

Research Article

Early Separation from Parents and Behavioural Problems Among Primary Students at Wellington pre and Primary English Medium School, Tabora, Tanzania

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Abstract

Background: An increasing number of children across the world experience family instability due to divorce/separation of their parents or as the consequences of non-marital childbearing/cohabitation. Besides, early separation of children from parents is very common in Tanzania, along with increasing number of street children. Studies in this area are scanty in Tanzania. This gap in knowledge prompted the design of the current study. **Methods:** With a cross-sectional design, quantitative data were collected from 50 primary school students aged between 5 to 10 years, who were studying in Wellington pre and primary English medium school. Quantitative descriptive and inferential data analyses were performed. Results were presented as frequency tables with respective percentages, figures, along with cross tabulation. **Results:** A total of 50 students from standard I to V were assessed for existing behavioral issues who are either separated from one or both the parents. This study has showed that, 16% of sample respondents were having the behavioral issue of restlessness, being overactive and inability to stay still for long. 20% of them did not share their things readily with other children. 8% of them were having this problem of losing temper often. In addition, 10% of sample respondents prefer to play alone. 24% of them often seems to be worried. 58% of them were helpful when someone is hurt while 8% were not. 68% of them had at least one good friend while 12% did not have even one good friend. 22% Often fight with other children while 50% of them were generally liked by other children. 2% of sample respondents were easily bullied by other children. 8% of them were having the behavior of hitting, biting and pinching other children. 16% of them seem to have no energy or feeling tired. 30% of sample respondents did not want to sleep alone. 16% of them were not happy as other children. 12% of sample respondents did not seem to feel bad after misbehaving while 70% of them were well behaved and usually do what adults request. **Conclusion:** Our findings revealed that a considerable number of students in Wellington Pre and Primary English medium school who are separated from either or both of their parents do have behavioral problems.

Keywords

Early Separation from Parents, Behavioral Problems, Wellington pre and Primary English Medium School and Tanzania

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1. Introduction

Mental health issues among school-aged children are increasingly prevalent, impacting academic performance and behavioral and social development [1]. Conditions such as anxiety, depression, substance use disorder, and suicidal ideation and attempts are common among children and adolescents [1]. Additionally, nearly 20% of students nationwide in grades 6 to 12 experienced bullying during the 2021-2022 school year [1]. High school students are another vulnerable group with heightened risk of sexual assault and the resulting psychological consequences. The most recently published Youth Risk Behavior Surveillance System survey found that in 2023, as many as 11% of high school students reported that they had been a victim of sexual violence, including forced sexual intercourse [1].

Globally it is estimated that 220 million children live without parental care or are at risk of losing them. In Africa alone, 35 million children were believed to be living without parental care in 2020. [15].

An increasing number of children across the world experience family instability due to divorce/separation and the consequences of non - marital childbearing/cohabitation [2].

Researches have documented that parental divorce/separation is associated with an increased risk for child and adolescent adjustment problems, including academic difficulties such as lower grades and school dropout, disruptive behaviors such as conduct and substance use problems and lastly but not least with depressed mood.

Offspring of divorced/separated parents are also more likely to engage in risky sexual behavior, live in poverty, and experience their own family instability [3].

The traditional African family is composed of grandparents, aunts, uncles and cousins, as well as unrelated persons who are regarded as family. A child's parents are thus not only his or her biological parents but include members of this extended family. Collins SP and co. [4] noted that parenting involves applying skills and methods of raising children to prepare them for contributing to society by developing their emotional, psychological, social and intellectual capabilities. Crucially, parenting is a responsibility which is not limited to biological parents alone but extends to an entire network of relations in society. This scenario is common to most African families.

A report released by the African Committee of Experts on the Rights and Welfare of the Child, part of the African Union 10 November 2023, has shown that an estimated 35 million children are living without parental care in Africa [5]. These children are routinely exposed to various forms of violence including sexual abuse, forced labor, and trafficking. In some cases, they have been separated from their family due to natural and man-made disasters. The lack of parental care increases the chances of substance and drug abuse, mental health issues, limited access to education, and healthcare [5].

Children in sub-Saharan Africa commonly live apart from one or both of their parents. Across the region, recent esti-

mates of the percentage of children not living with either parent ranges from a low of 8% in Mali to a high of 30% in Swaziland [6]. In Tanzania, 13% of children do not live with either of their parents [7].

Although parents might not live with their children for a variety of reasons. A longitudinal demographic surveillance from Rufiji, Tanzania, examined parental absence due to death, migration, child relocation, union dissolution, and union formation from 2001-2011. Employing survival analysis, the article quantifies children's risk of absence by cause and investigated sociodemographic variation in this risk. Of children born into two-parent households, 25% experience maternal absence by age 10, and 40% experience paternal absence by the same age. Roughly one-quarter of children are born into single-mother families with an absent father at birth, and nearly 70% of these children experience maternal absence as well by age 10. Despite the emphasis on orphan hood in the research and policy communities, parental death is the least common cause of absence. Furthermore, although demographic and socioeconomic characteristics are strong predictors of absence, variation in these relationships across causes underscores the distinctiveness and similarity of different reasons for absence [8].

Parental absence is not only common but also consequential with both immediate and long-term implications for child wellbeing. Indeed, much of literature focuses on the impact of parental absence particularly parental death on the overall health/wellbeing of the children. Taibo Li and co, 2017) in their study found negative consequences of orphan hood across a variety of domains; one of these is higher Morbidity rates among orphans [9].

Problem Statement

Studies related to the research title are scanty in Tabora region. According to the experience of the researchers many children in Tabora MC are staying either with a single parent (mostly with their mothers) or with any of their family members besides their parents. These children often look sad, timid or notorious when compared to those who stay with both of their parents. In addition, the bigger children along with adolescents with this attribute are found to be engaged in anti-social behaviors for example, thefts, substance use, etc. Upon interviewing a few children who are not staying with their parents, it has been seen that either the lack of parental nurturing or guidance (or both) might be a contributing factor towards their behavioral problems.

After assessing the issue and the area of knowledge gap, the researchers have felt the need of a research study on this area to finding the association between early separation from parents and behavioral issues among young/Primary children. Wellington Pre and Primary school has been chosen on the basis of the number of children living without their parents (population of interest) is countable.

2. Material and Methods

2.1. Study Design, Study Area and Settings

This manuscript is a part of the large study set to assess the effects of *Early separation from parents and behavioral problems among primary students at Wellington Pre and Primary English Medium School, Tabora, Tanzania*. This study deployed a descriptive cross-sectional study design to collect quantitative data from 50 selected students from the Standard I-V in the period between February 2025 and August 2025.

2.2. Study Population, Inclusion, and Exclusion Criteria

The study assessed 50 students from Wellington Pre and Primary English medium school. All the students studying in Standard I-V in *Wellington Pre and Primary English Medium School*, between the age groups of 5-10 years were regarded as the target population. However, the study excluded the students who were living with both of their parents at the time of data collection.

2.3. Sampling Strategy and Sample Size

Purposive sampling procedure was used to get the required sample size. The class teachers of Standard I-V were requested to bring the students from their respective classes who were then living with either single or no parent.

The required sample size for this study was 83 students. However, only 50 sample respondents agreed to participate in the study.

