

The Impact of Professional Dynamics and Social Factors on Teachers' Divorce Rates

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Keywords

Year of the Family;
Divorce Rate
Among Teachers;
Professional
Dynamics.

Article History

Received
Oct 06, 2025
Revised
Now 26, 2025
Accepted
Dec 23, 2025
Published
Dec 30, 2025

Abstract

Within the framework of 2025 being designated as the "Year of the Family," this study aims to investigate the challenges teachers face in their marital lives and how these challenges are reflected in divorce rates. The research adopts a holistic perspective to examine the professional dynamics and social factors that influence the phenomenon of divorce among teachers. A review of the existing literature reveals a lack of comprehensive analyses concerning teachers, who hold a central role in shaping social structures, and, consequently, a limited availability of statistical data. To address this gap and to capture teachers' perspectives in depth, a survey was administered to 1,021 teachers across Türkiye. The data were analyzed using the correlational survey model within the framework of quantitative research methodology. Findings indicate that 20% of the sample teachers were divorced, while among married teachers 69,7% were married to another teacher and 30,3% were married to a spouse from a different profession. The research findings indicate that communication problems are the most significant cause of divorce, accounting for % 35,1% in teacher-teacher marriages and % 36,2% in teacher-non-teacher marriages. The results demonstrate that the factors influencing teachers' marital relationships are multidimensional. Accordingly, the study emphasizes the need to develop comprehensive social, professional, and policy-based support mechanisms to strengthen the institution of the family.

Introduction

Marriage is a social institution in which two individuals unite their lives to achieve mutual happiness and share an everyday life (Üncü, 2007). In this context, marriage is regarded as one of the most significant milestones in human life and as the structure that enables the formation of families, the most minor units of society (Sezen, 2005). However, in some marriages established to form this fundamental social unit, the integrity of the family

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may deteriorate, leading to divorce, which generates negative consequences both individually and socially (Haine & Sandler, 2003). Divorce is perceived as an opportunity for a new beginning by those who view their marriages negatively, while for those who evaluate their marriages positively, it represents a crisis (Kalmijn & Monden, 2006).

The family is a social institution and a network of interpersonal relationships formed through blood, lineage, marriage, legal union, or adoption, which fulfills individuals' fundamental biological, psychological, and social needs and continues across generations with relative adaptation (ASHB, 2025). The family, as the foundational and universal unit of society, constitutes the smallest yet most influential social entity in an individual's life. The phenomenon of divorce, emerging from the dissolution of family unity, is not merely an individual event but a significant social process that affects society at large.

Over the past two decades, this process has severely undermined the stability of the institution of marriage, leading to a marked increase in divorce rates. Between 2004 and 2024, approximately 2.748.714 of 12.370.237 marriages (about 20%) ended in divorce. During this period, the crude marriage rate averaged %7,77, while the crude divorce rate stood at 1,65% (see Table 1).

Table 1

Distribution of the Number of Marriages and Divorces in Türkiye (2004–2024)

| Year | Number of Marriages | Crude Marriage Rate (%) | Number of Divorces | Crude Divorce Rate (%) | Divorce Percentage (%) |
|-----------------------------|---------------------|-------------------------|--------------------|------------------------|------------------------|
| 2004 | 615.357 | 9,1 | 91.022 | 1,35 | 15 |
| 2005 | 641.241 | 9,37 | 95.895 | 1,4 | 15 |
| 2006 | 636.121 | 9,18 | 93.489 | 1,35 | 15 |
| 2007 | 638.311 | 9,1 | 94.219 | 1,34 | 15 |
| 2008 | 641.973 | 9,04 | 99.663 | 1,4 | 16 |
| 2009 | 591.742 | 8,21 | 114.162 | 1,58 | 19 |
| 2010 | 582.715 | 7,97 | 118.568 | 1,62 | 20 |
| 2011 | 592.775 | 7,99 | 120.117 | 1,62 | 20 |
| 2012 | 603.751 | 8,03 | 123.325 | 1,64 | 20 |
| 2013 | 600.138 | 7,88 | 125.305 | 1,65 | 21 |
| 2014 | 599.704 | 7,77 | 130.913 | 1,7 | 22 |
| 2015 | 602.982 | 7,71 | 131.830 | 1,69 | 22 |
| 2016 | 594.493 | 7,5 | 126.164 | 1,59 | 21 |
| 2017 | 569.459 | 7,09 | 128.411 | 1,6 | 23 |
| 2018 | 554.389 | 6,81 | 143.573 | 1,76 | 26 |
| 2019 | 542.314 | 6,57 | 156.587 | 1,9 | 29 |
| 2020 | 488.335 | 5,86 | 136.570 | 1,64 | 28 |
| 2021 | 563.140 | 6,69 | 175.779 | 2,09 | 31 |
| 2022 | 575.891 | 6,78 | 182.437 | 2,15 | 32 |
| 2023 | 567.011 | 6,65 | 173.342 | 2,03 | 31 |
| 2024 | 568.395 | 6,65 | 187.343 | 2,19 | 33 |
| Total | 12.370.237 | | | | |
| Average crude marriage rate | | %7,77 | | | |
| Total divorces | | | 2.748.714 | | |
| Crude divorce rate | | | | %1,65 | |
| Average divorce rate | | | | | %20 |

*Data retrieved from the Directorate General of Population and Citizenship Affairs on 03.08.2025. (<https://data.tuik.gov.tr/Bulten/Index?p=Evlenme-ve-Bosanma-Istatistikleri-2024-54194>)

A review of the related literature reveals that:

- Individuals whose parents are divorced tend to experience psychological problems in adulthood, and such issues may persist into their early thirties (Cherlin et al., 1998)
- There is a correlation between parental divorce during childhood and depression or the likelihood of divorce in adulthood (O'Connor et al., 1999)
- The rate of divorce has been increasing over recent decades (Bernardi & Boertien, 2017; Bilici, 2018; Geniș et al., 2019; Günen & Poyraz, 2017; Lebow, 2020; Mahrer et al., 2018; Tanrıverdi & Özgürç, 2019; Turgut, 2015)
- Divorce entails potential long-term risks with adverse effects (Amato, 2000, 2014; Hetherington, 2006)
- Children of divorced families exhibit more adjustment problems (Amato, 2014; Cherlin, 1999; Kelly & Emery, 2003)
- Children with divorced parents tend to demonstrate lower academic achievement (Carroll, 2013; Martin, 2012)
- Divorce is associated with increased behavioral problems (Tebeka et al., 2016) and depression in children (İşler, 2023)
- Antisocial behaviors among students tend to rise following parental divorce (Atabey, 2017; Kasuto, 2017)
- Social maladjustment is frequently observed in schools (Amato, 2000; Bernardi & Boertien, 2017)
- Children from divorced families tend to develop more negative perspectives (Aydoğan & Altınbulak, 2015; Babalis et al., 2014; Demir-Dağdaş et al., 2017; Kabaoğlu, 2011; Riggio, 2004)
- The number of children experiencing adjustment problems related to divorce has been increasing (Jarwan & Al-Frehat, 2020)
- Divorce has long-term and traumatic effects on children's social relations (Amato, 2000, 2014; Hetherington, 2006; Wolfinger, 2000, 2005);
- Some studies in the field have focused on the children whose parents are still married (Atuntas, 2012); and
- Most studies in the field have focused primarily on quantitative designs (Aydın & Baran, 2012).

