Not Significant, S: Significant, H.S: High Significant

Table 17 explores the association between lying behavior among children and family-related variables, revealing some significant differences between children from intact and divorced families.

For children from intact families, no significant correlations were found between lying behavior and variables such as alcoholism, substance use, residency, or perceived monthly income.

However, for children from divorced families; a notable finding is the relationship between alcoholism and lying behavior (P = .034). Additionally, while substance use did not show a significant relationship, the perceived monthly income showed a strong correlation with lying behavior in divorced families (P = .001).

Table 18

Association between Hyperactivity among Children and their Sociodemographic Variables

Variables		Hyperactivity	
		Intact parent	Divorced
Age (year)	9 – 10	*rs* = .013	*rs* = .138
	11 – 12	P-value= .856	P-value= .070
	Total	Sig= N.S	Sig= N.S
Sex	Male	*r**= .129	*r**= .051
	Female	P-value= .063	P-value= .508
	Total	Sig= N.S	Sig= N.S
Birth order	First	*rs* = .172	*rs* = .173
	Second	P-value= .013	P-value= .023
	Third	Sig= S	Sig= S
	Fourth +		
	Total		
Perceived academic level	Good	*rs* = ..452	*rs* = .296
	Moderate	P-value= .001	P-value= .001
	Poor	Sig= H.S	Sig= H.S
	Total		
History of behavioral disorder	No	*r**= .092	*r**= .168
	Yes	P-value= .183	P-value= .027
	Total	Sig= N.S	Sig= S
Needs available compare to his peers?	No	*r**= .162	*r**= .028
	Yes	P-value= .019	P-value= .713
	Total	Sig= S	Sig= N.S

rs: Spearman Correlation coefficient, r*: Point Biserial Correlation, P: Probability, Sig: Significance, N.S: Not Significant, S: Significant, H.S: High Significants

Investigates the association between hyperactivity among children and their sociodemographic variables, highlighting differences between children from intact and divorced families.

For children from intact families, a significant correlation was observed between hyperactivity and birth order (p = .013). Additionally, a highly significant positive correlation was found between perceived academic level and hyperactivity (P = .001). However, no significant associations were found between hyperactivity and other factors such as age, sex, history of behavioral disorder, or the need to compare with peers. In contrast, for children from divorced families, a significant relationship was observed for birth order (P = .023). A significant association was also found between hyperactivity and the history of behavioral disorders (P = .027). Furthermore, the perceived academic level was significantly correlated with hyperactivity (P = .001). However, no significant relationship was found between hyperactivity and the need to compare with peers in this group.

Table 19

Association between Hyperactivity among Children and Sociodemographic Variables of Parents

Variables		Hyperactivity	
		Intact parent	Divorced
Mother's Age (year)	20 – 29	*rs* = .077	*rs* = .098
	30 – 39	P-value= .270	P-value= .199
	40 – 49	Sig= N.S	Sig= N.S
	50 – 59		
	Total		
Mother's occupational status	Working	*r**= .058	*r**= .076
	Not working	P-value= .403	P-value= .318
	Total	Sig= N.S	Sig= N.S
Mother's educational level	Read & write	*rs* = .064	*rs* = .185
	Primary school	P-value= .358	P-value= .015
	Secondary school	Sig= N.S	Sig= S
	Diploma/Bachelor		
	Total		
Father's Age (year)	20 – 29	*rs* = .008	*rs* = .073
	30 – 39	P-value= .903	P-value= .339
	40 – 49	Sig= N.S	Sig= N.S
	50 – 59		
	Total		
Father's occupational status	Working	*r**= .100	*r**= .094
	Not working	P-value= .149	P-value= .219
	Total	Sig= N.S	Sig= N.S
Father's educational level	Read & write	*rs* = .015	*rs* = .005
	Primary school	P-value= .827	P-value= .950
	Secondary school	Sig= N.S	Sig= N.S
	Diploma/Bachelor		
	Total		

rs: Spearman Correlation coefficient, r*: Point Biserial Correlation, P: Probability, Sig: Significance, N.S: Not Significant, S: Significant, H.S: High Significant

Table 19 examines the association between hyperactivity among children and the sociodemographic variables of their parents, revealing differences between children from intact and divorced families. For children from intact families, no significant correlations were found between hyperactivity and the age, occupational status, or educational level of either parent.

