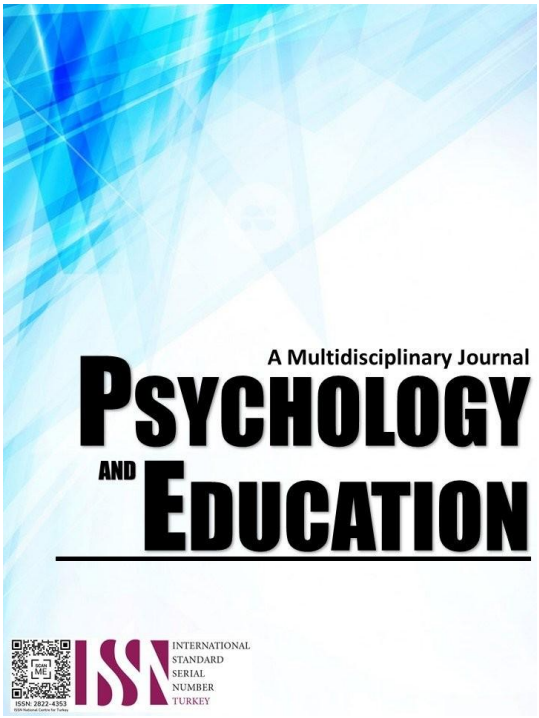
THE JOURNEY OF JUNIOR HIGH SCHOOL LEARNERS TOWARDS EARLY MARRIAGES: THE CASE OF TBOLI TRIBE



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 44
Issue 1
Pages: 36-59
Document ID: 2025PEMJ4239
DOI: 10.70838/pemj.440103
Manuscript Accepted: 07-26-2025

Psych Educ, 2025, **44**(1): 36-59, Document ID:2024PEMJ4239, doi:10.70838/pemj.440103, ISSN 2822-4353

CC BY NC

Research Article

The Journey of Junior High School Learners Towards Early Marriages: The Case of Tboli Tribe

Sarah Mae N. Elevencione,* Cornelio R. Rollo
For affiliations and correspondence, see the last page.

Abstract

The purpose of this study was to explore the journey of Tboli Junior High School learners towards early marriage along with their views, feelings and perceptions on its effects in their lives. Qualitative research design was utilized using single case study approach which involved four (4) participants chosen through purposive sampling. Thematic content analysis was used as a data analysis tool. Findings revealed that participants perceived early marriage as a result due to family pressure, lack of financial stability, adherence to cultural norms, face various changes, ruined future plans, undergo rough patch, important matter to deal with, and require acceptance. In terms of their feelings about the phenomenon, sad, shocked, confused, regretful, irritated, contented, afraid, happy, and obligated were the emergent themes; lastly, social isolation, hinders dream, cause misunderstanding, physical appearance changes, continuous childbirth, body pain, become responsible, economic vulnerability, health risks, dilemma on being neglected, get jealous of successful friends, low self-esteem, multiple responsibilities, struggle on spouse's vices, need to follow in-laws, and become vigilant with actions were its effects in their lives. This may raise awareness on the effects of early marriage, thus have significant social implication on delaying the practice. It was essential to consider context when developing policies and initiatives that are sensitive to cultural differences.

Keywords: *educational management, early marriage, journey, junior high school learners, single case study, Tboli, Philippines*

Introduction

"Our early lessons in love and our developmental history shape the expectations we bring into marriage."-Judith Viorst

The adage above highlights that in cultures where early marriage is a tradition, children are often raised with strong cultural and familial expectations about marriage. Their understanding of love and relationships is shaped by observed roles in family and community, often accepting unrealistic views or unequal power dynamics. In many traditional societies, girls are taught from a young age that marriage is their ultimate goal, leaving them with little control over their futures. This early conditioning can lead them to enter marriage with fixed ideas about gender roles and responsibilities, even if they are not emotionally or developmentally ready.

On this matter, early marriage, which is also known as child marriage, is a practice that legally or ritually binds two individuals under 18 years old as husband and wife. In traditional cultures, societal pressure often drives these young people into early marriage, affecting the stability of their unions. However, youth in individualistic societies typically choose partners based on personal desire and emotional connection. These differences underscore how early experiences with relationships subtly shape the expectations we bring to marriage, influencing whether we teach our children the same patterns or decide to break the cycle and steer them in a more deliberate and self-determined direction (Anarbayeva, 2025; Atila, 2025; Haarr & Duncan, 2023; Hamidah et al., 2023).

As a result, global efforts to end early marriage have been set back by the COVID-19 pandemic. Studies across various countries reported the rising adolescent marriages during the pandemic, particularly in Nigeria, Bangladesh, Ethiopia, Brazil, and India. Without urgent action, an estimated 3.5 million more girls in these countries could become child brides within the next decade. Also, UNICEF warns that COVID-19 could place an additional 10 million girls at risk of child marriage. Moreover, study suggested that the pandemic may lead to 2.5 million more girls at risk by 2025, including 500,000 who were married in 2020 wherein 200,000 of them were from South Asia with one million facing the risk of early pregnancy (Cousins, 2020; Jones et al., 2020; Pathak & Frayer, 2020; Save the Children, 2020; United Nations Children's Fund, 2021; Yukich et al., 2021).

Moreover, according to the Philippine National Demographic and Health Survey, one in six (16.5%) young women aged 20 to 24 were married before they turned 18. A recent study found that 865,800 children under 15 and 5.5 million under 18 marry before adulthood. In Sarangani, early marriage remains prevalent among Tboli, a Lumad tribe in Mindanao, where parents often arrange unions in exchange for dowry. This practice reinforces the objectification of women, which factors include poverty, lack of education, rural isolation, limited media access, religious beliefs, restricted opportunities, and fears related to female sexuality and early pregnancy (Bhattarai et al., 2022; Doubleday & Adams, 2020; Kinanti & Fahadayna, 2024; Musili, 2022; Pourtaheri et al., 2024; Sripad et al., 2024; Subramanee et al., 2022).

As a teacher assigned to an Indigenous Peoples (IP) community, I have seen the struggles of young girls who were forced into early marriages, often against their will, due to societal and cultural pressure. Despite efforts to intervene by discussing the issue with parents, the marriages went ahead, highlighting the overwhelming sense of helplessness that many educators experience when attempting to address such deeply ingrained practices. The experiences of these young girls, whose educational aspirations were often derailed by the responsibilities of early marriage, remain largely underexplored, particularly in the context of Indigenous communities, where the

intersection of tradition, gender roles, and educational access creates unique challenges.

Understanding how early marriage persists in these communities despite intervention efforts and how education can help lessen the effects was the research gap. In-depth studies that particularly address the experiences of young learners in Indigenous Peoples communities, where cultural practices and traditions frequently play a significant role in shaping marital expectations, were still lacking despite the growing body of research on early marriage. Furthermore, research investigating educators' roles in addressing this issue and their challenges in effectively intervening in it is scarce.

The urgency of this study stems from the alarming fact that early marriage continues to affect a significant number of young girls, particularly in communities where traditional practices are strongly influenced. James Alfred Strong Integrated School opened its Junior High School, where the growing cases of early marriage among the learners have been noticed. Women are usually expected to drop out of school to concentrate on taking care of their new home, having children, and childcare, making it a barrier to education. Furthermore, it dramatically lowers their chance of completing secondary education. It is on this premise that the researcher engaged in the particular research endeavor to understand the phenomenon of early marriage from the lens of the Tboli learners (Howlader et al., 2023; Rahmadia et al., 2025; Uddin, 2021).

Literature Review

Views on Early Marriage

In contemporary times, scholars have coined new terms to emphasize adolescent girls and boys' perspectives on early marriage. For instance, terms like child marriage, early marriage, forced marriage, and adolescent marriage help clarify the issue. However, the term child marriage is the most widely accepted to harmonize and consolidate global efforts on the topic. It reflects young people's diverse experiences and vulnerabilities in marriage at an early age (Barney et al., 2022; Efevbera & Bhabha, 2020).

In essence, there are three major approaches to understand early marriage. The public's first perception of early marriage is often that it is a personal choice made to achieve spiritual fulfillment and marital pleasure, as well as a tradition encouraged by family and society. In addition, factors such as culture, religion, and social media influences portray marriage as a source of freedom, romance, and happiness. These factors are compounded by poverty, low education, low-income family self-esteem, and sexual pressures. Furthermore, the effects of early marriage on family resilience often involve subordination of women, financial strain, emotional distress, and health issues, particularly related to reproductive health (Nikmatullah, 2023; Nisa, 2020; Rahman & Yuandari, 2020).

Regarding teenagers' voluntary involvement in early marriage, it has been notably influenced by the COVID-19 pandemic in specific contexts. For some adolescents, early marriage became a coping mechanism for dealing with boredom, stress, loneliness, or the desire to preserve pre-pandemic relationships. Historically, young people have sometimes viewed marriage as an escape from academic or household responsibilities a tendency that intensified with prolonged school closures. Additionally, acute stressors like the death of a parent have been associated with both a greater likelihood of early marriage and higher levels of reported satisfaction with the decision. In some cultures, traditional norms even encourage or require marriage after a parent's death, contributing to a rise in early marriages among female orphans (Amin et al., 2020; Candel & Jitaru, 2021; Deane, 2021; Komura & Ogawa, 2022; McNulty et al., 2023; Rahiem, 2021).