The study aims to examine the impact of *professional dynamics and social factors* on teachers' divorce rates, given their significant role in shaping society, and to propose holistic solutions. The study also seeks to conceptualize divorce as a social problem, to analyze it multidimensionally, and to contribute to the development of policies addressing this issue. In line with these objectives, the study seeks to answer the following research questions:

1. What is the divorce rate among teachers?
2. What is the divorce rate among teacher-teacher couples?
3. What is the divorce rate among teacher-non-teacher marriages?
4. How is the distribution of divorces among teachers over the years, and is there any observable trend of increase or decrease over time?
5. What difficulties do teachers encounter in their marriages in relation to social and professional dynamics?
6. What are the most significant factors influencing divorce decisions in teacher-teacher and teacher-non-teacher marriages?

Methods

In this study, the relational screening (correlational) model, a quantitative research method, was employed to examine the effects of professional dynamics and social factors on teachers' divorce rates. The relational screening model is a research design aimed at revealing the relationships among multiple variables (Karasar, 2019).

Study Sample

The study population consisted of 1,021 teachers working in urban, district, and rural areas across Türkiye. The sample group was determined through a *simple random sampling* method.

Data Collection and Analysis

Data for the study were collected through an online questionnaire titled 'The Effects of Professional Dynamics and Social Factors on Teachers' Divorce Rates,' which was initially developed by the researcher and administered via Google Forms between August 15 and 30, 2025. The questionnaire was designed to measure factors related to teachers' professional conditions, social interactions, and divorce processes, and consisted of nineteen (19) items.

The collected data were analyzed using SPSS. Specifically:

- Teachers' opinions were summarized using descriptive statistics.
- The relationships between professional dynamics, social factors, and divorce rates were examined using Pearson and Spearman correlation analyses.
- Multiple regression analysis was conducted to identify variables predicting divorce rates.

Results

Addressing the challenges faced by professionals, such as teachers, who impact society at large, requires a systematic identification of these issues using scientific methods. In this context, supporting teachers' family lives at the individual level and strengthening healthy marital relationships while implementing effective social policies at the societal level are critical.

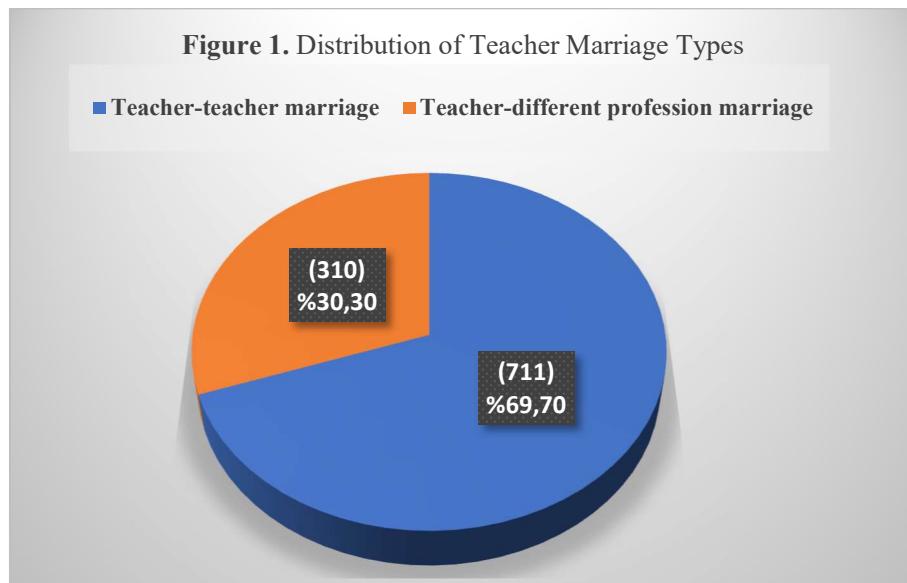
The competitive environment generated by globalization has underscored the need to cultivate more competent and highly qualified individuals. Considering that education constitutes the most decisive factor in developing qualified human capital, the strategic importance of teacher training in Türkiye within the context of global competition becomes particularly evident (Yıldırım & Arhan, 2013). Accordingly, taking teachers' experiences into account is not only indispensable for individual well-being but also for societal development and sustainable growth.

The social factors and professional dynamics that may influence rising divorce rates among teachers, or the challenges they face in their marriages, constitute a multilayered phenomenon that must be analyzed at both the individual and societal levels. The teaching profession involves not only the transmission of knowledge but also a high degree of emotional labor, social responsibility, and the ability to navigate constantly evolving educational policies (Toprak et al., 2023). Attributing the increase in divorce rates among teachers solely to individual incompatibility is insufficient. Instead, it reflects the complex

interplay of professional dynamics and social factors, shaped by societal structures and cultural expectations.

The development of social policies that support marital relationships, the alleviation of teachers' psychosocial burdens, and the strengthening of intra-professional support mechanisms may serve as effective interventions in addressing this issue (Kilicarslan & Sahan, 2021).

Distribution of Teacher Marriage Types



A total of 1.021 teachers responded to the question regarding the type of marriage. It was observed that marriages between colleagues were predominant in teachers' marriage preferences. Among the participants, %69,7 were in teacher-to-teacher marriages, while %30,3 had spouses from different professions (see Figure 1).

Evaluation in Terms of Professional Dynamics

Professional dynamics in teachers' divorce processes vary according to the nature of their profession, working conditions, and the type of marriage (teacher-teacher vs. teacher-different profession). Studies conducted in Turkey indicate that work-family conflict increases the risk of divorce; particularly, female teachers experience higher stress when simultaneously managing professional responsibilities and family duties (Yuce, 2020; Soygan, 2019). While the right to transfer serves as an important support mechanism for divorced teachers, additional psychological and economic support is generally lacking. This increases professional burdens and poses extra challenges in students' educational processes (Ayrac, 2025; Korkmaz, 2023; Sen, 2024). Female teachers, in particular, face challenges such as economic independence, child care responsibilities, and societal pressures, negatively affecting both professional performance and psychological well-being (Soygan, 2019).

