Coping Strategies Employed by Urban Adolescents from Divorced Families to Pursue Secondary Education in Tanzania

Zainabu Rashidi

Department of Educational Psychology and Curriculum Studies, School of Education, University of Dar es Salaam, Tanzania
Email: rashidizaina2014@gmail.com

Abstract

This study explored the coping strategies used by urban secondary school adolescents from divorced families in Tanzania to pursue their education. Using a phenomenological design, 34 participants were purposively selected from Ilala Municipality in Dar es Salaam. Data were collected through semi-structured interviews and focus group discussions and analysed thematically. The results revealed that adolescents adopt diverse coping mechanisms, including personal resilience, self-control, social withdrawal, assisting custodial parents in small businesses, engaging in spiritual activities, and maintaining academic focus. Notably, parental conflicts significantly shape these strategies, highlighting the need for effective communication between adolescents, parents, and extended family members. The study concludes that supporting adolescents from divorced families requires a holistic, collaborative approach involving families, schools, and communities. It recommends the establishment of structured communication platforms in schools and the development of community-based support programmes tailored to adolescents' needs to promote their well-being and academic achievement.

Introduction

The family, as one of the oldest human institutions, plays a vital role in individual development and societal cohesion. It acts as a protective shield and social support network, providing adolescents with a strong foundation for well-being and educational success (Nigusse, 2021; Kazungu & Byaro, 2023; Chavda & Nisarga, 2023). While peers contribute to adolescent development, parents remain central to promoting social welfare and academic achievement. In recent decades, the family structure has undergone significant transformations, with rising divorce rates posing serious developmental challenges for adolescents (Abbott, 2012; Masten, 2021; Malema, 2023). Divorce often disrupts the guidance adolescents need, leading to

behavioural and academic difficulties. Research shows that parental conflict creates unstable environments that impair adolescents' concentration and engagement in learning (Karhina, Bøe, & Hysing, 2023). Additionally, the financial and emotional strain on divorced parents can limit their capacity to meet their children's needs, further hindering academic progress (Amato, 2014; Adegoke, 2010; Potter, 2021).

Divorce has become a global phenomenon. In China, for instance, divorce rates increased from 1.6% in 2012 to 8.3% in 2016, driven by factors such as rising female education, financial independence, and shifting social norms (Xie, 2013; Xie, 2024). Similarly, in Sub-Saharan Africa, divorce rates have risen sharply; in South Africa, they increased from 34.5% in 2013 to 55.6% in 2015 (Clark, 2015; Cherlin, 2017). Common contributing factors across African contexts include financial hardship, immaturity, infidelity, and extended family interference (Arugu, 2014; Mauki, 2014; Kingsley, 2016; Dykes & Ward, 2022).

In Tanzania, divorce is becoming increasingly common, with the proportion of divorced individuals rising from 0.9% in 2012 to 3.7% in 2022 (Census Report, 2022). The average age at divorce is 40 years for women and 44 years for men, suggesting that affected children are often above the age of ten. According to the Marriage Act of 1971, children under seven are typically placed in the custody of their mothers (URT, 1979), but there are no specific provisions for adolescents. Adolescents are vulnerable to the adverse effects of divorce, particularly in terms of educational attainment during their secondary school years. The Law of Marriage Act (1971) also allows children above the age of eight to choose their living arrangements. Thus, adolescents often end up in single-parent households, with extended family, or in some cases, facing homelessness—conditions that demand major adjustment and resilience (Anderson, 2014; Jacoby, 2017; Rich, Butler-Kruger, & Roman, 2023).

The impacts of divorce on adolescents are especially pronounced during their schooling years, affecting their emotional stability, academic focus, and general well-being (Wawira, 2017; Amato, 2014; Benner, 2016; Armand & Mbella, 2024). In response, adolescents may adopt various coping strategies, ranging from truancy and withdrawal to adaptive behaviours aimed at maintaining their education (Amato, 2014; Aktar, 2013; Garriga & Pennoni, 2022). As proposed by Lazarus and Folkman (1984), coping strategies are classified as problem-focused or emotion-focused, while Roth and Cohen (1986) identify additional approaches such as avoidance and seeking social support. Adolescents' ability to navigate the consequences of divorce is shaped by contextual factors, including family dynamics and the availability of support systems (Robbers, 2012; Kreidl, 2017). Guided by Bronfenbrenner's ecological systems theory, this study examines how adolescents interact with their environments to manage the challenges of parental divorce. By anchoring the research in established coping strategies, the study contributes to a

deeper understanding of how adolescents in urban Tanzania pursue their educational goals amidst complex socio-economic and family dynamics.