However, for children from divorced families, a significant association was observed between hyperactivity and the mother's educational level (P = .015). In contrast, no significant relationships were found between hyperactivity and the age or occupational status of the mother or father. The educational level of the father also did not show any significant association with hyperactivity in children from divorced families.

Table 20

Association between Hyperactivity among Children and Family related Variables

Variables		Hyperactivity	
		Intact parent	Divorced
Alcoholism	No	*r**= .125	*r**= 220
	Yes	P-value= .072	P-value= .004
	Total	Sig= N.S	Sig= H.S
Substance use	No	*r**= .081	*r**= .150
	Yes	P-value= .245	P-value= .049
	Total	Sig= N.S	Sig= S
Residency	Urban	*r**= .005	*r**= .006
	Rural	P-value= .941	P-value= .941
	Total	Sig= N.S	Sig= N.S
Perceived monthly income	Sufficient	*rs* = .463	*rs* = .336
	Barely sufficient	P-value= .001	P-value= .001
	Insufficient	Sig= H.S	Sig= H.S
	Total		

rs: Spearman Correlation coefficient, r*: Point Biserial Correlation, P: Probability, Sig: Significance, N.S: Not Significant, S: Significant, H.S: High Significant

Table 20 presents notable differences observed between children from intact and divorced families. For children from intact families, a significant association was found between hyperactivity and perceived monthly income (P = .001). No significant relationships were found between hyperactivity and alcohol consumption, substance use, or residency (urban vs. rural). In contrast, for children from divorced families, a highly significant correlation was found between hyperactivity and alcoholism (P = .004). Additionally, a significant association was observed between hyperactivity and substance use (P = .049). Similar to children from intact families, perceived monthly income was also significantly associated with hyperactivity in children from divorced families (P = .001). However, residency (urban vs. rural) did not show any significant correlation with hyperactivity in either family group.

Discussion and Conclusion

Discussion of the Children Socio-demographic Characteristics

The current study includes a group of 382 children with average age. The age group 9-10 years represents a higher percentage in the table (1). This finding is consistent with a study conducted by Abbas Fatehi et al (Benmeziane, 2025). of the 500 students in the fourth grades of elementary school, 267(53.4%). From the research point of view, this is because student at this stage often fail less in primary school (Hassan & Hatab, 2021). another study disagree with the present finding and showed two third of the sample (88.4%) of (451) at age (10-12) years old.20 A significant gender disparity, with males being almost doubles the number of females in the table (1). This finding is consistent with a study conducted by Galata Sitota (Sitota & Tefera, 2023) who discovered that the majority of the study sample consisted of male 304(51%). in contrast, study by adil hussien 2016 result appear (60%) of the children are male (Al Rikabi & Raghif, 2016). Another study by Eqbal Ghanim Ali Ma'ala 2018 result agree with te present study and shows male gender more than the half of the sample (Sabah & Ghanim, 2018). The higher proportion of males in the sample (51%) aligns with studies suggesting cultural biases in reporting behavioral issues, where male aggression is more socially visible than female internalizing behaviors. In the study sample, first-born children constituted the largest subgroup (31.7%), while those born fourth or later represented a smaller proportion (16.5%). These findings align with prior research by elsayed etal (Elsayed et al., 2016) which similarly observed that first-born children sample were predominant in comparable demographic analyses. The study focused on primary school students aged 9–10 years, a cohort often perceived as having stable academic engagement due to developmental maturity. Regarding academic self-assessment, 51.3% of participants rated their performance as “good” (Table 1), a trend consistent with Tuka Y. Hassan (Hassan & Al-Diwan, 2022) who reported that 70% of children in their sample demonstrated moderate to success academic achievement. Notably, educational support was not confined to parental involvement alone; extended family members, including grandparents, were identified as potential contributors to children’s learning processes, reflecting collective familial efforts in fostering academic