2.4. Data Collection Procedures

Data collection was conducted by a research team who were trained about the purpose, methods, tools, and research ethics related to this study. The students/participants and their respective class teachers were first explained about the purpose of the study and the consented participants were invited for data collection.

Data were collected through questionnaire written in English language. The tool used for data collection was a standardized tool. Necessary modification was done as per the need and study objectives.

Data was collected by asking the questions of the formulated tool to the class teachers of the respective classes of sample students.

Anonymity was observed in all the circumstances.

The Tool is Named As- Questionnaire for Effects of *Early Separation from Parents and Behavioral Problems Among Primary Students at Wellington Pre and Primary English*

Medium School Tabora, Baseline Survey, designed to collect participant's Demographic Characteristics and Child Behaviors. The Questionnaire Contains Two (02) sections: Section 1-Demographic Characteristics and section 2- Child behaviors. After data collection, the filled questionnaires were coded numerically from 1 to 50.

2.5. Data Management and Statistical Analysis

SPSS v.20 (IBM® Corp., Armonk, NY, USA) was used to analyze quantitative data. Descriptive statistics predominated the analysis which included computation of frequency and percentages of participants' characteristics and are summarized in tables, charts, and figures. Data to assess the behavioral problems among children with early separation from parents were collected in 3 level of agreement (Not true, Somewhat true and Certainly true).

2.6. Ethical Consideration

Prior ethical clearance had been taken as necessary for the study. The study was conducted after obtaining permission from the administrations of Tabora (E. A) Polytechnic college and *Wellington Pre and Primary English Medium School*. The participants and their respective class teachers had been taken into confidence regarding the non-disclosure of information provided by them. Permission from the parents of the sample respondents was sought through informed consent.

A confidentiality disclosure was included in the instruction part of the questionnaire. Participants (from the sample population) willing to take part in the study had been chosen.

2.7. Dissemination of the Study Findings

The results of the study were communicated to the school administration, the care givers of the sample.

The findings will also be published in scientific journals.

3. Results

A. Demographic Characteristics

In this study, sex category of the respondents were analyzed in order to make the research gender sensitive. Out of the sampled 50 respondents, 52% were male and 48% were females (Table 1).

Also, the largest group of respondents (36%) was in the age between 9 to 10 years. Generally, less than 15% of respondents were found in the age between 11 to 12 years (14%). However, the sampled respondents were equally (20%) taken from standard I, II, III, IV and V. More than a half of respondents (52%) were Muslim and the rest (48%) believe in Christianity (Table 1).

Table 1. Demographic characteristics of the respondents.

Characteristics	Category	Frequency (n=50)	Percentage (%)
Sex	Male	26	52.0
	Female	24	48.0
Age	5 - 6 years	14	28.0
	7-8 years	11	22.0
	9-10 years	18	36.0
	11-12 years	7	14.0
Level of education	Standard I	10	20.0
	Standard II	10	20.0
	Standard III	10	20.0
	Standard IV	10	20.0
	Standard V	10	20.0
Religion	Muslim	26	52.0
	Christian	24	48.0

Table 2. Distribution of the sampled respondents according to Age and Level of Education.

Age (years)	Level of Education (%)					Total (%) (n=50)
	Standard I (n=10)	Standard II (n=10)	Standard III (n=10)	Standard IV (n=10)	Standard V (n=10)	
5-6	20.0	8.0	0.0	0.0	0.0	28.0
7-8	0.0	12.0	10.0	0.0	0.0	22.0
9-10	0.0	0.0	10.0	14.0	12.0	36.0
11-12	0.0	0.0	0.0	6.0	8.0	14.0
Total	20.0	20.0	20.0	20.0	20.0	100.0

Table 3. Children with Single Parent VS Children Without Parents.

	Frequency	Percent	Valid Percent
SINGLE PARENT	28	56.0	56.0
WITHOUT PARENT	22	44.0	44.0
Total	50	100.0	100.0

The table above shows that 28 (56%) participants were living with single parent and 22 (44%) of them are living without parents.

SINGLE PARENT VS CHILDREN WITHOUT PARENT

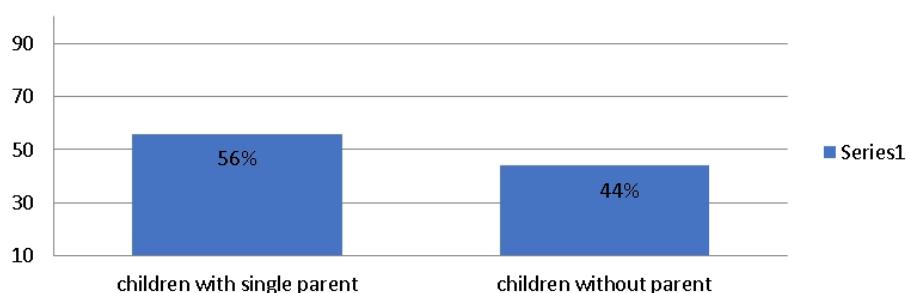


Figure 1. Children living with Single parent vs. Without Parents.

B. Child behaviors

Restless, Overactive & Can't Stay Still for Long

Table 4. Restless, Overactive & Can't Stay Still for Long.

Restless, Overactive & Can't Stay Still For Long	Frequency (n=50)	Percentage (%)
Not True	29	58.0
Somewhat True	13	26.0
Certainly True	8	16.0
Total	50	100.0

The above chart shows that 16% of sample respondents were having the behavioral issue of restlessness, being overactive and inability to stay still for long. (Figure 2).

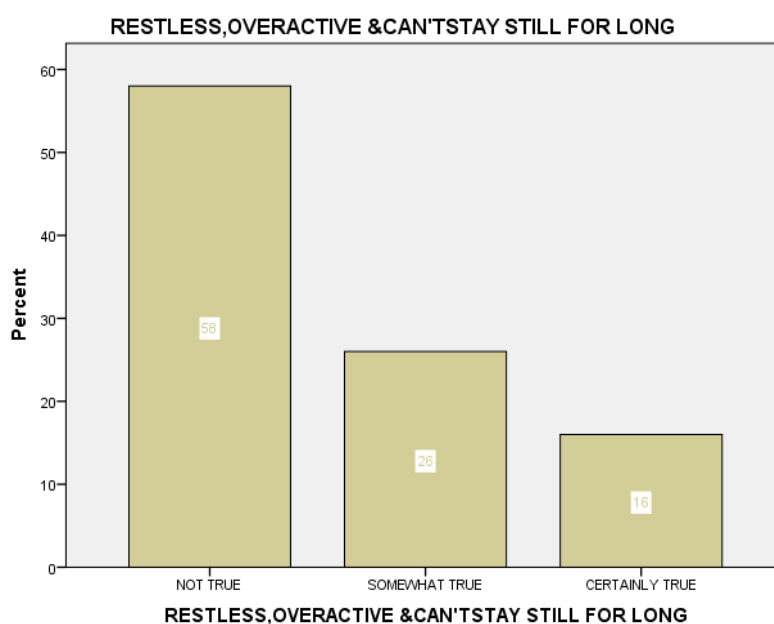
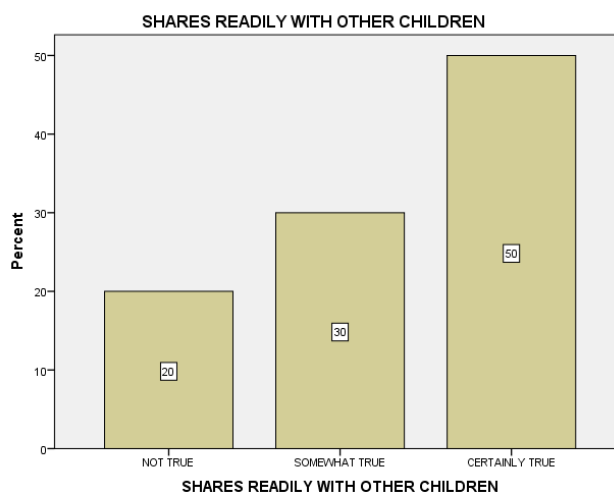


Figure 2. Restless, Overactive & Can't stay still for long.