Theoretical Underpinnings of the Study

This study is grounded in Bronfenbrenner's Ecological Systems Theory, a widely used framework in educational psychology that explains human development as a function of dynamic interactions between individuals and their surrounding environments over time (Vanorman, 2016). Central to this theory is the idea that multiple layers of environmental influence shape development, each playing a distinct role in behavioural and psychological outcomes. Bronfenbrenner identifies five interrelated ecological systems:

- **Microsystem**: Immediate environments such as family, school, and religious institutions.
- **Mesosystem**: Interactions between microsystems (e.g., parent-teacher communication).
- **Exosystem**: Indirect influences (e.g., a parent's workplace or access to community services).
- **Macrosystem**: Cultural values, societal norms, and socioeconomic conditions.
- **Chronosystem**: The dimension of time, including life transitions and historical events.

According to the theory, human development results from reciprocal interactions between an evolving individual and the surrounding systems. In this study, the coping strategies adopted by adolescents from divorced families are viewed as emerging from the quality and nature of these interactions. Applied to the context of secondary school adolescents, the theory underscores the importance of personal characteristics (such as personality and gender) and close relationships with parents, teachers, and peers in shaping coping behaviours. In addition, broader social environments—including family structure, school climate, neighbourhood safety, and societal changes—significantly influence adolescents' educational outcomes. Thus, this study posits that the coping mechanisms used by adolescents with divorced parents are deeply embedded within and influenced by the interplay of ecological systems. The support or lack thereof within these systems directly affects how these adolescents respond to the challenges associated with parental divorce (Arugu, 2014; Xie, 2024; Karamja, 2022).

The Present Study

Most of the reviewed studies (Amato, 2014; Mauki, 2014; Cassum, 2018; Donahey, 2018; Ijeoma, Ahmed, Francisca, & Onyinyechi, 2023) focus on the effects of divorce

on adolescents and children broadly. These studies highlight that the impact of divorce on children is evident both globally and locally. However, there remains a significant gap in understanding how adolescent students specifically cope with the challenges associated with their parents' divorce. This gap is particularly pronounced in the Tanzanian context, where limited research exists on the strategies adolescents employ to navigate their developmental stage, academic responsibilities, and family disruptions. To address this gap, the present study investigates the specific coping strategies used by adolescents to manage the challenges of parental divorce while continuing their secondary education. It further examines the support systems that influence these coping mechanisms.

This study seeks to address the following research questions:

i. How do adolescent students cope with their parents' divorce while struggling to achieve their secondary education?

ii. What support systems exist that influence adolescents' coping strategies in achieving their secondary education?

The research aims to provide a nuanced understanding of these questions, offering insights into how adolescents navigate these challenges and the role of external support systems in shaping their coping mechanisms.

Materials and Methods

Study approach and design

This study employed a qualitative research approach grounded in the social constructivist paradigm, which posits that individuals construct meaning through their interactions with the world around them (Creswell, 2014). This paradigm aligns with the study's aim to understand how adolescents interpret and respond to the challenges of parental divorce within their unique social contexts. Previous studies have affirmed the value of the qualitative approach in exploring complex, context-specific phenomena—particularly where participants' perspectives, voices, and lived experiences are central to the inquiry (Pesambili, 2018, 2020, 2021, 2024). The qualitative approach was, therefore, well-suited to this study's focus on uncovering the coping strategies employed by adolescents from divorced families in urban Tanzania. Notably, a phenomenological research design was chosen for its capacity to capture the lived experiences of adolescents navigating parental separation. This design provides a robust framework for exploring how individuals make sense of their experiences, especially when those experiences are emotionally and socially significant. It allowed for the in-depth exploration of both subjective and intersubjective realities, focusing on how adolescents negotiate the dual pressures of developmental transitions and academic expectations.