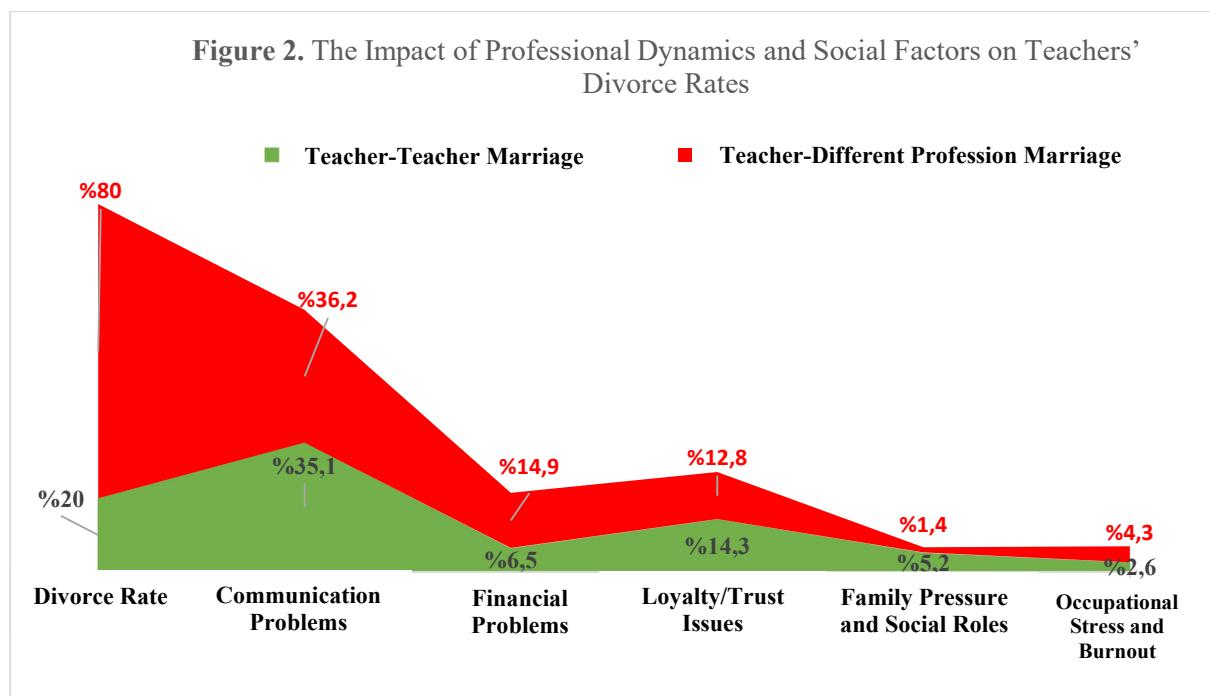
Furthermore, in this study, the impact of professional dynamics on divorce rates varies by marriage type (teacher-teacher vs. teacher-different profession), school type, years of service, and region of assignment (see Figure 2).

Teacher-Teacher Marriages

- Professional Compatibility: Similar work pace and shared holidays can enhance marital harmony.
- Professional Stress: As both partners carry similar workloads, burnout may contribute to divorce in 2,6 % of cases (see Figure 2).
- Differences in Assignment Locations: Being assigned to different cities can create significant tension in the marriage.
- Work Encroachment on Home Life: Continuous discussion of professional matters may challenge work-life balance.

Teacher-Different Profession Marriages

- Different Working Hours: Imbalances in work schedules can cause incompatibility, especially when one partner has regular hours, and the other has intensive or irregular shifts.
- Differences in Professional Understanding: The stress or bureaucratic burden experienced by the teacher spouse may not be fully understood by the partner from a different profession.
- Economic Disparity: Income imbalances or mismatched expectations can lead to conflicts, influencing 14,9 % of divorces (see Figure 2).



Evaluation in Terms of Social Factors

Social factors influencing teachers' divorce processes encompass a range of domains, including sociodemographic characteristics, societal norms, economic conditions, and psychological support. Research conducted in Turkey indicates that teachers' sociodemographic features-such as age, gender, marital status, and educational level-affect divorce processes. Female teachers, in particular, experience higher levels of tension when simultaneously managing professional stress and family responsibilities, which increases their risk of divorce (Soygan, 2019; Yuce, 2020).

Societal norms and family structures also play a significant role in divorce. In some segments of Turkish society, divorce is still perceived negatively, and societal attitudes toward divorced individuals can influence teachers' professional lives (Alparslan, 2016). Economic conditions are another critical social factor. Divorce can create financial challenges for teachers, particularly for female teachers, who may struggle to achieve economic independence after divorce, thereby adversely affecting both professional performance and psychological well-being (Ayrac, 2025; Sen, 2024).

Psychological and emotional support is also crucial during the divorce process. Access to psychological support helps teachers manage stress and maintain balance in their professional lives. Support from guidance counselors and colleagues within the school environment allows teachers to navigate the divorce process more effectively (Korkmaz, 2023).

In this study, the influence of social factors on divorce rates varies by marriage type (teacher-teacher vs. teacher-different profession), school type, years of service, and region of assignment.

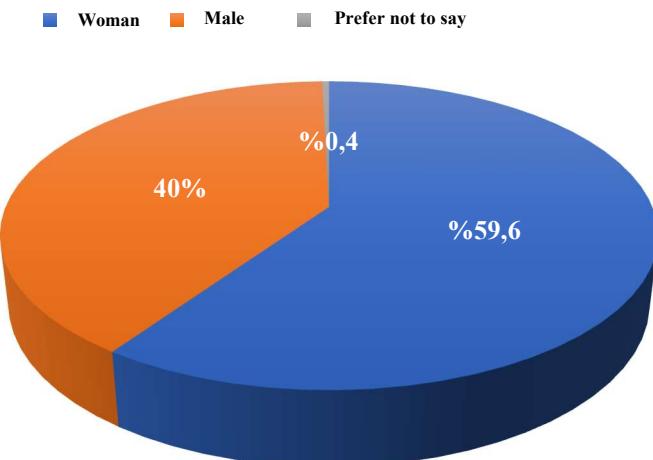
Teacher-Teacher Marriages

- Social Environment: Similar social circles and shared values can provide support for the marriage.
- Comparison Pressure: Being in the same profession may lead to comparisons regarding performance or career achievements.
- Communication: While similar educational levels and professional language can facilitate communication, discussions may become more critical in 35,1% of cases.