On the other hand, despite being considered one of the three most significant life events, marriage is fundamentally a personal decision. International human rights treaties have long advocated for the freedom to make this decision. Nevertheless, many young girls, and a smaller percentage of boys, get married without exercising this freedom of choice. Many young women are forced into marriage, often by parents who seek to alleviate financial strain. Furthermore, marriage is seen as a key step to adulthood and social respectability in many societies, even if the marriage is unhappy or detrimental (Gambir et al., 2024; Lami et al., 2023; Ricker et al., 2023).

Recent study suggests that marriage has retreated to a position of diminished prominence in the life cycle, reflecting shifts in how people view this institution. While fewer people choose to marry, those who do often experience more stable and lasting partnerships. These changes in marriage patterns can profoundly affect individuals' lives by influencing their emotional well-being, financial stability, and social support systems. As marriage evolves, it shapes personal identities and life trajectories in new and complex ways. Understanding these changes helps reveal how marriage remains a powerful force in shaping people's experiences, even as its role transforms (Cherlin, 2020; Cohen, 2023; Smock & Schwartz, 2020).

Additionally, research has shown that parents significantly influence the continuation of early marriage, particularly through intergenerational communication. In this regard, fathers, in particular, have substantial influence over when a girl gets married, and adolescents often lack the power to reject an arranged marriage. This pressure is particularly strong in societies where marriage is viewed as an essential life event for women (Kohno et al., 2020; Misunas et al., 2021; Ningsih et al., 2022; Sripad et al., 2024).

However, parents have diverse reasons for pushing their children into early marriages. For instance, economically distressed families may see early marriage as a way to alleviate financial burdens, believing that marrying off their daughters will provide immediate relief. Moreover, girls may marry to ease financial pressure when their families struggle to meet their basic needs. In such cases, adolescents may resort to extreme coping strategies, like child marriage, in order to secure food or other essentials when facing food

insecurity. Consequently, poverty-related research and policy often emphasize marriage as a potential solution for reducing poverty and ensuring financial stability for families with children (Bahl et al., 2021; Baird et al., 2022; Baker & O'Connell, 2022; Chowdhury, 2021).

Furthermore, low-income families are more likely to engage in child marriage due to missed educational opportunities and a lack of awareness about the dangers of early marriage. In many communities, it is commonly believed that reaching puberty makes one eligible for marriage. As a result, parents with limited education continue to practice child marriage, often unaware of the long-term consequences of this practice (Berliana et al., 2021; Pourtaheri et al., 2023; Rahiem, 2021; Roy & Chouhan, 2021).

Moreover, aside from economic struggles and dowries, traditional sociocultural factors such as relational sentiments and family honor are significant causes of child marriage. In many cultures, marriage is seen as a rite of passage and a necessary part of womanhood, deeply embedded in cultural values. There is increasing evidence linking social norms to child marriage, with these norms helping to perpetuate the practice. Even when marriage is legally questionable, girls and young women who marry in religious or customary ceremonies often consider themselves married, and are regarded as such by their families and communities (Asadullah et al., 2021; Melnikas et al., 2020; Psaki et al., 2021; Ricker et al., 2023).

Feelings on Early Marriage

According to studies, men are happier with enjoyable experiences, while women find happiness in meaningful ones. This implies that individuals are responsible for their happiness, which is often linked to financial stability, as it enables access to life's comforts. Moreover, financial security plays a vital role in marital happiness, which has both emotional and material foundations, positively affecting psychological well-being. A spouse provides intimate companionship and expands one's social network. In addition, a supportive and reliable relationship with a spouse is crucial for happiness, and strong family connections, especially for older adults, also contribute to overall contentment (Brakus et al., 2022; Jambunanda, 2023; Keiter, 2023; Liu & Hseih, 2024).

Also, happiness is considered a fundamental human right, and a woman's right to happiness should be the foundation for future policies. According to research, it has become clear that happiness stems from the absence of personal and familial issues, such as disputes, arguments, miscommunications, typhoons, natural disasters, fatalities, and illnesses. In this regard, access to reproductive health care and education is essential for the happiness of tribal women. Additionally, happiness tends to decrease from young adulthood to midlife, and then increase with age from midlife onward, creating a universal U-shaped pattern (Biana & Jabar, 2024; Blanchflower, 2021; Koren, 2023; Sahoo & Pradhan, 2021).

In contrast, although marriage is one of the most intimate and enduring relationships in a person's life, not everyone is happy. According to the literature, low marital satisfaction negatively impacts quality of life and exacerbates mental symptoms. In particular, when it comes to early marriage, teenage girls often feel very sad because it can result in feelings of missed opportunities and unmet expectations. Moreover, reduced marital satisfaction leads to decreased happiness, a decline in the social support that spouses provide each other, deteriorated mental health, and, ultimately, a decline in overall quality of life (Karney & Bradbury, 2020; Salinger et al., 2021; Seyed Mousavi et al., 2021; Sun & Wang, 2023).

An increase in loneliness was more frequently reported by women than by men. This disparity may be attributed to a variety of social and psychological factors, including differences in emotional expression, social support networks, and caregiving responsibilities. Research suggests that women are generally more attuned to their emotional states and more likely to acknowledge and report feelings of isolation. Additionally, women often carry a greater emotional burden in maintaining family and social connections, which may be disrupted during times of crisis or social change, such as the COVID-19 pandemic. As a result, disruptions in social routines may disproportionately impact their sense of connectedness and well-being (Entringer et al., 2020; Entringer & Gosling, 2021; Niedzwiedz et al., 2021; Philpot et al., 2021; Wong et al., 2020).

Moreover, the rising levels of loneliness were observed among younger participants, particularly among students. This trend may be due to the significant life transitions and social disruptions commonly experienced by young adults, particularly during times of crisis or change. For students, the shift to remote learning, limited campus interactions, and reduced opportunities for peer engagement can contribute to a diminished sense of belonging and increased isolation. Furthermore, younger individuals often rely heavily on social networks and peer relationships for emotional support, which may be harder to maintain in virtual environments (Beutel et al., 2021; Elmer et al., 2020; Ernst et al., 2022; Mund et al., 2020; Rogers & Cruickshank, 2021).

Conversely, when something unexpected happens, surprise is felt, whereas when expectations are not fulfilled or are broken, disappointment is experienced. This phenomenon, whether it is surprised happiness or disappointment due to unhappiness, can be explained by the fact that experiences are connected to one's initial expectations, whether the result is positive or negative. This shock can be caused by a variety of factors, including societal expectations, family pressures, and personal goals that clash with the realities of marriage (Koren, 2023; Panitz et al., 2021; Stockdale, 2022).

Besides, the demands of married life such as managing a household, finances, and intimate relationships often leave young adolescents unprepared and feeling lost, unable to shape their past or future. This leads to issues in four key areas: the risks of early independence, school-related challenges, social isolation, and uncertainty about career paths. In addition, limited communication with reproductive

health professionals creates confusion around sexual and reproductive health, making peer advice unreliable. Ultimately, adolescents who struggle to recognize their self-worth often experience a deep sense of confusion and disorientation (Akbarbegloo et al., 2024; Um, 2024; Uzayisenga et al., 2024).

Furthermore, adolescent girls often express deep regret over the opportunities they sacrificed due to early marriage. This regret is frequently rooted in limited financial resources, persistent loneliness, and missed educational prospects. Online surveys have explored feelings of marital regret in detail, revealing that 31% of 1,900 married respondents in a Civic Science poll said they would not remarry their current spouse if given the chance. Similarly, another online survey found that 23% of married individuals would choose not to marry their partner if they could go back in time. In many cases, women regret early marriage because of the personal, familial, and social challenges they face particularly the loss of education and employment opportunities after being forced to leave school (Greil et al., 2022; Yoosefi Lebni et al., 2023; Piotrowski, 2021; Rutledge et al., 2024).

Consequently, emotionality refers to the tendency to experience negative emotional states, such as anger, anxiety, suspicion, and irritability, often triggered by events that others may perceive as minor annoyances. For women, these emotions may be amplified by their husbands' actions, such as lack of affection, relationships with other women, or discussions about those relationships, leading to significant distress. These arguments are often difficult to resolve due to long-standing differences in personality, lifestyle, or perspective. One strategy for easing love in these situations is recognizing that one's response to their partner is a powerful relationship tool. Instead of reacting negatively, one can choose to ignore the behavior, move on, or accept it as a small part of the person they have chosen to love (Jamison, 2024; Roman, 2020; Tasew & Getahun, 2021).

Additionally, when young adolescent girls enter into early marriages, they frequently experience intense fear, particularly if their spouses are strangers or have never been their boyfriends, driven by future uncertainty. According to studies, the first day of marriage was the worst experience for some participants, as it left them terrified and confused about what marriage was. This anxiety arises from navigating a relationship without any prior emotional foundation, raising questions about communication and compatibility. Thus, given the magnitude of issues like labor inequality, it is easy to become overwhelmed by feelings of fear, anger, or anxiety, making major decisions seems overwhelming. Unwanted pregnancies also cause suffering and fear among young people (Hamad et al., 2021; Hellwig, 2024; Tartakovsky, 2025).

Similarly, fear functions as an adaptive response that enables individuals to recognize and respond to threats effectively. Through the process of repeated exposure to fearful stimuli without negative consequences, such fear-related memories can be attenuated or extinguished. However, fear operates not only at a physiological level but also manifests psychologically, particularly within intimate relationships such as marriage. In instances where a wife harbors distrust or experiences fear toward her husband, the marital relationship may lose its foundational qualities of sincerity and sanctity. Consequently, the relationship may become characterized by heightened stress and psychological trauma for the wife, undermining relational well-being (Arini, 2023; Brown et al., 2025; Mertens et al., 2020).