Study population and sampling

This study was conducted in Ilala Municipality, Dar es Salaam, which was selected for its high population density and diversity. Four secondary schools were chosen based on specific criteria, including gender composition, school ownership (public or private), location, and academic performance. These schools were selected to ensure participant adequacy and data saturation. Demographic details such as participants' age and gender were documented to provide a comprehensive understanding of the sample. A purposive sampling technique identified 34 participants: 20 adolescent students from divorced families, eight (08) class teachers, and six (06) parents. Adolescents were selected based on verifiable parental divorce, confirmed through discussions with school administrators and guardians. Teachers and parents were included for their roles in supporting and observing adolescents' experiences.

Data collection methods

Data collection involved semi-structured interviews and focus group discussions (FGDs). Interviews were conducted in Kiswahili to ensure participants could express their perceptions and coping strategies comfortably. These sessions typically lasted between 30 and 60 minutes. For instances where the discussions extended beyond this time frame, measures were taken to prioritise participants' comfort and ensure their willingness to continue. FGDs, also conducted in Kiswahili, were organised with up to five participants per group. Based on the sensitive nature of the topic, the small number of participants created a supportive environment for sharing experiences and perspectives.

To ensure the accuracy of the collected data, all interviews and FGDs were digitally audio-recorded with participants' consent. The recordings were then transcribed in Kiswahili and translated into English by the researcher in collaboration with a language specialist. The tools used for data collection were developed based on a thorough review of existing literature, and pilot testing was performed to confirm their clarity, relevance, and effectiveness in capturing the required data. This comprehensive approach ensured that the information gathered was both reliable and reflective of participants' lived experiences.

Ethical considerations

Ethical approval for the study was obtained from the relevant school authorities. A detailed process was followed to ensure informed consent and assent. Guardians of adolescent participants were contacted to provide written consent, while adolescents under 18 years of age provided written assent. The purpose and procedures of the study were clearly explained to all participants to ensure their understanding and voluntary participation. Verbal consent from guardians, verified through phone numbers, was supplemented with signed written forms to uphold ethical standards.

Recognising the absence of professional counsellors in the schools, alternative measures were adopted to address potential psychological distress. Guardians, school matrons, patrons, and class teachers were engaged to provide emotional support to participants when needed. During interviews, any instances of emotional reactions were handled with patience and understanding. Participants were allowed to pause or discontinue sessions as they felt necessary. Following such cases, guardians or designated school personnel were informed and involved in providing follow-up support to ensure the well-being of the adolescents. These measures reflect the study's commitment to ethical responsibility and the safeguarding of participants' emotional health.

Data analysis

Thematic analysis was employed to analyse the data systematically. The process included transcription, familiarisation, coding, and theme generation, aligned with the study objectives. Themes were refined to capture recurring patterns and contextual factors influencing adolescents' coping strategies. Data trustworthiness was enhanced through triangulation and cross-checking, ensuring the findings reflected the participants' experiences comprehensively.

Findings

Participants' academic resilience and coping mechanisms

Participants were asked to describe how they managed to perform academically despite the impact of their parents' divorce. The study engaged adolescent students from divorced families, along with their parents, guardians, and teachers. The analysis identified several key coping strategies, which were categorised into the following sub-themes: engaging in physical activities, participating in religious services, demonstrating personal resilience, practising social isolation, and engaging in small-scale business activities.

Engaging in physical activities

Participants highlighted physical activities as an effective coping mechanism to manage the challenges arising from their parents' divorce. These activities included household chores, crop cultivation, and participating in sports. For instance, adolescents living with their mothers often contributed by growing vegetables or assisting in other forms of manual labour. One participant shared:

> My parents divorced six years ago. You cannot imagine how life changed. I appreciate the way mom is struggling to make sure that we get our basic needs. Sometimes, I join her in watering the garden, especially during evening hours. By selling vegetables, we get our

needs (14-year-old boy, Form Two student).

Such activities not only provided financial support but also served as a constructive outlet, enabling students to focus on positive actions rather than succumbing to stress. A focus group discussion also revealed similar sentiments:

> I think I am different from my fellow students. My parents divorced five years ago. I remained living with my mother alone. Although life has changed, with no housemaids and no luxury car, we are now comfortable. I have learned to do house chores. My mother has taught me to live my own life. If she has money, I get my needs. If she has nothing, I don't blame her for anything. I am comfortable (16-year-old girl, Form Three student).