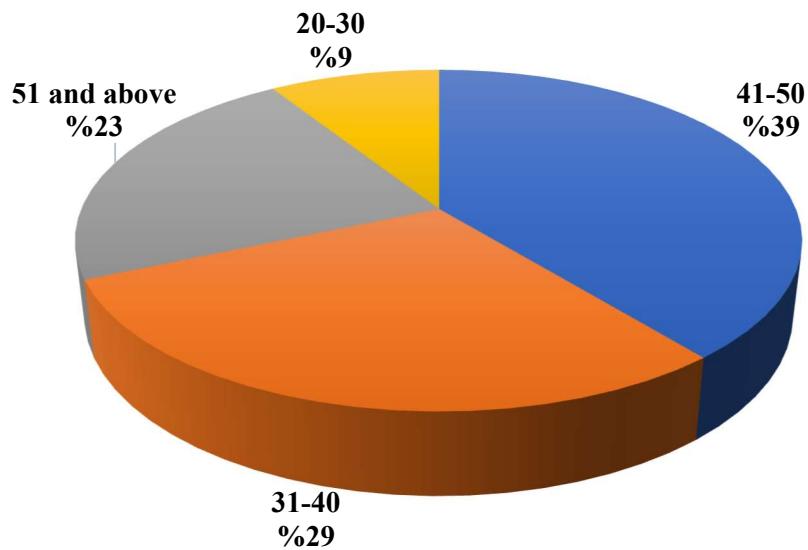
Teacher-Different Profession Marriages

- Social Environment Differences: Different social and professional networks may create distance between partners.
- Role Sharing: Balancing household responsibilities can be more challenging, influencing %1,4 of divorces.
- Communication Problems: Differences in lifestyle can lead to more intensive communication issues, affecting 36,2 % of divorces (see Figure 2).

Overall, teacher-teacher marriages tend to be more protective due to professional similarities, whereas teacher-different profession marriages carry higher risks influenced by social and economic factors.

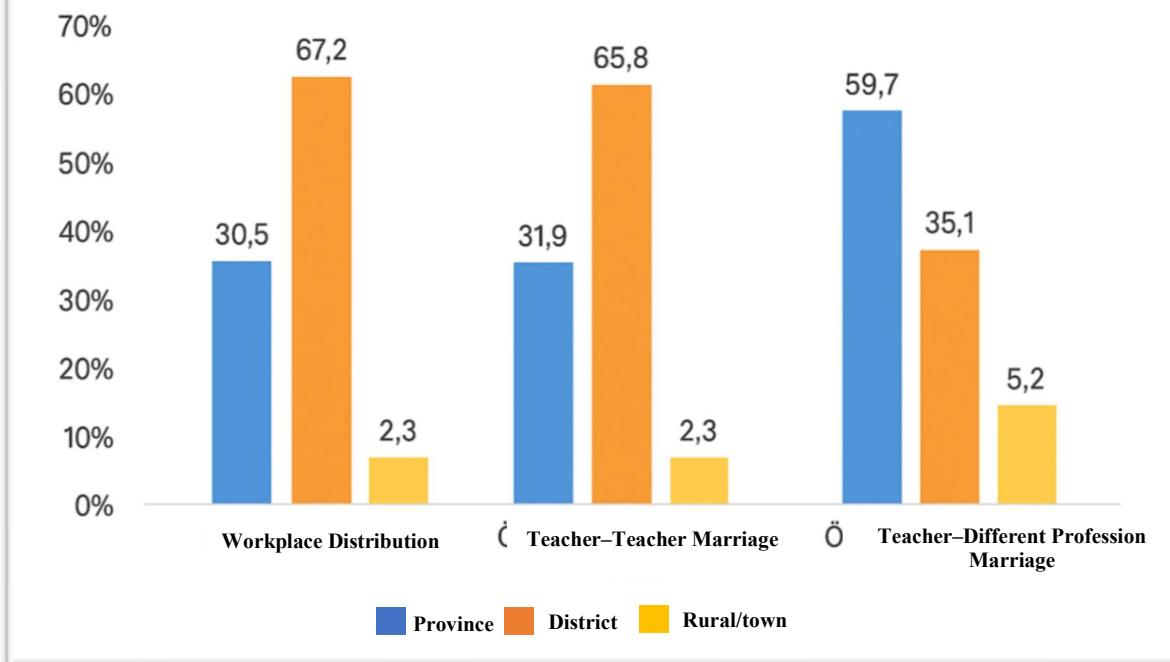
Figure 3. Distribution of Survey Participants by Gender

A total of 1.020 teachers responded to the question regarding gender. Among the participants, 59,6% were female, 40% were male, and 0,4% preferred not to disclose their gender (see Figure 3).

Figure 4. Age Distribution of Surveyed Teachers

A total of 1.019 teachers answered the question regarding age distribution. The data reveal that 39% of them were in the 41-50 age range. This was followed by the 31-40 group at 29% and those aged 51 or older at 23%. The smallest proportion was in the 20-30 age group, which made up 9%. These results imply that most participants are middle-aged (see Figure 4).

Figure 5. Distribution of Marriage Types (*Teacher-Teacher vs. Teacher-Different Profession*) by Workplace



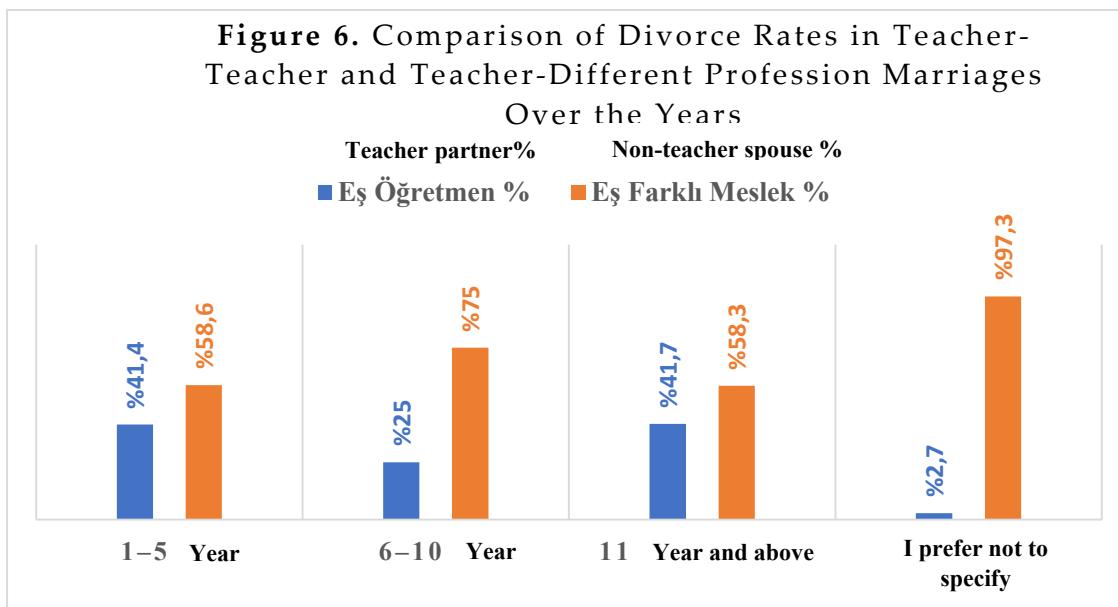
A total of 1.011 teachers responded to the question regarding marriage types by workplace. Among the participants, 30,5% worked in provincial centers, 67,2% in districts, and 2,3% in rural or township areas. In provincial centers, the proportion of teacher-to-teacher marriages was 31,9%, while teacher-to-different-profession marriages accounted for 59,7%. In districts, teacher-to-teacher marriages were predominant at %65,8. In rural and township areas, the proportion of teacher-to-teacher marriages was 2,3%, and teacher-to-different-profession marriages accounted for 5,2% (see Figure 5).