development. A history of behavioral disorders among children indicates that the majority (87.2%) do not report any previous behavioral issues. This finding aligns with research conducted by Azam Hamidzadeh (Hamidzadeh et al., 2021), MH, in Shahroud, which found that 89.2% of 685 children had no reported history of behavioral disorders. From the researchers' perspective, some families may choose not to disclose their child's behavioral health history to the school due to concerns about societal judgment. Additionally, many behavioral tend to be identified during adolescence rather than early childhood. Regarding the availability of needs compared to their peers, the majority of children (82.5%) reported that their needs are met at a similar level, as shown in Table (1). However, there is a lack of literature supporting or refuting the comparison of children's needs with those of their peers. In the researcher's view, meeting children's essential needs, such as food and drink, often depends on the support of parents, grandparents, or other family members. Furthermore, the study suggests that the perception of having sufficient resources is linked to monthly income, as indicated in Table (3).Table (2) illustrates that more than half of the parents (54.7%), accounting for 209 individuals, are living. A study conducted by Dr. Asma Seemi Malik et al (Malik et al., 2022). found that among a sample of 320 participants from intact families, 160 were employed. According to the researcher's perspective, divorce remains uncommon in Babylon Governorate due to societal norms and cultural expectations .Regarding parental age distribution, the highest percentage of mothers (58.6%) fall within the 30–39 age group, while fathers are most commonly within the same age range (50.8%). These findings align with research by Iqbal & Loona (Mohammed, 2023) which reported that 38% of fathers and 52% of mothers fell within similar age brackets, suggesting no significant differences in parental age distribution across studies. In terms of educational attainment, 43.2% of mothers and 47.6% of that 54.7% of mothers are not employed, while 88.2% of fathers are engaged in work. Similarly, Iqbal & Loona's (Mohammed, 2023) study found that 54% of participants were employed. Additionally, this table shows that 63.4% of mothers are classified as housewives, primarily overseeing household activities. From the researcher's perspective, when one or both parents are employed, they are better positioned to provide financial stability and meet their children's needs effectively. The findings in Table (3) indicate that the vast majority of families report no history of alcoholism (98.2%) or substance use (95.5%). These results align with the study conducted by Priscila Dib Gonçalves et al., (Gonçalves et al., 2024) which found that among a sample of 9,710 participants, only 1.8% reported alcohol or substance use reinforcing the low prevalence of such behaviors. Based on these findings, the researcher suggests that the conservative and religious nature of Babylon's society plays a significant role in discouraging substance use. Even in cases where a parent may consume alcohol or drugs, it is likely done discreetly, contributing to the high proportion of families reporting no history of substance use in this study. The findings in Table (3) indicate that the majority of children (84%) reside in urban areas. These results are consistent with a study conducted by Fatma N. Kotb and Sanaa M. Ahmed, (Kotb & Ahmed, 2019) which reported that 56% of their sample (n=150) lived in urban settings. The composition of the current study's sample is influenced by the region's cultural traditions and governmental policies. Additionally, the high population density and ongoing urbanization in these areas have contributed to an increase in the number of schools, making it more likely that most students in the study reside in urban locations. The findings in Table (3) indicate that 59.4% of families reported having a sufficient income. These results align with a study conducted by Ali K. Ouda and Dr. Qahtan Q. Mohammed (Mohammed, 2023)., which found that 55% of families had adequate financial resources. Based on these findings, the researcher infers that the employment status of fathers, as shown in Table (2), plays a significant role in ensuring financial stability for most families.

Discussion assessment of aggression among primary school children

Table (4) showed that aggression is observed in 1.9% of children from intact families, while 1.2% of children from divorced families exhibit high aggression. These findings align with a study conducted by Balachandran Vadivel et al., (Vadivel et al., 2023) which examined a sample of 127 children from 15 schools in Delaware, USA, and found that 20% displayed aggressive . In the researcher's opinion, several factors contribute to the lower levels of aggression among primary school

students. These include the enforcement of school regulations, parental education, and the natural inclination of children at this age to engage in play rather than exhibit aggressive behavior. Additionally, while parental divorce may lead to familial disputes, its impact on aggression appears to be minimal in this context.

Assessment of stealing behavior among primary school children

The Table (5) displays that among children with intact parents, high levels of stealing behavior (1.4%) and divorced parent children 0.6% falls into high category .These finding support the result of a study conducted by Balachandran Vadivel et al. (Vadivel et al., 2023) sample consisted of 127 children from 15 schools in Delaware, USA, 18% of children were Disruptive behavior (stealing). From researchers' point of view his father work and his mother is educated, and as show in table (1), there is no comparison in need among his student.