These examples illustrate that physical activities, such as gardening or domestic chores, foster independence and resilience and equip adolescents with essential life skills. These behaviours align with problem-focused coping strategies, as described by Lazarus and Folkman (1984), where individuals take proactive steps to manage their challenges.

Attending and engaging in religious activities

Religious services emerged as another significant coping mechanism. Students shared how participating in religious activities helped them process their emotions and detach from the stresses of family conflicts. One adolescent expressed:

> You know, my aunt is so bitter, especially when I ask her for some school needs like buying me books and giving me tuition money… she starts telling me bitter words about my parents, especially their divorce. I have been living with her for almost four years. I am tired of hearing those stories; when she starts talking…. I leave the place. I go to church where I can sing and at least forget her words. When I come back home, I normally find her already calmed down (17-year-old girl, Form Three student).

Engaging in religious services helps adolescent students deal with the effects of parents' divorce. In this case, singing helps this student to transfer her mind and feelings to positive thoughts. Religious places serve as a refuge where these students can interact with other people and forget their challenges (Puffer et al., 2013; Ndambu, 2022). This aligns with social support coping (Roth & Cohen, 1986), where adolescents seek comfort and encouragement from external sources like spiritual communities. Another student remarked:

> Although I was young, I felt bad living without my mother. Until now, I

don't know what happened when my parents separated. I attend various sermons where our church pastor encourages me and always asks if I have any school problems. Previously, our father was not attending any church service. Still, slowly he joined us, and we are happy that we worship together…this has brought joy to the family and increased my confidence" (15-year-old boy, Form one student).

Through participation in religious gatherings, students benefited from motivational sermons and peer testimonies, which helped them reframe their challenges as opportunities for personal growth. In this case, the adolescent not only found emotional support and encouragement through the church but also experienced renewed family unity and a sense of stability. This account aligns with Bronfenbrenner's ecological systems theory, in which the microsystem (family, religious community) and mesosystem (interaction between home and religious settings) play a vital role in shaping an adolescent's coping strategies.

Social isolation

Social isolation was also observed as a coping mechanism, although with mixed outcomes. Adolescents often avoided conversations with peers whose families were intact to shield themselves from distress. It also involves avoiding revealing inner thoughts and feelings when conversing with peers. One participant noted:

> Sometimes, I feel sad when I hear my friends narrating stories about their parents and the way they spend time and enjoy with them, including outings for leisure and recreation, swimming, and playing with them. I feel so bad. Why not me? Do I have bad luck? But sometimes, I keep silent or quit their discussions. I don't want to hear those stories anymore because I don't have any access to my parents like they do" (14-year-old girl, Form Two student).

This quote shows that for some adolescent students, isolation helps them avoid listening to discussions that worsen their experiences. Hearing such stories can make them relive their pain or wish for their previous lives with their parents. Understandably, the students isolate themselves and stay lonely. Some decided to shift discussion groups to find friends who were not talking about their parents' lives. Changing friends or groups as a result of this is a form of isolation. The process makes them unsettled because each group has its own culture and principles, which the students have to learn every time they change friends. This may negatively affect their academic performance because as they struggle to fit into new groups, a lot of learning time passes. Even those who decide to learn alone find it hard, as learning with others motivates students and facilitates their understanding of learning materials.

Teachers explained that group work is used to motivate learning among adolescents of different backgrounds. Through working in groups, adolescents can interact and get motivated to learn more because of the chances they get to express their views in small groups (Haimi & Lerner, 2016). Indirectly, even adolescent students from divorced parents get motivated to learn by contributing and sharing their knowledge and experiences. While this approach aligns with avoidance coping strategies (Roth & Cohen, 1986), its impact on academic performance and social development is often negative. Teachers also noted the challenges of identifying and supporting isolated students:

> Most of these students do not want to express their family challenges unless the problems they face are very serious. Or else they must trust the teacher. Sometimes, you find a student starting to earn poor grades or demonstrate a negative change in behaviour... that is when you hear the truth. Sometimes, it was too late to help them (Class teacher, Secondary School).