Table 2
Comparison of Chi-Square Test Results for Primary Marital Issues Between Spouses

| Issue Area | Observed (O) | Expected (E) | $(O-E)^2 / E$ |
|----------------------------|--------------|--------------|---------------|
| Communication problems | 552 | 126.375 | 1432.6 |
| Economic problems | 174 | 126.375 | 17.9 |
| Family interference | 63 | 126.375 | 31.8 |
| Insufficient time together | 62 | 126.375 | 32.8 |
| Violence | 53 | 126.375 | 42.6 |
| Loyalty issues | 46 | 126.375 | 51.1 |
| Trust problems | 35 | 126.375 | 66.0 |
| Child-rearing | 26 | 126.375 | 79.8 |
| Total χ^2 | 1011 | 1011 | 1775.6 |

According to the Chi-square test results, marital issues do not occur with equal frequency, with communication problems being significantly more prevalent than other

issues. This pattern may be attributed to differences in social, cultural, and awareness-related factors, as well as the inherent nature of the problems themselves (see Table 2).



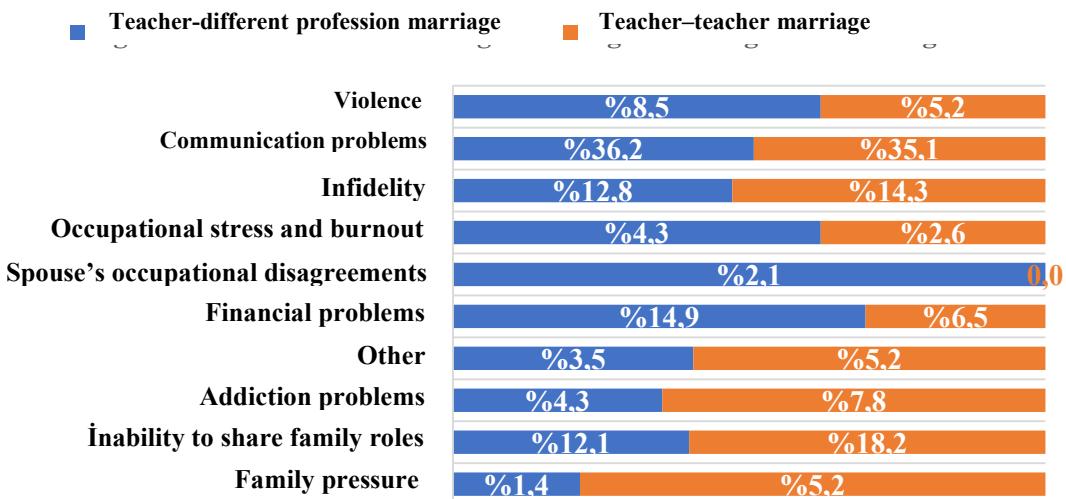
In the study, responses from 1.019 teachers regarding age, duration of marriage, and type of marriage (teacher-teacher vs. teacher-different profession) were analyzed. The comparison revealed that divorce rates in marriages of 1-5 years and over 11 years were 41,4% for teacher-teacher marriages and 58,6% for teacher-different profession marriages. Conversely, in marriages lasting 6-10 years, the divorce rate for teacher-different profession marriages increased to 75%, indicating a notable rise (see Figure 6).

According to the Pearson correlation analysis (used to examine relationships between numerical variables):

- There is a strong positive correlation between age and years of service ($r = 0.90$), indicating that years of service naturally increase with age.
- A very high positive correlation was observed between age and divorce causes ($r \approx 0.95$), suggesting that as age increases, divorce causes become more pronounced or more strongly associated with certain factors.
- A very high positive correlation was also found between age and changes in quality of life ($r \approx 0.95$), implying that age significantly affects post-divorce quality of life.
- A perfect correlation was found between divorce causes and changes in quality of life ($r = 1.00$), indicating that the two variables move almost in lockstep within the sample.

Spearman correlation analysis showed a similar trend, confirming that the relationships between variables are not only linear but also strong at the ordinal level (see Figure 6).

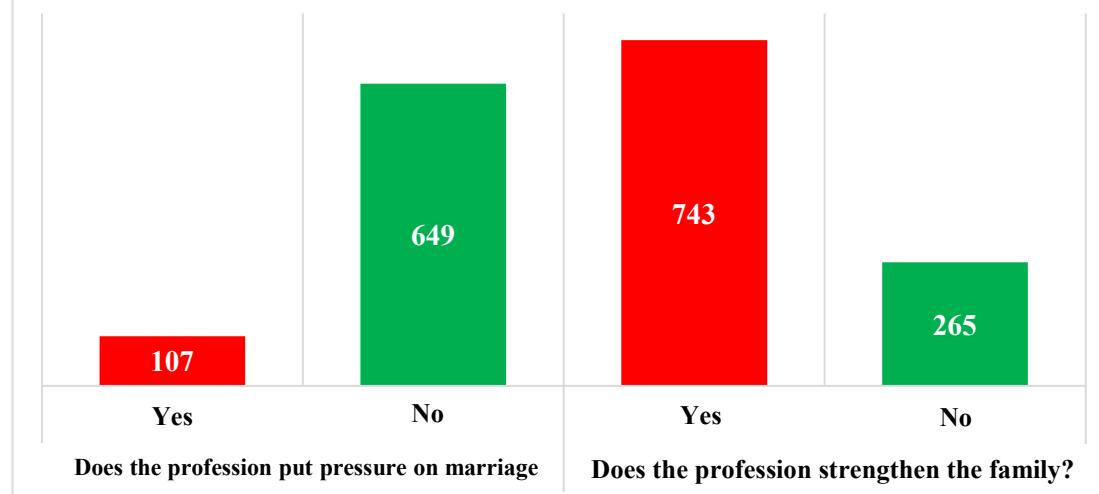
Figure 7. Comparison of Divorce Reasons By Type of Marriage



Divorce shows similarities and differences across both marital types. The predominant cause is communication problems in both groups: 36,2% in teacher-different profession marriages and 35,1% in teacher-teacher marriages. Infidelity 12,8% in teacher-different profession marriages, 14,3% in teacher-teacher marriages, inability to share family roles 18,2% in teacher-teacher marriages, 12,1% in teacher-different profession marriages, and communication problems follow.