Assessment of Lying Behavior among Primary School Children

The Table (6) manifests that among children with intact parents, moderate level (9.6%). For children from divorced families, moderate (15.6%) levels of lying behavior. This finding support the result of a study conducted by Balachandran Vadivel et al (Vadivel et al., 2023) sample consisted of 127 children from 15 schools in Delaware, USA, show 40% children were exhibited lying behavior. This could be interpreted that parents' education level has a positive effect on children's confidence. Sufficient standard of living has an effect and children live with sufficient support from their needs most of them do not lying.

Table (7) shows that among children with intact parents, high levels (6.7%) of hyperactivity. children from divorced families have 7.5% falls into the high hyperactivity category. These finding support the result of a study conducted Ekemini Joseph Hogan*,elat (32) by 1174) children aged 6 -12 years were recruited into this study.The mean age was 9.32 years. About 69% of the children were in the 8-11 years age group 34% were aged 8-9 years, while 34.6% were aged 10-11. Such finding could explain that less common in younger age groups, which could be a reflection of teachers' belief that hyperactivity and inattention are typical behaviors for younger students.

Assessment Difference in Behavioral Problems among Primary School Children.

Table (8) evaluates the differences in behavioral problems of aggression, stealing, lying, and hyperactivity; the results indicate no statistically significant differences between children from intact families and those from divorced families across all measured behaviors. researchers point view his elementary school students are scientifically immature in their perception and behavior most behavioral problems appear on them without any difference between divorced parents and intact parent.

Discussion of Aggressions among Children and Their Sociodemographic Variables.

The findings in Table (9) highlight several significant associations between aggression among children from both intact and divorced families, male sex shows a significant correlation with aggression, with p=0.008 for intact families and p=0.015 for divorced families. This outcome is consistent with the findings of the study conducted by Nooshin Salimi el at (Salimi et al., 2019) aggression in the male student was significantly higher than female student (p<0.001). According to the rate of aggression among males is high than female, as females are more sensitive and the community criticize the aggressive male more than the female. The birth order, aggression is highly significantly associated with being the first-born among children from divorced families (p=0.001). This outcome is consistent with the findings of the study conducted by Fridtjof W. Nussbeck elat. (Nussbeck et al., 2015) First born child showed more emotional, conduct, or problems with peers after the separation of their parents. Perceived academic level demonstrates a high significance in its association with aggression in both family types, with p=0.001 for intact families and p=0.003 for divorced families. This outcome is consistent with the findings of the study conducted by Nooshin Salimi elat (Salimi et al., 2019) aggression education level (p<0.001) , a history of behavioral disorders is significantly associated with aggression only among children from divorced families (p=0.027).). This outcome is consistent with the findings of the study

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conducted by GERALD R. PATTERSON (Patterson et al., 2017) link between. child adjustment problems in general and family divorce and impact direct children adjustment problems . According to the Reacher, order first child to experience shock of the divorce of parent s, and the level of education is at most levels a child's education does not depend on parents alone the grandparents may help . It is possible that patient history of behavioral developed with divorce parents, causing more problems. Need compared to peers also shows a high significant association with aggression in intact families (p=0.001) and significant association in divorced families (p=0.009). Lack of literature reviews to support or reject a relationship between the need compared to peer all group. In the researcher's opinion, there is a comparative relationship between the needs of both groups, and aggression is a potential aggression that is normal for children of this age

Discussion of Aggressions among Children and Sociodemographic Variables of Parents.

The findings in Table (10) for children from divorced families, mother's age shows a significant positive association with aggression (p=0.009), and fathers age shows a significant association with aggression among children from divorced families (p=0.024). Mother's educational level is significantly associated with aggression in children from divorced families (p =0.002). This outcome is consistent with the findings of the study conducted by Nooshin Salimi (Salimi et al., 2019) mother's education level (p=0.027) were significantly related to aggression. From the researcher's perspective, there is a lack of literature to either support or refute the relationship between the age of divorced parents and children's aggressive behavior. However, the age at which parents' divorce may influence a child's behavioral development, particularly in terms of intellectual maturity and sense of responsibility. Additionally, a mother's educational level plays a crucial role in shaping a child's psychological and physical well-being.

