

**ASSESSMENT OF DIVORCE ON CHILD DEVELOPMENT IN TANZANIA:  
A CASE STUDY OF KINONDONI MUNICIPALITY**

**SHANNY. M. MALINDA**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF SOCIAL WORK  
OF THE OPEN UNIVERSITY OF TANZANIA**

**2017**

**CERTIFICATION**

The undersigned certifies that, he has read and here by recommends for acceptance by the Open University of Tanzania a research entitled: **“Assessment of Divorce on Child Development in Tanzania: A Case Study of Kinondoni Municipality”**, in partial fulfillment of the requirements for the Degree of Masters of Social Work (MSW) of the Open University of Tanzania.

.....

Dr. Hadija Jilala

(Supervisor)

.....

Date

**COPYRIGHT**

No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the author or the Open University of Tanzania.

## DECLARATION

I, **Shanny M. Malinda**, do hereby declare that, this dissertation in my own original work compiled from field data and documentaries and that it has not been presented and will not be presented to any other learning institution for a similar or any other award.

---

Signature

---

Date

**DEDICATION**

I dedicate this dissertation to my parents, the late Mr. Mohamed Seif Malinda and Salha Esmail Maqbeil, who were source of my academic achievements. For this I remain grateful.

## ACKNOWLEDGEMENT

I must thank the Almighty God who gave me strength to accomplish this study. Also, this study could not have reached the final stage without the contribution of others. I wish to express my sincere appreciation to a number of people whose support made it possible to complete it.

Firstly, I would like to extend my gratefulness to my supervisor Dr. Hadija Jalala. She has given me immeasurable academic guidance and inspiration. Her readiness to supervise me despite her many commitments lead to the completion of this dissertation.

Secondly, I would like to extend my sincere thanks to my course coordinator Mr. Johnas Buhori for assistance and guidance from the beginning up to the end.

Thirdly, I would like to record my appreciation to my fellow student Mr. Mussa Ali for moral and academic support throughout my study. Without forgetting my family members for their immeasurable love and encouragements throughout my study.

Lastly, I appreciate the cooperation of Magistrates from Kimara Primary Court, Magomeni Primary Court and Kawe Primary Court, Social welfare officers in Kinondoni Municipal Council. Also the Ward Executives of Msigani, Kwembe and Saranga. As well as divorced parents and Children from divorced parents who dedicated their time and energy to be part of this work through their Participation.

## **ABSTRACT**

The study investigated the impact of divorce on child development in Kinondoni Municipal Council. The study was guided by the three objectives; to identify the impact of divorce on child development, assess the relationship between identified impacts of divorce and child development in Kinondoni and suggest the model of dealing with child development on divorce situation in Kinondoni Municipal Council. Qualitative and quantitative approaches were used together information in this study. Data collection methods included; interviews, questionnaires and documentary analysis. This study involved a sample of 60 respondents. Data was analyzed through SPSS, Excel and presented in form of narrative. Findings revealed that, the impacts faced by children from divorced parents are many and interdependent to one another. Therefore the impacts revealed are financial hardship, lack of parental care, lack of supervision and monitoring, lack of guidance and counseling and socialization. It discovered that, these have big impact to children since are engaged in bad behavior, school truancy, and poor performance and traumatic psychologically hence affect their level of development. It recommended that, provision of education to divorced parents and community in general on marriage issues; religious leaders should play a big role on it. Provision of counseling and guidance in community for victims of divorce. Laws and policies with regard to marriage and child issues should be well understood, implemented and updated. Furthermore, the government should provide loans and entrepreneurship knowledge which will help to reduce economic burden for divorced parents. The findings indicate that, women suffer the most on the upbringing of the children when they are divorced.

## TABLE OF CONTENTS

|                                       |             |
|---------------------------------------|-------------|
| <b>CERTIFICATION .....</b>            | <b>ii</b>   |
| <b>COPYRIGHT .....</b>                | <b>iii</b>  |
| <b>DECLARATION.....</b>               | <b>iv</b>   |
| <b>DEDICATION.....</b>                | <b>v</b>    |
| <b>ACKNOWLEDGEMENT .....</b>          | <b>vi</b>   |
| <b>ABSTRACT .....</b>                 | <b>vii</b>  |
| <b>LIST OF TABLES .....</b>           | <b>xiii</b> |
| <b>LIST OF FIGURES .....</b>          | <b>xiv</b>  |
| <b>LIST OF APPENDICES .....</b>       | <b>xv</b>   |
| <b>LIST OF ABBREVIATIONS .....</b>    | <b>xvi</b>  |
| <b>CHAPTER ONE .....</b>              | <b>1</b>    |
| <b>INTRODUCTION.....</b>              | <b>1</b>    |
| 1.1 Background to the Problem.....    | 1           |
| 1.2 Statement of the Problem .....    | 4           |
| 1.3 Main Objectives of the Study..... | 6           |
| 1.3.1 Specific Objective: .....       | 6           |
| 1.4 Research Questions .....          | 6           |
| 1.5 Significance of the Study .....   | 6           |
| 1.6 Limitation of the Study .....     | 7           |
| 1.7 Delimitation of the Study .....   | 8           |
| <b>CHAPTER TWO .....</b>              | <b>9</b>    |
| <b>LITERATURE REVIEW.....</b>         | <b>9</b>    |
| 2.1 Introduction .....                | 9           |



|         |  |    |
|---------|--|----|
| 2.2     | Definition of Key Terms .....  | 9  |
| 2.2.1   | Child .....  | 9  |
| 2.2.2   | Divorce .....  | 9  |
| 2.2.3   | Child Development .....  | 10 |
| 2.4.4   | Impact.....  | 10 |
| 2.2     | Theoretical Framework .....  | 10 |
| 2.2.1   | Microsystem.....   | 11 |
| 2.2.2   | Mesosystem.....  | 11 |
| 2.2.3   | Exosystem .....  | 12 |
| 2.2.4   | Macrosystem .....  | 12 |
| 2.2.5   | Chronosystem.....  | 12 |
| 2.3     | Relevance of Theoretical Framework and the Impact of Divorce to Child<br>Development ..... | 13 |
| 2.4     | Empirical Literature Review .....  | 14 |
| 2.4.1   | Divorce and Child Development.....   | 14 |
| 2.4.2   | Impact of Divorce on Child Development .....   | 14 |
| 2.4.3   | Physiologically .....  | 15 |
| 2.4.3.1 | Increased Health Risks .....   | 15 |
| 2.4.4   | Psychologically .....  | 17 |
| 2.4.4.1 | Behavioral Problems .....  | 17 |
| 2.4.4.2 | Sexual Behaviors and Divorce .....   | 18 |
| 2.4.4.3 | Attitudes toward Sexuality.....  | 19 |
| 2.4.4.4 | Children's Early Departure from Home.....  | 19 |
| 2.4.5   | Child Education and Divorce .....  | 19 |

|   |           |
|---|-----------|
| 2.4.5.1 Divorce Frequently Diminishes the Child's Capacity to Learn ..... | 20        |
| 2.4.6 Social Interaction.....   | 21        |
| 2.4.6.1 Children's Styles of Control Conflict .....                       | 21        |
| 2.4.6.2 Weakened Relationships of Children towards their Parents .....    | 22        |
| 2.4.6.3 Adolescents' Diminished Sense of Femininity or Masculinity.....   | 23        |
| 2.4.6.4 Children's Diminished Social Competence with their Peers .....    | 24        |
| 2.4.6 Reduced Religious Practice among Children.....                      | 25        |
| 2.5 Factors Influencing Divorce .....                                     | 25        |
| 2.5.1 Lack of Communication.....  | 25        |
| 2.5.2 Cheating and Infidelity.....  | 26        |
| 2.5.3 Poverty .....   | 26        |
| 2.5.4 Addiction on Alcoholism .....                                       | 26        |
| 2.5.5 Early Marriage.....   | 27        |
| 2.5.6 Parental Divorce .....  | 27        |
| 2.6 Policy Review .....   | 28        |
| 2.7 Research Gap.....   | 28        |
| 2.8 Conceptual Framework .....  | 29        |
| <b>CHAPTER THREE .....</b>  | <b>31</b> |
| <b>RESEARCH METHODOLOGY .....</b>   | <b>31</b> |
| 3.1 Introduction .....  | 31        |
| 3.2 Research Design.....  | 31        |
| 3.2.1 Qualitative and Quantitative Approach.....                          | 31        |
| 3.2.2 Cross Sectional Approach .....                                      | 32        |
| 3.3 Population of the Study .....   | 33        |

|  |   |           |
|--|---|-----------|
| 3.4  | Study Area.....                           | 33        |
| 3.5  | Sampling Procedures and Techniques.....   | 34        |
| 3.5.1  | Sample Size .....                         | 34        |
| 3.5.2  | Sampling Design .....                     | 35        |
| 3.6  | Data Collection Methods.....              | 36        |
| 3.6.1  | Primary Data Collection Method .....      | 37        |
| 3.6.1.1                                      | Questionnaire .....                       | 37        |
| 3.6.1.2                                      | Key Informant Interviews .....            | 37        |
| 3.7.1  | Documentary Review .....                  | 38        |
| 3.8  | Data Processing and Analysis .....        | 39        |
| 3.9  | Instrument Reliability and Validity.....  | 39        |
| 3.9.1  | Validity.....                             | 39        |
| 3.9.2  | Reliability.....                          | 40        |
| 3.10   | Ethical Considerations.....               | 40        |
| <b>CHAPTER FOUR.....</b>                     |   | <b>41</b> |
| <b>RESEARCH FINDINGS AND DISCUSSION.....</b> |   | <b>41</b> |
| 4.1  | Introduction .....                        | 41        |
| 4.2  | Profile of Respondents .....              | 42        |
| 4.2.1  | Respondents' Distribution by Gender ..... | 42        |
| 4.2.2  | Respondents by Age.....                   | 43        |
| 4.2.3  | Respondents' Level of Education.....      | 44        |
| 4.3  | Understanding of Divorce .....            | 45        |
| 4.3.1  | Causes of Divorce .....                   | 46        |
| 4.3  | Factors Contributing to Divorce.....      | 47        |

|   |   |           |
|---|---|-----------|
| 4.4   | Impacts of Divorce on Child Development.....                        | 49        |
| 4.4.1                                       | Ever Been with a Boyfriend or Girlfriend.....                       | 53        |
| 4.4.2                                       | Financial Support .....   | 54        |
| 4.5   | Relationship between Impacts of Divorce and Child Development ..... | 54        |
| 4.5.1                                       | Life after the Parents' Divorce .....                               | 57        |
| 4.5.2                                       | Parents Get Back to each other.....                                 | 59        |
| 4.5.5                                       | Are there any Behaviour Changes on your Child after Divorce?.....   | 62        |
| 4.6   | Appropriate Ways of Dealing with Divorce .....                      | 64        |
| 4.6.1                                       | Empowerment in Education .....                                      | 64        |
| 4.6.1.1                                     | Economic Empowerment .....  | 65        |
| 4.7   | Integration of Empirical Findings and the Ecological Theory .....   | 66        |
| <b>CHAPTER FIVE.....</b>                    |   | <b>70</b> |
| <b>CONCLUSIONS AND RECOMMENDATIONS.....</b> |   | <b>70</b> |
| 5.1   | Introduction .....  | 70        |
| 5.2   | Summary of the Findings .....                                       | 71        |
| 5.3   | Conclusion.....   | 72        |
| 5.4   | Recommendation.....   | 73        |
| 5.4.1                                       | Educational Empowerment .....                                       | 73        |
| 5.4.2                                       | Economic Empowerment .....  | 74        |
| 5.4.3                                       | Laws and Policies.....  | 75        |
| 5.5   | Recommendation for Further Studies .....                            | 75        |
| <b>REFERENCES.....</b>                      |   | <b>76</b> |
| <b>APPENDECES .....</b>                     |   | <b>80</b> |

## LIST OF TABLES

|   |    |
|---|----|
| Table 4.1: Respondents by Gender .....  | 43 |
| Table 4.2: Respondents by Age .....   | 44 |
| Table 4.3: Respondents by Education .....                                       | 44 |
| Table 4.6: Age Range for Respondents who Experienced Divorce from Parents ..... | 48 |
| Table 4.7: Impact of Divorce .....  | 52 |
| Table 4.9: Cases Received by Governmental Officers in a Year .....              | 66 |
| Table 4.10: Rate Divorce of Cases .....   | 66 |

## LIST OF FIGURES

|  |    |
|--|----|
| Figure 4.1: Causes of Parents Divorce .....                            | 47 |
| Figure 4.2: Factors the Contribute to Divorce .....                    | 48 |
| Figure 4.3: Impacts of Divorce .....                                   | 50 |
| Figure 4.4: Impacts of Divorce .....                                   | 50 |
| Figure 4.5: Engaged in Love Relationship.....                          | 53 |
| Figure 4.6: Feeling after Parent Divorce.....                          | 57 |
| Figure 4.7: Feeling During Divorce .....                               | 57 |
| Figure 4.8:Life after Parents' Divorce .....                           | 58 |
| Figure 4.10: Relationship with Ex-partner.....                         | 61 |
| Figure 4. 11: Assistance to Child from New Partner after Divorce ..... | 62 |
| Figure 4.12: Behavior Change of Child after Divorce .....              | 63 |

## LIST OF APPENDICES

|  |    |
|--|----|
| Appendix 1: Interview Schedule for Divorced Parents.....                                   | 80 |
| Appendix 2: Mahojiano ya Maswali kwa Wazazi Waliotalakiana<br>(Swahili Version).....       | 81 |
| Appendix 3: Interview Schedule for Children from Divorced Family<br>(English Version)..... | 82 |
| Appendix 4: Mahojiano ya Maswali kwa Watoto (Swahili Version) .....                        | 83 |
| Appendix 5: Research Questionnaire for Government Officials .....                          | 84 |
| Appendix 6: Dodoso kwa Watumishi wa Serikali (Swahili Version) .....                       | 86 |

**LIST OF ABBREVIATIONS**

|       |  |
|-------|--|
| MOHSW | Ministry of Health Social Welfare              |
| RITA  | Registration Insolvency and Trusteeship Agency |
| TAMWA | Tanzania Media Women Association               |
| URT   | United Republic of Tanzania                    |
| WLAC  | Women Legal Aid Centre                         |



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Problem

This chapter provides the general background of the problem, statement of the problem, objectives of the study, research questions, and significance of the study, limitation and delimitation of the study.

In today's society, there are many different types of families. Some include intact, non-intact, single families, stepfamilies and a variety of others. Along with these different varieties of families there is one common incident that can cause the family structure to change that is divorce. It is an unplanned event in a family's life, which affects each member of a family at different times and in different ways. About half of all marriages will end in divorce, leaving one million children each year to deal with the process of divorce (Martin *et al.*, 2003).

Children are particularly vulnerable to the effects of divorce, they are unable to understand and process such complex matters of life. The fact is that, effects of the divorce of parents remain with children throughout their lives. The effects can be extended to cultural, social, economic, psychological and physiological (Wallerstein, 2005).

According to the Census bureau, (2004) reveal that, 1.1 million children lived with a parent who had experienced a divorce and therefore suffered the effects of divorce. Thomas & Woodside (2011) in their study indicate that, children whose parents

divorce are exposed to more conflict and bitterness than children who grow up in stable marriages. The results of their study also suggest that, children exposed to high levels of parental conflict are neither better off nor worse off, on average, when their parents' divorce, while those exposed to low levels of parental conflict appear to suffer severe disadvantages when their parents separate.

Lazar *et al.*, (2004) studying divorce rates in the United States in America realize that, divorce rate had raised since the American Civil war, then decreased during the Great Depression while peaking in 1980, and have remained around fifty percent since then. Studies predict that, thirty-eight percent of white children and seventy-five percent of black children born to married parents will experience divorce prior to sixteen years of age. (ibid)

On the other hand, Dumas and Péron (1992), who study divorce in Canada, indicate that, between the end of the 1960s and the mid-1980s, the divorce rate increased fivefold. At the same time, in 1995, there were approximately 77,000 divorces granted in Canada, a rate of 262 per 100,000 people. According to a report prepared by the Canada Bureau of Review (1990) almost one-third of all Canadian marriages will end in divorce. Therefore, each year approximately 74,000 children are affected by divorce.