Otherwise, taking on family responsibilities can significantly impact identity development. In many societies, women are primarily responsible for tasks like cooking, cleaning, and managing the home, while teenagers often feel limited in their career choices by parental expectations. Research on maternal guilt typically focuses on the emotional strain of meeting unrealistic parenting standards, but interventions can encourage parents to reevaluate these expectations and adjust their approach. Over time, many parents shift their understanding of their role, realizing that sobriety and self-awareness are key to effective parenting (Bui, 2022; Collins, 2021; Damaske, 2022; Day et al., 2021; Haslam et al., 2020; Nomaguchi & Milkie, 2020; Randles, 2021; Wolford & McWey, 2020).

Nevertheless, despite the negative emotions often linked to early marriage, a supportive spouse who provides love, responsibility, and meets family needs can help young adolescents feel content. Research shows a positive correlation between marital status and life satisfaction, with factors like social influences, health, income, and marital quality playing key roles. A caring, responsible husband offers stability and security, making the young woman feel valued. Marital satisfaction is influenced by socioeconomic status, conflict, communication, and emotional expression. Overall, studies indicate that those happy in their marriages tend to experience greater life satisfaction (Aydın & Onger, 2022; Frye et al., 2020; Ikican et al., 2020; Ngoo et al., 2021; Sayehmiri et al., 2020; Tore et al., 2024).

Effects of Early Marriage

Studies show that girls who marry early face several harmful effects. These effects include losing personal freedom, experiencing strict control, bearing heavy responsibilities, and becoming socially isolated. Beyond these difficulties, they frequently deal with financial struggles and reproductive health issues. Challenges within their marriages and family lives add to their problems. Altogether, these circumstances limit their ability to participate fully in society and feel included (Adola & Wirtu, 2024; Baysak et al., 2021; Debele et al., 2024; Yoosefi Lebni et al., 2023).

In relation to these social effects, child marriage disrupts adolescent girls' social lives, leading to isolation by limiting education, social interactions, and personal growth. This isolation causes them to lose touch with peers, abandon academic goals, and prioritize household duties. Social isolation, influenced by the environment, is marked by a lack of social roles and relationships. Young brides are cut off from their peers and form relationships with older individuals, further increasing their isolation. This is compounded by unfamiliarity with neighbors and differing backgrounds. Policies addressing economic issues, mental health care, and community support can help

reduce the negative effects of social isolation (Abu-Aridah & Henn, 2024; Kim & Kim, 2024; Pica et al., 2024; Postill et al., 2024).

As a result, young girls who marry early may suffer from low self-esteem due to limited education and awareness of their rights and potential. Self-esteem, which is crucial for both social and psychological well-being, is often shaped by one's sense of value and achievements. However, positive psychology strategies focusing on accomplishments and gratitude can improve self-esteem in young adolescents. Conversely, women experience a larger impact from emotional insecurity, self-esteem issues, and marital conflict compared to their spouses (Chen et al., 2024; Lee, 2023; Sahakian, 2024).

Also, jealousy and the quality of friendships are closely linked, with each having a substantial impact on the strength and well-being of social relationships. Jealousy in friendships can take many forms and often reflects deeper emotional concerns. It may stem from feelings of insecurity, fear of being replaced, or the perception that someone else is threatening the closeness of the bond. These emotions can lead to tension, misunderstandings, and even conflict within the friendship, ultimately weakening its quality. Understanding the roots of jealousy is essential for fostering healthier, more resilient connections among friends (Hui, 2025; Leite, 2024; Zonash et al., 2021).

Moreover, young girls are expected to be cautious of their behavior after marriage, as it can significantly affect family dynamics and reputation. Careless actions can lead to gossip, damaging their family's reputation and causing miscommunication. In honor cultures, being respected by others, in addition to possessing self-respect, is vital for maintaining a positive self-view. This focus on both personal and social image is a defining feature of honor cultures, which often differ in whether self-worth is seen as intrinsic or shaped by social perception (Cross & Uskul, 2022; Keni, 2024; Menkor et al., 2021; Uskul et al., 2023).

On the other hand, early marriage casts a shadow on young brides' psychological well-being. Stressful life events, particularly those involving family conflict, are major risk factors for mental health disorders and suicidal behavior. These challenges are often compounded in individuals with depression, who tend to experience greater interpersonal distress and reduced satisfaction in their relationships. As dissatisfaction deepens, emotional strain increases for both partners, further intensifying the stress within the relationship. This heightened stress can weaken the effectiveness of coping strategies, making it more difficult to manage ongoing conflict (Abe & Nakashima, 2020; Aguilar-Raab et al., 2022; Anarbayeva, 2025; Mughal et al., 2020).

Additionally, the vices of husbands, particularly alcohol abuse, exacerbate stress in marriage. Research has shown a strong correlation between alcohol consumption and domestic violence, with alcohol-related conflicts often resulting in violent altercations. For young brides, this can be especially damaging, as they frequently face emotional and physical neglect from their husbands. Alcoholism and reckless spending can also strain family finances, leading to further stress and conflict. In these situations, women often report increased levels of emotional burden as they try to cope with their husbands' behaviors, which can lead to feelings of powerlessness and entrapment (Beminate et al., 2024; Lima et al., 2024; Mehra et al., 2023).

Moreover, the dowry system compounds the stress experienced by young brides, particularly those in rural areas or with little education. This practice can create a power imbalance, with husbands using the dowry as a form of dominance over their wives. In many cases, young women feel pressured to conform to their in-laws' expectations, which can lead to additional emotional strain. These societal pressures can also affect their personal development, as they are often expected to manage household duties, follow cultural customs, and maintain family ties, all of which can limit their independence and mental well-being (Coll et al., 2023; Demir & Park, 2022; Jannatul et al., 2023).

Subsequently, emotional neglect from husbands and the fear of abandonment can have lasting psychological effects on young brides. Many experience anxiety about their husbands' expectations and the potential of being replaced or left. This emotional strain is exacerbated by societal pressure to remain in marriages despite these challenges. In such relationships, communication often breaks down, and misunderstandings become frequent. Additionally, conflicts between parents and young brides over marital expectations can strain relationships and hinder personal growth (Al-Naamani et al., 2024; Ricker et al., 2023; Slobodin et al., 2020).

Furthermore, due to their limited maturity and life experience, young adolescent girls in early marriages often face misunderstandings in relationships. The complexities of emotional intimacy, communication, and conflict resolution can be difficult to navigate, increasing relational challenges. Parental attitudes, particularly conflicts between traditional and contemporary views on marriage, further complicate these dynamics. Poor parent-child relationships amplify the negative impact of parental conflict on girls' perceptions of marriage, underscoring the need for mutual accommodation between mothers and daughters to resolve disputes (Wahyuningtyas et al., 2023; Whatling, 2022; Xiong et al., 2022).

In terms of physical effects, early marriage significantly impacts teenage girls, especially during puberty and potential early pregnancies, affecting physical appearance and self-image. These changes often lead to weight and body shape fluctuations, harming self-esteem. Cultural factors shape body perceptions, underscoring the need to consider cultural contexts in addressing body image issues. In today's globalized world, social media promotes standardized beauty ideals, influencing teenagers worldwide across cultures (Abdoli et al., 2024; Rounsefell et al., 2020; Thompson et al., 2020; Wang, 2021).

Notably, early childbearing presents significant health risks for adolescent mothers. Pregnancy and childbirth complications remain the leading causes of mortality among girls in this age group. Due to their physiological immaturity, they are particularly susceptible to

adverse health outcomes. Their reproductive development is not fully matured, increasing the likelihood of medical complications. Furthermore, they are prone to nutritional deficiencies, which further compromise their overall health and maternal outcomes (Pradhan et al., 2024; UNICEF, 2022; WHO, 2023).

Relatively, early marriage imposes severe physical strain on young girls through demanding domestic tasks like lifting heavy loads, cooking, and childcare. These activities, especially during critical developmental stages, can trigger chronic pain that limits social, professional, and self-care activities. Chronic pain also disrupts sleep, impairs cognition, and contributes to anxiety and depression, significantly reducing the quality of life for girls forced into early marriage (Axon & Eckert, 2024; Rikard et al., 2023; Torres, 2024; Yong et al., 2022).

Methodology

This study described the journey of the Tboli Junior High School learners of James Alfred Strong Integrated School towards early marriage. A qualitative methodology was employed due to its exceptional ability to capture diverse human experiences, particularly in complex phenomena such as early marriage. By focusing on subjective experiences, qualitative research offers deeper insights that are often beyond the reach of quantitative approaches. The study utilized a qualitative single case study design to examine the socially occurring experiences of four junior high school learners (Aspers & Corte, 2019, as cited in Banquerigo & Quines, 2024; Hall & Liebenberg, 2024; Lindgren et al., 2020; Yin, 2018).

Essentially, qualitative research is a non-numerical approach to studying human behavior, attitudes, beliefs, and personality characteristics. Unlike quantitative research, it emphasizes open-ended, non-biased, and evolving responses. This flexibility allows researchers to adapt and refine their methods throughout the study, providing a richer understanding of the topic. One of the key strengths of qualitative research is its capacity to empower participants by offering a platform for sharing their perspectives, especially in the face of adversity. It also provides a deeper understanding of the subject by exploring various research designs (Anderson et al., 2021; König et al., 2022; Mohammad et al., 2024; Nind & Katramadou, 2023).