Discussion of Aggressions among Children and Family related Variables

Table (11) children from divorced families, a significant positive association is found between aggression and parental alcoholism (p=0.001) Substance use also shows a significant correlation with aggression in children from divorced families (p=0.036). This outcome is consistent with the findings of the study conducted by Sofie Kuppens (36) significant association between divorce parental drug use (r = .25), compared with alcohol use (r = .13). This outcome is consistent with the findings of the study conducted s, family income was positively related to parental, single-parent families :($r = 0.24$, $p < 0.001$**)** .From the researcher's point of view, parents who consume alcohol and drugs may be the cause of divorce. If before the divorce, the child is an aggressive father and the child transmits aggression to others and his standard of living after the divorce affects whether the child lives with one of the parents.

Discussion Stealing Behavior among Children and Their Sociodemographic Variables.

Table (12) revealed for children from intact families, stealing behavior is significantly associated with sex (p=0.002), with male children exhibiting more stealing behavior than female children. Show finding conduct by Yoshinori SasakiI,(37) male children more stealing behavior r=<0.05. (adolescents). Birth order is significantly correlated with stealing behavior among children from divorced families (p=0.002). This outcome is consistent with the findings of the study conducted by Fridtjof W. Nussbeck el at. (Nussbeck et al., 2015) 1st born child showed more emotional, conduct, or problems with peers after the separation of their parents Both groups of children show a significant association between perceived academic level and stealing behavior. This outcome is consistent with the findings of the study conducted by Balachandran Vadivel (Vadivel et al., 2023). In this research, we found a negative relationship exists between antisocial behavior and academics level. Teenagers dealing with antisocial behavior get lower grades, and due to the, they also tend to drop out of school and engage in earning money, the need for available resources compared to peers shows a significant association with stealing behavior for children from intact families (p=0.004). From the researcher's perspective, Table (12) indicates that stealing behavior is more prevalent among male children from intact families. However, factors such as peer influence, socioeconomic status, and individual personality traits can significantly contribute to stealing

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behavior, sometimes having a greater impact than family structure alone**.** Birth order and parental divorce also play a role, as children from divorced families often face heightened emotional and behavioral challenges. The disruption caused by divorce can lead to conduct-related issues, including stealing, particularly in cases where parental supervision is reduced, discipline is inconsistent, or children perceive a lack of resources compared to their peers**.** Additionally, academic level appears to be a contributing factor, as parental education and neglect of school-related needs may influence stealing behavior. A history of behavioral disorders further increases the likelihood of such actions among children from divorced families. Despite these observations, there is a lack of literature directly supporting or rejecting the relationship between perceived resource availability and stealing behavior. Notably, most children in the study sample had both parents present, with one parent—typically the father—being employed.

Discussion Stealing Behavior among Children and Sociodemographic Variables of Parents

The mother's educational level shows a high significant association with stealing behavior in children from divorced families (p=0.001). reject this outcome is consistent with the findings of the study conducted by Kirsimarja Raitasalo (Sasaki et al., 2019) show correlation observed between behavior disorder (stealing) and mother's education (p<0.0001) after secondary school decreased the children's risk of any behavior disorder .in my opinion, the divorced mother spends more time with the child. The mother's level of education will affect the child's style. The educated mother spends more time with the child learning the principles and values.

Discussion Stealing Behavior among Children and Family related Variables.

Table (14) finding is the significant relationship between alcoholism and stealing behavior for children from divorced families (p=0.004). Substance use also shows a significant association with stealing behavior among children from divorced families (p=0.017). This outcome is consistent with the findings of the study conducted by Wenli Yang (Yang, 2022). Showed a strong correlation between parentals divorce and every element Alcohol and substance use and stealing behavior for children from divorced families.in the researcher's opinion, the most likely cause of parental divorce is alcohol and substance abuse, and there is a relationship between the theft and parental divorce. Who is likely to be the cause of it is the lack of children's needs, such as school attendance or food; because the child lives with one of the parent Alcoholic parents may be less attentive to their children's needs, leading to a lack of discipline and supervision, which can contribute to delinquent behaviors, including stealing. Monthly income shows a highly significant association with stealing behavior in both family groups. For children from intact families (p=0.001), while for children from divorced families, the correlation is even stronger (p=0.001). This outcome is consistent with the findings of the study conducted by Feng Wang (Wang et al., 2021), income level p<0.001. Children whose parents had divorced were more likely to live in economically disadvantaged situations. This outcome is consistent with the findings the study Higher parental income was associated with lower prevalence of all mental. Researcher view point table (14) if children are neglected by both group and children need is not met behavioral problem will appear within the theft.