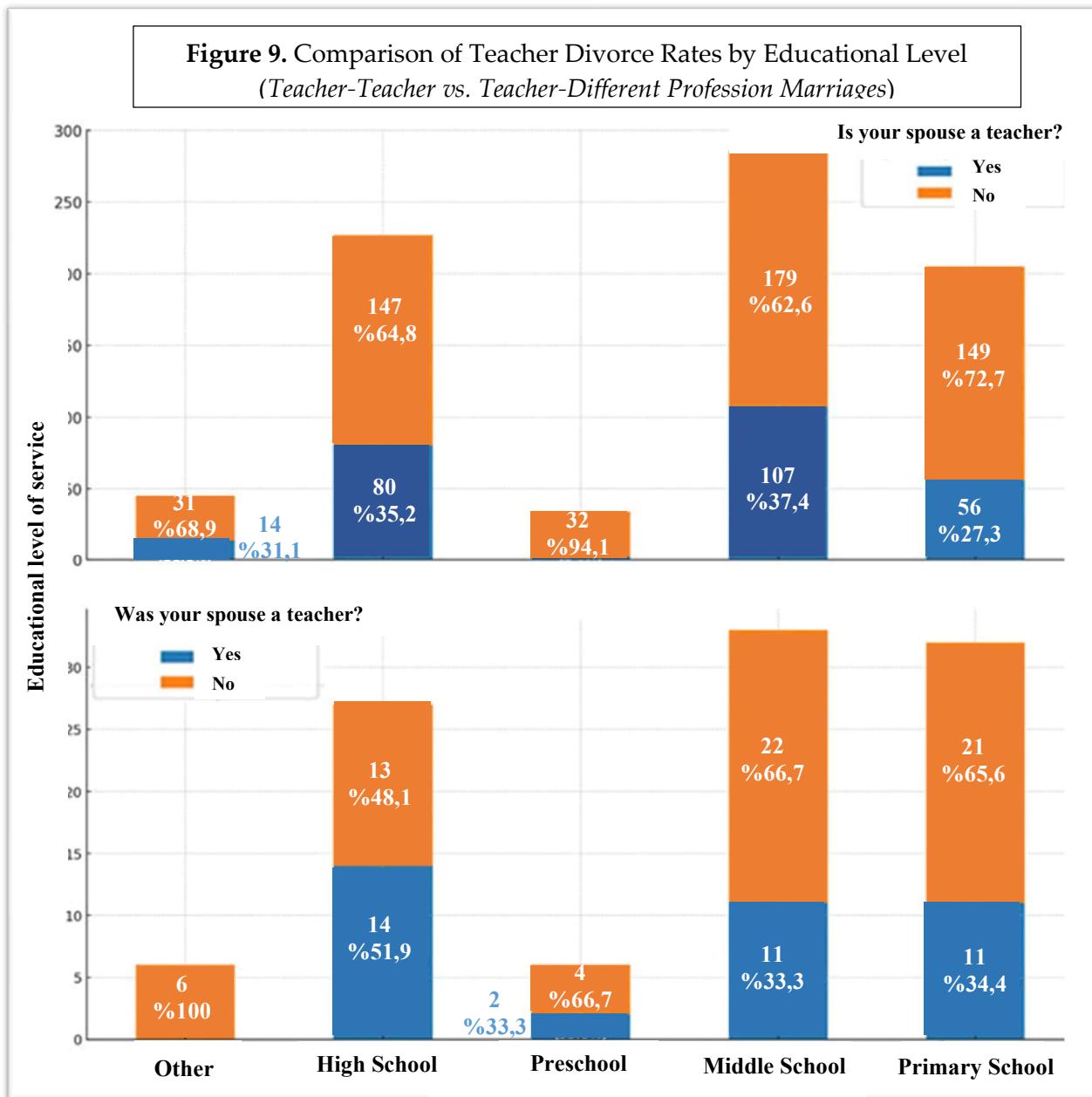
In marriages between teachers, the most noticeable issues are sharing household roles (18,2%) and loyalty concerns (14,3%). Meanwhile, in marriages between teachers and partners from different professions, economic problems (%14,9) and violence (%8,5) are more significant (see Figure 7).

Figure 8. Teachers' Opinions on the Impact of Their Profession on Marriage and Family



The research findings illustrate the impact of the teaching profession on marriage and family. Only 14% of teachers believed that their profession exerts pressure on their marriage,

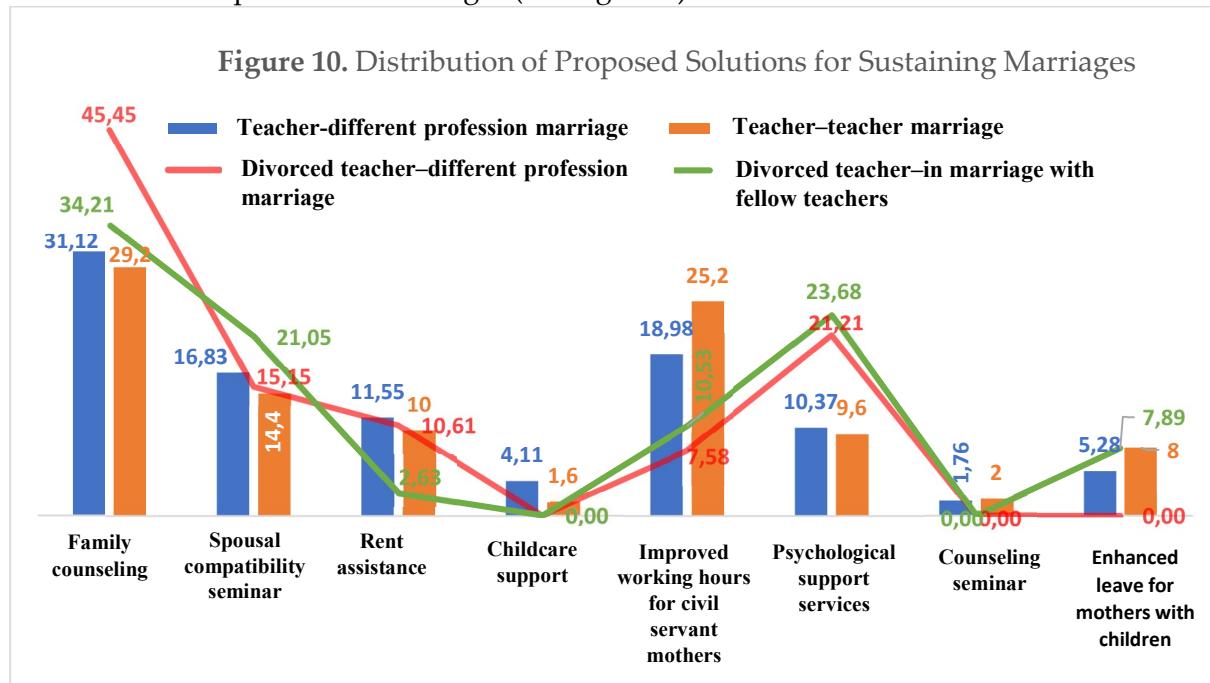
while 86% indicated that it does not. On the other hand, 74% of teachers stated that their profession plays a significant role in strengthening the family institution, whereas 26% reported that it does not (see Figure 8).