Subsequently, qualitative research offers the flexibility to explore unexpected areas of interest, enriching the researcher's understanding of the topic. The iterative processes used for data collection, analysis, and theory development allow for identifying patterns and themes within the data. This approach is well-suited to contexts in which issues of subjectivity, contextual nuance, and interpretative depth are central. Moreover, it is valuable for understanding the social and cultural dynamics that shape behaviors, contributing to theory, practice, and policy development, particularly in fields like education (Bloomberg & Volpe, 2019; Creswell & Creswell, 2018; Mertens, 2020; Tilman et al., 2025).

Moreover, qualitative studies investigate real-life issues by examining participants' experiences and perceptions. These studies focus on the "how" and "why" rather than the "when," "what," or "where," providing insights into complex human behavior. Unlike quantitative research, which typically involves numerical data and interventions, qualitative research allows for hypothesis development and deeper understanding. It uses a variety of methods, such as case studies, interviews, and observational data, to interpret events in their natural settings (Im et al., 2023; Renjith et al., 2021; Tenny et al., 2022).

Also, qualitative research aims to provide a comprehensive picture of a specific trend through methods like observations, interviews, and document analysis. Approaches within qualitative research include ethnography, grounded theory, case studies, narrative, and phenomenology. This study employed a qualitative single case study design, which has become increasingly popular across various fields, including nursing, education, and workplace studies. It allows for the collection of rich, detailed information from multiple sources, enhancing the quality and depth of the research (Chen et al., 2022; Nassaji, 2020; Sibbald et al., 2021; van Schothorst-van Roekel et al., 2021; Viera, 2023; Virdun et al., 2019).

Notably, single case studies are beneficial for exploring unique or rare cases in great detail. They allow for a comprehensive understanding of the complexities of the case under investigation by employing various qualitative techniques such as document analysis, observations, and interviews. These methods help develop theories, generate hypotheses, and provide suggestions for practice or policy (Michiels & Onghena, 2019; Riley-Tillman et al., 2020).

Furthermore, case studies are ideal for examining complex phenomena in real-world settings beyond the researcher's control. The case study design was chosen to deepen understanding of the intricate experiences and ideas associated with early marriage in a specific context. The case unit of analysis defines what is being studied, guiding the data collection and analysis to develop a comprehensive understanding of the phenomenon. As an unbiased, inductive method, a qualitative case study relies on reflexivity and diverse knowledge sources to reach profound insights (Hancock et al., 2021; Rashid et al., 2019; Yin, 2018).

In a qualitative study, as a researcher, I served as the main instrument for gathering the data needed. Data was gathered via field observation, interviews, documents, texts, and my reactions and impressions. I also played the roles of an inquirer, interviewer, observer, advocate, transcriber, and analyst (Meyer & Schutz, 2020).

Inquirer. As an inquirer, I sought to understand participants' emotions and thoughts. This was challenging due to the sensitive and often recent nature of their experiences. Building trust and maintaining relationships throughout the research helped ease this process

(Lessard et al., 2020, as cited in Chung & Clandinin, 2023).

Interviewer. I created an interview guide to structure conversations while allowing flexibility. Open-ended questions encouraged detailed responses, and follow-up probes uncovered deeper insights. I also used additional sources—documents, observations, and intuition—to enrich the data (Dillman Taylor & Blount, 2021).

Observer. Through direct observation, I gathered data that complemented other methods. Using a checklist, I documented participant behaviors during interviews, capturing insights that might not emerge from verbal responses alone (Bachman & Schutt, 2019; Howitt, 2019).

Advocate. As an advocate, I aimed to influence educational policies by collecting accurate, meaningful data. The interviews allowed me to ask targeted questions, ensuring that the findings were relevant and impactful (Meyer & Schutz, 2020).

Transcriber. I transcribed interviews verbatim, turning spoken words into written data for analysis. Textual data, including field notes and documents, was sorted by themes to support interpretation. Transcription served both as data collection and early analysis (Adams et al., 2019; McMullin, 2023; Woods, 2022).

Analyst. As an analyst, I reviewed transcripts and notes to identify patterns. I used an emic approach, allowing participants to define concepts in their own terms, revealing culturally grounded insights (Beals et al., 2020).

The participants of this study were four (4) Tboli Junior High School learners who were enrolled for the School Year 2023-2024. In qualitative research, there are no specific rules about the sample size of participants. For this study, I utilized a purposive sampling method. It was frequently used to identify and select participants involved in qualitative research method cases relating to the phenomenon of interest. Moreover, purposive sampling was a technique whereby a researcher selects the sample population with the understanding that the sample will address the research question because of their familiarity with or membership in a particular target population (Campbell et al., 2020; Creswell, 2013; Ellis, 2021; Gupta et al., 2019; Moser & Korstjens, 2018).

Furthermore, purposeful sampling worked better in qualitative research than statistical probability sampling, which was employed in quantitative research. When qualitative research reached theoretical saturation, the study population was frequently small. In qualitative research, the sample under analysis might include people, recordings, images, and documents. Accordingly, the researcher selected four students from the Junior High School of James Alfred Strong Integrated School to be the participants. The inclusion criteria for this study focused on female learners aged 10 to 17 who were either enrolled or had dropped out during the School Year and are engaged in early marriage. They were all female since the questions related to the effects of early marriage would be more explored based on their daily experiences towards it (Saunders, 2018, as cited by Mohammad et al., 2024; Yazan, 2015).

On the other hand, male learners were not included in the study, and female married learners who were not enrolled during the School Year 2023–2024 at James Alfred Strong Integrated School. Furthermore, the study did not include married junior high school learners who did not belong to the Tboli ethnic group or those whose marriage was done at 18 and above.

Regarding withdrawal, participants could leave the study at any time if they felt uncomfortable or unable to continue, whether for personal reasons, emotional distress, or discomfort with the material discussed. Furthermore, any participant who violated ethical guidelines, such as confidentiality breaches, would be removed to ensure the study's integrity.

In terms of data collection, I utilized the following steps: first, I sent a research proposal to the office of the Graduate Studies for ethical review; once the office sent their approval, I requested an endorsement letter from the RMMC-General Santos Graduate school through the office of the Dean to conduct the study; then I sent a letter to the validators for them to validate the interview guide questions; letter of invitation with the informed consent form approved by the RMMC-Graduate School was sent to the informants, and since my study is under the Indigenous Knowledge and practices, I secured the consent of Tboli Indigenous Cultural Communities following the procedures and processes mandated by the National Commission on Indigenous Peoples (NCIP) Administrative Order No. 1, Series of 2012. I made sure that the necessary ethical considerations were followed.

Second, I ensured that the respondents understood the study's primary goal and that their participation was voluntary. I also encouraged them to be honest in their responses and guided how to complete the forms. As a researcher, I highlighted the recruitment process's lack of coercion, undue influence, or inducement; the consent form was distributed, and then I personally collected it to ensure confidentiality.

Third, I conducted the interview. I ensured that Tboli Junior High School learners could voice their opinions by asking them the research questions through in-depth one-on-one interviews. I recorded the entire interview covering everything they said as they expressed their experiences and respected their decision to refrain from the questions they felt uncomfortable answering.

Fourth, I ensured the data were saturated and the results were confidentially transcribed, analyzed, and interpreted. Furthermore, I employed member checking to ensure the reliability of the data wherein the participants reviewed, confirmed, and signed the interview transcripts.

Qualitative data analysis is an interpretative process in which researchers derive meaning from a dataset. This analysis involves

synthesizing data into meaningful information and restructuring it in a way that is accessible to the reader. The process encompasses data collection and analysis and establishing robust and iterative connections between theory and data. These connections are fostered through scientific reasoning processes, which are considered a fundamental component of the qualitative data analysis framework. Furthermore, a researcher interprets and gives meaning to a data set in qualitative data analysis (Earl Rinehart, 2021; Kennedy & Thornberg, 2018).

This study utilized the data analysis stages described by Graneheim and Lundman, which are well known in qualitative research for their systematic and rigorous analysis. The first step in the process was to accurately and fully represent the data by transcribing each interview as soon as it was finished. I listened to audio recordings several times and put them into words. Afterwards, a thorough and repeated reading of all texts was made to gain a comprehensive understanding of the participants' perspectives and experiences in early marriage, exploring their views, feelings, and effects on their lives. I accomplished this by first familiarizing myself with the data gathered from them by reading it multiple times.

Subsequent to this is the translation of data into English since the participants' responses were delivered in their preferred language to express themselves better, followed by the interpretation of data to identify meaningful patterns or themes within the text. Thematic analysis is a popular method for interpreting data from various sources, including interviews, focus groups, open-ended survey responses, diaries, videos, and other textual or visual materials. It is a qualitative research approach that identifies, examines, and documents recurring patterns or themes. These segments encapsulated key concepts or ideas related to the research questions, which were extracted and summarized to condense the data while preserving its essence (Brandau & Rebello, 2021; Ryan-Vig et al., 2019).

In order to describe the themes, the next step involved coding, where the analyst assigned labels or codes to these meaningful patterns or themes based on the data given. This coding process facilitated the systematic organization and categorization of the data, allowing for identifying patterns and themes across the dataset. As coding progressed, initial codes were grouped into subcategories, which were then organized into three categories: mainly views, feelings, and effects of early marriage. This iterative categorization process involved comparing codes within and across interviews, refining and developing coherent themes that captured the essence of the data (Sahebihagh, 2024).