Table 5. Shares Readily with Other Children.

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT TRUE	10	20.0	20.0	20.0
SOMEWHAT TRUE	15	30.0	30.0	50.0
CERTAINLY TRUE	25	50.0	50.0	100.0
Total	50	100.0	100.0	

**Figure 3.** Shares readily with other children.

The above chart shows that 20% of sample respondents were having the behavioral issue of not sharing their things readily with other children. (Figure 3).

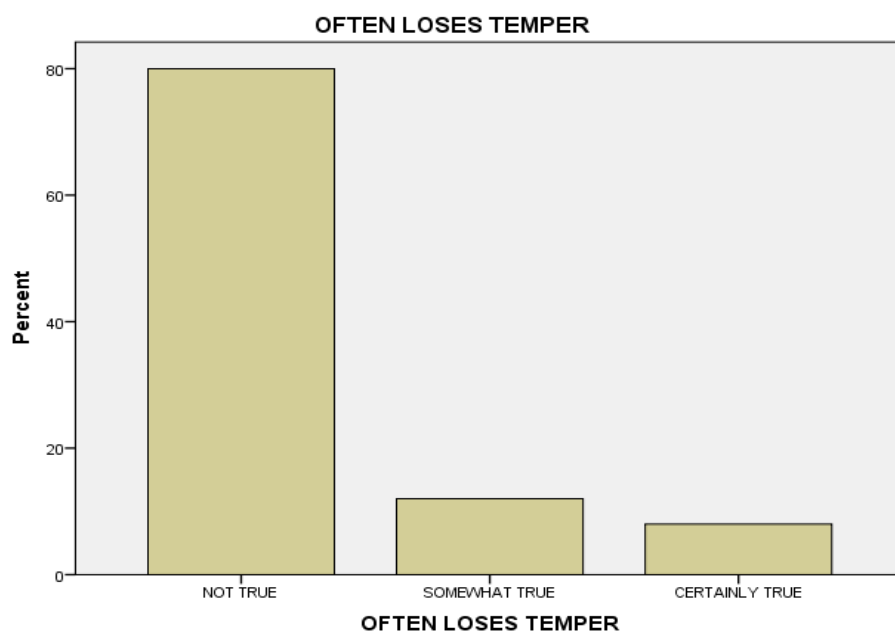
**Figure 4.** Often loses temper.

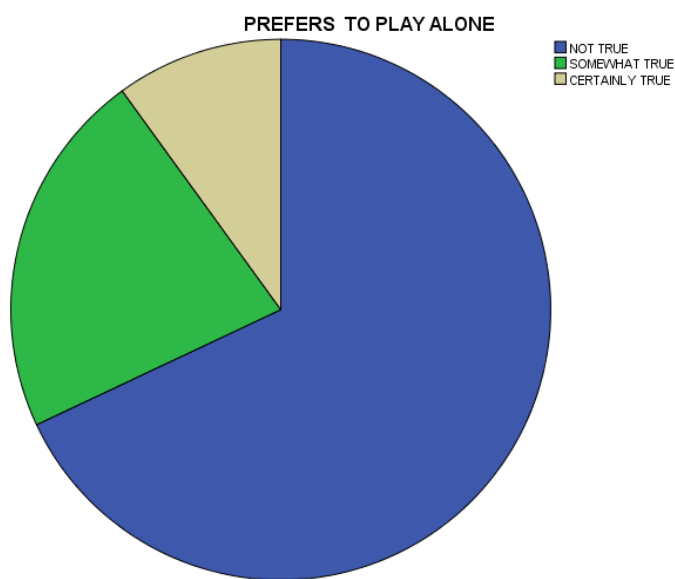
Table 6. Often Loses Temper.

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT TRUE	40	80.0	80.0	80.0
SOMEWHAT TRUE	6	12.0	12.0	92.0
CERTAINLY TRUE	4	8.0	8.0	100.0
Total	50	100.0	100.0	

The above chart shows that 8% of sample respondents were having the behavioral issue of losing temper often. (Figure 4).

Table 7. Prefers to Play Alone.

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT TRUE	34	68.0	68.0	68.0
SOMEWHAT TRUE	11	22.0	22.0	90.0
CERTAINLY TRUE	5	10.0	10.0	100.0
Total	50	100.0	100.0	

**Figure 5.** Prefers to play alone.

The above chart shows that 10% of sample respondents prefer to play alone. (Figure 5).

Table 8. Many Worries or Often Seems Worried.

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT TRUE	28	56.0	56.0	56.0
SOMEWHAT TRUE	10	20.0	20.0	76.0

	Frequency	Percent	Valid Percent	Cumulative Percent
CERTAINLY TRUE	12	24.0	24.0	100.0
Total	50	100.0	100.0	

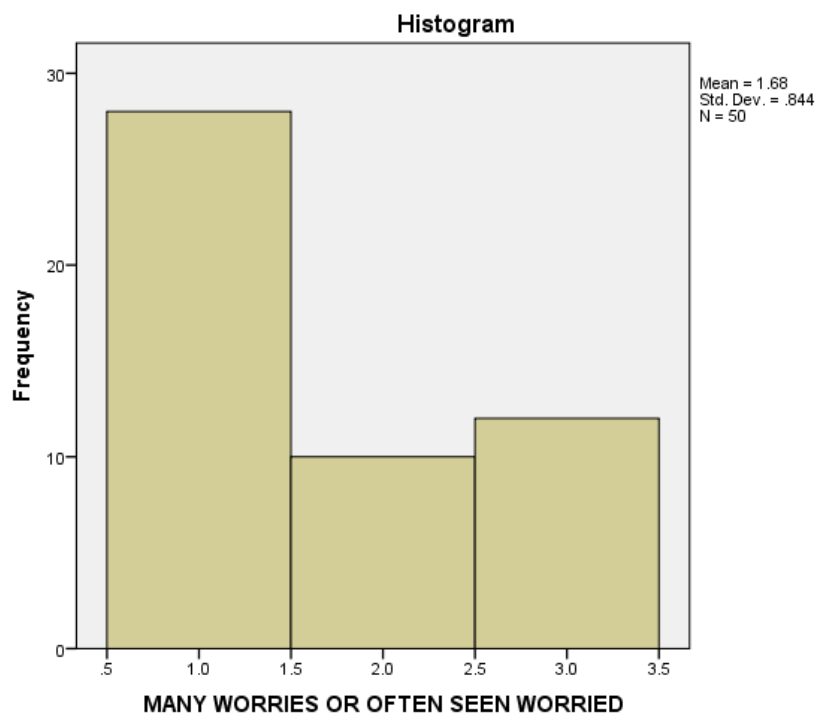


Figure 6. Many worries or often seems worried.