Discussion Lying Behavior among Children and Their Sociodemographic Variables

Table (15) shows a significant relationship between sex and behavioral problems in children from intact families (p = 0.03). In the researcher's opini Feng Wang1(40), on, male children tend to exhibit more behavioral problems than females. This finding aligns with the study conducted By Mohammed Baqer Hassan And Khetam Mutashar Hatabs (Hassan & Hatab, 2021), which reported a strong link between male students and behavioral problems (p < 0.01). Furthermore, a significant positive correlation was found between perceived academic level and behavioral problems (p = 0.001) for children from divorced families. Interestingly, the perceived academic level also demonstrated a strong reverse correlation with lying behavior (p = 0.001), suggesting that as academic perceptions improve, lying behavior decreases. This outcome is consistent with the findings of the study conducted by Kalmijn, Matthijs (Kalmijn, 2024) interaction between divorce and cohort for completed education b=-0.163, p=0.02) negative

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association between parental divorce and education became somewhat more negative over time. In the research's opinion, it is possible that he helped a family member in teaching and for children from divorced families, a significant positive correlation was found between lying behavior and birth order for children (p = .018).

This outcome is consistent with the findings of the study conducted by Fridtjof W. Nussbeck el at (Nussbeck et al., 2015). 1st born child showed more emotional, conduct, or problems with peers after the separation of their parent According to the researcher's point of view the first child to face conflicts with his parents before the divorce show behavioral problems including lying. A history of behavioral disorders is significantly associated with lying behavior (p = .020). This outcome is consistent with the findings of the study conducted by Adriana DICU(43)

Divorce can significantly impact the physical and psychological health of children, leading to maladjustment triggered by various risk factors, including interparental conflict and parental psychopathology. The researcher observes a clear relationship between a history of behavioral disorders and divorced parents. Divorce often exacerbates disagreements between parents, both during and after the separation, contributing to the emergence of behavioral problems, such as lying**.** There is a lack of literature to either support or reject the relationship between perceived resource availability compared to peers. Additionally, the majority of the research sample consisted of children with two parents, with one parent (typically the father) employed.

Discussion Lying Behavior among Children and Family Related Variables

Table (16) indicates that for children from divorced families, the educational level of the mother shows a significant association with lying behavior (p = 0.11). This outcome aligns with the findings of Kirsimarja Raitasalo's study, which observed a strong correlation between behavioral disorders (such as lying) and the mother's education (p < 0.0001). The study found that mothers with education beyond secondary school significantly reduced their children's risk of behavioral disorders**.** From point of view, divorced mothers tend to spend more time with their children, and their level of education can have a notable impact on the child's behavior. An educated mother is more likely to engage in teaching the child essential principles and values, which can help mitigate behaviors like lying.

Discussion lying behavior among children and family related variables

Table (17) children from divorced families; relationship between alcoholism and lying behavior (p = .034) Similar). This outcome is consistent with the findings of the study conducted by Kirsimarja Raitasalo. In mother's and father's less severe and alcohol abuse were associated significantly with their children's incidence of mental and behavioral disorder .

the research opinion, there is a relationship between alcohol divorce and children's lying behavior, which is the result of neglecting parents and gaining sympathy and needs from peers.For children from intact families, perceived monthly income showed a significant correlation (p = 0.001). Similarly, for children from divorced families, perceived monthly income also displayed a strong correlation with lying behavior (p = 0.001). Interestingly, this relationship was found to be reverse in nature. This finding aligns with the study conducted by P. J. Piotrowska, which reported that the path from income to conduct problems (lying) was non-significant (p = 0.127). In the researcher's opinion, monthly income is a fundamental requirement for life, and a shortage in income can lead to behavioral issues. When families experience financial difficulties, children may resort to lying to their peers and teachers in an attempt to fulfill their needs