Trustworthiness is essential in qualitative research to ensure findings are accurate, credible, and grounded in participants' experiences. It requires researchers to remain open and use methods that support authenticity and depth. Evaluated through credibility, transferability, dependability, confirmability, and authenticity, these criteria strengthen research rigor and provide a framework for assessing quality and reliability (Blignault & Ritchie, 2009 as cited in Sinha, 2024; Creswell, 2014, as cited by Hlahla, 2024; Fjordkvist et al., 2024; Gray 2017, as cited in Smith et al., 2024; Lincoln & Guba, 1985, as cited in Irani et al., 2024; Polit & Beck 2021).

Credibility. Credibility refers to the level of confidence in the truthfulness of the findings and their alignment with reality. To strengthen credibility, I spent extended time engaging with participants, allowing for thoughtful reflection and detailed responses. Using multiple methods and data sources enriched the analysis and reinforced the findings. Credibility is crucial, as it directly affects how participants and readers perceive the value and relevance of the research (Grappendorf et al., 2024; Lincoln & Guba, 1985, as cited in Irani et al., 2024; Morgan, 2024).

Transferability. Transferability concerns how well the findings apply to other contexts or groups. Unlike quantitative generalization, it focuses on the depth and context of qualitative data. I supported transferability by providing rich, detailed descriptions of the setting, participants, and methods, helping readers determine the relevance of the results to their own situations (Abebe et al., 2022; Akhtar et al., 2024; Qin & McNaughtan, 2024).

Dependability. Dependability ensures that findings remain consistent and stable over time, similar to reliability in quantitative research. I maintained clear and detailed records of the entire research process, making it possible for others to trace and review the procedures. This transparency supports the study's consistency and reproducibility under similar conditions (Dehghani et al., 2023; Gascoigne, 2024; Gray et al., 2017, as cited in Watson et al., 2024; Leslie, 2024).

Confirmability. Confirmability ensures that the results are shaped by participants' input rather than researcher bias. I practiced reflexivity, consistently examining and setting aside my own assumptions. Member checking—allowing participants to review findings—also helped ensure that the interpretations reflected their actual perspectives (Ahmed, 2024; Creswell & Creswell, 2018, as cited in Wahid et al., 2024; Tajari et al., 2024).

Authenticity. Authenticity reflects how faithfully the study captured participants' lived experiences. I built trust and rapport with participants before interviews to create a safe space for honest sharing. This helped ensure that the findings genuinely represented their voices, particularly in understanding the impact of early marriage (Bander et al., 2024; Hmoud et al., 2024; Munir et al., 2024).

Ethical Consideration

A primary ethical consideration had distinct implications for this qualitative research. These issues and concerns primarily arose from the methodology used in the study. The ethical challenges relevant to this research included the proper conduct of the study, confidentiality, and anonymity. This study followed the standards of the RMMC Ethics and Review Committee for the guidelines of ethical consideration, particularly in addressing the population and data, such as, but not limited to:

Voluntary Participation. Participants joined voluntarily, with no risk of penalties, loss of benefits, or obligations for reparations. The study's purpose and benefits were clearly explained, and participants' rights were respected. They could withdraw at any time if they felt uncomfortable.

Privacy and Confidentiality. Participants' right to privacy, protected under the Data Privacy Act of 2012, was respected throughout the study. To maintain confidentiality, respondents were given the option to remain anonymous on the survey. Personal demographic details such as age, gender, occupation, employment status, or health conditions were not published. All responses were treated as confidential to ensure the participants' safety and privacy.

Informed Consent Process. Prospective participants were fully informed about the study's goals, methods, and benefits. Participation was voluntary, confirmed through a signed informed consent form outlining key details and survey procedures. Community consent was secured following NCIP protocols, so parental consent was not required. Participants' names were not included in the survey, and all responses were kept confidential. They were also made aware of their right to withdraw at any time. All collected data was protected and could only be released with proper consent, ensuring participants maintained control over their personal information.

Recruitment. Participants were informed of their inclusion in the study and its overall purpose. To help them fully understand, I explained the study's goals, rationale, and significance, both verbally and through a written letter. This allowed them to see the value of the research and make an informed decision about participating.

Risks. This study was conducted only after confirming a favorable benefit-to-risk ratio, with participant welfare as a top priority. To prevent harm, participants' identities were kept confidential, ensuring their safety and security. As the researcher, I made sure participants were physically, emotionally, and socially prepared, and in answering the survey questionnaire, I ensured they did not feel discomfort or awkward.

Benefits. This study offered participants a respectful space to share their personal stories, empowering them to express emotions often left unspoken-an experience that proved both therapeutic and reflective. It also helped raise awareness about the complex challenges and lasting impact of early marriage, contributing to a broader societal understanding. These insights may guide future policies, educational initiatives, and culturally sensitive community programs aimed at preventing early marriage, especially among the participants' children and siblings.

To uphold the principle of beneficence, I ensured that no harm came to the participants and that the study would provide meaningful contributions to future related research. The knowledge gained from this study serves as a valuable benefit for all involved.

Plagiarism. The study had no trace or evidence of misinterpretation of someone else's work. The study was subjected to plagiarism detectors like Turnitin software. I need that positive character and integrity associated with moral virtues and values. I must have better knowledge about the paradigm of plagiarism to have a credible research paper.

Fabrication. The study had no indication or cue of purposive misinterpretation of what had been done. There was no making up of data and results or purposefully putting forward conclusions that were not accurate. I employed and integrated theories related to the information and other inferential concepts.

Falsification. The study did not misrepresent findings to fit any model or theory, nor did it exaggerate claims. It also avoided data manipulation, such as altering results or ignoring key details, ensuring honesty and transparency throughout.

Conflict of Interest (COI). The study had no conflict of interest, as there was no influence from secondary interests like financial or academic gain affecting professional judgment. Additionally, I did not pressure or control participants to join the study.

Deceit. The study had no trace of misleading the participants about any possible danger. There must be humongous protection for the rights of the participants in any study, especially since they have attained higher education, so balance and appropriate principles shall be adhered to.

Permission from the Organization/Location. In accordance with established protocols, approval to conduct the study at James Alfred Strong Integrated School was sought from the Schools Division Superintendent of Sarangani following consultations with the panelists, adviser, and the RMMCERC committee. Subsequently, a formal letter, endorsed by the superintendent, was submitted to the school principal. Prior to administering the survey questionnaire, Tboli Junior High School learners, together with representatives from the National Commission on Indigenous Peoples (NCIP) of Maitum, were oriented in compliance with the guidelines specified in Administrative Order No. 1, Series of 2012.

Authorship. I am currently enrolled in the RMMC Graduate School. I underwent a series of revisions for my thesis based on the suggestions and recommendations made by my adviser, who guided me throughout the completion of this paper. I refined the paper through his guidance. I also followed the standards of the RMMC Ethics Review Committee for the guidelines of ethical consideration.

Results and Discussion

The purpose of this undertaking was to describe the journey towards early marriages of the four (4) Tboli junior high school learners

of James Alfred Strong Integrated School, Labudog, Upo, Maitum, Sarangani Province. Essentially, it revealed how they viewed early marriage from the moment they engaged. Whether the early marriages happen out of the participants' own will and with or without their consent, the researcher discovered their feelings towards them. Furthermore, this study showed how the participants' lives were affected by early marriage, with an impact that lasts a lifetime. The findings of this qualitative research were summarized based on the data provided by the participants. The four participants' responses, which the analyst generated, were individually showcased.

Analysis of Themes

All the data gathered from the participants were analyzed and interpreted. To clearly understand the themes that emerged, the data were categorized. Data analysis in research investigations is crucial to communicate significant findings and summarize the vast data acquired. The methodology for data analysis will also comprise conclusion drafting, data visualization, data reduction, and verification (Miles et al., 2018).

The data gathered from in-depth interviews with the research participants were used to categorize the qualitative data presentation in this single case study. A validated interview guide questionnaire was utilized to gather the information from junior high school learners. After accurately recording the entire interview, the researcher transcribed and translated the information into English. The data analyst looked for essential themes that best describe the learners' journey towards early marriage, explicitly addressing the participants' views on early marriage, feelings on being engaged in early marriage, and the phenomenon's effects.

In qualitative research, data reduction was achieved by summarizing transcripts, removing irrelevant details, and translating content for clarity. Thematic analysis, a systematic yet flexible approach, was used to sort and categorize data, allowing for the identification of patterns and deeper insights. This process helped uncover participants' underlying meanings, experiences, and perspectives. By organizing the data into emergent and clustered themes, the analyses revealed how participants perceived and were affected by early marriage (Akinyode & Khan, 2018; Lochmiller, 2021; Namey et al., 2008, as cited in Ali et al., 2021).

Additionally, the final stage of the qualitative analysis involved verifying and drawing conclusions. Since these processes are closely connected, the researcher revisited the data as needed to ensure the conclusions accurately reflected the analyzed meanings and addressed the research questions. This iterative approach enhanced the depth and reliability of the analysis. Moreover, transparent reporting and detailed documentation strengthened the study's credibility and helped readers understand the study's analysis and findings (Muthmainna & Siroj, 2025; Zairul, 2021).

The Case of Mrs. Responsible Wife

P1 is Mrs. Responsible Wife, a Grade 8 Junior High School Learner. She engaged in early marriage at the age of 15, wherein her union happened with her consent because they had a relationship with her husband, and she has easily adapted to her new responsibilities as a wife. She viewed early marriage as a result of family pressure, lack of financial stability, and adherence to cultural norms.