The above chart shows that 24% of sample respondents often seems to be worried (Figure 6).



Figure 7. Helpful when someone is hurt.

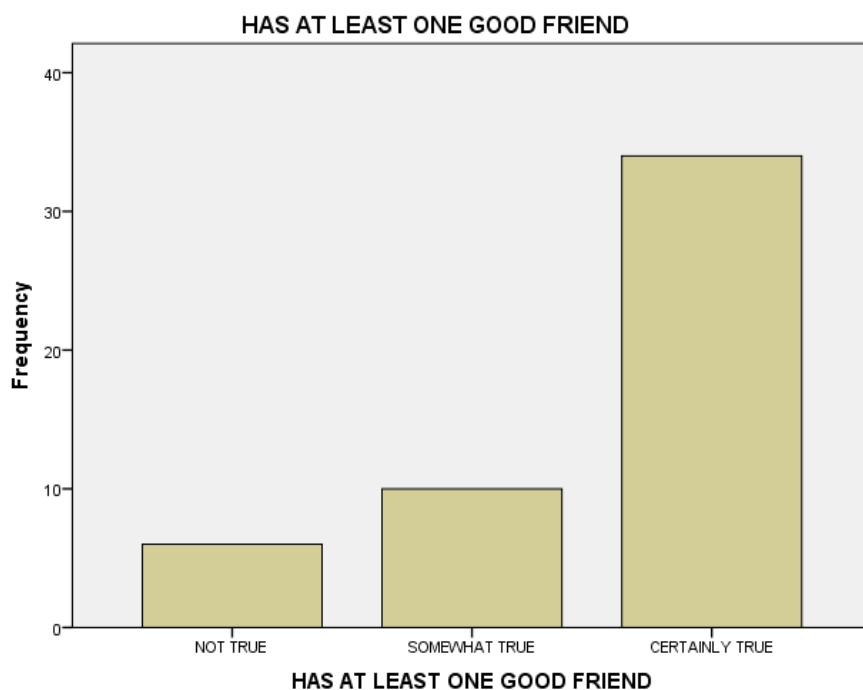
Table 9. *Helpful When Someone is Hurt.*

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT TRUE	4	8.0	8.0	8.0
SOMEWHAT TRUE	17	34.0	34.0	42.0
CERTAINLY TRUE	29	58.0	58.0	100.0
Total	50	100.0	100.0	

The above chart shows that 58% of sample respondents were helpful when someone is hurt while 8% were not. (Figure 7).

Table 10. *Has at Least One Good Friend.*

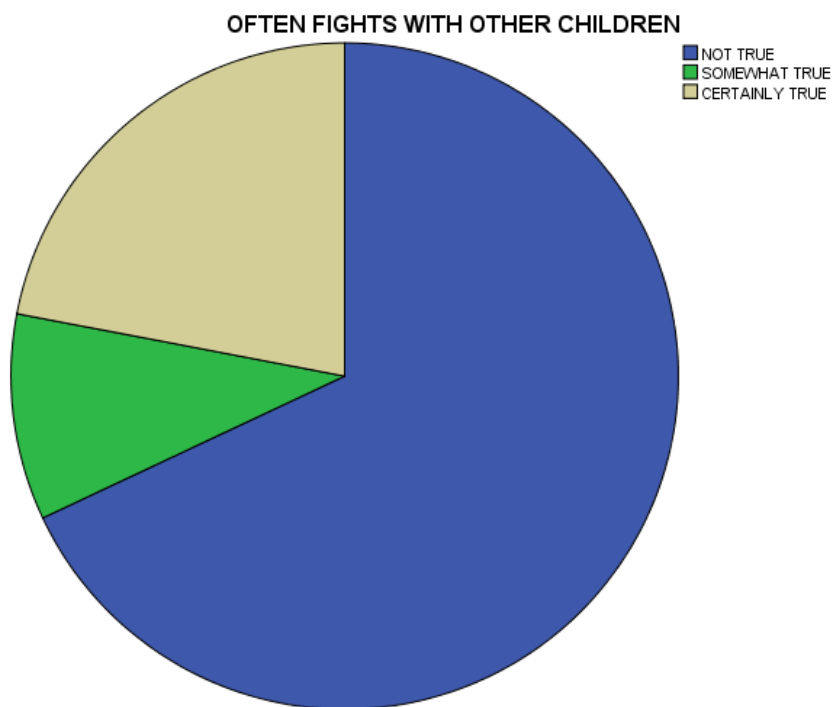
	Frequency	Percent	Valid Percent	Cumulative Percent
NOT TRUE	6	12.0	12.0	12.0
SOMEWHAT TRUE	10	20.0	20.0	32.0
CERTAINLY TRUE	34	68.0	68.0	100.0
Total	50	100.0	100.0	

**Figure 8.** *Has atleast one friend.*

The above chart shows that 68% of sample respondents had atleast one good friend while 12% did not have even one good friend. (Figure 8).

Table 11. Often Fights with Other Children.

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT TRUE	34	68.0	68.0	68.0
SOMEWHAT TRUE	5	10.0	10.0	78.0
CERTAINLY TRUE	11	22.0	22.0	100.0
Total	50	100.0	100.0	

**Figure 9.** Often fights with other children.

The above chart shows that 22% of sample respondents often fight with other children. (Figure 9).

Table 12. Generally Liked by Other Children.

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT TRUE	4	8.0	8.0	8.0
SOMEWHAT TRUE	21	42.0	42.0	50.0
CERTAINLY TRUE	25	50.0	50.0	100.0
Total	50	100.0	100.0	

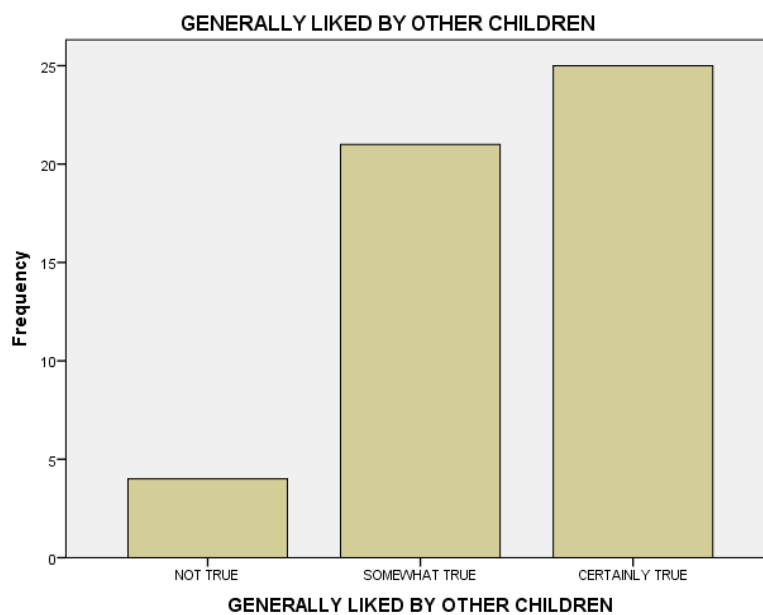


Figure 10. Generally liked by other children.