In South Africa it is a reality that, one out of every two marriages ends in divorce (Collins, 2003:32). According to pillay (1999); Mukash (2003) many registered marriages end in divorce as statistics show that among 148,188 marriages which registered in 1995, 31,592 ended in divorced. The Statistics South Africa (2005:3)

shows that, 32,484 divorces were recorded in 2005. As a result, there were 32,524 South African children who were caught up in the pain of divorce .In 1989, (73%) of children in South Africa come from broken homes, and that 150,000 children have been affected by divorce (The Talk Magazine, 1990).

In Tanzania, divorce is a serious issue and it continues to affect a big number of children, as result increase high number of street children, delinquency teenage pregnancies in girls and high rate of school dropout (Kimwaga, 2000). Parental separation is common in Tanzania rather than legal divorces followed by a big numbers of marital dissolution complaints in social welfare departments increasing day to day. (Rita Report, 2007).

Shabani and Kuname (2001) report by citing Kinondoni Municipal Council, at Social Welfare Department each officer deals with more than 12 complaints of marital dissolution per month, a total number of 12 officers; this means more than 144 martial dissolution cases take place per month in Kinondoni. This number is different to 48 registered divorces cases in 2007/2008 in Kinondoni it prove that most couple initiate separation without follow legal route.

According to Natihaika (2000) about 273 cases of serious marital conflicts have been reported every three months in Dares-salaam alone. Furthermore, Busela(2004) describe that an increased number of people have been seek in assistance with marital conflict over the few years in Tanzania.

In Tanzania most of divorces are not registered, according to RITA (2008) the divorce cases recorded rose to 43 in 2007/2008 year compared to 37 cases registered

in the 2006/2007. Data collected from 1994/1995 to 2007/2008 shows that 2005/06 had the lowest number of registered divorces with only 28 divorces, which was 34 percent decline compared to the previous year.

On the other hand, 2001/02 had the highest number of divorce with 54 divorces recorded in the same period of time (*ibid*). RITA (2008) indicates that, in Tanzania the number of registered divorces reached total 405 in ten years, which is small compared to the real situation on the ground. Most of them are as unregistered, most divorces are granted in the courts, or don't follow legal procedure and not in RITA.

TAMWA (2006) reports a number of marital cases reported and that Magomeni Crisis Centre received 118 matrimonial cases in 1997 and number has been raised to 422 cases by 1999. Divorce cases in the country may even be higher, but it might be other divorce cases are not reported at all.

Family separation put children in the position of lacking parental care and protection, love and denial of their rights including educational rights, which lead them engaging in bad behavior such as, drunkenness, sexual immorality, robbery, smoking marijuana and many others which are against norms and values of the society concerned, and this can be supported by a study from (Brown, 2006). This study therefore attempts to assess the impact of divorce on child development.

## **1.2 Statement of the Problem**

When a marriage ends in divorce all individuals connected to the relationship are impacted. There are perhaps none so affected as children. Because of their innocence

and immaturity, children are unable to process stressful events as adults are. Their reactions and behavior can range from subtle to explosive. The absence of father or a mother from a family could have different effects on the growing child. According to Biller (1993) in Magane (2000) closeness with parents could be especially important in fostering the child's sense of self-esteem and self-confidence.

In Tanzania particularly in the urban areas, marriages are at risk of disappearing as the basic institutions in society due to various changes in relationships (Mhau, 2010). The woman's Legal Aid Centre (2007) cites matrimonial problems, frequently leading to divorce, as one of the biggest challenges facing Tanzania today. The center handled about 1,138 legal cases related to marriage problems between 2006 and 2007 as increased by 18.7 percent. It indicates the wide spread of globalization, non-tolerant among the couples and poverty as the main causes of divorce.

Despite having various laws policies and programs concerning child and marriage issues such as the Law of Child Act 2009, Child Development Policy 1996, Social Welfare Department and Marriage Act 1971, still the issue of divorce and its impact hinder most of children and women in Tanzania.

Hence there is a need to research in this area since it has been observed that divorce has a big impact on children development in many dimensions such as physiologically, psychologically, educationally and their social interaction. To date, the researcher found, no studies have been conducted in that nature in Kinondoni area. Therefore, the study is intended to assess the impact of divorce to child development.

### **1.3 Main Objectives of the Study**

The main objective of the study was to assess the impact of divorce on child development in Kinondoni Municipal Council.

#### **1.3.1 Specific Objective:**

- (i) To identify the impact of divorce on child development in Kinondoni Municipal Council.
- (ii) To assess the relationship between the identified impact of divorce and child development in Kinondoni Municipal Council.
- (iii) To suggest the effective ways of dealing with child development on divorce situations in Kinondoni Municipal Council.

### **1.4 Research Questions**

- (i) What are the impacts of divorce on child development in Kinondoni Municipal Council?
- (ii) What is the relationship between impact of divorce and child development in Kinondoni Municipal Council?
- (iii) What is the appropriate ways to deal with child development on divorce in Kinondoni Municipal Council?

### **1.5 Significance of the Study**

The study was intended to assess the impact of divorce on child development. The findings of this study contribute greatly to children, family, the government and relevant institutions in Tanzania.

To the children, the study helps them to identify causes that hinder their proper development. To the family, the study helps them to know the position of their children, their responsibilities to their children and also to know the challenges facing their children after divorce.

To the government and other institutions, the study helps them to understand the proper ways to handle issues regarding affected children and family. Also, the study helps the government to review laws, policies and regulations pertaining children's welfare. On the other side, the study helps the researcher in partial fulfilment of requirement of the award of Master's Degree in Social Work at the Open University of Tanzania.

## **1.6 Limitation of the Study**

Below were the reasons that limited this study:

Traditional barriers hindered the study since some families were not willing to disclose about their marital affairs especially to a stranger; hence marital matters are still considered as private. Time constraints hindered the researcher since children needed enough time to cope with environment and the researcher.

Financial support was a constraint to the researcher, which was not enough to cover all the expenses like transport and secretarial services. Since the researcher was self-sponsored it was tough to conduct the research efficiently. Availability of respondents due the nature of the study, the expected respondents' to provide information were not easy to be ready and get them due to the fact that they are frustrated and busy for life survival.

### **1.7 Delimitation of the Study**

In order to overcome the limitations researcher required people who were well known to that area and sought their consent before the research this helped data collection process also took a time to build trust to a respondents. Also the researcher had to use interactive tools before data collection in order to establish rapport with the children such as bought juice, sweets and biscuits.

In order to overcome the problem financial constrain, researcher minimized other expenses and utilized the amount which was available to conduct the study. Lastly In order to make the study successful the researcher visited the respondents at their own convenience especially in the weekends when the respondents were free in order to accomplish the study as per respondent's time schedules also made appointments on their free time.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This Chapter provides Literature review. The Chapter has the following sub sections: Definition of Key Terms; Theoretical review, Empirical Evidence, Review of Policies, Research Gap and Conceptual framework.

#### **2.2 Definition of Key Terms**

##### **2.2.1 Child**

In Tanzania definition of a child is' controversial due to the fact that it differ from one law to another. United Nations in convection on the rights of the child (1990) defines a 'child' as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. Therefore, it has encouraged states to review the age of majority if it is set below 18 as to increase the level of protection for all children under 18. United Republic of Tanzania under the Child Development Policy (1996) defined a child is a person below the age of eighteen year. In this study a child is taken as a person below eighteen years and it involved children between ages of 6 to 18.

##### **2.2.2 Divorce**

Divorce is any formal separation of husband and wife according to established custom (Dictionary.com, 2016). In other words is the termination of a relationship between two partners, It is through formal customs or court proceedings. Divorce is usually accompanied by formal arrangements for the owning of property, care and

support of children. So in this study, divorce is defined as any formal or informal separation of husband and wife according to established customs and laws.

### **2.2.3 Child Development**

Zanzibar child Act (2011) defines child development as a process of change experienced by a child between birth and maturity. The changing involves child's physical, intellectual, spiritual, moral and social abilities to their full potential. On the other hand, URT (2009) explains child development in relation to the welfare of the child. That means, it is the development which makes the child to reach his physical, mental, emotional and social potentials development through his /her life time according to his/ her environment. This study defined Child Development as a process of child learning which makes him/her to handle more difficult levels of moving, thinking, feeling and interacting with people and objects in the environment.

### **2.4.4 Impact**

Business dictionary (2016) defines Impact as a measure of the tangible and intangible effects (consequences) of one things or entity's action or influence upon another. On other hand, Merriam dictionary (2016) defines impact as to have strong and often bad effects on (something). This study defines impact as any action, which results to bad consequences.

## **2.2 Theoretical Framework**

This study is based on Ecological System Theory, according to Sarah, (2012) Urie Bronfenbrennera Russian-American psychologist known for developing the ecological systems theory was born in, 1917. This theory was published in 1979,

and influenced many psychologists in terms of analyzing the person and the effects of different environmental systems that a person encounters. The ecological systems theory has become a fundamental theory and groundwork of other theorists' work.

Bronfenbrenner (1979) explains ecology in Greek is oikos which means house, environment, and logos which means knowledge in the sense of biology is a teaching about the dependency of living creatures of their surroundings, the ecological system. Bronfenbrenner studied the dependency between man and environment. It's known as the Human Ecology Theory since it states that, human development is influenced by the different types of environmental systems, divided the environment into five different levels including; the micro system, the mesosystem, the exosystem, the macro system, and the chronosystem, this environment may power our behavior in a range of ways all over our life span it's all about the person and environment setting. Bronfenbrenner (1979) explains in detail the different levels of environment as described in the ecological system theory as indicated below:

### **2.2.1 Microsystem**

Refers as the direct surroundings of the individual it includes the person's family, peers, school, and neighborhood. It's the most direct connections with social agents take place, with parents, peers, and teachers, for example, the individual is not simply a passive recipient of experiences in these settings, but someone who truly helps to construct the social settings.

### **2.2.2 Mesosystem**

It's all about the relationships between the microsystems in one's life which means that, your family experience may be related to your school experience. For instance,

if a child is abandoned by his parents, he may have a low chance of developing positive attitude towards his teachers. This child may feel embarrassed in the existence of peers and may resort to leaving from a group of classmates in other words it's about the connection between a child's home and school.

### **2.2.3 Exosystem**

The exosystem is the setting in which there is a relationship between the context where in the person does not have any active role, and the context where in is actively participating. Assume a child is more attached to his father than his mother. If the father goes out of the country to work for a number of months, there may be a difference between the mother and the child's social relationship, or on the other hand, this incident may result to a tighter attachment between the mother and the child. For example, if the parent has an awful day at work, or is jobless or promoted, or has to work overtime, all of these actions impact the child.

### **2.2.4 Macrosystem**

Describes the culture in which individuals exist, it's all about meaning of the ways of people, the culture contexts contain socioeconomic status, poverty, and ethnicity. For example, being born to a poor family makes a person work harder every day.

### **2.2.5 Chronosystem**

It's all about the transitions and shifts in one's lifespan this may also involve the socio-historical contexts that may pressure a person. Example of this is how divorce, as a main life evolution, may affect not only the couple's relationship but also their children's behavior. According to a majority of research, children are negatively

affected on the first year after the divorce and next years after it would disclose that the interaction within the family becomes more stable and agreeable. Therefore, this theory helps to understand why we may behave in a different way when we evaluate our behavior in the existence of our family and our behavior when we are in other environment such as in school or at work or any other place.

### **2.3 Relevance of Theoretical Framework and the Impact of Divorce to Child Development**

This theory looks at a child's development within the context of the system of relationships that form his or her environment. It defines complex "layers" of environment, each having an effect on a child's development which recently renamed "bioecological systems theory" to emphasize that a child's own biology is a primary environment fueling her development (Bronfenbrenner, 1989).

Therefore, the occurrence of divorce has adverse effects to child development because it is the first interaction of child, where behavior of the child has been formed. Whenever, a father and mother changes or conflict in any one layer will ripple throughout other layers, child's development is not only the child and her immediate environment, but also at the interaction of the larger environment as well.

This theoretical framework shows the relationship between theory and study hence it will help the society to understand the impact of divorce to the society and how to minimize the problem. The theory, also gives the direction on how to help the child in their development (*ibid*).

## **2.4 Empirical Literature Review**

### **2.4.1 Divorce and Child Development**

Divorce is as a highly stressful life event for most adults and children. It has been recognized as a risk factor for children because of its numerous changes that children may experience (Moxnes, 2003). Among its damage are social and economic capital as a result of the loss of household income, residential mobility and contact with the non-custodial parent (McLanahan and Sandefur, 1994). Divorce generally puts children at greater risks for many kinds of problems. They (*ibid*) identify some of the problems of divorce as it produces social stress for the child, Child behavioral changes as the child's adjustment to divorce, dropping child's academic achievement, social competence, and emotional behavior.

In addition to that, Murphy and O'Farrell (1994) explain divorce weakens family ties between the children and the parent's relationship. This is because parents play a central role in shaping the child's development through their influence. Thus, if parents keep having conflicts in their homes, children are bound to be affected as they grow up (VanderValk *et al.*, 2005).

### **2.4.2 Impact of Divorce on Child Development**

The impact of divorce on child development may be manifested in many ways. Effects can be on children's hearts, minds, and souls ranging from soft to cruel, from apparently small to visibly large, and from short-term to long-term. Not any of the effects apply to every child of all divorced couple, nor has any one child suffered all the effects. There is no way to expect how any particular child will be affected nor to

what extent, but it is likely to predict divorce's societal effects and how this large group of children will be affected as a group.

### **2.4.3 Physiologically**

Literature from different contexts concludes that, parental divorce produces negative outcome for children across multiple domains of wellbeing, and these disadvantages continue over their life course (Amato, 2010).

#### **2.4.3.1 Increased Health Risks**

Divorce affects child emotionally and mental life, it also affects his physical health, even the length of his life. Different studies explain how the divorced children can be affected due to the occurrence of divorce.

Potter (2010) stresses, children whose parents divorced before their twenty-first birthrate had their lifespan shortened by an average of four years. Another study found these mortality rates raise especially when the divorce occurs before the child reaches fourth birthday (Gruber, 2004). Repetition of the risk of asthma and a large increase in injury is among the health effects throughout childhood. It's also found out that, still in early adulthood, after controlling for family and social background, differences in health danger and rates of hospitalization are still apparent (Fagan and Churchill, 2012).

Most of the evidence comes from studies in North American and European families about the impact of divorce to child development. However, current research on African families has connected divorce to especially severe childhood shortcomings

compared to document in high-income world regions. African children with divorced parents are more likely to be malnourished, fail to benefit from vaccinations (Gage, 1997), die before they reach the age of five than their peers whose parents remain married (Clark & Hamplova, 2013).

Different scholars have indicated different impacts of divorce. In Burkina Faso for example, divorced parents is associated with expressively higher risk of under-five mortality compared to having married parents (Thiombiano *et al.*, 2013). While children with divorced parents have a 36 percent increase in the risk of dying in the Democratic Republic of the Congo. 52 percent increase in Liberia, a 57 percent increase in Nigeria, and an almost two-fold increase in Sierra Leone compared to their peers with married parents (Clark & Hamplová, 2013).

Furthermore, Thiombiano *et al.* (2013) indicate that, children with divorced parents who survive early childhood go on to face sizeable educational setbacks, including delayed school entry and lower educational attainment compared to their peers with married parents.

Emily and Shelley (2015) demonstrate a strong association between parental divorce and children's risk of death before age five in sub-Saharan Africa. A child whose mother is divorced has 37 percent higher chances of dying compared to a peer child whose mother is monogamously married. At the same time, single mothers who have never been married or are currently widowed have similarly high risk of mortality, experiencing a 22 and 46 percent higher chances of mortality, He (*ibid*) further approves that, children whose mothers are in a polygynous union experience a higher



likelihood of death compared to their peers whose mothers are in a monogamous union.

#### **2.4.4 Psychologically**

Probing the impacts of divorce to the development of the child Valder *et al.*, (2005) found that, children of divorced parents may have a lower sense of psychological well-being than children who grew up with intact families. They (*ibid*) confirm that, children of divorced parents may experience emotional problems such as loneliness and depression.