Teacher-to-teacher marriages are relatively more common in high schools (35,2%) and middle schools (37,4%), while they account for 27,3% in primary schools and only 5,9% in preschool. In contrast, teacher-different profession marriages dominate across all educational levels, representing %64,8 in high schools, %62,6 in middle schools, %72,7 in primary schools, and %94,1 in preschool.

When examining divorce data by educational level, in high school, 14 (51,9%) divorces occurred in teacher-to-teacher marriages, while 13 (48,1%) divorces occurred in teacher-to-different profession marriages. In middle schools, 11 (33,3%) divorces occurred in teacher-to-teacher marriages, and 22 (66,7%) occurred in teacher-to-different-profession marriages. At the primary school level, 11 (34,4%) divorces occurred in teacher-to-teacher marriages, while 21

(65,6%) divorces occurred in teacher-different profession marriages. In preschools, two (33%) of divorces occurred in teacher-to-teacher marriages, and four (66,7%) divorces occurred in teacher-different profession marriages (see Figure 9).



According to the research findings, the most common proposed solution for sustaining marriages among teachers was family counseling, particularly among divorced teachers in teacher-different profession marriages, at 45.45%. Psychological support services were also highly recommended for divorced teachers, with rates between 21% and 23%. Among married teachers, improving parental working hours (25.2%) and participation in spouse-compatibility seminars (16.83%) were the most prominent solutions. Rent and childcare support remained low across all groups (1.6%), while guidance seminars were rarely suggested. Leave provisions for mothers with children were slightly more valued, particularly in teacher-teacher marriages (8%) and divorced teacher-teacher marriages (7.89%) (see Figure 10).

During the divorce process, 43 (24.4%) teachers received psychological support, while 133 (75.6%) did not. Regarding legal support, 73 (42.9%) teachers accessed such services, whereas 97 (57.1%) did not (see Figure 11).

Research indicates that divorce impacts individuals' social and economic quality of life to varying extents. Concerning social well-being, many participants viewed the divorce process as a positive change. Specifically, 90 participants reported improvements in their social lives after divorce, while 24 reported adverse effects. Additionally, 16 participants reported no change, and 39 participants preferred not to state an opinion.

Regarding economic quality of life, the results showed a more balanced distribution. 62 reported positive financial changes, whereas 42 reported negative changes. Moreover, 33 participants reported no change, and 35 participants chose not to comment (see Figure 12).

Table 4

Comparison of Teachers' Professional Experience by Age

| Variables | Age | Years of Service | Cause of Divorce | Change in Quality of Life |
|-----------|------|------------------|------------------|---------------------------|
| Age | 1.00 | 0.90 | 0.95 | 0.95 |

| | | | | |
|---------------------------|------|------|------|------|
| Years of Service | 0.90 | 1.00 | 0.74 | 0.74 |
| Cause of Divorce | 0.95 | 0.74 | 1.00 | 1.00 |
| Change in Quality of Life | 0.95 | 0.74 | 1.00 | 1.00 |

These findings indicate that teachers' age and professional experience are closely associated with the causes of divorce and changes in post-divorce quality of life. In particular, the strong relationships between age, divorce causes, and quality of life highlight the significant role of social and professional factors in divorce processes (Table 4).

Discussion and Conclusion

This study examined the impact of social factors and professional dynamics on teachers' divorce rates. Given the multidimensional nature of divorce reasons in teacher-teacher and teacher-other profession marriages, each survey item was analyzed individually to provide a comprehensive interpretation. This approach highlights the complex structure of divorce, which cannot be reduced to a single factor, and allows a holistic analysis of teachers' marital experiences.

Correlation analysis revealed significant relationships between teachers' demographic and professional characteristics, reasons for divorce, and post-divorce quality of life. A strong positive correlation was observed between age and length of service ($r = .90$, $p < .01$), suggesting that older teachers have longer professional experience. Similarly, the literature emphasizes age and length of service as key variables affecting marital satisfaction (Çelik & Karakuş, 2020).

A strong correlation was also found between age and post-divorce quality of life ($r \approx .95$, $p < .01$), indicating that age significantly affects individuals' perception of life quality after divorce. Consistent with this finding, prior studies suggest that psychological adjustment post-divorce varies with age (Toprak, Çelebi & Orman, 2023).

Moderate-to-high positive correlations were observed between length of service and both divorce reasons and quality of life ($r \approx .74$, $p < .01$), suggesting that longer professional experience may exert pressure on marital relationships. Professional stress and burnout negatively affect marital satisfaction (Demir & Kaya, 2019).

Notably, a perfect correlation was identified between divorce reasons and changes in life quality ($r = 1.00$, $p < .01$), demonstrating a direct and substantial relationship between the reasons for divorce and teachers' perception of post-divorce life quality. The literature also emphasizes that divorce-related factors play a critical role in post-divorce adjustment and quality of life (Özdemir, 2022). Overall, findings indicate that teachers' age and professional experience are decisive factors in marital relationships, divorce reasons, and post-divorce quality of life, underscoring the importance of psychological counseling, intra-family communication training, and professional support programs to support teachers' marital life.

The study examined teachers' divorce rates in the context of professional groups and marital dynamics and found that age has no significant effect on divorce, aligning with Amato's (2010) findings, which indicate that marital dynamics and environmental factors more influence divorce than by age.

Higher mid-term divorce rates in teacher-different profession marriages suggest that differences in workload and social life between professions may lead to adaptation problems, consistent with Cherlin (2009). In contrast, the increasing short- and long-term divorce rates in teacher-teacher marriages align with Kurdek's (1999) findings, indicating that although

couples within the same profession initially have higher adaptation, role distribution and professional burdens may increase divorce risk over time.