The above chart shows that 50% of sample respondents were generally liked by other children while 8% were not. (Figure 10).

Table 13. Often Unhappy, Depressed or Tearful.

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT TRUE	35	70.0	70.0	70.0
SOMEWHAT TRUE	6	12.0	12.0	82.0
CERTAINLY TRUE	9	18.0	18.0	100.0
Total	50	100.0	100.0	

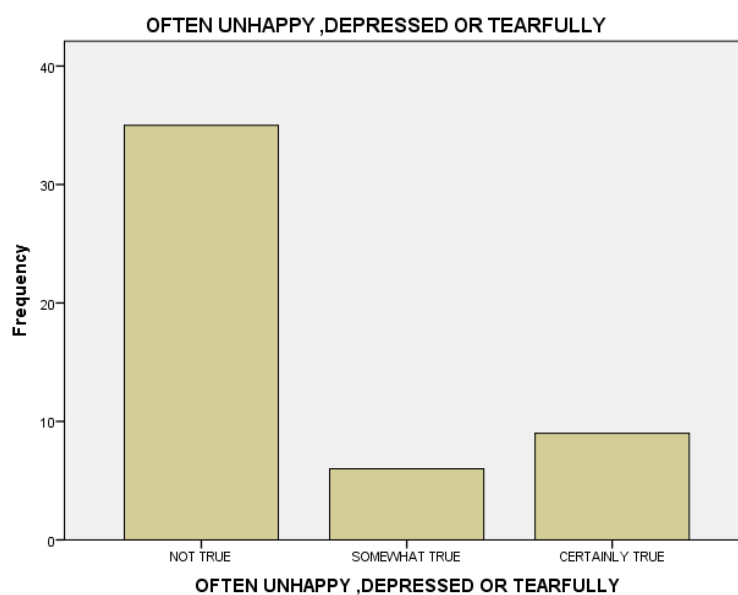


Figure 11. Often unhappy, depressed or tearful.

The above chart shows that 18% of sample respondents were often look unhappy, depressed or tearful. (Figure 11).

Table 14. *Picked on or Bullied by Other Children.*

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT TRUE	42	84.0	84.0	84.0
SOMEWHAT TRUE	7	14.0	14.0	98.0
CERTAINLY TRUE	1	2.0	2.0	100.0
Total	50	100.0	100.0	

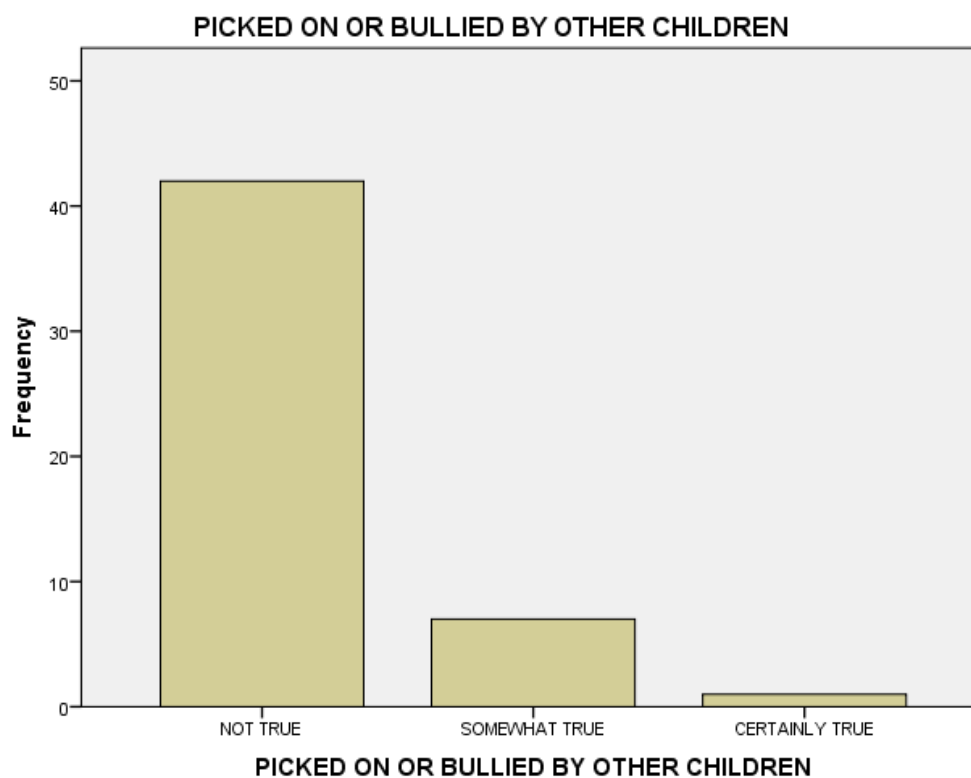


Figure 12. *Picked on or bullied by other children.*

The above chart shows that only 2% of sample respondents were easily bullied by other children. (Figure 12).

Table 15. *Hits Bites or Pinches Other Children.*

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT TRUE	41	82.0	82.0	82.0
SOMEWHAT TRUE	5	10.0	10.0	92.0
CERTAINLY TRUE	4	8.0	8.0	100.0
Total	50	100.0	100.0	

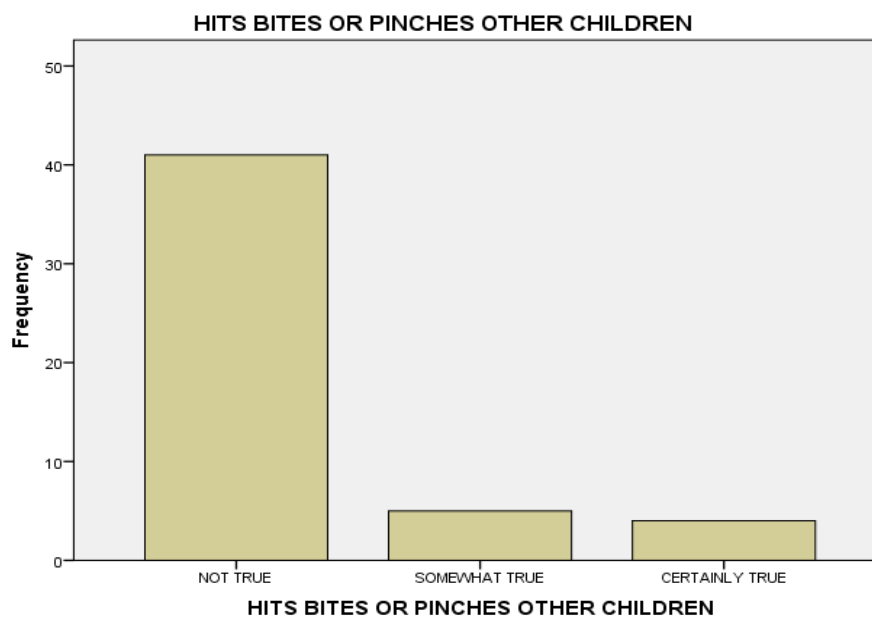


Figure 13. Hits, bites or pinches other children.

The above chart shows that 8% of sample respondents were having the behavior of hitting, biting and pinching other children. (Figure 13).

Table 16. Has No Energy, Feels Tired.