On the other hand, when asked how she felt about being engaged in early marriage, she felt sad, shocked, confused, and regretful. Lastly, she answered that social isolation hinders dreams, causes misunderstanding, physical appearance changes, continuous childbirth, body pain, and becoming responsible at an early age are the effects of early marriage in her life.

The Case of Mrs. Obedient Wife

P2 is Mrs. Pampered Wife, a Grade 10 Junior High School Learner. She engaged in early marriage at the age of 15. Her marriage happened due to her parents' arrangement, wherein she did not know his husband or even have feelings towards him.

According to her family pressure, adherence to cultural norms, facing various changes, and ruined plans are the drivers of early marriage. When it comes to feelings, she said that she felt irritated and contented after her early marriage. Furthermore, physical appearance changes, continuous childbirth, become responsible at an early age, economic vulnerability, health risks, and the dilemma of being neglected were the effects of early marriage in her life.

The Case of Mrs. Youngster's Wife

P3 is Mrs. Youngster's Wife, a Grade 7 Junior High School learner. She engaged in early marriage at the age of 14. Her early engagement in marriage was also a result of an arranged marriage between their parents.

For her, early marriage happened due to family pressure, and she underwent a rough patch. In terms of her feelings about her engagement to early marriage, she said that she felt confused and afraid. Lastly, social isolation, physical appearance changes, economic vulnerability, getting jealous of successful friends, low self-esteem, multiple responsibilities, and struggling with the spouse's vices were the effects of early marriage in her life.

The Case of Mrs. Pampered Wife

P4 is Mrs. Pampered Wife, a Grade 10 Junior High School learner. She engaged in early marriage at the age of 17. Her marriage happened because she wanted to find someone to give her the love she longed for.

According to Mrs. Pampered Wife, early marriage happens due to family pressure, adherence to cultural norms, facing various changes,

important matters to deal with, and requiring acceptance. Furthermore, in terms of her feelings about her early marriage, sad, happy, and obligated were her answers. Furthermore, about the effects of early marriage in her life, social isolation, continuous childbirth, physical appearance changes, economic vulnerability, becoming responsible at an early age, needing to follow in-laws, and becoming vigilant with actions were all she shared.

Conclusions

Family Pressure. Family expectations often pressure learners to marry early, even if they wish to continue their education and careers. Families should adopt culturally sensitive strategies that encourage open conversations about learners' goals and aspirations. As a teacher, I would implement community programs that involve families and learners, highlight education's long-term benefits, and showcase local role models who have succeeded through higher education.

Lack of Financial Stability. Financial uncertainty often leads learners to see early marriage as a practical choice. They should be encouraged to break this cycle by prioritizing education for themselves and their children, which boosts long-term success and financial independence. As a teacher, I would stress education's role in achieving economic empowerment.

Adherence to Cultural Norms. Early marriage is culturally valued, putting pressure on Tboli learners to conform at the expense of their goals. To address this, education should be framed in a way that respects tradition while highlighting its benefits. As a teacher, I would create a culturally sensitive environment, involve community leaders, and integrate cultural discussions to show that pursuing education can strengthen cultural identity and empower learners to delay marriage.

Face Various Changes. Adolescence brings many changes, and the added pressure of early marriage can increase confusion and anxiety. Learners facing these challenges should receive support to navigate personal and academic difficulties. As a teacher, I would create a nurturing classroom environment to guide them through emotional and social shifts, while using peer support groups and counseling to help them adjust and understand the importance of education for their future stability.

Ruined Future Plans. Learners may feel hopeless fearing early marriage will disrupt their plans. It's important to highlight how early marriage can limit long-term goals, education, and personal growth. As a teacher, I would guide learners to see the benefits of delaying marriage to complete their education, helping them understand how present choices impact their future opportunities.

Undergo a Rough Patch. Early marriage pressures can cause learners physical, mental, and emotional distress, making strong psychological support essential. As a teacher, I would create a safe space for open conversations about their struggles with social pressures, family, or school. Providing peer support groups and counseling services would help learners share experiences, find advice, and cope while staying focused on their studies.

Important Matter to Deal With. Early marriage is often viewed by learners as a major life choice influenced by cultural expectations, but education is equally vital for personal growth and family well-being. As a teacher, I would mentor Tboli learners by highlighting the importance of education, providing flexible learning options, and creating a culturally respectful environment that supports balancing school and family duties.

Require Acceptance. Early marriage often imposes responsibilities that pressure adolescents and limit their educational goals, making them feel trapped. Tboli learners should be encouraged to balance these duties with personal and academic ambitions, seeing both as achievable and valuable for their future and their children's well-being. As a teacher, I would teach life skills like time management and goal setting while providing space to discuss balancing education and family roles.

Sad. Sadness in learners often stems from missed opportunities or pressure to meet expectations. They should be encouraged to express their feelings through art, journaling, or conversations with trusted friends or counselors to help process emotions. As a teacher, I would provide a safe space for open emotional expression and support discussions about their sadness and its causes.

Shocked. The harsh realities of early marriage can come as a shock, prompting learners to reevaluate their values and future goals. It's important they understand the facts and consequences of marrying young to make informed decisions. As a teacher, I would create a supportive space for reflection, offer peer support, and provide counseling to help them cope with their experiences.

Confused. Conflicting feelings and social pressures often confuse learners trying to balance personal desires with cultural and family expectations. It's important for young wives to talk openly with husbands, parents, teachers, counselors, or trusted peers to gain clarity and better express their thoughts. As a teacher, I would facilitate discussions and offer counseling to help students explore their feelings about early marriage.

Regretful. Remorse over early marriage and missed opportunities like schooling is common among Tboli learners. They should be encouraged to view their situation as a chance for growth, knowing they can shape their future through education and wise choices. As a teacher, I would provide a supportive space for sharing regrets, offer personalized guidance, and reassure them that it's never too late to improve their lives and create a better future for their children.

Irritated. Frustration in early marriage is common, often caused by lack of affection, unmet expectations, and limited independence. Tboli learners should be encouraged to reflect on their emotions, communicate openly with their spouses, set boundaries, and seek

support when needed. As a teacher, I would provide a safe space for discussing these struggles, promote healthy coping strategies, and emphasize education as a path to long-term stability and self-empowerment.

Contented. Some learners may feel content in early marriage, especially when they see support and a clear path toward their goals. Tboli learners who feel this way should view their contentment as a starting point for continued growth. As a teacher, I would respect their choices while encouraging education as a tool to build skills, open opportunities, and enhance their family's future.

Afraid. Fear and emotional distance from an unfamiliar husband can cause deep distress in early marriage. Building trust through honest conversations, shared interests, and gradual connection helps ease fears and foster understanding. As a teacher, I would provide a safe, supportive space for learners to express their concerns and offer guidance and encouragement as they navigate their relationships.

Happy. For a young learner, happiness in early marriage comes from acceptance, growth, and companionship, which foster optimism and ease future concerns. Strengthening the marriage through honest communication, shared experiences, and quality time is key. As a teacher, I would emphasize how continuing education supports personal fulfillment and shared goals, helping build a strong, resilient partnership.

Obligated. In early marriage, young learners often feel pressured to prove themselves by taking on overwhelming responsibilities. To ease this stress, they should communicate openly with their spouse, divide tasks based on strengths, set realistic goals, and prioritize self-care. As a teacher, I would encourage a balanced mindset by helping them recognize their achievements and adjust gradually to their new roles without guilt.

Social Isolation. Young adolescents in early marriages often face social isolation due to heavy family responsibilities. Maintaining connections with school, community, and peers is vital for their emotional well-being and personal growth. As a teacher, I would create an inclusive classroom that fosters interaction, peer support, and mentoring to help them feel connected and supported.

Hinders Dream. Early marriage often interrupts young learners' education and hinders their personal and professional growth. Tboli learners should be encouraged to view it as a challenge that can inspire determination and resilience. As a teacher, I would emphasize that balancing family and academics is possible, while promoting community awareness to support education and reduce pressure for early marriage.

Causes Misunderstanding. Early marriages often cause miscommunication between newlyweds and their families due to differing expectations and cultural norms. Learners should be guided in conflict resolution and effective communication to navigate these challenges. As a teacher, I would promote respectful dialogue, provide a safe space for expression, and help students build skills to manage conflicts constructively.

Physical Appearance Changes. Marriage and motherhood can bring physical changes that affect young girls' body image, leading to insecurity and self-doubt. Support from husbands and families is key to fostering positive self-acceptance. As a teacher, I would reassure learners that these changes are natural, promote self-care and nutrition, and encourage confidence and dignity in embracing their evolving bodies.

Continuous Childbirth. Frequent pregnancies can hinder learners' academic and career goals. Access to family planning and reproductive health guidance helps prevent unintended pregnancies and supports informed life choices. As a teacher, I would connect learners to reproductive health resources and refer them to medical or counseling services when needed.

Body Pain. Young mothers often face chronic pain and fatigue from childcare and hard labor, which their developing bodies are not ready for, risking long-term health problems. They should get proper medical care and prioritize rest. As a teacher, I would encourage shared responsibilities between mothers and husbands, promoting teamwork and open communication to improve family cooperation and well-being..

Become Responsible. Young learners who marry early often juggle heavy responsibilities like chores, childcare, and earning income. They should prioritize tasks while making time for self-care and personal interests to maintain balance. As a teacher, I would stress that managing responsibilities well supports both family health and their own well-being.