Personal resilience

Resilience was another prominent theme, with students demonstrating remarkable adaptability in the face of adversity. The study revealed that some adolescent students normalise their challenging situations, choosing to move forward with their lives rather than dwelling on the effects of their parent's divorce. This positive coping strategy fosters a conducive environment for their academic success. One participant shared:

> I know the meaning of life…I don't want to play with it…at school, I do all the right things at the right time…the divorce of my parents has taught me a very big lesson… I'm now grown up, and I work hard to achieve my dreams. I want to become a lawyer (17-year-old boy, Form Two student).

The above statements highlight the importance of self-awareness in helping students cope with their parents' divorce. These students exhibit maturity, understanding that dwelling on their parents' separation won't change their circumstances. Instead, they focus on their personal goals. The study found that students who are organised and conscientious in both home and school activities tend to achieve positive educational outcomes. Teaching adolescents to cope positively with divorce helps build high self-esteem. Resilient students employed emotion-focused coping strategies (Lazarus & Folkman, 1984), reframing their experiences to maintain a positive outlook and academic focus.

The common attribute among students who cope positively with their parent's

divorce is their commitment to academic progress. They focus on what can help them succeed rather than the conflicts at home. Some collaborate with friends to work hard and achieve their educational goals. One participant in the FGD noted this:

> One participant shared a personal experience during FGD, stating that his friend, who is an orphan, is determined to become a doctor. They described a demanding academic schedule, emphasising the limited time for play due to the constant pressure to complete schoolwork, including practising with past examination papers. Despite the challenges, they expressed unwavering confidence in their ability to achieve their goals. The participants acknowledged that their parents had their own lives and that they, as students, now had their responsibilities and aspirations (FGD, adolescent students).

The study found that providing adolescents with relevant information about their parents' divorce can comfort and foster resilience. When adolescents are informed, they develop problem-solving skills, self-respect, and coping abilities. Adolescents enriched with relevant information view their parents' divorce as a challenge rather than a problem.

Involvement in small-scale business activities

Economic constraints prompted some adolescents to engage in small-scale businesses to support their households. The study has also found that some adolescent students cope with the effects of their parent's divorce by doing petty business to help their single parents or guardians earn an income. For instance, one participant explained:

> Life has changed. I see my aunt struggling to make sure we all get all the basic needs, but the extended family is big. I think for sure she is overburdened. Although she is not forcing me, I always help her perform some tasks that help her earn income (16-year-old girl, Form Two student).

While such activities reflect a practical approach to addressing financial challenges, they can negatively affect school attendance and academic performance. The financial challenges faced by adolescent students with divorced parents see some of them lacking people to observe their school progress. For some, the business activities they engage in are very risky and can motivate them to join bad groups and end up engaging in behaviours such as smoking and sexual activities. An example of such lack of supervision due to financial challenges was demonstrated by one adolescent student who shared the following during FGDs:

> One participant shared that their mother is a single parent who works

tirelessly to support the family. She runs a small business selling milk, which involves sourcing milk from suppliers and then delivering it to customers. To supplement her income, she also sells porridge in the evenings. This demanding schedule leaves her with very little time for other activities, including supporting the participant's education (FGD, adolescent students).

The quote highlights the difficulty many parents or guardians of adolescents from divorced families face in supervising their children's education due to financial constraints. To meet basic needs, some must work extended hours, leaving little time to engage with their children about school or personal development. This lack of parental involvement can negatively impact students' motivation and encouragement to attend school, sometimes leading to truancy. The findings suggest that many adolescents in these circumstances adopt coping strategies not by choice but out of necessity, often assisting parents or guardians through petty business activities to ease financial burdens. Poverty and the inability to meet basic needs are the primary drivers of this coping approach.

While some coping strategies identified in the study support educational achievement, others—such as overburdening responsibilities—can be detrimental. Similar findings from previous studies indicate that guardians often face resource limitations, which may lead to blaming the divorced parent and creating emotionally stressful environments for adolescents (Eaton, 2018; Aktar, 2013). When basic needs are unmet, adolescents may experience feelings of inferiority and sadness, which affect academic performance. Additionally, parental remarriage can further complicate support systems, as stepparents may be unwilling to take financial or emotional responsibility for stepchildren (Albertin, 2009; Amato, 2010; Arugu, 2014). These results underscore the multifaceted nature of coping strategies among adolescents from divorced families. The interplay of problem-focused, emotion-focused, and social support coping reveals the adaptive capacity of these adolescents despite limited resources. The results also align with Bronfenbrenner's ecological theory, showing how familial, educational, and social environments shape adolescents' coping mechanisms. Future interventions should aim to strengthen positive coping strategies while reducing the adverse effects of avoidance and excessive responsibilities placed on adolescents.