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT TRUE	28	56.0	56.0	56.0
SOMEWHAT TRUE	14	28.0	28.0	84.0
CERTAINLY TRUE	8	16.0	16.0	100.0
Total	50	100.0	100.0	

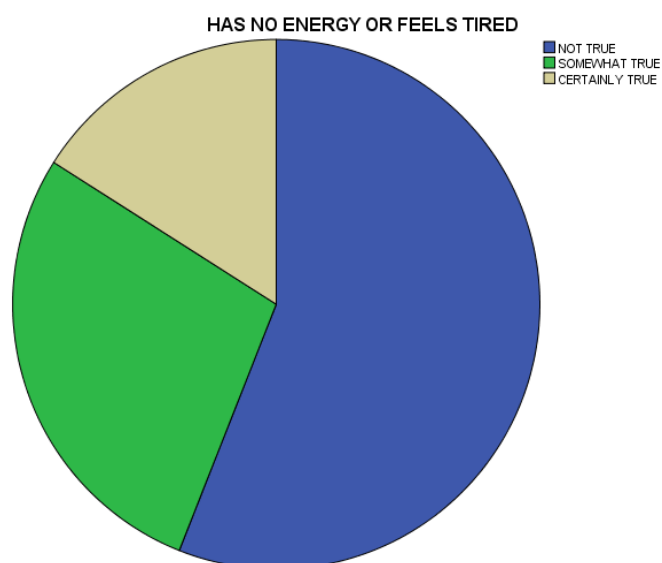


Figure 14. Has no energy or feels tired.

The above chart shows that 16% of sample respondents seem to have no energy or feeling tired (Figure 14).

Table 17. DOES NOT WANT TO SLEEP ALONE.

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT TRUE	32	64.0	64.0	64.0
SOMEWHAT TRUE	3	6.0	6.0	70.0
CERTAINLY TRUE	15	30.0	30.0	100.0
Total	50	100.0	100.0	

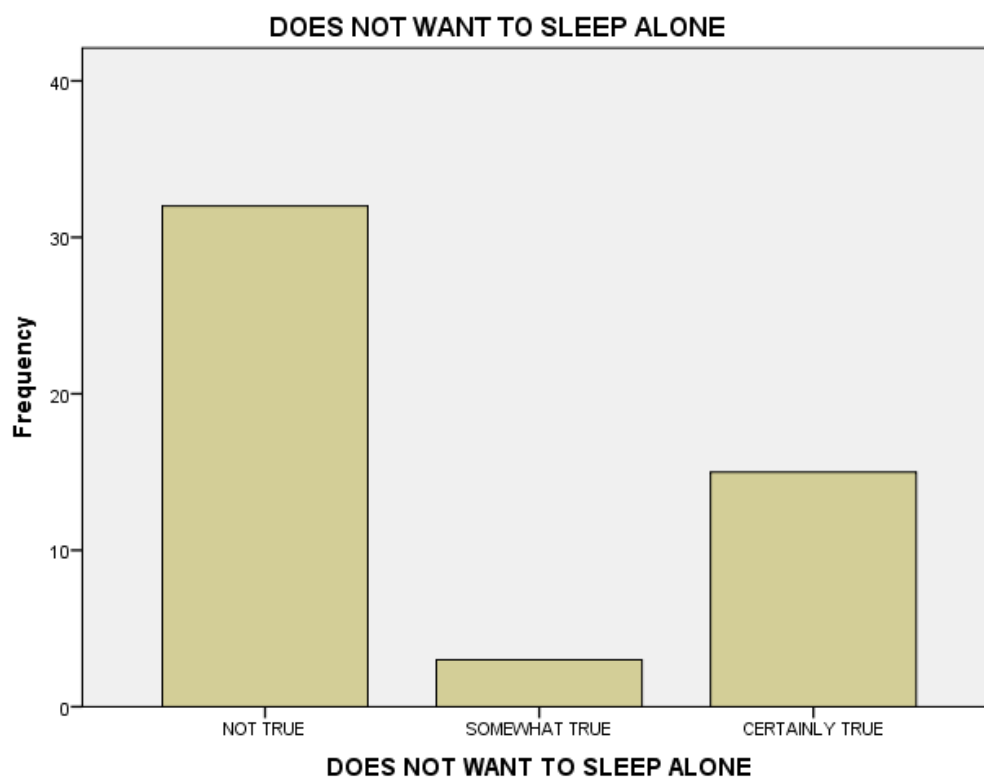


Figure 15. Does not want to sleep alone.

The above chart shows that 30% of sample respondents did not want to sleep alone. (Figure 15).

Table 18. Is Not as Happy as Other Children.

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT TRUE	25	50.0	50.0	50.0
SOMEWHAT TRUE	17	34.0	34.0	84.0
CERTAINLY TRUE	8	16.0	16.0	100.0
Total	50	100.0	100.0	

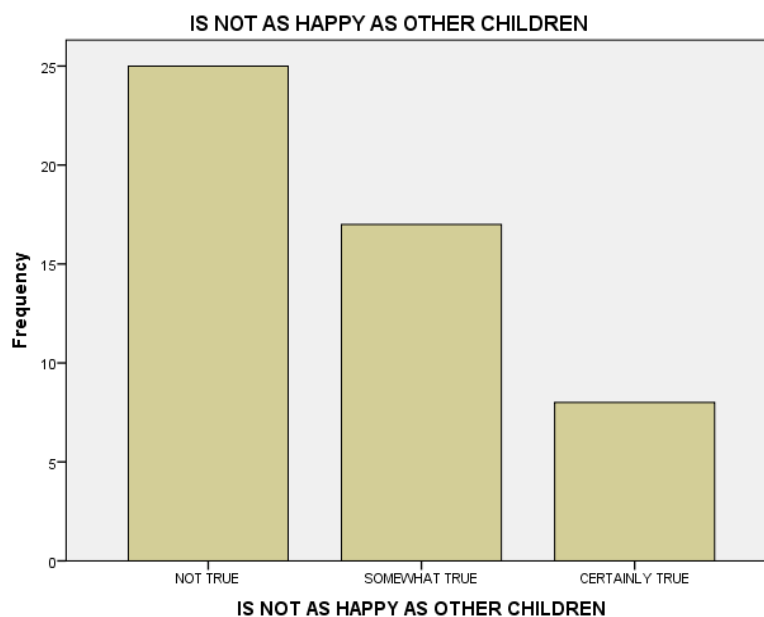


Figure 16. Does not want to sleep alone.

The above chart shows that 16% of sample respondents were not happy as other children. (Figure 16).

Table 19. Does Not Seem to Feel Bad After Misbehaving.