Discussion Hyperactivity among Children and their Sociodemographic Variables

Table (18) children from divorced families, a significant relationship was observed for birth order (p = .023).and children from intact families, a significant correlation was observed between hyperactivity and birth order (p = .013)**.** This outcome is consistent with the findings of the study conducted by Ekemini Joseph Hogan el at (Hogan et al., 2021). Significant association with birth order and they are all from the group p=0.004. In the research's opinion, there is a relationship between hyperactivity and first child of both group because most of the time the first child of both parents is given more

freedom than his siblings. Children from divorce families highly significant positive correlation were found between perceived academic level and hyperactivity (p = .001 and intact family's significant positive correlation academic level and hyperactivity (p= 0.001). this outcome is consistent with the findings of the study conducted Ekemini Joseph Hogan el at (Hogan et al., 2021) show correlation relationship academic level and they are all from group p<0.0001. in the researcher's opinion both groups of hyperactivities in children probably do not affect academic level and children from divorce it is possible that grandparents help parent teach children . families A significant association was between hyperactivity and the history of behavioral disorders(p=.027). this outcome is consistent with the findings of the study conducted by Azam Hamidzadeh (Hamidzadeh et al., 2021) significantly associated with ADHD andvMH of divorce parent children p=0.008 in the researchers opinion ,the history of behavioral disorder are contributing factors to the emergence of hyperactivity in children with divorced parents which is stimulated by the problem of the divorced parents .children intact families correlation needs available compare to his peer and hyperactivity (p=0.019). Lack of literature reviews to support or reject a relationship needs available compare to his peers and most of the research sample had two parents and one father worked.

Discussion Hyperactivity among Children and Sociodemographic Variables of Parents.

Show for table (19) children from divorced families, a significant association was observed between hyperactivity and the mother's educational level (p = .015). This outcome is consistent with the findings of the study conducted by (Hassan & Al-Diwan, 2022) show significant association hyperactivity and the mother education p= 0.07. In the research opinion the mother level of education affects the child's behavior, being a child of divorced parents spends more time with his mother,

Discussion Hyperactivity among Children and Family related Variables

Table (20) reveals that for children from divorced families, a highly significant correlation was found between hyperactivity and alcoholism (p = 0.004). This outcome is consistent with the findings of the study conducted by Waldron, Mary, et al.,(Miralles et al., 2023) which reported a significant association between hyperactivity and divorced parents (p < 0.001), as well as with alcoholism. Additionally, a significant association was observed between hyperactivity and substance use (p = 0.049), aligning with the study conducted by Smeralda Diandra Anchesi (Anchesi et al., 2023) which highlighted the link between substance use and divorced parents**.** The increased substance use and its connection to divorce underscore the psychological and social risks faced by children in such situations. From the researcher's perspective, the impact of alcohol and substance abuse on a child's behavior can be transmitted directly to the child, influencing their actions and emotional responses. Show for table (20) for children from intact families, a significant association was found between hyperactivity and perceived monthly income (p = .001) and. also significantly associated with hyperactivity in children from divorced families (p = .001). This outcome is consistent with the findings of the study conducted by significantly Husam Adnan Sarhan and Kareem Rashak Sachit (Sarhan & Rashak, 2020), hyperactivity and perceived monthly income p=0.0001*. In my opinion, researchers' monthly income affects children behavior.

Conclusion

1**.** There is a notable trend of children from intact families exhibiting lower levels of aggression, stealing, lying, and hyperactivity compared to children from divorced families. However, these differences are not statistically significant across all measured behaviors, indicating that parental marital status may not be a decisive factor in these behavioral outcomes.

2. For children from intact families, most exhibit low levels of aggression, stealing, lying, and hyperactivity. However, children from divorced families tend to have slightly higher behavioral problems, though the differences are not statistically significant.

3. Significant correlations were found between aggression and several factors, including male sex, first-born status (for divorced families), perceived academic level, and availability of needs compared to peers.

4. The socioeconomic status of the family (perceived income sufficiency) appears to play a significant role in behavior, with sufficient income associated with lower

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levels of aggression and stealing across both family types.

5. Parental age, education, and employment status, as well as family history of alcoholism or substance use, were significantly associated with children's behavioral issues, particularly in divorced families. Children from divorced families show stronger associations between parental factors and behavioral problems than children from intact families.

6. Significant associations were observed between lying behavior and birth order, behavioral history, and perceived academic level, especially in children from divorced families.

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Declaration of Interest

The authors of this article declared no conflict of interest.

Ethical Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants. Ethical considerations in this study were that participation was entirely optional.

Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

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Authors' Contributions

All authors equally contribute to this study.

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