Economic Vulnerability. Early marriage often causes economic dependency, making young adolescents financially vulnerable. Offering entrepreneurship, financial literacy, and career training can empower them toward independence. As a teacher, I would help learners develop time management, self-care, and goal-setting skills to manage responsibilities and seek support.

Health Risks. Early marriage poses serious health risks for young girls due to their underdeveloped bodies, especially from early pregnancy complications. Prompt medical care, supported by spouses and family, is vital for their well-being. As a teacher, I would help learners access healthcare and educate them on preventive measures to protect their health.

Dilemma on Being Neglected. Young wives often feel neglected when their partners prioritize other obligations, leading to power imbalances and unmet needs. Educating couples about empathy and shared responsibilities is crucial for healthy relationships. As a teacher, I would listen actively, validate their feelings, connect them to support services, and foster open communication and mutual respect to help strengthen their relationships.

Get Jealous of Successful Friends. Insecurities from comparing themselves to peers can affect learners, especially when others achieve their dreams. Tboli learners should be encouraged to see others' successes as motivation and pursue their own goals with family support. As a teacher, I would create a supportive classroom where students celebrate each other, set personal goals, and practice self-compassion, valuing their unique progress.

Low Self-Esteem. Young adolescents who marry early often struggle with low self-esteem, especially if their partners are less educated, leading to increased dependence. Providing education and encouraging supportive networks can empower them. As a teacher, I would promote self-love, confidence, goal-setting, and positive reinforcement to help learners build healthy self-esteem and recognize their worth.

Multiple Responsibilities. Young adolescents who marry early often struggle with overwhelming duties like childcare, chores, and finances. Families should help by sharing chores and providing emotional support to ease their burden. As a teacher, I would encourage learners to manage their responsibilities wisely, emphasizing that taking care of themselves leads to greater well-being and personal growth.

Struggle on Spouse's Vices. Young adolescent brides often struggle when husbands prioritize vices like alcoholism, causing emotional and financial hardship. Educating husbands on substance abuse and responsible finances is crucial. As a teacher, I would involve family support, encourage open communication, and connect young brides to counseling and community resources to help them set boundaries and protect their well-being.

Need to Follow In-Laws. Young brides in early marriages often face pressure from in-laws, especially when dowries are involved, leading them to sacrifice their own well-being. It's important for them to set clear boundaries with their in-laws and communicate openly with their partners about managing family dynamics. As a teacher, I would encourage learners to balance expressing their needs while respecting family traditions.

Become Vigilant with Actions. Learners in early marriages often face pressure to act cautiously to avoid rumors and protect their family's reputation, which can harm their emotional well-being and freedom. Tboli learners should focus on building resilience, self-awareness, self-respect, and integrity. As a teacher, I would promote open communication within families and communities and help learners develop resilience by encouraging thoughtful decision-making and strong moral values.

Implications for Future Research

This study's findings can broaden our current body of knowledge specifically in the context of early marriages. The information and data collected in this research can be used as a baseline by future researchers who wish to conduct exploration similar to the current investigation specifically in indigenous communities such as Tboli, regarding their perceptions on early marriage.

In terms of their views about early marriage, future researchers can explore how young adolescents' opinions on early marriage change over time, offering insights into the variables influencing these shifts and guiding intervention strategies. On the other hand, when it comes to feelings on early marriage, future studies can expand on the emotional reactions that have been found to investigate how these emotions affect young adolescents' decision-making and life paths. This may result in a more thorough comprehension of the psychological effects of young marriage.

Regarding the effects of early marriage, the study's findings can direct future investigations to develop new policies or assess current ones that better address the socioeconomic difficulties faced by young married people in indigenous communities. In addition to the detrimental effects of early marriage on the health of young adolescent girls, future public health studies should focus on examining its impact on both physical and mental health consequences. These studies can leverage existing documentation of health risks and physical changes associated with early marriage to provide a more comprehensive understanding of its implications for young adolescents. Targeted interventions with the goal of lowering the rate of early marriages through educational empowerment may result from this.

Furthermore, the study's conclusions can be used to create culturally aware interventions that try to delay early marriage. Future researchers may investigate the efficacy of diverse methodologies, including mentorship initiatives or workshops that tackle the issue's practical and emotional dimensions.

References

Abdoli, M., Scotto Rosato, M., Desousa, A., & Cotrufo, P. (2024). Cultural differences in body image: A systematic review. Social Sciences, 13(6), 305. https://doi.org/10.3390/socsci13060305

Abe, K., & Nakashima, K. (2022). Excessive-reassurance seeking and mental health: Interpersonal networks for emotion regulation. Current Psychology, 41(7), 4711–4721.

Abebe, A., Arba, A., Paulos, K., & et al. (2022). The lived experience of primary family caregivers of patients on hemodialysis treatment in Southern Ethiopia: A phenomenological study. International Journal of Nephrology and Renovascular Disease, 15, 41–52. https://doi.org/10.2147/IJNRD.S353191

Abu-Aridah, D., & Henn, R. L. (2024). Construction 4.0 in refugee camps: Facilitating socio-spatial adaptation patterns in Jordan's Zaatari Camp. Buildings, 14(9), 2927. https://doi.org/10.3390/buildings14092927

Adams, O., Cohn, T., Neubig, G., Cruz, H., Bird, S., & Michaud, A. (2019). Evaluating phonemic transcription of low-resource tonal languages for language documentation. In 11th International Conference on Language Resources and Evaluation, LREC 2018 (pp. 3356–3365). European Language Resources Association (ELRA).

Adola, S. G., & Wirtu, D. (2024). Effects of early marriage among women married before reaching 18 years old (qualitative study approach). Frontiers in Sociology, 9, 1412133. https://doi.org/10.3389/fsoc.2024.1412133

Aguilar-Raab, C., Winter, F., Jarczok, M. N., Ditzen, B., & Warth, M. (2022). Feeling low and unhappy together? An actor–partner interdependence model uncovering the linkage between different operationalizations of relationship quality and depression in different-sex couples. PLOS ONE, 17(11), Article e0274756. https://doi.org/10.1371/journal.pone.0274756

Ahmed, S. K. (2024). The pillars of trustworthiness in qualitative research. Journal of Medicine, Surgery, and Public Health, 2, Article 100051. https://doi.org/10.1016/j.glmedi.2024.100051

Akbarbegloo, M., Sanaeefar, M., Karimi, M., & Hoseini, M. (2024). Perceived vulnerability related to health in cancer post-treated adolescents in Iran: A content analysis. BMC Public Health, 24, 1–12. https://doi.org/10.1186/s12889-024-19404-x

Akhtar, T., Pienaar, A. J., Asmat, K., Sikander, S., & Khalil, F. (2024). Lived experiences of village-based patients with chronic kidney disease receiving haemodialysis at Mirpur, Azad Kashmir, Pakistan: A transcendental phenomenology study protocol. BMJ Open, 14(7). https://doi.org/10.1136/bmjopen-2024-084862

Akinyode, B. F., & Khan, T. H. (2018). Step-by-step approach for qualitative data analysis. International Journal of Built Environment and Sustainability, 5(3), 163–174. https://doi.org/10.11113/ijbes.v5.n3.267

Ali, M. S., Miah, M. S., Haque, J., Rahman, M. M., & Islam, M. K. (2021). An enhanced technique of skin cancer classification using deep convolutional neural network with transfer learning models. Machine Learning with Applications, 5, 100036. https://doi.org/10.1016/j.mlwa.2021.100036

Al-Naamani, Z., Gormley, K., Noble, H., Santin, O., Omari, O. A., Al Noumani, H., & Madkhali, N. (2024). The lived experiences of fatigue among patients receiving haemodialysis in Oman: A qualitative exploration. BMC Nephrology, 25, 1–12. https://doi.org/10.1186/s12882-024-03647-2

Amin, S., Rob, U., Billah, M., Ainul, S., Hossain, M. I., Rahman, F., Kundu, S., Ehsan, I., Haque, E., Hossain, M. S., & Manzur, M. (2020). COVID-19-related knowledge, attitudes, and practices among adolescent girls in Bangladesh (V4) [Data set]. Harvard Dataverse. https://doi.org/10.7910/DVN/UBZXWD

Anarbayeva, F. S. (2025). Psychological impact of marriage motivations on the stability of family relationships among youth: Social-psychological characteristics. International Journal of Artificial Intelligence, 5(3), 365–367.

Anderson, C. L., Reynolds, T. W., Biscaye, P., Patwardhan, V., & Schmidt, C. (2021). Economic benefits of empowering women in agriculture: Assumptions and evidence. The Journal of Development Studies, 57(2), 193–208. https://doi.org/10.1080/00220388.2020.1769071

Arini, D. (2023). Intolerance of marital relationship between husband and wife (psychological case study of marital rape). International Journal of Empirical Research Methods, 1(1), 9–16.

Asadullah, M. N., Islam, K. M. M., & Wahhaj, Z. (2021). Child marriage, climate vulnerability and natural disasters in coastal Bangladesh. Journal of Biosocial Science, 53(6), 948–967. https://doi.org/10.1017/S0021932020000644

Aspers, P., & Corte, U. (2019). What is qualitative in qualitative research. Qualitative Sociology, 42(2), 139–160. https://doi.org/10.1007/s11133-019-9413-7

Atila, K. (2025). Cultural codes of marriage rituals in Anatolia: From ritual to word in the context of oral culture. Religions, 16(6), 716. https://doi.org/10.3390/rel16060716

Axon, D. R., & Eckert, B. (2024). Association of number of comorbid conditions and pain among United States adults. Diseases, 12(7), 147. https://doi.org/10.3390/diseases12070147

Aydın, T., & Onger, M. E. (2022). Depression, sexual dysfunction, life satisfaction and marriage satisfaction in women with multiple sclerosis. The Egyptian Journal of Neurology, Psychiatry, and Neurosurgery, 58(1), Article 48. https://doi.org/10.1186/s41983-022-00501-w

Bachman, R. D., & Schutt, R. K. (2019). The practice of research in criminology and criminal justice (6th ed.). SAGE Publications.