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT TRUE	33	66.0	66.0	66.0
SOMEWHAT TRUE	11	22.0	22.0	88.0
CERTAINLY TRUE	6	12.0	12.0	100.0
Total	50	100.0	100.0	

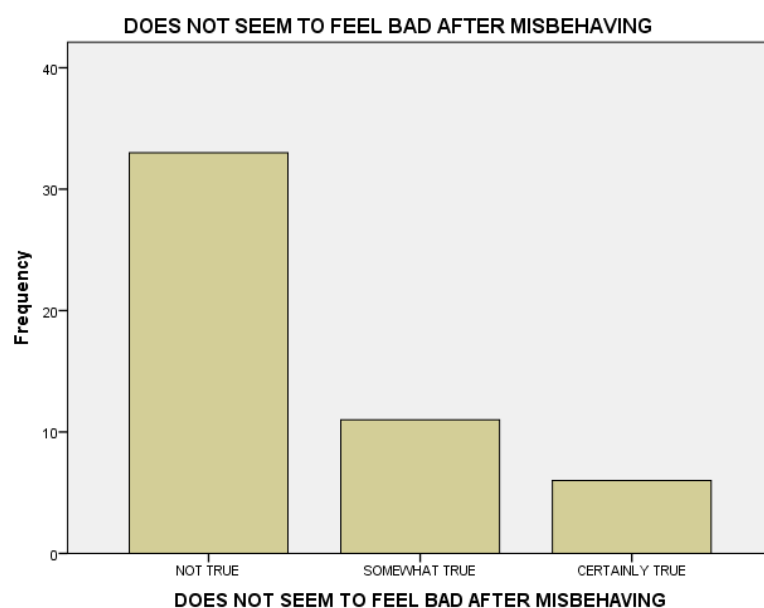


Figure 17. Does not seem to feel bad after misbehaving.

The above chart shows that 12% of sample respondents did not seem to feel bad after misbehaving. (Figure 17).

Table 20. Generally, Well Behaved, Usually Does What Adults Request.

	Frequency	Percent	Valid Percent	Cumulative Percent
NOT TRUE	2	4.0	4.0	4.0
SOMEWHAT TRUE	13	26.0	26.0	30.0
CERTAINLY TRUE	35	70.0	70.0	100.0
Total	50	100.0	100.0	

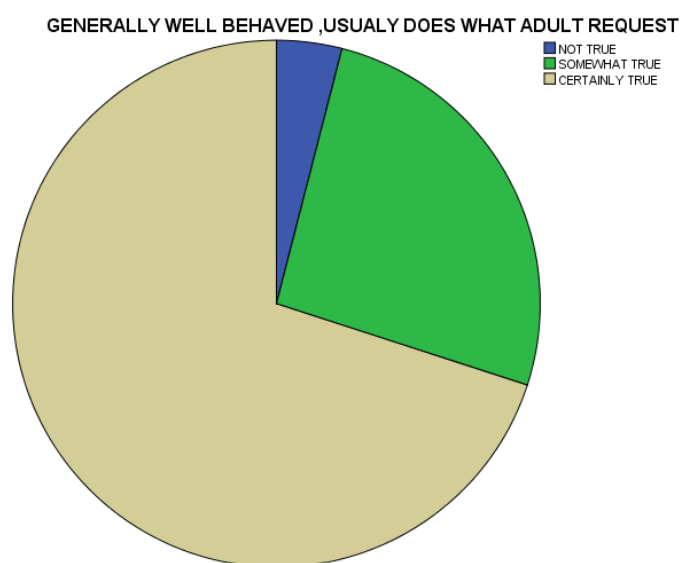


Figure 18. Generally, well behaved, usually does what adults request.

The above chart shows that 70% of sample respondents were well behaved and usually do what adults request, however 4% of them were contrary to this attitude. (Figure 18).

Crosstabulation Data Analysis Samples
Respondent Age Vs Many Worries or Often Seen Worried

Table 21. Respondent's age and many worries or often seen worried.

Age (years)	Many Worries or Often Seen Worried (%)			Total (%) (n=50)
	Not True (n=28)	Somewhat True (n=10)	Certainly True (n=12)	
5-6	20.0	4.0	4.0	28.0
7-8	14.0	0.0	8.0	22.0
9-10	16.0	10.0	10.0	36.0
11-12	6.0	6.0	2.0	14.0
Total	56.0	20.0	24.0	100.0

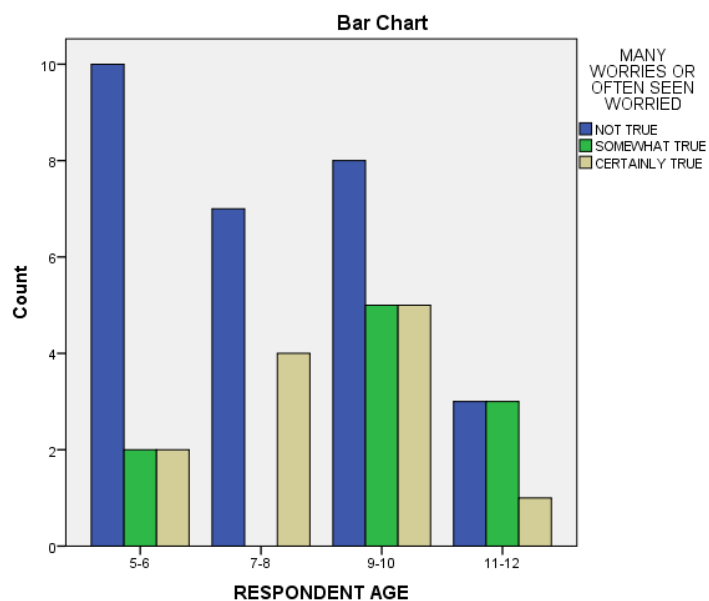


Figure 19. Respondent Age Vs Many Worries or Often Seen Worried.

Respondent Sex VS Often Fights with Other Children

Table 22. Respondent's sex and often fights with other children.

Sex	Often Fights with other Children (%)			Total (%) (n=50)
	Not True (n=34)	Somewhat True (n=5)	Certainly True (n=11)	
Male	32.0	4.0	16.0	52.0
Female	36.0	6.0	6.0	48.0
Total	68.0	10.0	22.0	100.0

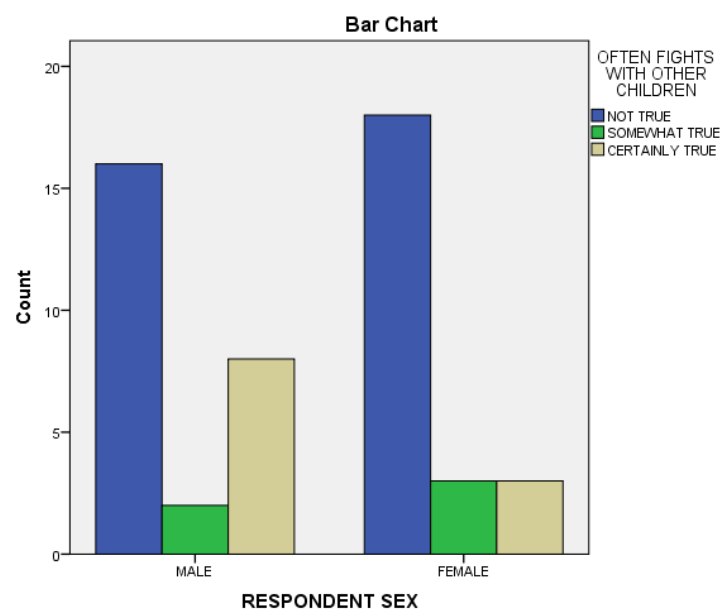
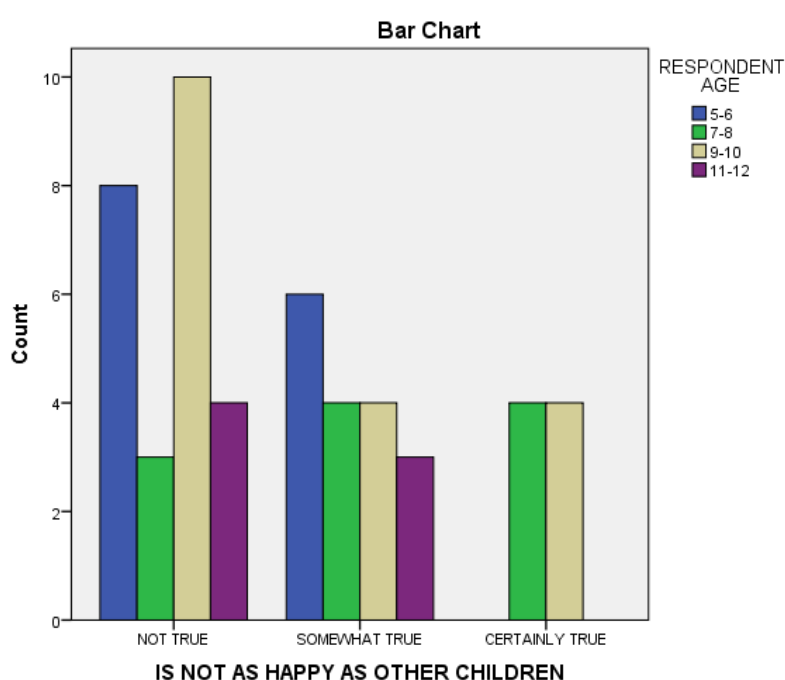