According to smith (1999), some children are flexible and adapt well to change largely due to implementing effective coping strategies, while other children may react in the opposite way. Children may lose confidence, blame themselves for the break-up, and see their parent's separation or divorce in a complicated way. The range of feelings that a child may encounter include; disbelief and denial, sadness, loss, loneliness, depression, anger, anxiety, fear, relief and hope.

##### **2.4.4.1 Behavioral Problems**

Parents in a stressful marriage are less likely to have close relationships with their children, whereas parents who are satisfied with their marriage are more likely to have quality relationships with their offspring (Conger *et al.*, 1992; Acock and Demo, 1999; Buehler and Gerald, 2002). Hence children of divorced or separated parent 'sex habit increased behavioral problems and the marital conflict that accompanies parents' divorce place the child's social competence at risk. Even in intact families that have low to medium levels of conflict, children still have fewer

behavior problems than those in the high-conflict, disrupted families. Another study suggests that, parental conflict affects the outcomes of children's behavior problems, regardless of parents' marital status (Morrison and Coiro, 1999).

During a divorce, conflict between parents is often accompanied by less affection, less responsiveness, and more inclination to punish their children, which leaves their children feeling emotionally insecure (Davies and Cummings, 1994). These children are more likely to perceive their social setting as unpredictable and uncontrollable (Amato and Alan, 1997). Children who engage in fighting and stealing at school are far more likely to come from broken homes than are well-behaved children (Pryor and Rodgers, 2001).

Other studies have confirmed that, children of divorced parents exhibit more behavioral problems than do children from intact families. Boys whose parents divorced while they were in elementary school tend to develop problems in the years following their parents' separation (Lloyd, 1997). While problem behavior increases immediately following the divorce among boys whose parents divorced while they were in middle school, their problem behavior steadily decreases in the year after the divorce (*ibid*).

#### **2.4.4.2 Sexual Behaviors and Divorce**

Virginity among teenagers of all ages correlates closely with the presence of married parents (Capaldi *et al.*, 1996). Each change in family structure during adolescence from married to divorced, from single to married, or from divorced to stepfamily is seemed to increases the risk of initiation of sexual intercourse for many of the

teenage children (Patrick.*et al.*, 2004). According to Fagan and Churchill (2012) this situation could contribute to a larger number of sexual partners and a risk for the attainment of sexually transmitted diseases and a host of emotional effects.

#### **2.4.4.3 Attitudes toward Sexuality**

Children's approval of premarital sex, cohabitation, and divorce rises intensely, while their authorization of marriage and childbearing falls (Fagan. and Churchill, 2012). Children from divorced families are also more likely to believe that marriage is not important prior to having children and are more likely to have a child out of wedlock.

#### **2.4.4.4 Children's Early Departure from Home**

Children of divorced parents change their families area of origin in greater extents and earlier than do children of intact marriages due to low levels of family unity and harmony (Cherlin, 1995). The greater the unhappiness in their parents' marriage, the earlier children leave home to get married, cohabit, or live on their own (Letizia*et al.*,2010). In case of developing countries like Tanzania the impact of leaving early from home among divorced children may lead to high number of street children.

#### **2.4.5 Child Education and Divorce**

Aremu and Soka (2003) submit that, poor academic achievement is related to low motivational orientation, low self-esteem, emotional problems, poor study habits and poor interpersonal relationships. According to them (*ibid*) divorce practice has great contribution to the development of children performance in school. Children from divorce parents have greater chance to perform poorly than the child whose parent s

is intact. Lansky (2000) indicates that, some children perform better in school as an attempt to shut out problems at home.

#### **2.4.5.1 Divorce Frequently Diminishes the Child's Capacity to Learn**

Scholars show that, children and adolescents who are exposed to high level of parental conflict had more problems in academic compared with children and adolescents who had not experienced parental conflict (Kelly, 2000). These children and adolescents have two to three times more tendencies to drop out from school (Amato, 2001).

Rodgers and Rose (2001) examine the relationship between family factors and academic performance among a sample with mean age 15 years old from intact, divorced and blended families. Their study reveals that, adolescents of divorced families reported less parental support and monitoring which strongly predicted their academic achievement. Siti and Zaline (2005) support the ideas that, poor support contributes to lower academic achievement among adolescents even in intact families.

Moreover, Sun and Li (2002) denote that, high parental conflict is associated with lower score on Mathematics and reading exams among adolescents from divorced families compared to adolescents in intact families. Divorce generally leads to a severe decline in the standard of living of single mother families, and this decline may increase children's development risk in various aspects including academic achievement. Furthermore, Sun (2001) stresses that, the economic hardship associated with divorced families was found to facilitate the educational failings of

children in such families. Popenoe (1995) also emphasized that, elementary children from divorced homes performed more poorly in reading, spelling, and math, and repeated a grade more frequently than do children in intact two parent families.

Biblarz (2000) in his study, he compared academic performance of children of divorce with children of widowed mothers. Findings conclude that, children of divorcees were less likely to complete high school, attend college, or attend graduate school than children of widowed mothers. Children of divorced parents are roughly two times more likely to drop out from school than their peers who benefit from living with parents who are not divorced (McLanahan, 1994). On the contrary, Wallerstein (2008) has negative ideas that, the divorce did not considerably alter school performance of the divorce parent children.

#### **2.4.6 Social Interaction**

It is a common practices that children from divorced family loose social interaction from different angles, these can be outside and inside child family. These situations can be seen in the following aspects.

##### **2.4.6.1 Children's Styles of Control Conflict**

It is believed that, divorce diminishes the capacity of children to handle conflict. The difference between marriages that stay intact and those that end in divorce lies primarily in the couple's ability to handle marital conflict and move towards agreement. Children of divorced parents acquire the same incapacity through the modeling of their parents (Conger *et al*, 2000). This is to say that, a child from divorced families where their parents use violence more frequently to resolve

conflict, and are more likely to be aggressive and physically violent to solve marital. Later on, the child in their own marriages will be unhappy in their own marriages. He will practice the same system as their parents did (Pamela *et al.*, 1995).

#### **2.4.6.2 Weakened Relationships of Children towards their Parents**

After the divorce, most parents have two sets of problems: first, their own personal adjustment to the divorce and second, their adjustment to the new and very different role as divorced parent. Many of the parents are so stressed by the divorce that their child rising suffers (Mavis *et al.*, 1995). They frequently shift their way of dealing with their children, changing from rigid to tolerant, from emotionally distant to emotionally dependent. Compared with continuously married mothers, divorced mothers are likely to be less friendly with their children, less communicative, and to discipline them more harshly and more inconsistently, especially during the first year following the divorce (William, 2000).

In particular, divorced mothers have problems with their sons, though their relationship will likely improve within two years, even if, for many, some discipline problems persist up to six years after the divorce (Patrick and Aaron, 2012).

According to Baum (2003) most of the fathers from divorced family do not make fare to their children. Their contact with their children declines over time. The relationship that divorced fathers have with their sons, often troubled before the divorce, tends to get significantly worse after the breakup. He added that, the higher the level of conflict during the divorce, the more likely the distance between father

and his children. However, divorced fathers who live close to their children and see them more often tend to retain the affection of their children more (Cooney, 1994).

In addition to that, the relationships of father to daughter and mother to son have their own special winds. Boys, especially if they are living with their mother, respond with more hostility to parental divorce than girls do, both immediately after the divorce and for a period of years thereafter. Girls often charge worse when living with adult men, either their father or a stepfather (Patrick and Aaron, 2012).

Furthermore, even grown children continue to see their parents' divorce in a different way than do the parents. Wallenstein clinical psychologist was the first to disturb the nation with her widely reported research on the effects of divorce on children (Miller, 1997). Her research has continuous in many follow-up studies, fifteen years after the divorce she found that only 10 percent of children felt the positive about their parents' divorce even though 80 percent of the divorced mothers and 50 percent of the divorced fathers felt that it was good for them (*ibid*).

#### **2.4.6.3 Adolescents' Diminished Sense of Femininity or Masculinity**

Scholars also indicated that, many teenagers from divorced families fight with feelings of inadequacy in their teens, and normally turn these feelings into wrong judgments of rejection by others. Daughters of divorce have a particularly difficult time with this struggle and find it more difficult to value their femaleness or to believe they are frankly lovable. Sons of divorced parents suffer in their own way, and frequently have less confidence in their ability to relate with women, at work, or lovingly (Heidi, 2004).

Seth (2005) insists, if children especially for pre-adolescent children (aged 9-12) maintain contact with their father after the divorce they are greatly aided in maintaining their self-confidence, because attachment to their mother alone does not suit as pointed out already such contact with father generally diminishes over time.

#### **2.4.6.4 Children's Diminished Social Competence with their Peers**

Marsha (2003) describe adolescents who have the ability to get along with peers have a significant social skill that will lead to greater happiness in their own family life and in the workplace. The marital conflict that accompanies parents' divorce places this competence at risk. When parents are divorcing the conflict between them is often accompanied by less love, less responsiveness and more love towards their children, and leaves their children feeling emotionally insecure, and more likely to believe that their social setting is unpredictable and uncontrollable (*ibid*).

Nicholas.*al.*, (1993) explain the worst troublemaker in school, the child who engages in fighting and stealing, is far more likely to come from a broken home than is the well-behaved. The fear of peer rejection is twice as likely among adolescents of divorced parents compare to intact family. They are likely to have fewer childhood friends, and to complain more about the lack of support they receive from the friends they do have (Varey, 2002).

Amato. (1994) conducted a major national study on the effects of divorce and found that, compared to children from intact families; children of divorced parents did more poorly when rated by both parents and teachers on peer relationships, hostility towards adults, anxiety, withdrawal, inattention, and aggression.



#### **2.4.6 Reduced Religious Practice among Children**

Some scholars indicated that, parents and children in intact families are much more likely to worship than are members of divorced families or stepfamilies (Robert, 1992). Following a divorce children are more likely to cease worshipping God. William, (2003) emphasizes that, even when they enter a new step family their religious worship does not return to prior, this drops off have its own serious consequences because of the beneficial effects of religious practice on a host of issues: health, education, income, virginity, marital stability, crime, addictions, mental health.

### **2.5 Factors Influencing Divorce**

#### **2.5.1 Lack of Communication**

Absence of communication between marriage couples leads to marriage breakdown. This happens when spouses fail to communicate desires or do not confront problems before it become big. Without good and open communication, spouses cannot work on their marriage over time and problems begin to build up because they are not being addressed (David and John, 2003). Communication involves the ability to pay attention to what others are thinking and feeling. In other words the importance of communication is not just talking, but listening to what other share (*ibid*).

Any marriage is complete when a couple can handle three principles consistently, when they can effectively utilize the fundamentals involved in speaking and listening, when they can resolve conflicts through constructive methods and lastly, when they spend time on a daily basis in an intimate sharing of feelings, suggests (Pelt, 2009).

### **2.5.2 Cheating and Infidelity**

Laurine (2007) is of the Opinion that, when one or both of spouse become unfaithfully by having other relationship outside the marriage leads the men to become irresponsible to the family, because some of them pay much attention to their mistresses or small house rather than their own family hence women become hurt and tired of the situation hence separation. The seeds of emotional cheating are sown when couples misunderstand rules of marriage and when a spouse places his or her primary needs in the hands of someone outside the marriage. It breaks the bond of marriage just as adultery does (Kalafut, 2007).

### **2.5.3 Poverty**

Along with affecting the likelihood of marriage, poverty is also linked to increased separation and divorce rates. Also explain that, poverty weakens the possibility of uniting with financially stable person, thereby weakening the chance of marriage among the poor (Rank, 2000). Emily and Shelley (2015) entail low incomes and poverty are risk factors because financial stressors often impact negatively on a marital relationship. On the other side of the equation, a very rapid upward social mobility where the acquisition of money and status is a prime mover is also a risk factor. This may be because such a pursuit of materialism takes time away from relationships or reflects individualistic values that are incompatible with a good conjugal life.

### **2.5.4 Addiction on Alcoholism**

When a husband or wife is addicted to alcohol fail to be responsible for the family, disturb family members and forget their family responsibility, this situation causes

the wife or husband to lose hope and become impatient. Because the alcoholic tend to pay more attention to addiction rather than supporting family, this makes the spouse to become tied of such life hence seek for separation. Addiction can kill love and withdrawal from roles can take place and eventually marriage breakdown (Montenegro, 2004).

### **2.5.5 Early Marriage**

Statistics show that, the younger people are at marriage, the more likely they are to divorce. Young people, especially adolescents, may lack the maturity and experience to cope with the demands of a marital relationship. Furthermore, their personalities have not yet stabilized so that their needs may change and upset the balance of their new marriage. Very young people also have low incomes this, along with low educational levels, is another risk factor for divorce (Clark and Crompton, 2006).

### **2.5.6 Parental Divorce**

Amato and De Boer (2001) elaborate that; parental divorce correlates with higher divorce rates among children when they become adults (Liam and Wu, 2008). One study has even found that, this occurs especially when the parental marriage had a low level of conflict such parents may divorce simply because they are less committed to marriage and may transmit this value to their offspring.

According to Nicholas, (2000) Children who experience three or more transitions in family structure are to a great extent possible to divorce later in life, compared to children who did not experience such family transitions.

## **2.6 Policy Review**

Tanzania has applied plans and taken certain steps aimed at helping child development. These steps include delivery and strengthening of Childcare. In addition to that, the approval of the UN Convention on the Rights of the Child signing the OAU charter on the rights of children; the enactment and review of laws aimed at promoting and protecting the rights and interests of children; preparation and implementation of the National Programme of Action concerning child survival, protection and development in the 1990s (Nyoni, 2007).

Likewise, the Tanzania Government has also created a special Ministry to coordinate child development programme and encourage non - governmental organizations and individuals to establish centers for children in difficult circumstances; to set up special schools and institutions to cater for children with particular problems and established juvenile courts (URT, 1996). In addition to that, currently the Law of the Child Act, No 21 /2009 and Child Act, 2011 are in place. More than that, the Government had established Child development police of 1996, which includes a number of issues that make sure the good development of children.

## **2.7 Research Gap**

Many studies have recently exposed alarms over the impacts divorce and child development. Following the review of literatures from numerous scholars including; Dumas and Peron, 1992, Collins, 2003, U.S Census, 2004, Lazar *et al.*, 2004, Statistic South Africa, 2005, Tamwa Annual Report, 2006, Woman Legal Center, 2007, Rita, 2007/8, Thomas and Woodside, 2011 and their findings focused on the divorce and impacts of divorce to the development of children. Most of their findings indicate

that, divorce has great impact to the development of the child ranging to economic, physical, sociological and physiological development of the child. Other studies are about the way to overcome the divorce impacts and to improve welfare of the child.

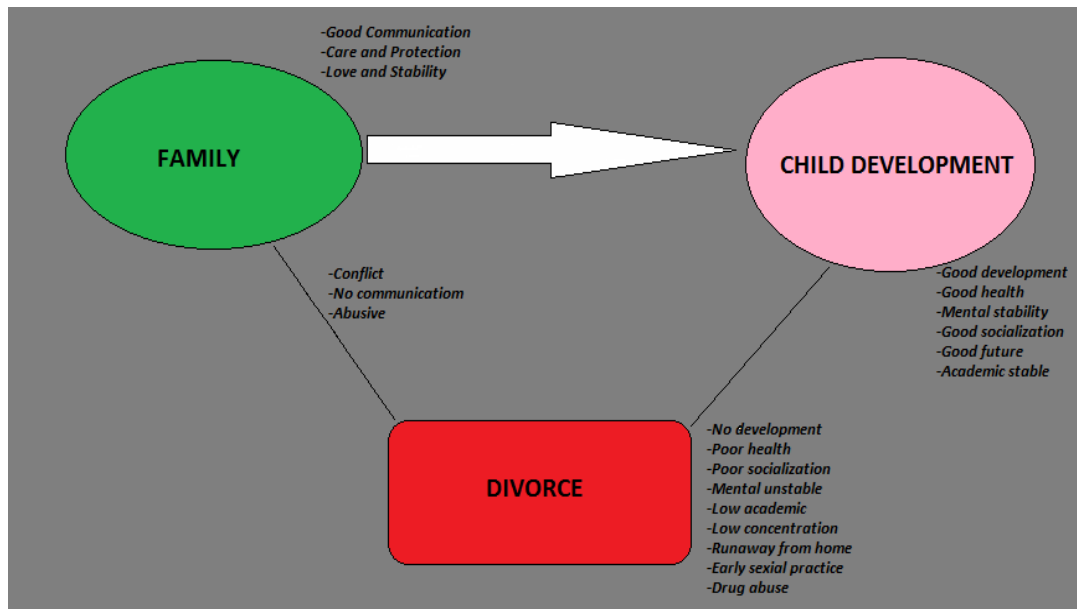
From the reviewed literatures in this study, the researcher has been able to identify factors contributing to divorce and its impacts and show ways to overcome the divorce impacts. None of these studied have been able to highlight divorce and child development in Kinondoni District. Therefore, a knowledge gap happens the impact of divorce intensity in Kinondoni District. This study therefore, targets to bridge the gap by assessing divorce on child development in Kinondoni District.