Conclusion

This study concludes that adolescent students from divorced families adopt various coping strategies to manage the emotional, social, and practical challenges arising from parental separation. These strategies include social withdrawal, physical activities, hobbies, and participation in religious practices. While often misinterpreted as pride, defiance, or indifference, such behaviours are key mechanisms through

which adolescents process their experiences and maintain emotional balance. Collaboration among parents, extended family members, and schools plays a vital role in shaping adolescents' coping capacity. When these stakeholders work together, adolescents benefit from a comprehensive support system that helps them navigate their circumstances more effectively. Schools, in particular, have a critical role in providing psychosocial support through structured programs, peer mentoring, and counselling services. Integrating these elements into the school environment fosters self-expression, resilience, and self-confidence—contributing to both immediate well-being and long-term academic and emotional development. Resilience emerges as a central factor in helping adolescents overcome the disruptions caused by divorce. It is often strengthened by peer support, encouragement from family, and personal determination. Adolescents who demonstrate resilience are more likely to succeed academically and maintain emotional stability. Schools and families can further nurture resilience by promoting constructive coping strategies such as goal-setting, time management, and problem-solving. Programmes that encourage adolescents to view challenges as opportunities for growth can significantly enhance their capacity to thrive both academically and personally.

Limitations and recommendations

While this study offers valuable insights into the coping strategies of adolescents from divorced families, several limitations should be acknowledged. The relatively small sample size and focus on urban settings may limit the generalisability of the findings to rural or different socio-cultural contexts. Future research should include larger, more diverse samples to capture a broader spectrum of coping strategies across various environments. Longitudinal studies are recommended to explore how coping mechanisms evolve over time and to assess their long-term impact on students' academic and emotional well-being. Further investigation is also needed to examine the relationship between specific coping strategies and educational outcomes. Identifying the most effective approaches can inform the development of targeted interventions aimed at promoting academic success. Moreover, future research should explore the role of digital tools—such as online peer support groups, mobile counselling platforms, and educational applications—in enhancing adolescents' resilience and academic engagement. Understanding the potential of these technologies could provide innovative pathways for supporting adolescents facing the challenges of parental divorce.

Implications of the findings for educational policy and practice

The findings underscore the need to integrate coping strategies into educational processes to support adolescents' academic performance and emotional well-being. Adolescents affected by parental divorce often struggle with concentration,

time management, and emotional regulation, all of which can hinder academic achievement. Schools can address these challenges by implementing resilience-building workshops focused on stress management, goal setting, and self-motivation. Peer support groups can foster a sense of belonging, while life skills programmes that emphasise emotional intelligence and conflict resolution equip students to manage relationships and academic demands more effectively.

Parental involvement plays a crucial role in reinforcing positive coping strategies aligned with educational success. Open communication, encouragement, and the recognition of achievements can motivate adolescents to remain focused. Teachers and school administrators should work collaboratively with families to monitor progress and provide timely interventions. Community-based support—such as mentorship programmes and extracurricular activities—can further strengthen the support network available to these students. The study also highlights the need for comprehensive policies and targeted programmes to support adolescents from divorced families. Schools should establish structured psychosocial support systems, including trained counsellors, mental health training for teachers, and co-curricular activities that promote resilience. Collaboration among schools, families, and community organisations is essential to ensure holistic support.

Policymakers should prioritise family-centred initiatives within national education and social welfare agendas. This includes subsidised counselling services, parenting workshops, and awareness campaigns to empower families in supporting adolescents from divorced families. Community leaders and religious bodies can contribute by offering mentorship programmes and safe spaces where adolescents can express themselves and seek guidance. By addressing the multifaceted needs of adolescents from divorced families, stakeholders can transform adversity into an opportunity for growth. Supporting adolescents in aligning their coping strategies with academic goals not only improves educational outcomes but also equips them with lifelong skills to navigate future challenges. A coordinated approach—centred on resilience-building, inclusive school environments, and targeted interventions—creates the conditions necessary for these adolescents to thrive both emotionally and academically.