Figure 20. Respondent Sex VS Often Fights with Other Children.

*Is not as Happy as Other Children VS Respondent Age***Table 23.** Respondent is not as happy as other children and age.

Is not as happy as other children	Respondent Age (%)				Total (%) (n=50)
	5-6 years (n=14)	7-8 years (n=11)	9-10 years (n=18)	11-12 years (n=7)	
Not True	16.0	6.0	20.0	8.0	50.0
Somewhat True	12.0	8.0	8.0	6.0	34.0
Certainly True	0.0	8.0	8.0	0.0	16.0
Total	28.0	22.0	36.0	14.0	100.0

**Figure 21.** Is not as Happy as Other Children VS Respondent Age.

4. Discussion

The present study has reported that, 16% of sample respondents were having the behavioral issue of restlessness, being overactive and inability to stay still for long. 20% of sample respondents were having the behavioral issue of not sharing their things readily with other children. 8% of sample respondents were having the behavioral issue of losing temper often. 10% of sample respondents prefer to play alone. 24% of sample respondents often seems to be worried. 58% of sample respondents were helpful when someone is hurt while 8% were not. 68% of sample respondents had at least one good friend while 12% did not have even one good friend. 22% of sample respondents often fight with other children. 50% of

sample respondents were generally liked by other children while 8% were not. only 2% of sample respondents were easily bullied by other children. 8% of sample respondents were having the behavior of hitting, biting and pinching other children. 16% of sample respondents seem to have no energy or feeling tired. 30% of sample respondents did not want to sleep alone. 16% of sample respondents were not happy as other children. 12% of sample respondents did not seem to feel bad after misbehaving. 70% of sample respondents were well behaved and usually do what adults request, however 4% of them were found to be contrary to this attitude.

This study found that 18% of sample respondents were often look unhappy, depressed or tearful; supported by a prospective cohort study done by China Family Panel Studies (CFPS) (with 3829 children over age group of 4-15 years),

which showed that early parent-child separation is related to depression and poor social and academic performance [14]. Another study done by Akezhuoli [10] also showed that children separated from migrant mothers, migrant fathers, or both parents, were at a higher risk of emotional and behavioral problems than those who never separated.

A study in Tanzania conducted by Mauki [11] emphasized that the negative impacts of parental separation permeate various aspects of a child's life, affecting their emotional stability, social interactions, intellectual and overall development. Another study in Iringa Municipality of Tanzania revealed that children from divorced families exhibited psychological effects including misconduct and social interaction challenges [12].

A research study reviewed the effects of separation, including separation for parental maltreatment, adoption, illegal immigration, parental incarceration, and Indigenous status. The effects were universally negative, did not differ by reason for separation, and included neurological change from psychological trauma, precocious sexual maturity, physical and sexual abuse, neglect, academic delay, poor peer relations, psychosomatic symptoms, psychiatric disorder, and behavior problems such as depression, anxiety, delinquency, self-harm, substance abuse, and inappropriate sexual behavior. There were indications that separation led to intergenerational cycles of family separation [13]. In this study it has been revealed that children living with single parent or without parents experience Depression (18%), Overactive 16%, fights with other children (22%) and not happy (16%). This implies that there still many negative impacts of early children and parent separation which calls for immediate interventions. [13].

The research conducted by Crittenden P. M & Spieker 2023 [13] indicated that children who are most vulnerable on negative impacts of effects of child and parental separation are from 9 months to 9 years of age, which coincides with the findings of this study implying that the most vulnerable children with the similar issues belong to the age group of 5-10 years.

Children's symptoms of distress are consistent across all types of separation from parents

The negative effects of separation on children's development are substantial and this has been known for a long time. Notably, these outcomes are the same that result from child maltreatment, parental mental illness, traumatizing events, etc. That is, children display distress in several familiar ways that do not link stressors and signs of distress to specific eliciting conditions. The outcomes include poor mental and behavioral health as indicated by internalizing symptoms (e.g., depression, anxiety, withdrawal), externalizing behaviors (e.g., physical aggression, relational aggression, defiance, theft, and vandalism), and social and cognitive difficulties resulting in poor self-control, difficult peer relations, and poor school performance. Separation from parents is also significantly related to symptoms of posttraumatic stress disorder, bi-polar disorder and schizophrenia even after accounting for prior

level of trauma exposure. Separation from fathers is related to later violent offending. Crittenden, P. M. and Spieker, S, 2023. The findings of this study shows many similar children's symptoms of distress which includes being overactive, restless, being worried, fights with other children, having depression, not being happy and loosing temper easily.

Limitations of the study:

Our study has some limitations. First, it has small sample size that could have under or overestimated the results and a reason for lack of statistical associations of the factors associated with the observed behavioral issues, which limits the generalization of our findings. However, we believe that this study has presented a practical piece of evidence on the effects of early separation from parents on child behaviors among the primary school students.

5. Conclusion

This study has revealed that children living with either single parent or without parents experiences several negative behavioral issues, which includes looks depressive (18%), Overactive (16%), fights with other children (22%) and not happy (18%). In addition, 70% of sample participants were well behaved and usually do what adults request, however 4% of them were found to be contrary to this attitude. This implies that there are still many negative impacts of early children and parents separation which calls for immediate interventions.

6. Implications of Findings

The authors believe that the findings of the study will bring a general awareness in the society regarding the effects of early separation from parents on the mental health and behaviors of the children.

It may positively influence the thinking and the existing attitude of the general population (meaning parents) on not leaving their small children to stay with other family members or in boarding schools.

Also, it may contribute to further research in the similar areas.

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Author Contributions

Tanushree Debnath: designed the study, collected data, Analyzed data, Writing - original draft and Writing - review & editing

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Consent for Publication

All the authors have read the manuscript and approved for publication.

Conflicts of Interest

The authors declare no conflicts of interest.

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