## **2.8 Conceptual Framework**

Conceptual framework is a structured from a set of broad ideas and theories that help researchers to properly identify the problem they are looking at (Smyth, 2004). This framework was developed in order to build a base that assist the study to conceptualize the problems and find the base that assists the study to conceptualize the problems and find out suitable tools that are suitable for this study. This study assessed the impact of divorce on child development. A broader framework used in this study is based on getting organized set of information that is connected with the impact of divorce and the strategies, which are designed to improve child development after divorce has taken place.

In this study, divorce is an independent variable; child development is a dependent variable. The child development depends on stability, harmony and tranquillity of the family. Family is intermediate variable which links the family stability and

development of the child; the occurrence of divorce leads to poor development of the child.



**Figure 2.1: The Relationship between Family and Divorce towards Child Development**

Source: Researcher, (2016)

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the methodology of the study. It begins with the location of the study, population of the study, research design, sampling procedure, research methods and data processing, analysis techniques, instrument validity and reliability and ethical considerations.

#### **3.2 Research Design**

Research design can be defined as the conceptual structure within which research is conducted. It further notes that, a research design implements an order by arranging steps of activities to find answers to the research questions of the study. There are many types of research design including; exploratory, descriptive, and causal or experimental (Kothari, 2004).

##### **3.2.1 Qualitative and Quantitative Approach**

In this study, the research Qualitative and Quantitative Approach were adopted in order to assess and understand the impact of divorce on child development. Also, the qualitative and quantitative approaches helped the study to interview different categories of respondents and acquired different information which assisted the study to discover the way child development has been affected by divorce in Kinondoni Municipality (Bordens *et al*, 2002). Since the nature of the study was Qualitative, Quantitative and cross sectional approaches were appropriate for data collection.

Qualitative approach was used in this study in order to acquire feelings, perceptions and opinion of respondents regarding the impact of divorce to child development.

Creswell (1998) observes that, qualitative studies aim at understanding and conveying respondents' life experience in a given social setting. In this study, qualitative approach focused on assessing the impact of divorce on child development in physiological, academically, psychologically and social interaction. The study used quantitative approach in order to get occurrences and number of respondents on the specific research questions. Patton (2002:14) states the advantage of quantitative research is that, a lot of people's reactions measured with a limited amount of questions and comparisons as well as statistical aggregation of the data are possible. It was also possible to generalize findings.

### **3.2.2 Cross Sectional Approach**

At the same time, the study used cross sectional approach due to the time the researcher had and the researcher had no control of the respondents who took part in this study. Cross-Sectional Surveys are studies aimed at determining frequency of a particular attribute, such as specific exposure, disease or any other health-related events in a defined population at a particular point in time.

In this type study, subjects are contacted at field point in time and relevant information is obtain from them (Kothari, 2008). This study cross sectional did more in assessing the relationship between the impact of divorce on child development, it involved collection of data in Kinondoni Municipality from all respondents categories in specified time framework.



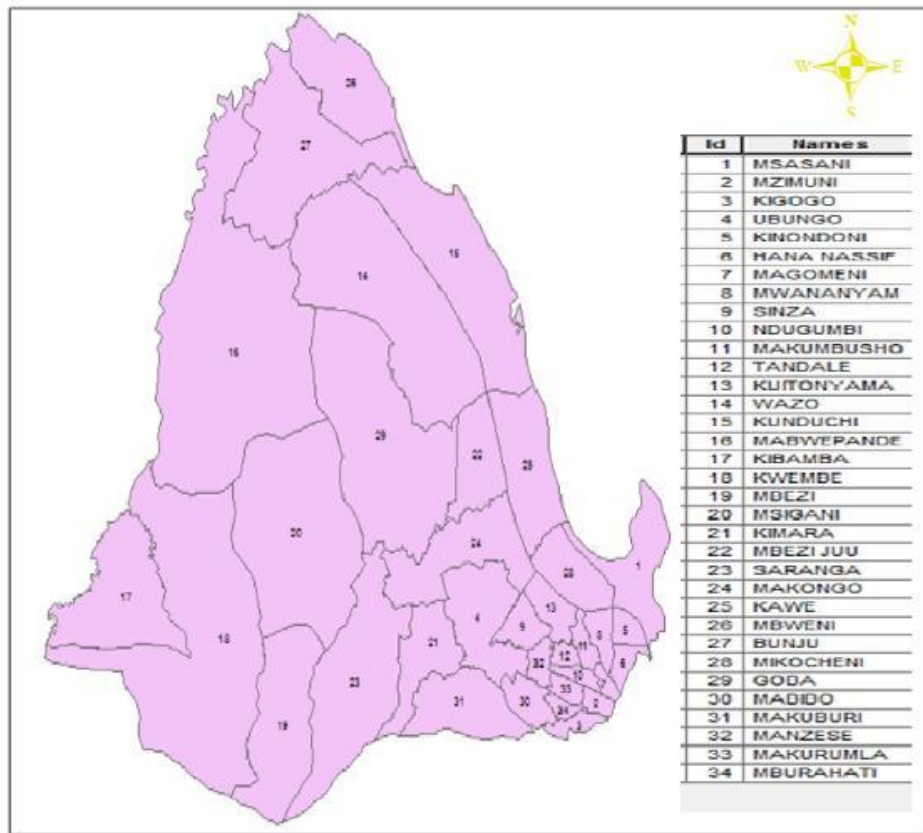
### **3.3 Population of the Study**

Bryman (2004) defined population as the universe of units from which sample is to be selected. Moreover, according to Creswell (2005) the term population is defined as a group of a person having common characteristics. The study population of this study was 71 respondents which include divorced parents, children from divorced parents and governmental officers such as social workers, ward executive officers and magistrates. Therefore from this 71 study population, researcher selected only 60 respondents as sample.

### **3.4 Study Area**

The study was conducted in Kinondoni District between October 2016 and November 2016. The period was specifically for field research. Kinondoni District was selected due to the following reasons; firstly, Kinondoni was highly populated municipality in Dar-es-salaam and therefore potential for huge number of divorce issues. Secondly its location was such that most of the targeted population (respondents) of mixed classes of people in terms of policy makers, implementers, different social-economic status and people affected with divorce.

Thirdly, was an area which the research lives and works so it was easy to get the required data for this study. Kinondoni Municipal Council is located in the Northern part of Dar es Salaam City .It has an area of 531 sq. km with a population of 2,497,940. The population growth rate is estimated to be 4.3% per annum and the population density is 1,179 people per square km. (Census, 2012).



**Figure 3.1: Kinondoni Municipality: Ward Location**

Source: Kinondoni Municipal Profile, (2014)

### 3.5 Sampling Procedures and Techniques

#### 3.5.1 Sample Size

A sample in research refers to any group in which information is obtained (Frankel and Wallen, 2000). Also, Creswell said (2008) a sample entails the number of entities in a subset of a population selected for the study and data analysis. Kothari (2004) defines a sample as optimum which fulfils the requirements of efficiency, representativeness, reliability and flexibility.

In this study, the total number of respondents was 60 where by divorced parents was 20, children from divorced families was 20 (age range 6-18), 8 Social workers from

social welfare office in Kinondoni Municipal, 6 magistrates and 6 wards executive officers. This sample size was based on Morgan table (Morgan, 1970).

*Where:*

$S$  = Required Sample size

$X$  = Z value (e.g. 1.96 for 95% confidence level)

$N$  = Population Size

$P$  = Population proportion (expressed as decimal) (assumed to be 0.5 (50%))

$d$  = Degree of accuracy (5%), expressed as a proportion (.05); It is margin of error

$$S = \frac{X^2 NP(1 - P)}{d^2 (N - 1) + X^2 P(1 - P)}$$

$$S = \frac{(1.96)^2 71 \times 0.5 \times (1 - 0.5)}{(0.05)^2 (71 - 1) + (1.96)^2 \times 0.5 \times (1 - 0.5)}$$

$$S = \frac{68.1884}{1.1354}$$

$$S = 60.05$$

### **3.5.2 Sampling Design**

Bryman (2008) explains, sampling techniques are employed because all scientific researches focus on a small segment (sample) of a bigger population. Similarly in this study, sampling techniques was used because the study population was relatively large and in that case it was not easy to reach the entire population in Kinondoni District.

This study employed convenient sampling and purposive sampling which is a non probability for selecting respondents with similar characteristics for interview and

questionnaire. The respondents were chosen based on their willingness and capacity to answer to the questionnaire.

According to Etikan (2016) Convenience Sampling is the method, which involved getting available respondents who were close to the researcher including; friends, neighbors, or community members who showed interest and willingness to cooperate to research questions were integrated and composed the study population. This technique was used in to capture different understanding, perception and experience on the impact of divorce to child development in Kinondoni Municipal.

Purposeful sampling on the other hand is the method which categorized the respondents purposely in this study to include children under divorced families, divorced parents, social workers, local governments' officers and magistrate. Each of these categories was selected based on wide range of experience, knowledge and feelings on issues regarding the impact of divorce on child development (Bernad, 2002). For instance, the social workers expected to provide information related to child protection and children rights for children from divorced families. On top of that, technique was used to select Social Welfare Department, Wards office and Primary Courts that deal with divorce issues; this department was selected purposively due to long experience they hold in taking care and dealing with divorce cases and the impact on children in their development.

### **3.6 Data Collection Methods**

Data collection is a method which involves various tools that the needed information (Burns and Grove, 1997). This study used various methods of data collection. The

methods include; interview and structured questionnaire through primary sources where by the researcher gathered information directly from the field. Another method of data collection was documentary review through secondary source where by the researcher made references through the present studies in the libraries, Internets, and Kinondoni District Offices (Kombo *et al* 2007).

### **3.6.1 Primary Data Collection Method**

#### **3.6.1.1 Questionnaire**

Questionnaire is the method, which was employed in this study by the researcher. Padgett (2008) explains, this method is employed when the study wants to acquire much information from the specific categories of respondents. In this study for example, questionnaires gathered information from the 8 social workers, 6 executive officers, and 6 magistrates. Through this method respondents were given the arranged questions which enabled the study to accumulate the specific information related with the research problem such as total of divorce cases received in a year and appropriate ways dealing with the impact of divorce on child development.

The question was closed and opened this study origin questionnaire was designed in English administered in Kiswahili to some respondents whom they wanted in Kiswahili answer transmitted back to English for recording. It was suitable method since governmental officers were busy in working hours it's hard for other method like face-to-face interview and focus group discussion.

#### **3.6.1.2 Key Informant Interviews**

Interview is a method of collecting data that involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method can be used through personal

interview and if possible through telephone interviews (Kothari, 2008:97). Interview method was another method, which was used to gather information from children from divorced parents 20 and divorced parents 20.

The proposed respondents was 60 respondents, 30 divorced parents and 30 children from the divorce parents due to the unavailability of respondents and limited time the research reduced the number of respondents in order to finish on time, the method assisted the researcher to face respondents and interrogate with individuals and group of respondents in order to get detailed information about the impact of divorce on child development.

Interview method was helpfully due to the fact that some of the respondents were illiteracy, also in questionnaires it's difficult to give explanation incase the respondents do not understand the question but in interview it was easier for researcher to give the explanation for the respondents. The study therefore, used both structured and unstructured questions which were guided by research objectives to facilitate the study to get reliable and enough information.

### **3.7 Secondary Data Collection Method**

#### **3.7.1 Documentary Review**

This method contains data which have already being collected by different researchers and passed through the statistical process (Kothari, 2011). According to Kombo et al (2006) documentations involves delivering information by studying written documents, which act as an important source of data in many areas of investigation.

Different articles, journals, newspapers, theses, dissertations, books and internet sources were reviewed in order to have a deeper understanding of the previous work and to find the knowledge gap that needs to be filled by the present study. In this study, the researcher read different materials on the impact of divorce on child development. Document which a researcher reviewed were: file cases, Divorce register books from court, social welfare office and wards executive offices.

### **3.8 Data Processing and Analysis**

There are many methods of data analysis for both qualitative and quantitative data. In this study, data was analyzed both qualitatively and quantitatively. Microsoft excels and Statistic Package for Social Science (SPSS) version 16 was used to analyze data. Quantitative analysis was applied where the frequencies and percentage were used to decide the majority opinions. Main steps for handling data included organizing and preparing the data for analysis, reading the data, coding, generating categories and finally interpretation of data.

### **3.9 Instrument Reliability and Validity**

#### **3.9.1 Validity**

According to Stake (2003: 134) a good case study research follows disciplined practices of analysis and triangulation to taste out what deserves to be called experiential knowledge from what is opinion and preference. This study too enough time to collect data with, questionnaire and interview so as to collect rich and valid data. Both long term involvement and interviews and questionnaires enabled the researcher to collect data that would provide a full and revealing picture of what was going on with regards to the impact of divorce on child development.

### **3.9.2 Reliability**

The study got permission from Kinondoni Municipal Level and from the respective units or institutions. Questionnaires were circulated to all members who participated in the study and then the done questionnaires were collected by the researcher.

### **3.10 Ethical Considerations**

The permission for the study was obtained from the Open University of Tanzania and the heads of the selected centres. Moreover, the consent from respondents was obtained prior to data collection. The respondents were informed on the aim of the study before the actual data collection begun. The data was then secured in adhering to confidentiality. All gathered information was reserved and used for the declared purpose not otherwise.



## **CHAPTER FOUR**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **4.1 Introduction**

Chapter four presents and discusses the study findings. The style used to present data as reported by respondents and make clear interpretations concerning key issues emerging from data. Clear data presentation and discussion were vital towards meaningful data interpretation. Since data was collected from different categories of respondents, tables and figures were used. The application of tables and figures simplified data presentation, discussion and interpretation. This chapter aims to answer specific research objectives which in turn are the answer to the main research objective.

The researcher was guided by the three objectives, the objectives include; To identified impacts of divorce on child development in Kinondoni Municipal Council, To assess the relationship between identified impacts of divorce and child development in Kinondoni Municipal Council, and lastly, to suggest the effective ways of dealing with child development on divorce situations in Kinondoni Municipal Council. Therefore, the researcher compared between the empirical findings and other research findings.

The chapter is divided into Seventh sub-sections namely; first of all, Profile of respondents, secondly, understanding of divorce, another is factors contributing to divorce. Furthermore, Impacts of Divorce on Child Development, not only that but also Relationship between Impacts of Divorce and Child Development, additionally

the Appropriate ways of Dealing with Divorce and lastly Integration of Empirical Findings and the Theory.

## **4.2 Profile of Respondents**

The type of respondents needed in each study was determined by the type of data needed. This study focused on the impact of divorce on child development, through identifying the impacts of divorce to the family members and the relationship between the identified impacts of divorce and how it affects child development. Furthermore, the respondents suggested the appropriate ways on how to deal with the development of children affected with divorce. Thus, regardless of the level of education consideration was in gender and age as these two variables influence perception, outlook, feelings and opinions.

### **4.2.1 Respondents' Distribution by Gender**

There were 26 male and 34 female participants in the study as indicated in Table 4.1. Since the study is concerned with marriage and family issues, the distribution of respondents by gender depicts those who are more interested with marriages affairs. As the number of females exceed that of male, it may indicate that, female are more concerned with divorce issues than men though this way may not always be true.