References

Abbott, K. P. (2012). *The influence of the family on adolescent academic achievement*. Iowa State University Capstones.

Adegoke, T. G. (2010). Socio-cultural factors as determinants of divorce rates among women of reproductive age in Ibadan Metropolis, Nigeria. *Kamla-Raj*, 107-114.

Aktar, S. (2013). Effects of family breakup on children: a study in Khulna City. *Journal of Sociology*, 138-152.

Albertin, M. (2009). Effects of divorce on children's educational attainment in a Mediterranean and Catholic society. *European Society*, 137-159.

Altundag, Y. (2014). Prediction of the resilience of adolescents whose parents are divorced. *Psychology*, 1215-1223.

Amato, P. R. (2010). Research on divorce: continuing trends and new developments. *Journal of Marriage and Family*, 650-666.

Amato, P. R. (2014). *The Consequence of divorce for adults and children: an update*. Pennsylvania State University.

Armand, Z. N. S., & Mbella, E. M. (2024). The effect of divorce on the psychosocial development of adolescents in some selected secondary schools in the Buea municipality. *GPH-International Journal of Social Science and Humanities Research*, 7(05), 70-101.

Arugu, L. O. (2014). Social indicators and effects of marriage divorce in African societies. *The Business & Management Review*, 4(4), 374-383.

Bronfenbrenner, U. (2005). *Making human beings human: bioecological perspectives on human development*. Sage Publications.

Çaksen, H. (2022). Çaksen, H. (2022). The effects of parental divorce on children. *Psychiatriki*, *33*(1), 81–82. https://doi.org/10.22365/jpsych.2021.040.

Cassum, L. A. (2018). *Impacts of parents' divorce on student's life*. Aga Khan University School.

Chavda, K., & Nisarga, V. (2023). Single parenting: impact on child's development. *Journal of the Indian Association for Child and Adolescent Mental Health*, 19(1), 14-20. https://doi.org/10.1177/09731342231179017.

Creswell, J. W. (2014). *Research design: qualitative, quantitative and mixed methods approaches* (4th ed.). Sage Publications.

Dykes, G., & Ward, M. (2022). Parents and adolescents in the post-divorce period: the effects on adolescent psychosocial development. *Social Work*, 58(3), 366-381.

Fincham, J. H., & Osborne, T. L. (2020). Coping and resilience in the face of parental divorce: emerging perspectives. *Journal of Child and Family Studies*, 29(3), 541-555.

Folkman, S., & Lazarus, R. S. (1984). *Stress, appraisal, and coping*. Springer Publishing Company.

Garriga, A., Pennoni, F. (2022). The causal effects of parental divorce and parental temporary separation on children's cognitive abilities and psychological well-being according to parental relationship quality. *Soc Indic Res*, 161, 963–987). https://doi.org/10.1007/s11205-020-02428-2.

Gündoğdu, A. H., & Bulut, S. (2022). The positive and negative effects of late marriage. *Open Journal of Depression*, 11, 63-71.

Haimi, M. (2016). The impact of parental separation and divorce on the health status of children, and the ways to improve it. *Journal of Clinical & Medical Genomics*, 4(137). https://doi.org/10.4172/2472-128X.1000137.

Haimi, M., & Lerner, A. (2016). The impact of parental separation and divorce on the health status of children, and the ways to improve it. *Journal of Clinical & Medical Genomics*, 4(1), 1-7.

Hamad, H. O. (2013). The law of divorce in Tanzania: a conflict between the Law of Marriage Act 1971 and Islamic Law. *Open University Law Journal*, 4(1), 167-   179.

Hashemi, L. (2017). Emotional divorce: child's well-being. *Journal of Divorce & Remarriage*, 631-644.

Hetherington, E. M. (2003). Social support and the adjustment of children in divorced and remarried families. *Sage Journal*, 512-528.

Hill, P. B. (2015). Editorial on the special issue "Research on divorce: causes and consequences". *Comparative Population Studies*, 219-228.

Ijeoma, I. O. F., Ahmed, A. O., Francisca, F. U. U., & Onyinyechi, O. A. (2023). Counsellors perceived influence of parental divorce on social behaviour and interpersonal relationships of secondary school adolescents in Awka education zone. *Journal of Theoretical and Empirical Studies in Education,* 8(1), 188-198.