From a professional dynamics perspective, communication and fidelity issues were common reasons for divorce in both marriage types (teacher-teacher and teacher-different profession), consistent with previous findings by Amato and Previti (2003). Economic problems and violence were more prominent in teacher-different profession marriages, in line with White and Booth's (1991) findings that economic stress can trigger divorce. Conversely, role-sharing problems were more evident in teacher-teacher marriages, reflecting Karney and Bradbury's (1995) emphasis on the impact of professional expectations and burdens on marital adjustment.

Economic and social findings suggest that the financial impact of divorce is more heterogeneous than its social impact. Dew (2009) similarly reported that divorce's economic effects vary among families and depend on individual experiences.

The study's findings largely align with the literature and indicate that different dynamics in teacher-teacher and teacher-different profession marriages affect divorce rates. This underscores the importance of designing marital counseling and preventive programs that take professional and individual differences into account.

The study also found that the most frequently encountered problem in teacher-different profession marriages is the lack of healthy communication between spouses (36.2%), consistent with research emphasizing communication as a key determinant of marital satisfaction (Kalkan, 2019; Yıldırım & Demir, 2020). Ineffective communication increases conflict and accelerates the path to divorce (Karataş, 2018).

Economic problems (14.9%) were the second most common reason for divorce in teacher-different profession marriages, negatively affecting marital relations. This finding is consistent with the literature, indicating that economic insufficiency reduces marital satisfaction and increases family conflict (Arslan, 2017; Çelik, 2022). Particularly, insufficient professional income among teachers may accelerate divorce.

The third most significant factor in teacher-teacher marriages was intervention by extended family (5.2%), highlighting the influence of extended family on marital relationships in Turkish culture (Aydın, 2020; Şimşek, 2019). Such interventions impede independent decision-making and negatively affect marital adjustment.

The fourth factor, insufficient time spent together by spouses (6.3%), aligns with research suggesting that heavy professional responsibilities reduce shared time and negatively affect marital satisfaction (Kaya, 2018). Teaching-related workload, additional responsibilities, and exam periods may limit family communication.

Other notable findings in teacher-different profession marriages included physical or psychological violence (8.5%), fidelity problems (12.8%), and trust issues (4.3%), supporting literature indicating that violence and infidelity are key triggers for divorce (Karaca, 2020; Yılmaz, 2021). Differences in child-rearing approaches were also cited as a reason for divorce in teacher-teacher marriages (3.7%), consistent with studies showing that parenting differences reduce marital satisfaction and increase conflict (Öztürk & Demir, 2019).

Age had a limited effect on divorce in both teacher-teacher and teacher-different profession marriages (Amato, 2010). Mid-term higher divorce rates in teacher-different profession marriages suggest that work and social life differences between professions create adaptation challenges (Cherlin, 2009). Conversely, the observed increase in divorce rates in teacher-teacher marriages over time highlights the influence of internal factors such as role-sharing and professional burdens (Kurdek, 1999). Communication and fidelity issues were

common in both groups (Amato & Previti, 2003), while economic problems and violence were more pronounced in teacher–different profession marriages, and role-sharing issues were more pronounced in teacher–teacher marriages (White & Booth, 1991; Karney & Bradbury, 1995). The economic impact of divorce is more heterogeneous than the social impact, varying across individual experiences (Dew, 2009). Therefore, marital counseling and preventive programs should take into account professional and individual differences.

Overall, the study demonstrates that lack of communication is the leading cause of divorce among teachers, followed by economic insufficiencies and family role conflicts. These results emphasize the need to strengthen communication skills training, economic support mechanisms, and family counseling services to improve marital adjustment among teachers.

Findings show that over the past twenty years, approximately 20% of marriages have ended in divorce, and similar rates are observed in teacher marriages. This indicates that teachers' divorce rates do not differ significantly from those of the general population and that professional conditions do not have a decisive effect on divorce. However, increasing divorce rates negatively affect not only spousal relationships but also children's psychosocial development and the cohesion of society.

Teacher–teacher marriages were found to be relatively more advantageous for social and professional adaptation, particularly at the district level, with lower divorce rates than other types of marriage. Conversely, teacher–different profession marriages show increased divorce risk despite social diversity and economic advantages due to work schedule incompatibility and unshared professional stress. Professional dynamics affect divorce more in middle and high school teachers, while social factors are more prominent in preschool and elementary school teachers.

Analysis among divorced teachers revealed that internal factors (communication problems, role-sharing, fidelity issues) are dominant in teacher–teacher marriages, while external factors (communication problems, economic issues, professional incompatibility) are decisive in teacher–different profession marriages. Family counseling was the most requested support in both groups, with teacher–teacher marriages requiring support for family dynamics and teacher–different profession marriages requiring economic support.

In summary, divorce in teacher–teacher marriages is primarily triggered by intra-family roles and relational problems, whereas social and economic factors are more decisive in teacher–different profession marriages. These findings, consistent with existing literature, underscore the importance of professional and social adaptation in teacher marriages. Recommendations suggest that increasing teachers' access to family support and counseling services is critical for preserving and strengthening family structure and values.

Conclusion

Teachers' marital lives are shaped by professional dynamics and social factors, which may increase the risk of divorce. To reduce this risk and strengthen family structures, the following recommendations are proposed:

1. Expanding family counseling services is crucial, as counseling is a highly effective method to prevent divorce among teachers. Regular counseling programs should be put in place for both teacher–teacher and teacher–other profession marriages, and efforts should be made to make these services easily accessible.

2. Professional and social adjustment training: In marriages between teachers, structural and interactional challenges that could heighten divorce risk should be tackled

through training programs aimed at improving professional compatibility and communication skills.

3. Economic support and social services play a crucial role in influencing divorce risk among teacher-different-profession marriages. As a result, increasing the availability and strength of programs such as rental assistance, family support funds, and social welfare services can be beneficial.

4. Work-family balance policies should include flexible working arrangements and leave policies, as schedule conflicts and profession-related stress can lead to divorce, supporting teachers' work-life balance.

5. Awareness-raising and educational activities: Efforts should be made to increase societal awareness of divorce risks, and activities or seminars should be organized to support teachers in their roles to maintain and reinforce family structures.

6. Further research should include comparative studies of teacher marriages across various school types and regions to understand better how social and professional dynamics influence them.

Additionally, the following measures are recommended specifically for teachers:

- Enhance psychosocial support systems;
- Broaden pre-marital and marital adjustment training;
- Incorporate family counseling services into school programs;
- Engage teachers, especially those within the same professional group, in mediation processes;
- Release occupation-specific research data via TÜİK to supply policymakers with vital evidence.

Disclosure Statement

No potential conflict of interest was reported by the author(s).

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