This truism is based on the fact that, most women and children are more concerned on family issues and are the most vulnerable group while men seem to be busy and don't care about family matters. However, the challenge was, regardless of who is more concerns or affected by divorce but the most victims are children because are not the source of divorces but suffers the most as they expressed themselves during

the interviews. This makes the fact to remain that, women are affected but children are the most victims and the researcher's opinion women and children are the ones who are more affected by divorce compared to men.

**Table 4.1: Respondents by Gender (N+60)**

| <b>Gender</b> | <b>Frequency</b> | <b>Percent (%)</b> |
|---------------|------------------|--------------------|
| Male          | 26               | 43                 |
| Female        | 34               | 57                 |
| <b>Total</b>  | <b>60</b>        | <b>100</b>         |

Source: Field Data, (2016)

#### **4.2.2 Respondents by Age**

There were 4 respondents with age ranging from 5-11. Other respondents age were distributed as 16 from 12-18, 15 from 19-36 and 16 from 37-45, and 9 from 46+ as shown in Table 4.2. There were no respondents whose ages were below 5 years because that age represents a small child who is not capable to answer and understand about divorce and family issue in general. Looking at the distribution of people according to age, the group of 5-11 (47%) is made up of few people, because most of children in this group were difficult to get since most of them are under the control of their parents.

On the other hand, the age of 49 and above years is regarded as an age in which old people had enough experience of life and were less involved in divorces since most of them acted as advisors to the young married couples. However, the findings show that, the majority respondents were at the age from 19-36 and 37-45. These groups are still energetic and are at the right time for family issues and are also mostly

affected with divorces. The group of 12-18 is affected by divorce from their family and had enough experience because their level of development was very much affected by divorce. Therefore, the majority age in this study was mature enough to create judgments in all aspects of life.

**Table 4.2: Respondents by Age (N=60)**

| Age          | Frequency | Percent (%) |
|--------------|-----------|-------------|
| 5-11         | 4         | 6.6         |
| 12-18        | 16        | 26.6        |
| 19-36        | 15        | 25          |
| 37-45        | 16        | 26.6        |
| 46+          | 9         | 15          |
| <b>Total</b> | <b>60</b> | <b>100</b>  |

Source: Field Data, (2016)

#### 4.2.3 Respondents' Level of Education

Table 4.3 shows the number of respondents with respect to education level. According to the finding it was revealed that, the majority of the respondents 48.3% had ordinary education level, 35% college level while 6.7% primary education (Table 4.3). Therefore, the majority respondents had secondary and college level of education.

**Table 4.3: Respondents by Education**

| Education    | Frequency | Percentage |
|--------------|-----------|------------|
| Primary      | 10        | 16.7       |
| Secondary    | 29        | 48.3       |
| College      | 21        | 35         |
| <b>Total</b> | <b>60</b> | <b>100</b> |

Source: Field Data, (2016)

### 4.3 Understanding of Divorce

The study wanted to find out if the respondents understand divorce since it could determine their ability to provide the required data. It was noted that, divorced parents and the government officers had enough knowledge on divorce since divorced parent are the first hand victims of the situation while the government officials which included the social workers, magistrates and ward executive officers are the one that always deal and solve the divorce cases as indicated in these findings, they received total of 1876 cases per year.

Table 4.4 shows the responses by the children from divorced family on understanding the word divorce during the interview sessions. All of the respondents 20 children had knowledge about it, although they differ on the level understanding some had high level while others moderate but all had enough understanding of the situation. This was noted during the interview session when one of the child expressed his inner feelings confidently as shown below:

*“.....Is a situation whereby marriage couples agree to separate, as my father left us two years ago and up to now I have never seen him again.....”*

(Key Informants Interview with a child of 10 years old at Kinondoni Municipality, October 2016)

**Table 4.4: Children Level of Understanding Divorce**

| Children | Frequency(N=20) | Percentage |
|----------|-----------------|------------|
| Yes      | 20              | 100        |
| No       | -               | -          |

Source: Field Data, (2016)

### 4.3.1 Causes of Divorce

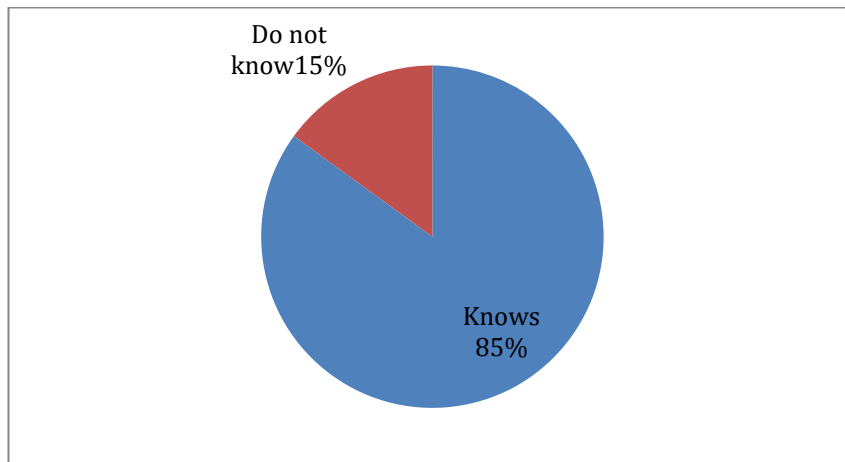
The researcher wanted to know if the respondents understand the reasons for their parents' divorce. The finding revealed in the interviews a total of 20 respondents, 85% knows the reasons for their parents' divorce while 15% had no idea of the reasons for parents' divorce (Figure 4.1). Figure 4.1, shows the respondents findings while, during the interview session one of the child explained;

*“.....I always saw my parents fight each other because they used to do it in front of us, then they go back to their room and continue fight in. Whenever, such fights would be taking place between my parents we used to cry loudly to seek help from neighbors. One day my mother decided to leave home with us and left daddy alone, since that day my mom has never been beaten by daddy.....”*

(Key Informants Interview with a child of 14 years old at Kinondoni, October 2016)

From the 85% of the respondents who mentioned the causes for their parents' divorce among them 20% had other reasons, while 65% stated the reasons, whereby 25% stated economic reason while 40% said it was due to love and social reason. The remaining 15% had no idea as shown in Table 4.5.

This research correlates with a research conducted by (Mauki, 2014). Mentioned causes such as love reason which included (extra marital relationship), Economic reason include (poverty) also on other side social reason include (alcoholism). In this study the reason was grouped in three categories such as economic, social and love reason.



**Figure 4.1: Causes of Parents Divorce**

Source: Field Data (2016)

**Table 4.5: Respondents Reasons for Divorce**

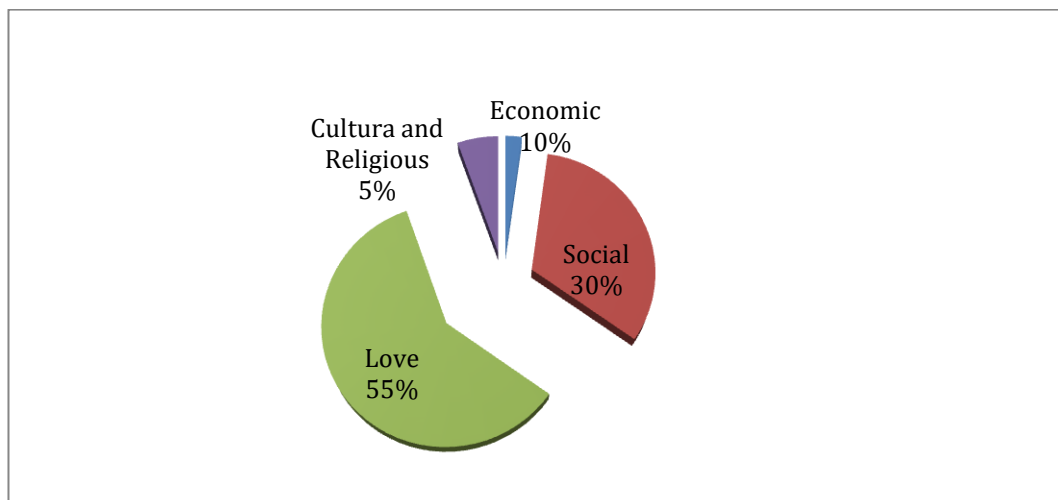
| Reason for divorce     | Frequency | Percentage |
|------------------------|-----------|------------|
| Economic Reason        | 5         | 25         |
| Love and Social Reason | 8         | 40         |
| Other Reason           | 4         | 20         |
| <b>Total</b>           | <b>17</b> | <b>85%</b> |

Source: Field Data, (2016)

### 4.3 Factors Contributing to Divorce

The study found out many factors for marriage separation as revealed by the interview administered by the researcher to 20 divorced parents. The respondents agreed that, they had reasons for divorce and a total of 20 respondents 30% explained the social reasons such as: lack of communication, arrogances, distance, High level of education among women, irresponsibility of between spouses and alcoholism. While 55% explained the love reasons such as jealousy and selfishness, cohabitation and unfaithfulness and lack of love, 10%, explained the economic reasons like poverty and the last one 5% explained religious and culture reasons such

early marriage (Figure 4.2). These factors correlate with Kalafut (2007) mentioned cheating between marriage couples; David and John (2003) emphasis on lack of communication; Emily and Shelley (2005) explained poverty as the factor influencing divorce.



**Figure 4.2: Factors the Contribute to Divorce**

Source: Field Data, (2016)

On the other hand, during the interview the researcher discovered, most of the children, who experienced divorce, were about the age of 6-10, 40%, the highest number of respondents, followed by 30% 11-14, and others were 25%, 15-18, lastly, the lowest age with low percentage 5% , 0-5 (Table 4.6). This gave a clear picture that, most children were in a good position to understand what happened through their life

**Table 4.6: Age Range for Respondents who Experienced Divorce from Parents**

| Age when divorce occurred | Frequency | Percentage  |
|---------------------------|-----------|-------------|
| 0-5                       | 1         | 5%          |
| 6-10                      | 8         | 40%         |
| 11-14                     | 6         | 30%         |
| 15-18                     | 5         | 25%         |
| <b>Total</b>              | <b>20</b> | <b>100%</b> |

Source: Analyzed Data, 2016 at Kinondoni District



#### **4.4 Impacts of Divorce on Child Development**

The first research objective sought to identify impacts of divorce on child development. This objective aimed at finding from the respondents like children themselves what impacts they faced after their parents separated and how it affected them. Also, the researcher focused on divorced parents and governmental officials with the same question during interview sessions and in the questionnaire.

The respondents came up with different findings, children from divorced parents including a total of 20 respondents 25% explained they got economic impacts, while 30% stated they faced psychological impacts and 10% encountered social impact and the last 35% stated all impacts economic, social, and psychological at the same time (Figure 4.3).

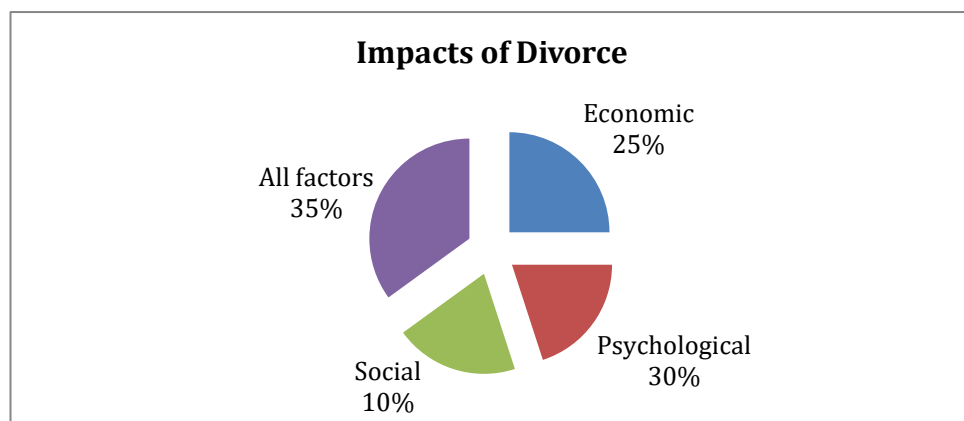
This study identified the impacts that children in a divorced families go through to include such impacts as loneliness, lack of confidence, lack of basic needs, and lack of love from both parents. The impacts underpinned by this study relate to Smith (1999) who emphasizes on different reaction that a child takes after parents' divorce and see it in a complicated way with a range of feelings such as disbelief and denial loneliness, sadness, anger, fear and anxiety.

Similar findings are explained by Krantz (1998) who suggests that, children belonging to low socio-economic groups after divorce experience a greater hardship. The findings also collaborate with Amato (2010) parental divorce produces negative outcome for children across multiple domains of wellbeing, and these disadvantages continue over their life course.

This was cemented by one of the child during the interview

*“.....Soon when my parents divorced, the life changed totally at home, it's when my mother decided to transfer to my grandmothers' family. Life at my grandmother's was better compared to my previous home where it was hard to access food since my mother did not have enough income and things were very difficult at home this made me feel ashamed in front of my friends and people around me.....”*

(Key Informant Interview with a child of 16 years old at Kinondoni, October, 2016)



**Figure 4.3: Impacts of Divorce**

Source: Field Data (2016)

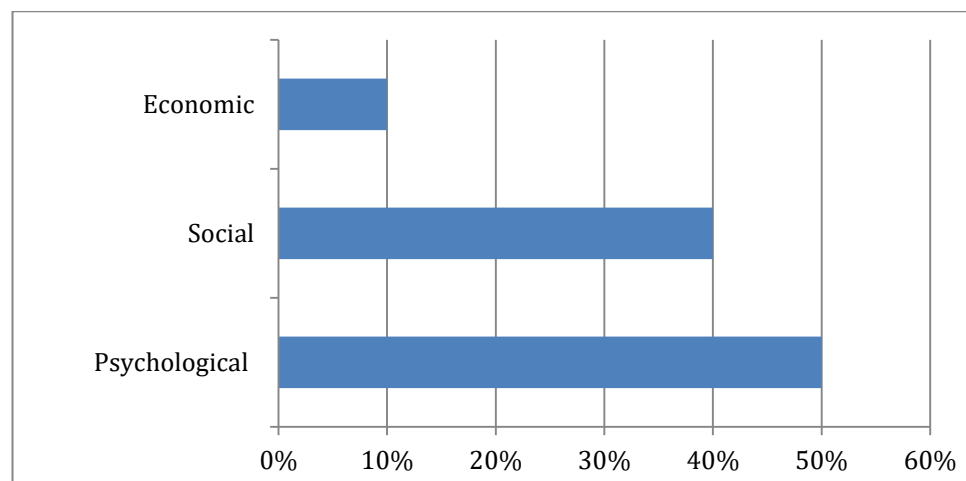
Further findings in the interviews revealed that, most of divorced parents were specific to mention the impacts of divorce compared to children from divorced families. Out of the 20 respondents, 50% mentioned the psychological impacts, while 45% noted the economic impact and 5% stated the social impacts (Figure 4.4). The respondents on the other hand, expressed other impacts as follows; financial instability, lack of proper care and love for children and inadequate basic needs. These findings were similar to those explained by the children in the interview. However, the main difference was on the psychological and economic aspects which

proved most of the parents were affected psychologically and economically which had direct impact to the development of the child. Findings relate with William (1990) describe on how economic hardship of the divorced parents may negatively affect children nutrition and health, on top of that Amato (2010) argues that single mothers in the divorced families experience economic hardship because of the divorce, which lead inability to offer other resources on education aspect. In psychological aspect most of divorced parents experience depression, anxiety and health problem, which lead to aggressive behavior and abuse to their children (Rector, 2000).

During the interview with one of the divorced parent the following was explained

*“.....As a father, I have a lot of duties to fulfill in my job, and I don't know how to handle domestic activities. This is the reason I decided to pass on domestic responsibility to my daughter, so that I can go to work to earn income for the betterment of the whole family. I know she is tired because she is still a student but I have no option for now.....”*

(Key Informants Interview with a divorced parent at Kinondoni, October 2016)



**Figure 4.4: Impact of Divorce**

Source: Field data (2016)

The researcher intended to find out similar information from the government officers who deal with divorces cases on a daily basis. The respondents expressed the following views, 55%, economic impacts while 45%, and answered social impacts. (Table 4.7) whenever there is decreased economy in the family there is an, increase of street children, early pregnancies and immoral behaviours in the society on the other hand.