Karhina, K., Bøe, T., Hysing, M., & Nilsen, S. A. (2023). Parental separation, negative life events and mental health problems in adolescence. *BMC Public Health*, *23*(1), 2364. https://doi.org/10.1186/s12889-023-17307-x.

Kazungu, K., & Byaro, M. (2023). Road to divorce in Tanzania: what are the main   factors? *African Journal of Economic Review*, 11(5), 82-96.

Kingsley, O. (2016). The influence of marital instability on students' school adjustment. *International Journal of Education, Learning and Development*, 16-25.

Kumar, S. B. J. (2013). Stress level and coping strategies of college students. *Journal of Physical Education and Sports Management*, 5-11.

Lansford, J. E. (2015). Parental divorce and children's adjustment. *A Journal for Association of Psychological Science*, 140-152.

Malinda, S. (2017). Assessment of divorce on child development in Tanzania: a case study of Kinondoni Municipality, Dar es Salaam. *Open University of Tanzania*.

Malema, A. A., Msomba, G., & Phillip, F. (2023). Effects of marital divorce on children's well-being in Iringa Municipality, Tanzania. *Asian Research Journal of Arts & Social Sciences*, 21(3), 151-162.

Masten, A. S. (2021). Resilience in development: progress and transformational potential in the era of the COVID-19 pandemic. *Development and Psychopathology*, 33(2), 564-576.

Nigusse, A. A. (2021). The impact of divorce on students' academic performance: the case of secondary school students in Arba Minch Town. *Journal of Education and Practice*, 12(28).

Pesambili, J. C. (2018). *An investigation into the encounter between Indigenous and Western education among the Maasai pastoralists in Tanzania* [Doctoral thesis]. University of Sussex.

Pesambili, J. C. (2020). Exploring the responses to and perspectives on formal education among the Maasai pastoralists in Monduli, Tanzania. *International Journal of Educational Development*, *78*, 1–9. https://doi.org/10.1016/j.ijedudev.2020.102267.

Pesambili, J. C. (2021). Glocalised research design: Exploring the encounter between Indigenous and Western methodologies among the Maasai Pastoralists in Monduli, Tanzania. *AlterNative: An International Journal of Indigenous Peoples*, *17*(3), 406–415. https://doi.org/10.1177/11771801211037900.

Pesambili, J. C. (2024). Reimagining quality education for pastoralists through Maasai elders' eyes in Monduli, Tanzania. *Quality Education for All*, *1*(1), 417–434. https://doi.org/10.1108/QEA-03-2024-0022.

Potter, M. H. (2021). Social support and divorce among American couples. *Journal of Family Issues*, 42(1), 88-109. https://doi.org/10.1177/0192513X20916830.

Puffer, E. S., & Leisher, S. H. (2013). The protective role of religious coping in adolescents' responses to poverty and sexual decision-making in rural Kenya. *National Institute of Medicine*.

Rich, E., Butler-Kruger, L., & Roman, N. (2023). Exploring strategies to support adolescent mental health after parental divorce: a scoping review. *Youth*, 3(1), 428 436. https://doi.org/10.3390/youth3010029.

Rodgers, K. B., & Rose, H. A. (2020). Risk and resiliency factors among adolescents experiencing marital transitions: a review of emerging trends. *Journal of Family Studies*, 30(4), 1121-1145.

Roth, S., & Cohen, L. J. (1986). Approach, avoidance, and coping with stress. *American Psychologist*, 41(7), 813-819.

Weaver, K. (2011). *Standardised testing measuring the academic success of students*. Lynchburg.

Whitton, S. W. (2014). Attitudes toward divorce, commitment, and divorce proneness in first marriages and remarriages. *Journal of Family and Marriage*, 276–287.

Xie, N. (2024). The effect of parental divorce on child depression. *Journal of Education, Humanities and Social Sciences*, *26*, 602-607.

Xie, Y. (2013). *Gender and family in contemporary China*. University of Michigan.

Yin, R. K. (2014). *Case study research design and methods* (5th ed.). Thousand Oaks, CA: Sage.

Zeratsion, H. (2015). The influence of parental divorce on educational ambitions of 18/19-year-old adolescents from Oslo, Norway. *Journal of Child and Family Studies*, 10, 2865–2873.