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# Interview

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Student's Name

Institutional Affiliation



# Interview

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Children's learning achievements depend on a large number of factors. The current paper presents the analysis of an interview with the Head Supervisor of social work at International School in Saudi Arabia Ali Alqahtani. The interview is devoted to the problems of students' education experienced by children from divorced families. The scope of the issue is very serious, and the complex school measures are needed for minimizing the negative impact on children.

In the beginning, I asked Ali Alqahtani about the problems experienced by children of divorced parents in comparison with those whose parents are married. He told me that such issues exist, and their scope is very significant. Children of divorced parents are more emotionally unstable and nervous. They also experience problems with trusting others and building long-term relationships with other students. Children of divorced parents are less confident in their abilities and do not demonstrate persistence in developing their skills.

To clarify it further, I asked about the differences in academic performance between these groups of children. Ali Alqahtani replied that children whose parents are divorced demonstrate much lower academic performance in the vast majority of cases. They are unable to concentrate their attention on the subject of their interest for a prolonged period of time. They tend to make a larger number of errors and do not demonstrate those rates of progress available for other students. In general, the academic performance and dynamics of children of divorced parents are systematically lower in comparison with other pupils.

I also suggested that it could be helpful to assess the microclimate in the

divorced families in the context of children's academic performance. I asked about the differences in students' learning outcomes in relation to children from those divorced families where the parents are in a direct conflict with each other in comparison with those where there is no disagreement between divorced parents. I also asked about the family strives between parents in non-divorced families and their impact on students' achievements. Ali Alqahtani told me that the family conflicts have a direct and highly negative influence on pupils' achievements. The most negative impact is observed when the quarrel occurs between divorced parents. In this case, children are unable to find any support, and their academic performance tends to decline rapidly.

The situation is better when the divorced parents are able to avoid conflicts or when disputes emerge between the married parents. However, the prolonged discord between married parents creates serious problems for children as well. They are unable to concentrate their attention and show their creative potential. Ali Alqahtani stressed that the most negative effects are observed among younger students. I asked him about the existing school services for children of divorced parents. Ali Alqahtani replied that it is one of the major directions of schools' development. Previously, these issues were mostly neglected that led to even higher intensity of the problem. Alqahtani's school provides additional psychological support services for children. They are able to present their problem to the professional psychologists. On this basis, the specialist can formulate precise recommendations that can improve the student's mental state. The empirical findings demonstrate that it also leads to the proportional progress in pupils' academic achievements.

The dynamics of the situation is under the close control of school psychologists. Thus, the recommendations and additional psychological services are adjusted regularly. Ali Alqahtani stated that the demand for

such services and psychological support appears to be very high among students. In the beginning, they were concerned whether they could trust psychologists. However, when they realized that this assistance could be helpful, they became more open. I also asked about any school services available for parents who became separated. Ali Alqahtani replied that schools cannot regulate parents' relationships, but they can provide relevant recommendations for them.

In particular, the school experts inform parents about highly negative effects of family conflicts on children's performance. It appears that a large number of parents do not realize the seriousness of this issue. The comprehension of the actual situation contributes to parents' higher responsibility. They recognize that their conflicts are not their personal affairs but also the substantial factor affecting their children's performance. Ali Alqahtani suggested that a more active role played by modern schools can improve the situation in this sphere even further.

In general, the analysis provided by Ali Alqahtani allows understanding the problems experienced by children of divorced parents. They cannot be neutral to the conflicts and issues occurring between their parents. Small children are especially responsive to such situations. Although schools cannot neutralize the source of the problem completely, they can provide the relevant professional and psychological assistance to students and their parents. The methods used in Ali Alqahtani's school in Saudi Arabia can be extended to other countries.

Thus, the impact of the family environment on students' academic performance is even more serious than it is generally recognized. The negative micro-climate in families leads to the immediate decline in pupils' academic achievements. There are also substantial differences between the impacts of conflicts between married and divorced parents.

The further investigation of this issue requires additional empirical studies in various countries. However, the general model of an active social role played by the modern schools proposed by Ali Alqahtani may be used as a basis for subsequent improvements. The provided interview has both demonstrated the seriousness of the problem and outlined the major potential ways of solving it.