This fact is also proved by (Cherline, 1995; Letizia, *et al.*, 2010) who emphasize that, the greater the unhappiness in their parents' marriage, the earlier children leave home to get married, cohabit or live on their own. Likewise Kimwaga (2000) explained divorce in Tanzania results street children criminal behaviour and gang activities early pregnancies for girls and school dropout.

In addition to that findings revealed that governmental officers facing some challenges on addressing divorce cases a total of 20 respondents 50% mentioned on economic challenges such as lack of recourses, low budget from the government while 50% explained on social challenges like poor cooperation between marriage couples which caused by low knowledge of laws . This cause low speed of hearing cases concern marriage separation and divorce hence increase impacts on victims.

**Table 4.7: Impact of Divorce**

| <b>Impact of Divorce</b> | <b>Frequency</b> | <b>Percentage</b> |
|--------------------------|------------------|-------------------|
| Economic                 | 11               | 55.0              |
| Social                   | 9                | 45.0              |
| <b>Total</b>             | <b>20</b>        | <b>100.0</b>      |

Source: Field Data, (2016)

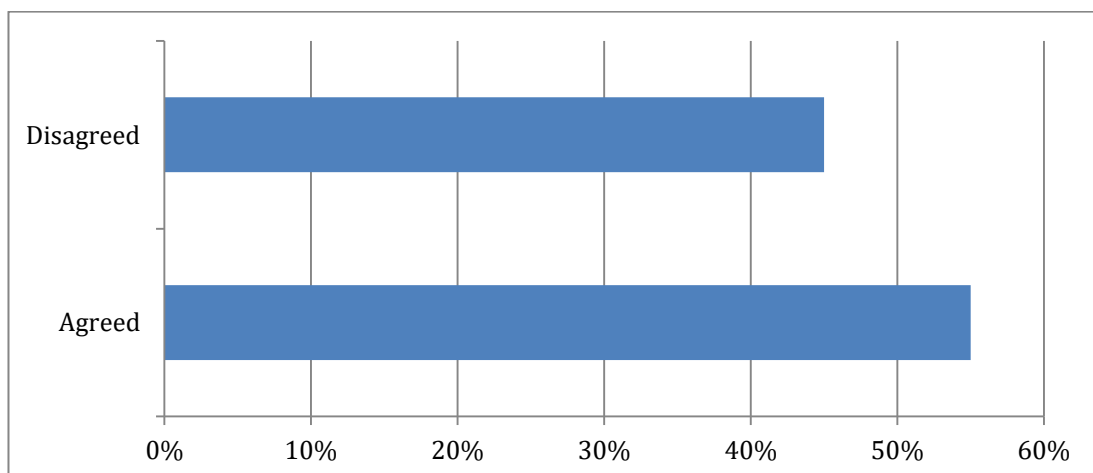
#### 4.4.1 Ever Been with a Boyfriend or Girlfriend

A researcher wanted to explore the reactions of divorce and the way it affected the child psychological development. The findings show most of the children engaged in love relationship as a replacement of love and care they missed from both parents. On the contrary, lack of supervision and guidance leads the children to be involved in these kinds of behaviours at a young age. Figure 4.5 indicates 55% of children who agree to have love affairs while 45% disagreed to be engaged in love affairs. These findings are further supported by (Patrick *et al.*, (2004) describe the risk that faces many teenager children who decide to be engaged in sexual intercourse after their parents' divorce.

This was further emphasized by one of the girls during the interview and she spoke with confidence like it was a normal thing, she was only 16 years old.

*“.....Yes madam, I have a boyfriend who gives me a quality time especially when I'm sad he makes me laugh and most of the time when I'm alone at home he gives company because we are neighbours.....”*

(Key Informants Interview with a child of 16 years old at Kinondoni, October 2016)



**Figure 4.5: Engaged in Love Relationship**  
Source: Field Data (2016)

#### 4.4.2 Financial Support

The findings of this study proved without doubt that, most of the children from divorced parents experienced hardship after divorce. It was noted during the interview when the researcher disclosed that, 45% of children received financial assistance from their mothers while 30% depended on financial assistance from the relatives like uncles, aunts, grandparents and other relatives from the mother. On top of that, 15% only received financial assistance from the father and mother and the last 10% only received assistance from the father alone (Table 4.8). These findings show the way most women struggle to obtain family needs after divorce. Children from divorced parents experienced hardships finding connection with others like emphasized by (Bourque (1995) who a show the impacts of divorce has on a child is a dramatic decline in standard of living in the household.

**Table 4.8: Assistance after Divorce**

| <b>Financial Assistance after Divorce</b> | <b>Frequency</b> | <b>Percentage</b> |
|---|------------------|-------------------|
| Father                                    | 2                | 10%               |
| Mother                                    | 9                | 45%               |
| Father and Mother                         | 3                | 15%               |
| Other Relatives                           | 6                | 30%               |
| <b>Total</b>                              | <b>20</b>        | <b>100%</b>       |

Source: Field Data, (2016)

#### 4.5 Relationship between Impacts of Divorce and Child Development

The second objective intended to assess the relationship between impacts of divorce and child development, the researcher wanted to assess the impacts of divorce and its effects the development of a child. The children in an interview were asked to express their feelings after parents' divorce. A total of 20 children interviewed, 90%,

said they feel bad, while 5% said they feel good and 5% feel moderate (Figure 4.6). The researcher wanted to explore the way the divorce affects and change the child from the normal situation they used to be in.

Most the children complained to feeling disappointed, loneliness, painfully, stressfully, worried, lose direction, denial and missing the parent. All these feelings affect development wellbeing of a child. These findings were similar to Smith (1999) and Seth (2005) who state children from divorced family may experienced emotional problem such as loneliness and depression, also explained to adolescent's diminished sense of femininity or masculinity.

This was also proved during the interview with one of the children who explained how bad she felt after the parents' divorce.

*“.....Madam you know what? I feel angry when I see my friends with both parents talk, laugh together, walking together or sometimes in school my friends narrate stories about their parents. Look at me, I have no one, my father left home, my mother is always busy with work and when she comes back home she is tired wants to sleep, there is no time to talk, I can't tell her anything about school or personal issues this is so confusing and its hurt me a lot.....”*

(Key Informants Interview with a child of 17 years old at Kinondoni, October 2016)

Another child in an interview said.

*“.....Yes having a father around is a good feeling, I really missed the life we used to live because I was able to get all the things I wanted, we were happy*

*go to church together but now things have changed I don't even want to go church because I remember my father when I'm in church this feeling hurts me a lot especially when I see my friends with their fathers.....”.*

(Key Informants Interview with a child of 14 at Kinondoni, October 2016)

During the interview another children expressed his feeling on parents' divorce

*“.....it's better my parents are separated because there are no more fights, now we live in peace, although we sometimes miss meal but its better because we don't see my mom being beaten anymore.....”*

(Key Informants Interview with a child of 15 at Kinondoni, October 2016)

The findings on the other hand revealed the feelings during and after divorce from the divorced parents during the interview it was noted there is a strong relationship between the impact of divorce and child development. It was revealed 65% of respondents said bad while 35% said well (Figure 4.7). This shows most of the parents were not ready but due to some reasons made them to divorce this automatically affect them hence their children also will be affected with their reactions. It was also noted a few parents were happy for divorce because of their tiredness with life. Finding correlate with Taylor and Andrew (2009) reveal that, children of depressed parents may also become depressed.

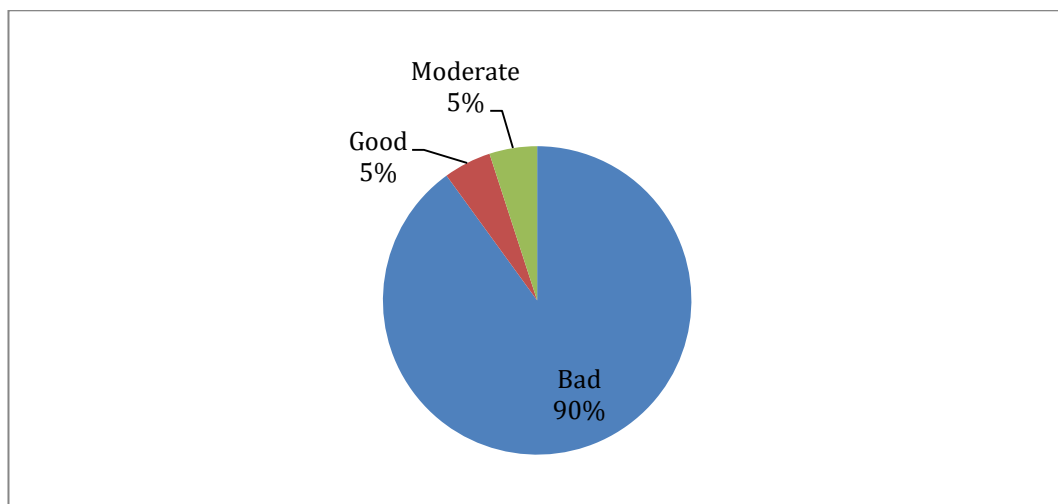
One of the parents expressed her feeling during the interview:

*“.....I used to love my husband but due to his unfaithful behaviour and his habit of beating me I decided to divorce him. This hurts me a lot and most of the time I feel angry and disappointed, this affects my children a lot and they*



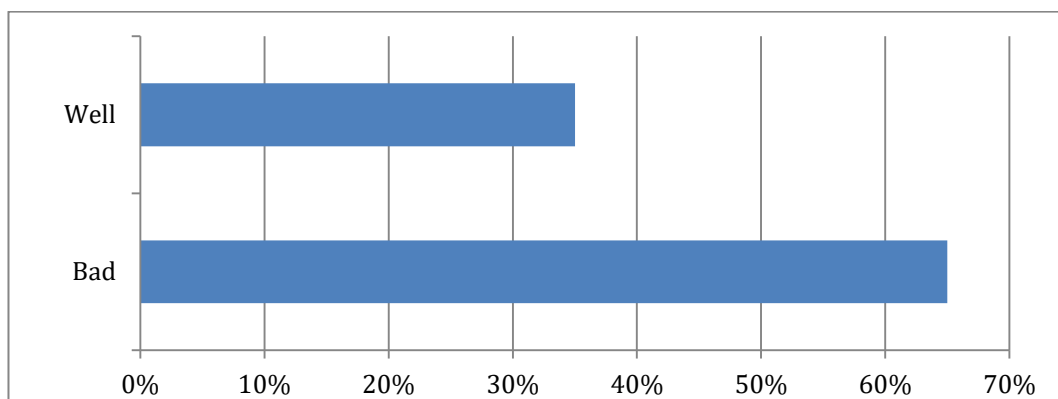
*have lost affection with me because I used to quarrel with them most of the time.....”*

(Key Informants Interview with a divorced parent at Kinondoni, October 2016).



**Figure 4.6: Feeling after Parent Divorce**

Source: Field Data (2016)



**Figure 4.7: Feeling During Divorce**

Source: Field Data (2016)

#### **4.5.1 Life after the Parents' Divorce**

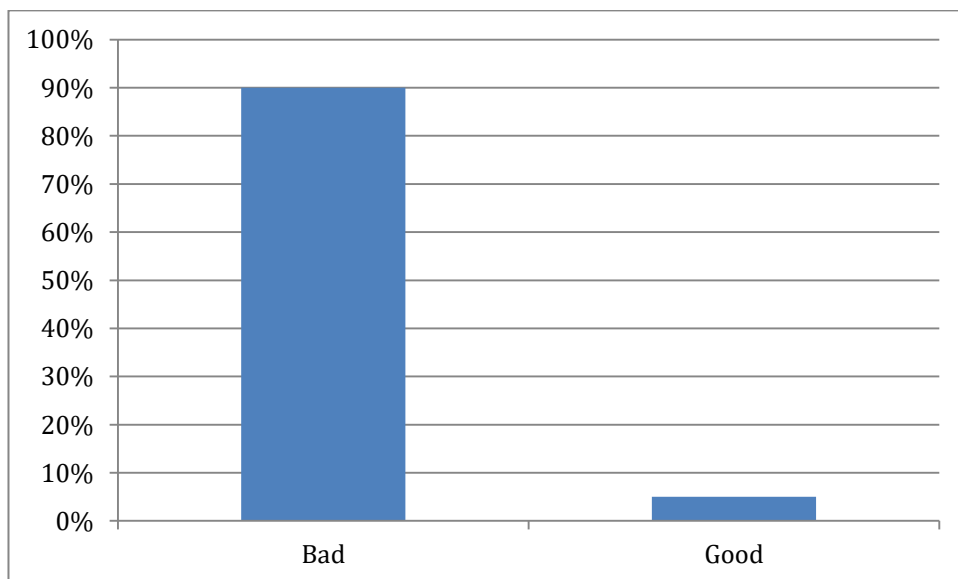
This helped the researcher to underscore the difference before divorced happens and after divorce to the children. This helped to see the way the development of the child is affected by the impact of divorce. A total of 20 respondents where 80% answered badly while 20% said good (Figure 4.8).

Those who said badly they mentioned some reasons such as the economy of the family declined, participation in domestic responsibilities and poor performance. It was proved by (Sitti and Zaline (2005); Roger and Rose (2001) due to lack of support contribute to lower academic achievement with relation with economic hardship.

This was further emphasized by one of the child during the interview

*“.....Before my parents’ divorce I used to be a top ten student in the class but after divorce things changed, most of the time I help mom in her businesses. Only 3 days in a week I attend school, because through mom’s business school fees, bus fair and money for meals at school is obtained. This made my performance to drop; due to lack of support from my parents resulted into poor performance.....”*

(Key Informants Interview with a child of 14 at Kinondoni, October 2016)



**Figure 4.8: Life after Parents’ Divorce**

Source: Field Data (2016)

#### 4.5.2 Parents Get Back to each other

Researcher wanted to find out the gap between the times the parents were together and the current situation. The findings revealed that, the respondents wanted their parents to get back together because of the uncomfortable life they experience. From the total of 20 respondents, 75%, answered yes and express their inner feelings which the researcher found that most of the children were affected by living with single parents, also some were affected by living with relatives because they lack the necessary needs which affect them in their development most respondents claimed life become tough its better for them to live together, also there is no one to look after them hence academically they dropped, unstable healthily status, and psychological disturbances.

On top of that finding reveal children were not given chance to express their inner feelings before divorce may this would changed parent decision of separation. While 20% said no they claimed life is tough but at least there is peace around no more violence or worried and 5% moderate (Figure 4.9). The finding has relation with Smith and Tapp (2007) describe, Children wish to have say in their parent's divorces but they are regularly not considered when decisions are made.

During the interview one of the child narrated:

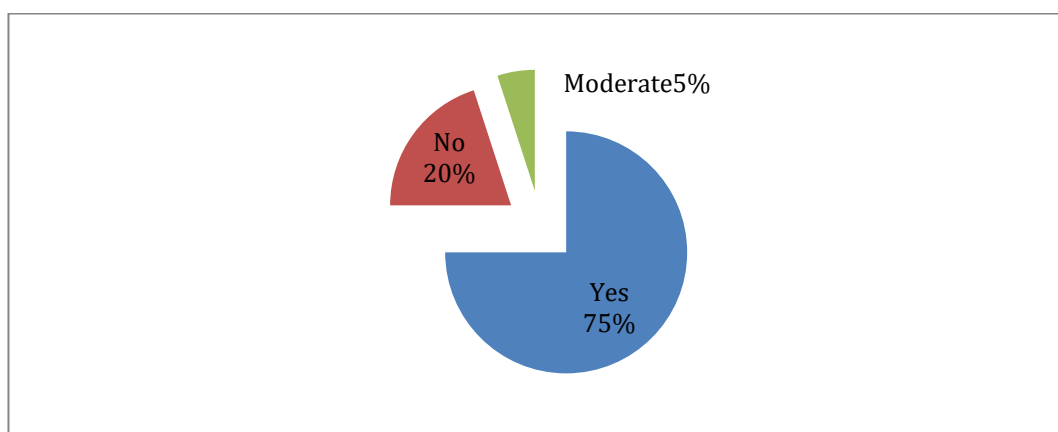
*“.....Madam, since my parents separated I enjoy because I have freedom `no one asks me about anything. I can go anywhere and return no one asks. On the other hand, I miss the presence of both parents because life is not the same as before in terms of financial position but I am glad there is peace and freedom.....”*

(Key Informants Interview with a child of 16 years old at Kinondoni, October 2016)

Again, one of the children spoke during the interview in a sad voice,

*“.....Madam I wish my daddy could come back home because since he left my mother is unhappy, most of the time she cries in her room and becomes angry when you ask her something she speaks with high tones and most of the time we quarrel even on little things, this hurts me a lot. I feel guilt maybe I’m the reasons for all this. I think if my daddy comes back my mom will change her mood.....”*

(Key Informants Interview with a child of 14 at Kinondoni, October 2016)

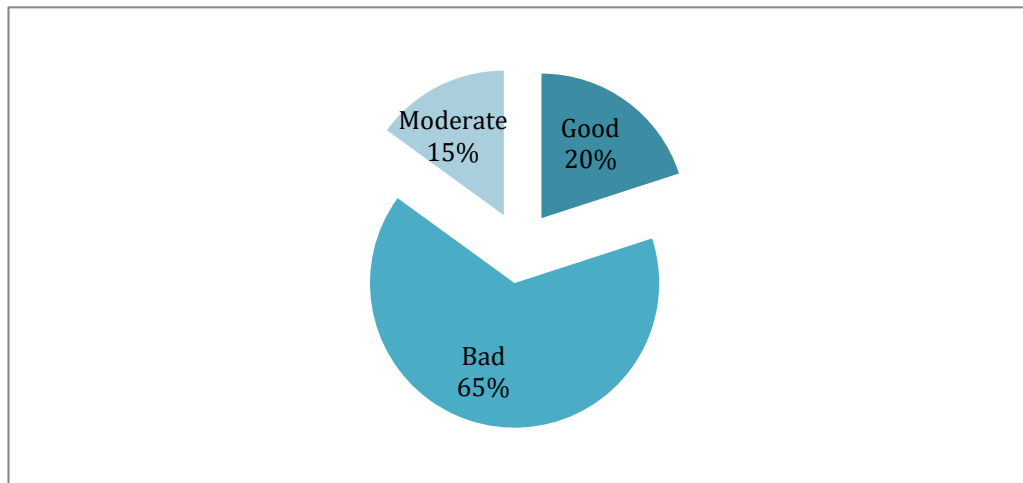


**Figure 4.9: Parents to Get Back Together**

Source: Field Data (2016)

During the interview most of the parents explained they had bad relationship with their ex-partner this affects a lot child development, out of 20 respondents only 20% had good relationship with their partner while 15% they have moderate only communication because of the welfare of the child and the 65% had bad relationship (Figure 4.10). This shows how the children lack proper parental care which leads to less development. This finding concurs with Travis and Wade (1993) Common of separation couples characterized by post divorce conflicts and hostility which

naturally worsen effects on the children. In addition to Kelly (2009) elaborate that parents who are engage in continues conflicts hardly to speak about the children and any emotional attachment to the children will naturally be negative affected.



**Figure 4.10: Relationship with Ex-partner**

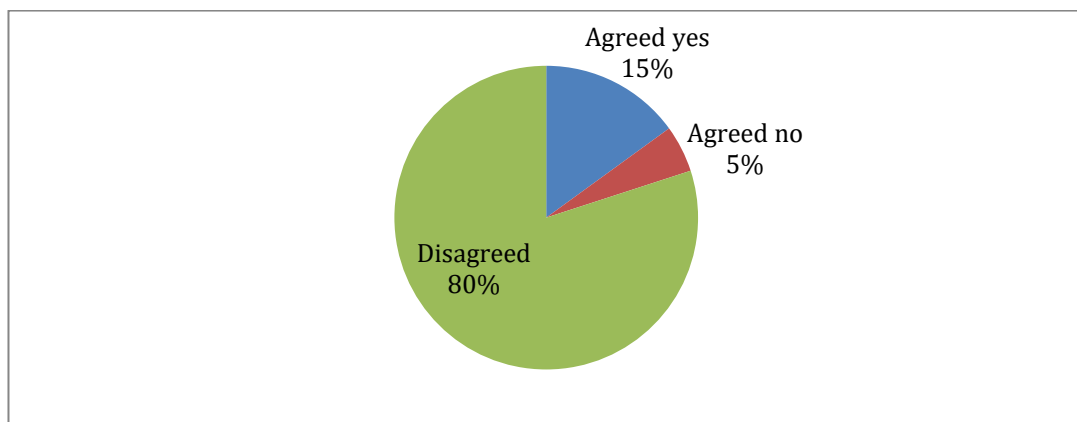
Source: Field Data (2016)

The researcher asked respondents during interview if they had other partner after divorce and if yes how they assist the child. This question was aimed to explored if divorced parents can get assistance from new partner on developing the wellbeing of their child from the total 20 parents interviewed, some parents 15% agreed they had partners who assisted the development of the wellbeing of their children, and 5% agreed had partner but did not assist the wellbeing of their child, while 80% disagreed they had no new partner.

Most of the respondents claimed that they focused on their children and had no time to new partners because they still had pains, afraid and denial, marriage breakdown still affected them. This was further told by one of the parents during interview.

*“.....What I experienced is enough; right now I’m in hard situation of accepting the truth and raising my children. All burdens are on me I don’t need to hear anything about men and I will try my level best to support my children own my own it’s hard but everything will be ok.....”*

(Key Informants Interview with a divorced parent at Kinondoni, October 2016)



**Figure 4. 11: Assistance to Child from New Partner after Divorce**

Source: Field Data (2016)

#### **4.5.5 Are there any Behaviour Changes on your Child after Divorce?**

The respondents out of 20, 60% agreed that, they noticed some behavioural changes to their children which were not there before. Most of the respondents claimed on negative behaviours such as sadness, lack of attention, lack of confidence, feeling guilty spending time away from home, isolation and behaving badly while 20% they did not see any changes to their children, this depends because most of the children start slowly to change their behaviour so the parents did not recognize any behaviours and other are 20% (Figure 4.12). Some respondents’ explained they don’t know because they did not live with their children, and also some explained they are happy. This was also proved during interview. The findings similar to Amato

(2001); Astline and Vandervalker (2005) explain the same actions as respondents agreed. Children who do not display negative behaviour after parents' separation will still experience psychological pain (Lawmann and Emery, 2000). This has relation to findings who did not see changes to their children.

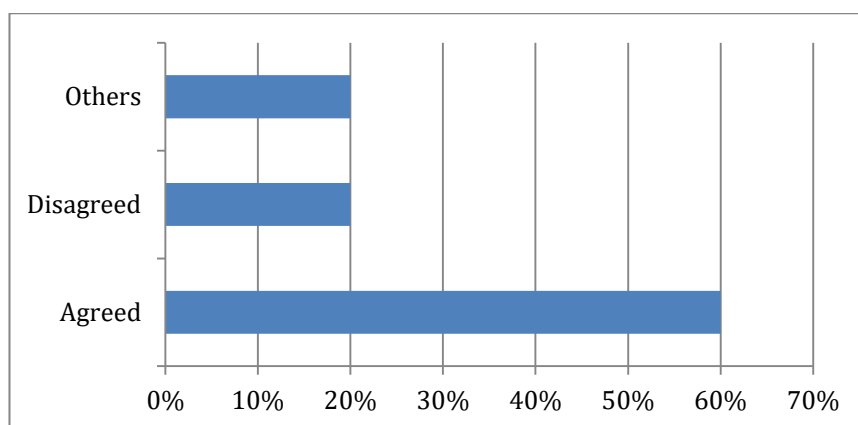
*“.....Nowadays, my son is not concentrating like before if you direct him to do something he comes back to ask again. He tends to forget things so easily and most times he is on moods and he likes to stay alone.....”*

(Key Informants Interview with a divorced parent at Kinondoni, October 2016)

Another parent commented during the interview

*“.....My daughter nowadays has changed a lot, she is quiet most of the time and her weight has dropped drastically due to loose of appetite. I admit, I have no time to supervise the way she gets food and when I sent her to the hospital no diseases were found, but doctor gave her medicine for appetite.....”*

(Key Informants Interview with a divorced parent at Kinondoni, October 2016)



**Figure 4.12: Behavior Change of Child after Divorce**

Source: Field Data (2016)

#### **4.6 Appropriate Ways of Dealing with Divorce**

In this study, during the interview with government officers, social workers, magistrates and wards executive officers emphasized different measures on dealing with the impact of divorced on child for instance responses from structured questioners 55% of the respondents had the same opinion with the researcher, that empowerment is appropriate way in dealing with the problem in term of education and economically, while 45% respondents indicated on amendment of laws and policies.

##### **4.6.1 Empowerment in Education**

Parental education, this can be provided to all people before reaching marriage this will help to know the impotence of marriage and the danger of marriage separation. Another is Education for adolescence children, this kind of education can be provided at school as part of school syllabus. The provision of this kind of education will help to bring awareness among the adolescence people before they engage in sexual relationships which at the end lead to marriage. Lastly, religious education, religion is part of a social life that takes part in most of our daily life. Most of the people believe on religious leaders and whatever they say most of the people follow them. Education at religious buildings has great importance as well as great impacts. This was noted by one of the government officers in the questioner and emphasised that;

*“.....if all stakeholders want to reduce the effects of this problem everyone involved should be educated. Education should be a corner stone of what the government and other people plan to do.....”*



#### **4.6.1.1 Economic Empowerment**

As a way to empower women especially low income size, they should be grouped and given income generation means in order to help them to reduce the impact of divorce. This can be done by giving them loans with fewer interests. During the interview, one of the women respondents lamented that; women group is very essential to the divorce victims. They were victimised economically and socially. After marriage separation most of women were left behind with children without any thing to earn. These women have to feed them self and children.

The law of marriage Act should be emended because some of the provisions do not fit the current situation. The respondent's emphasizes the laws and policies cornering marriage and child are available but not enforced, the government should make sure marriage act (1971) and child act (2009) well implemented and understood to the majority by doing this will help the children from divorced family and divorced parents to meets their rights hence reduce the problem surround them.

The above truism fact connecting with the finding from the governmental officers on questioner which asked that the available policies and program provide enough knowledge on child rights and protection in Tanzania, responses stated that out of 20 respondents 60% agreed, while 40% disagreed, this shows that available policies and program provide enough knowledge on protection and child rights but ignorance and poor implementation of existing laws, policies and program increased violation of child's rights in society. The findings revealed divorce is a social problem in social work point of view due to the fact that a lot of divorce cases increased in number

every day this proved by the data given on questionnaires by the governmental officers in a year as table 4.9 shows. Also the study revealed high numbers of cases in three Primary Courts in Kinondoni since 2014 up to October 2016 increased dramatically; hence action should be taken in order to reduce the problem. As shown in Table 4.10.

**Table 4.9: Cases Received by Governmental Officers in a Year**

| <b>Occupation</b>      | <b>Frequencies</b> | <b>Total cases per year</b> |
|------------------------|--------------------|-----------------------------|
| Social worker          | 8                  | 817                         |
| Ward Executive Officer | 6                  | 620                         |
| Magistrate             | 6                  | 439                         |
| <b>Total</b>           | <b>20</b>          | <b>1876</b>                 |

Source: Field Data, (2016)

**Table 4.10: Rate Divorce of Cases**

| <b>Court</b> | <b>Year 2014</b> | <b>Year 2015</b> | <b>Year 2016</b> |
|--------------|------------------|------------------|------------------|
| Kawe         | 82               | 128              | 129              |
| Kimara       | 63               | 68               | 72               |
| Magomeni     | 70               | 93               | 121              |

Source: Field Data, (2016)

#### **4.7 Integration of Empirical Findings and the Ecological Theory**

This study was based on Ecological system by Urie Bronfenbrenner. The theory focused on how the development of a child of which largely depends on various systems such as family, peers, neighbours and institutions such as school, religious and mass media. Failure of one system or institution such as family causing divorce

which result in to poor child development of both economically, socially and psychological. The theory is related to the research objectives that inspired to investigate how children development is affected as a result of divorce and marriage separation (Sarah, 2012).

As the theory focused on how the development of a child of which largely depends on various systems such as family, peers, neighbours and so forth, the empirical Findings revealed that one of the causes of child under development is divorce and marriage separation. The result finding shows that 30% of divorce was caused by family unit (Microsystem) it is the social reasons such as: lack of communication, arrogances, be distance from the family, irresponsibility of a woman and education level of women. While 55% caused by love, alcoholism reasons jealousy and selfishness, cohabitation and unfaithfulness and lack of love. 10% caused by the economic reasons like poverty and the last one5% explained religious and culture reasons such early marriage.

As the theory focuses on environmental system that human being resides, the empirical findings indicated openly and strongly the effects of marriage separation to child. The findings indicated that 25% of the children from divorced parents are facing economic impacts, while 30% stated facing psychological impacts and 10% encountered social impact and the last 35% directly indicated that they are facing a combination of impacts such as economic, social, and psychological. Because of that, the empirical findings show that children from divorced parents specifically have a challenge of loneliness, lack of confidence, lack of basic needs, and lack of love from both parents. As the theory explain that the environment a child live

matter a lot because its influence her development or affect so the findings proved that children are underdevelopment due to the fact that they lack of basic needs, and lack of parental care and love due to the destruction family, This affect a lot the development of a child.

In relation of divorce and child development as surrounding factors, most of the divorce families indicated that they lack basic needs for the development of their children. This is because most of the women were left behind without anything to do for their development. The empirical findings indicated that 50% were facing financial instability, 45% were facing lack of proper care and love for children and 5% were facing inadequate basic needs. These findings were similar to those children in the interview whereby 55% of the children respondents agreed to engage in love affair because of lack of close supervision and guidance from their parent.

As the theory on behaviour changes as part of child development, the empirical findings show that there is significant of behaviour change among the children from divorced families. The findings show that 60% of the parents agreed that, they noticed some behavioural changes to their children which they don't have before. Most of the respondents claimed on negative behaviours such as sadness, lack of attention, lack of confidence, feeling guilty spending time away from home, isolation and behaving badly on part of their children. In addition to that 20% of the parent did not notice any changes to their children; this is because most of the children start to change their behaviour slowly. So it is not easy to note any behaviour change at early stage. At the same time 20% of parents respondents explained they know nothing about behaviour change because they live separately with their children. The theory

clarify that lack of the parental supervision lead to reaction to child because its reduce attachment, this increases when meets with peers and when a child is in other place like school when experience the difference which lead to confusion hence affect level of development.

Because most of single parents are busy for sustain the life of their children, they lack time to be close to their children academically, emotionally and physical which lead the gap on their children hence underdevelopment as a result increase of the school dropout, street children, immoral behaviours in society because the environment influenced the children to change.

## **CHAPTER FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The chapter four presents the finding and discusses them in details. The current chapter provides the conclusions and also the recommendation based on the findings. It further recommends areas for further research. This study sought to assess the impact of divorce on child development in Kinondoni Municipal Council with the aim of achieving the following three objectives: To identify impacts of divorce on child development in Kinondoni Municipal Council.

To assess the relationship between the identified impacts of divorce and child development in Kinondoni Municipal Council. To suggest the effective ways of dealing with the child development on divorce situations in Kinondoni Municipal Council. To achieve these objectives, the study was guided by the following questions first, what are the impacts of divorce on child development in Kinondoni Municipal Council, second, what is the relationship between impact of divorce and child development in Kinondoni Municipal Council, third, what is appropriate ways to deal with child development on in Kinondoni Municipal Council.

The above objectives which led to these findings, scientifically reached to the following conclusion. As a general conclusion the study established that, the impacts of divorce are very much connected with the child development and children are mostly affected by women whom carry all the burden of raising children alone.

## **5.2 Summary of the Findings**

Findings revealed that, many divorces are attributed by many factors such as lack of responsibilities to both, men and women, unfaithfulness by married partners, women beatings in the marriage, alcoholism which led to fighting hence divorce.

Most of the divorce reasons are caused by the social and love reasons, economic reasons, followed by religious and cultural reasons. Findings revealed that, there is a big relationship between child development and the impacts of divorce which is categorized into different aspects such as Psychological, Economical and Social.

The findings on the other hand revealed that, children suffered mostly due to parent's reaction to separation and the life after divorce. The researcher also found out that, most of the children are affected by unstable economic of the family hence their health status becomes unstable and also decline on academic performance due to lack of supervision from parents.

On the psychological part, most of the children experience loneliness, depression, and anxiety and behave badly in most aspect of life such poor relationship with parents, peers, teachers and other people around them; this affects their level of development. Furthermore, findings revealed that, children from divorced parents have the problem of ant social relationship whereby tend to isolate themselves hence become less self esteem, less confident and insecure. Finding proved that, most of divorced children engaged in love affairs at an early age due to lack of parental love, care and support. The finding is proved by 55% percent of children who confess had relationship and are still in relationship.

The findings also revealed that, most of the women suffer a lot by raising a child after divorce while they had low economic income, which leads to poor development of the children. The findings show that, women assist 45% on welfare of the children after divorce and 30% from the relatives which finding revealed from mother sides which means most of the relatives have relationship with their mothers such as uncles and grandmothers.

Most children admitted that, before parent separation life was good but after divorce life changed a lot from good or moderate life to bad. This proves the way divorce destroys life of the child and its development. It was further noted by 60% of the parents who noticed new behaviors among their children. This proves children are affected by divorce and it destroys their level of development.

### **5.3 Conclusion**

According to the findings, love reason was mentioned as the major cause of many marriage separation, which leads to other problems between spouses in a marriage. Unfaithfulness was the most mentioned factor for divorce, which is accompanied by other reasons related with love reason, followed by other factors like economic and social reason.

It is noted that, children from divorce families are faced with a lot of challenges in their wellbeing hence it destroys their development. This is due to the fact that, the remaining parents concentrate a lot on earning income in order to maintain the family. When parents are fully concentrated to earning income, they tend to forget other important responsibilities such as provision of guidance and counseling to the children



monitor and supervise the academic progress, behavior modification of the child, emphasizing on religious matters and become a role model to their children.

The lack of attention from divorced parents may lead to poor development of the children and increase of bad and weird behaviors such as; drop out from school, drugs and alcohol usage, early pregnancies, lack of attention, isolation and many other bad behaviors also increase a number of street children. Despite the bad effect of divorce to a child development also divorce in other hand help the child especially when the marriage has characterized by conflicts, abusive and fighting.

#### **5.4 Recommendation**

Findings show that, the impacts of divorce have adverse effects to children and their level of developments as indicated by 100% of respondents involved in this study. The study was able to note different impacts appeared to children after divorce such as; psychological, social and economic impacts. It was noted by 60% of parents who said they saw changes in their children after divorce while 20% parents did not see any changes because they do not live with their children. The researcher assumes therefore, there will be some changes to the children of the 20% parents as well. Therefore, to find the appropriate ways to minimize the problem of divorce is inevitable. The study revealed the following ways in order to rescue children from divorce parents.

##### **5.4.1 Educational Empowerment**

This should start with parents and the community in general. Parents and community should work together on guiding and counseling children who are affected by divorce, the parents should also be sensitized on the importance and good ways of raising and

dealing with their children, to be transparent and understand how to handle their feelings as parents regardless of their differentness in front of the children.

The whole community leaders including ward executives officers, social workers and religious leaders should help divorced families according to their position by playing a big role in promoting knowledge and raise awareness regarding marriage and divorce issues.

On the other side, parental education should be provided to all people before marriage, this will help to reduce the occurrence of divorce. Education should be included in the school syllabus in order to bring awareness among the adolescents before they are engaged in sexual relationships. The education should further be provided and emphasized to the couples since it will help to decrease the divorce rates because couples will be able to reconcile their problems instead of rushing for divorce.

Religious leaders should play a great role to provide continuous marriage education, since all religions emphasized on good and stable family. During religious gatherings emphasis should be made on the importance of stable and happy marriages as instructed in the holy books. These continuous teachings will help many families avoid divorce.

#### **5.4.2 Economic Empowerment**

The Governments through its local governments in the community should establish groups and give them income in terms of loans with less interest and strengthen entrepreneurship knowledge. This will help to reduce the Impacts of Divorce because

women are affected after divorce since they carry the burden of family responsibilities. When given such help it will be easy for women to help the children and family from living a horrible life.

#### **5.4.3 Laws and Policies**

The laws and policies concern with marriage issue and children should be well understood and implemented in the community and make sure they are relevant with the current situation in the country. Updates should be done at the right time in order to help the targeted people. By having current and updated laws and policies on marriage children will be handled properly and hence reduce the impacts of divorce to the society.

#### **5.5 Recommendation for Further Studies**

From the findings of this research entitled “Assessment of Divorce on Child Development” the researcher focused on the impacts of divorce on child developments which findings reveals how children are affected by their parents divorce and lead to underdevelopment in general the further studies should be based on the “levels of child development, the way it is affected by divorce and its impact on adulthood”.

On the other hand, due to time and financial constraints it was not easy for the researcher to conduct an extensive study on the problem in a bigger area. So it recommended that, similar study should be conducted in other areas by using the same methods or different ones so as to see if the same study generates similar impacts to child developments. This will help the society to see the way divorce has big impacts to the whole society in general.

## REFERENCES

- Acock, C. A., & Demo, D. H. (1999). Dimensions of family conflict and their influence on child and adolescent maladjustment. *Sociological Inquiry*, 69(2), 641-658.
- Afifi, T. O, Cox B. J., & Enns, M. W. (2006). Mental health profiles among married, never-married, and separated/divorced mothers in a nationally representative sample, *Journal Review* 2(1), 122–129.
- Alexander, C. (1999). Police psychological burnout and trauma. *Psychological aftermath of civilian combat* 4(1) 23 45.
- Amato, P. R., & DeBoer, D. D. (2001). The transmission of marital stability across generations: Relationship skills or commitment to marriage? *Journal of Marriage and Family November*, 63(2), 1038–1051.
- Amato, P. R., & Keith, B. (1991). *Parental divorce and the well being of children: A meta analysis. Psychological Bulletin*, 11(2), 26–42.
- Amato, P. R. (2000). The consequences of divorce for adults and children. *Journal of Marriage and the Family*. 3(1), 45 – 61.
- Amato, P. R. (2010). Research on divorce: Continuing trends and new developments. *Journal of Marriage and Family*, 72(3), 650-666.
- Amaranto, E., Steinberg, J., Castellano, C., & Mitchell, R. (2003). Police stress Interventions. *Oxford Journal, Mayfield*. 7(2), 3-54.
- Ann, M., Chris, O., & Marjorie, S. (2009). *Impact of Family Breakdown on Children's Well-Being*. London: Sage Publications Inc.
- Augustus, M. K. (1975). Böhm-B., Eugen von. *Karl Marx and the Close of His System*. 1896. Reprint. London: Clifton, N.J.

- Bryman A, (2004) Social Research Methods. 2<sup>nd</sup> Edition. Oxford: Oxford University Press.
- Daniel, P. (2010). "Psychosocial Well-Being and the Relationship between Divorce and Children's Academic Achievement," *Journal of Marriage and the Family*, 3(1), 72 – 94.
- David, P. (1995). *Life Without Father*. New York: Martin Kessler Books.
- Dictionary.com, (2016). *Divorce and Transition*. Retrieved on 18, November 2016, from: [www.dictionary.com](http://www.dictionary.com)
- Dictionary.com, (2016). *Impact and Transition*. Retrieved on 18, November 2016, from [www.dictionary.com](http://www.dictionary.com).
- Emily, D. and Shelley, N. (2015). Parental Divorce and Child Mortality in Sub-Saharan Africa: Does Context Matter? Cape Town, South Africa.
- Paul, R. A. (2000). "The Consequences of Divorce for Adults and Children," *Journal of Marriage and Family*. 4(4), 963-973.
- Wallerstein, J. & Blakeslee, S. (1989). *Second Chances: Men, Women, and Children a Decadeafter Divorce*. New York: Ticknor and Fields.
- Siti Nor, Y., & Zalina, S. (2005). Differences in family support and self-esteem between adolescents of high and low academic achievements (in Malay). *Malaysian Journal of Social Policy and Society*, 2(1), 61-74.
- Sun, Y., & Li, Y. (2002). Children's well-being during parent's marital disruption process: A pooled time series analysis. *Journal of Marriage and Family*. 23(10), 1203 – 1228.
- Kothari, C. R. (2004). *Research Methods of technique*. New Delhi. Wiley Easter Ltd.

- Kelly, J. B. (2000). Children's adjustment in conflicted marriage and divorce: A decade review of research. *Journal of the American Academy of Child and Adolescent Psychiatry*, 39(10), 963-973.
- Kombo, D. K., & Tromp, D.A. (2007). *Proposal and Thesis writing: An Introduction*. Nairobi: Paulines Publications Africa.
- Mauki, C. M. (2014). The Potential effects of marital dissolution (both negative and positive) On the academic and psychosocial well-being of children in Tanzania Unpublished PHD thesis, University of Pretoria. Male Alcoholics. *Journal of Family Psychology*, 8(3), 321 – 335.
- Rodgers, K. B., & Rose, H. A. (2001). Personal, family, and school factors related to adolescent academic performance. *Marriage & Family Review*, 33(4), 47-61.
- Steinzor, B., (1969). *When Parents divorce: a new approach to new relationships*. New York: Pantheon.
- Materu Y. F. (2009). *Marital conflicts, Its Effects on Children and children coping Strategies*: Dar es Salaam. Unpublished MAASP dissertation: University of DSM
- Patrick, F. F., & Nicholas, Z. (2011). "The Second Annual Index of Family Belonging and Rejection." Washington, D.C: Marriage and Religion Research Institute.
- Gage, A. J. (1997). Familial and socioeconomic influences on children's well-being: an examination of preschool children in Kenya. *Social science & medicine*, 45(12), 1811-1828.
- Jonathan, G. (2004). "Is Making Divorce Easier Bad for Children? The Long-Run Implications of Unilateral Divorce," *Journal of Labor Economics*.2(1), 50 72.
- Wallerstein, S. (2005). Growing up in the divorced family. *Clinical Social Work Journal*, 5(3), 45 – 67.

- Lloyd, Y. M. (1997). *Assessment of the Children of Divorce Intervention*. Cape Town: Macmillan Publishing Company.
- Letizia. N. (2010) Leaving Mum Alone? The Effect of Parental on Children Leaving Home Decisions Paper presented in Nigeria. Abuja, Nigeria
- Partrick. S. M. (2004). *Divorce and Child Behavior Problems*. London: Sage Publications.
- Pamela S. Webster, Terri L. Orbuch, and James S. House, "Effects of Childhood Family Background on Adult Marital Quality and Perceived Stability," *American Journal of Sociology*, 10 (1), 404-432.
- Smith, H. (1999). *Children, Feelings and Divorce*. London: Free Association Books.
- Lansky, V. (2000). *Vicky Lansky's Divorce Book for Parents: Helping your Children* New York: Wiley & Sons Ltd.
- Teresa M. Cooney, (1994). "Young Adults' Relations with Parents: The Influence of Recent Parental Divorce," *Journal of Marriage and Family* 56(4), 45-56.
- TAMWA, (2006). Annual Report: Dar es Salaam, Tanzania.
- Unilateral Divorce," (2004). Growing up in the divorced family. *Journal of Labor Economics* 22(4), 830 – 845.
- URT, (2012). National Bureau Statistics in Tanzania. Demographic and Socio-Economic. Dar es Salaam, Tanzania.
- VanderValk, I., Spruijt, E., Goede, M., Maas, C., & Meeus, W. (2005). Family structure and problem behavior of adolescents and young adults: A growth-curve study. *Journal of Youth and Adolescence*, 34(6), 553-546.
- Wallerstein, J. S., & Blakeslee, S. (2003). What about the Kids? *Raising your Children before, during, and after Divorce*. New York: Hyperion.

## **APPENDECES**

### **Appendix 1: Interview Schedule for Divorced Parents**

#### **INTERVIEW QUESTIONS DIVORCED PARENTS**

1. Can you explain briefly the reason for your divorce?
2. How did you feel during the divorce?
3. How many children do you have?
4. What do you think your role in developing you child/children?
5. What kind of relationship do you have with your ex- partner?
6. Are there any behavior changes on your child/children after divorce?
7. Do you have any other partner after divorce? If yes, how your new partners assist your child?
8. Was your divorce peaceful? Why?
9. What are the impacts of divorce?
10. What do you think should be the model for solving the divorce problem?



**Appendix 2: Mahojiano ya Maswali kwa Wazazi Waliotalakiana (Swahili Version)**

1. Unaweza kueleza kwa ufupi sababu yatalaka yako?
2. Je ulijisikiaje kipindi cha talaka?
3. Je unawatotowangapi?
4. Je unafikiri una nafasi gani katika kumkuza /kumuendeleza mwanao/wanao?
5. Je mna mahusiano ya aina gani na mtalaka wako?
6. Je kuna mabadiliko yoyote ya kitabia kwa mototo/watoto mara baada ya talaka?
7. Je unamwenza mpya? Kama ndio je mwenza mpya anamsaidiaje mwanao?
8. Je mliachana kwa amani? Kwanini?
9. Nini madhara ya talaka?
10. Je unafikiri ni mbinu gani zitumike katika kutatua tatizo la talaka?

### **Appendix 3: Interview Schedule for Children from Divorced Family (English Version)**

#### **INTERVIEW QUESTIONS FOR CHILDREN**

1. Do you have any idea about divorce?
2. Do you know the causes of divorce? Mention them.
3. How do you feel because of parent divorce?
4. How old were you at the time your parents divorced?
5. Have ever been with boyfriend or girlfriend?
6. What are negative impacts of parents divorce?
7. Do you get any financial support? Where do get it?
8. How is your life at home after the parents' divorce?
9. Would you want your parents to get back to each other? Why?

**Appendix 4: Mahojiano ya Maswali kwa Watoto (Swahili Version)**

1. Je una uwelewa gani juu ya talaka?
2. Je unafahamu sababu za talaka ? Elezea
3. Je una mtazamo gani kuhusu talaka kwa wazaziwako?
4. Ulikuwa na umri gani wakati wazazi wako wanapeana talaka?
5. Umeshawahi kuwa kwenye mahusiano ya kimapenzi na mtu?
6. Je talaka ya wazazi ina madhara gani?
7. Je unapata msaada wowote wa kifedha? Toka wapi?
8. Je maisha yako unayaonaje nyumbani baada yatalaka?
9. Je unataka wazazi wako warudiane ? kwanini?

## Appendix 5: Research Questionnaire for Government Officials

TICK THE APPROPRIATE ANSWER

1. OCCUPATION.....

2. GENDER.....

(a) Male (b) Female

☐

3. Age range

18 - 36

☐

37 – 45

46 – 55

56+

4. Education level

a) Primary

b) Secondary

☐

c) College

5. What do you think are the political, economic and social impacts of divorce?

.....

6. What are the challenges do you face in solving divorce cases?

.....

7. Do you have any model for solving the challenges?

YES

NO

8. Do you think the available policies and programs provide enough knowledge on child rights and protection in Tanzania?

9. How many cases of divorce do you receive in a year?

10. What do you think are proper measures to be taken to solve the challenges of divorce in Kinondoni Municipality?

.....

.....

.....

Thanks for your participation

## Appendix 6: Dodoso kwa Watumishi wa Serikali (Swahili Version)

### WEKA PATA SEHEMU HUSIKA

1. KAZI.....

2. JINSI.....

(a) ME (b) KE

☐

3. Umri

18 - 36

☐

37 – 45

46 – 55

56+

4. Elimu

a) Msingi

b) Sekondari

☐

c) Chuo

5. Je unafikiri ni madhara gani yanayotokana na talaka katika Nyanja ya kiuchumi na kijamii?

.....

6. Je ni changamoto gani unazokutananazo katika kutatua kesi za talaka?

.....

7. Je una mbinu yoyote katika kutatua changamoto hizo?

NDIO

HAPANA

8. Je unafikiri sera na mipango iliyopo inaelimisha kiasi cha kutosha juu ya haki na ulinzi kwa mtoto Tanzania?

9. Je ni kesi ngai za talaka kwa mwaka unazipokea?

10. Je unafikiri ni hatua zipi zinafaa zichukuliwe katika kutatua changamoto za talaka wilaya ya kinondoni?

,.....

.....

ASANTE KWA USHIRIKIANO WAKO