Bahl, D., Bassi, S., & Arora, M. (2021). The impact of COVID-19 on children and adolescents: Early evidence in India (ORF Issue

Brief No. 448). Observer Research Foundation.

Baird, S., Murphy, M., Seager, J., Jones, N., Malhotra, A., Alheiwidi, S., et al. (2022). Intersecting disadvantages for married adolescents: Life after marriage pre- and post-COVID-19 in contexts of displacement. Journal of Adolescent Health, 70(3), S86–S96. https://doi.org/10.1016/j.jadohealth.2021.12.001

Baker, R. S., & O'Connell, H. A. (2022). Structural racism, family structure, and Black–White inequality: The differential impact of the legacy of slavery on poverty among single mother and married parent households. Journal of Marriage and Family, 84(5), 1341–1365. https://doi.org/10.1111/jomf.12837

Bander, A., Yasir, A., Maryam, A., Rakan, A., Babkair, L. A., Rabia, A., Sara, A., Reham, A., & Mirna, F. (2024). The lived experiences of Saudi nursing students in digital clinical experience: A phenomenological study. Cureus, 16(2), Article e53830. https://doi.org/10.7759/cureus.53830

Banquerigo, E., & Quines, L. (2024). Echoes from the heart: Uncovering the untold stories of quinquagenarian program holders. European Journal of Education Studies, 11(8). https://doi.org/10.46827/ejes.v11i8.5437

Barney, M., Murdie, A., Park, B., Hart, J., & Mullinax, M. (2022). From age to agency: Frame adoption and diffusion concerning the international human rights norm against child, early, and forced marriage. Human Rights Review, 23(4), 503–528. https://doi.org/10.1007/s12142-022-00670-4

Baysak, E., Yorguner, N., Kandemir, G., Denizman, I. A., & Akvardar, Y. (2021). Is early marriage practice a problem for women living in Istanbul? A qualitative study. Archives of Women's Mental Health, 24(2), 243–250. https://doi.org/10.1007/s00737-020-01067-3

Beals, K. K., Moore, J. A., Kivlin, S. N., Bayliss, S. L., Lumibao, C. Y., Moorhead, L. C., & Schweitzer, J. A. (2020). Predicting plant–soil feedback in the field: Meta-analysis reveals that competition and environmental stress differentially influence PSF. Frontiers in Ecology and Evolution, 8, 191. https://doi.org/10.3389/fevo.2020.00191

Beminate, L. S., Hiowt, A. A., Bruck, T. L., Mulaw, G. F., Tsion, M. T., & Mare, K. U. (2024). Prognostic factors of first intimate partner violence among ever-married women in Sub-Saharan Africa: Gompertz gamma shared frailty modeling. PLOS ONE, 19(5), e0303187. https://doi.org/10.1371/journal.pone.0303187

Berliana, S. M., Kristinadewi, P. A. N., Rachmawati, P. D., Fauziningtyas, R., Efendi, F., & Bushy, A. (2021). Determinants of early marriage among female adolescent in Indonesia. International Journal of Adolescent Medicine and Health, 33(1), Article 20180054. https://doi.org/10.1515/ijamh-2018-0054

Beutel, M. E., Tibubos, A. N., Klein, E. M., Wild, P. S., Lackner, K. J., Blettner, M., & Brähler, E. (2021). Loneliness in the general population: Prevalence, determinants and relations to mental health. Scientific Reports, 11(1), 15215. https://doi.org/10.1038/s41598-021-94434-8

Bhattarai, P. C., Paudel, D. R., Poudel, T., Gautam, S., Paudel, P. K., Shrestha, M., Ginting, J. I., & Ghimire, D. R. (2022). Prevalence of early marriage and its underlying causes in Nepal: A mixed methods study. Social Sciences, 11(4), 177. https://doi.org/10.3390/socsci11040177

Biana, H. T., & Jabar, M. (2024). Indigenous and tribal women: Indian and Filipino Alangan-Mangyan perspectives on happiness. Journal of International Women's Studies, 26(2), 1–10. https://vc.bridgew.edu/jiws/vol26/iss2/9

Blanchflower, D. G. (2021). Is happiness U-shaped everywhere? Age and subjective well-being in 145 countries. Journal of Population Economics, 34(2), 575–624. https://doi.org/10.1007/s00148-020-00797-z

Blignault, I., & Ritchie, J. (2009). Revealing the wood and the trees: Reporting qualitative research. Health Promotion Journal of Australia, 20(2), 140–145. https://doi.org/10.1071/HE09140

Bloomberg, L. D., & Volpe, M. (2019). Completing your qualitative dissertation: A road map from beginning to end (4th ed.). SAGE Publications.

Brakus, J. J., Chen, W., Schmitt, B., & Zarantonello, L. (2022). Experiences and happiness: The role of gender. Psychology & Marketing, 39(8), 1646–1659. https://doi.org/10.1002/mar.21677

Brandau, M., & Rebello, A. (2021). Surviving cyberbullying: A thematic analysis of online videos. Issues in Mental Health Nursing, 42(7), 619–627. https://doi.org/10.1080/01612840.2020.1833118

Brown, H. N. (2025). A qualitative case study of teachers' perceptions of mobile military-connected students (Publication No. 31839448) [Doctoral dissertation, National University]. ProQuest Dissertations & Theses Global. https://www.proquest.com/dissertations-theses/qualitative-case-study-teachers-perceptions/docview/3192438825/se-2

Bui, V. T. T. (2022). The relationship of parental expectations, biculturalism, and authenticity in second-generation Vietnamese immigrants (Doctoral dissertation). Available from ProQuest Dissertations & Theses Global. https://www.proquest.com/dissertations-theses/relationship-parental-expectations-biculturalism/docview/2677615585/se-2

Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., & Walker, K. (2020). Purposive sampling: Complex or simple? Research case examples. Journal of Research in Nursing, 25(8), 652–661. https://doi.org/10.1177/1744987120927206

Candel, O. S., & Jitaru, M. (2021). COVID-19 and romantic relationships. Encyclopedia, 1(4), 1038–1046. https://doi.org/10.3390/encyclopedia1040079

Chen, W. T., Hong-Gu, H., & Leng, C. Y. (2022). The evolving roles of nurses providing care at home: A qualitative case study research of a transitional care team. International Journal of Integrated Care, 22(1), Article 3. https://doi.org/10.5334/ijic.5838

Chen, X., Dai, B., Li, S., & Liu, L. (2024). Childhood maltreatment, shame, and self-esteem: An exploratory analysis of influencing factors on criminal behavior in juvenile female offenders. BMC Psychology, 12, 1–11. https://doi.org/10.1186/s40359-024-01758-x

Cherlin, A. J. (2020). Degrees of change: An assessment of the deinstitutionalization of marriage thesis. Journal of Marriage and Family, 82(1), 62–80. https://doi.org/10.1111/jomf.12605

Chowdhury, M. M. (2021). Violence against women during COVID-19 in Bangladesh. Bangladesh Journal of Multidisciplinary Scientific Research, 3(1), 45–59.

Chung, S., & Clandinin, D. J. (2023). Narrative inquiry. In International Encyclopedia of Education (4th ed., pp. 123–130). Elsevier. https://doi.org/10.1016/b978-0-12-818630-5.11014-0

Cohen, P. N. (2023). Rethinking marriage metabolism: The declining frequency of marital events in the United States. Population Research and Policy Review, 42(5), 80. https://doi.org/10.1007/s11113-023-09827-6

Coll, C. V. N., Barros, A. J. D., Stein, A., Devries, K., Buffarini, R., Murray, L., Arteche, A., Munhoz, T. N., Silveira, M. F., & Murray, J. (2023). Intimate partner violence victimisation and its association with maternal parenting (the 2015 Pelotas [Brazil] Birth Cohort): A prospective cohort study. The Lancet Global Health, 11(9), e1393–e1401. https://doi.org/10.1016/S2214-109X(23)00282-6

Collins, C. (2021). Is maternal guilt a cross-national experience? Qualitative Sociology, 44(1), 1–29. https://doi.org/10.1007/s11133-020-09451-2

Cousins, S. (2020). 2.5 million more child marriages due to COVID-19 pandemic. The Lancet, 396(10257), 1059. https://doi.org/10.1016/S0140-6736(20)32112-7

Creswell, J. W. (2013). Qualitative inquiry and research design: Choosing among five approaches (3rd ed.). SAGE Publications.

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

Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). SAGE Publications.

Cross, S. E., & Uskul, A. K. (2022). The pursuit of honor: Novel contexts, varied approaches, and new developments. In M. Gelfand, C. Chiu, & Y. Hong (Eds.), Handbook of advances in culture & psychology (Vol. 9, pp. 189–243). Oxford University Press.

Damaske, S. (2022). Gender, family, and healthcare during unemployment: Healthcare seeking, healthcare work, and self-sacrifice. Journal of Marriage and Family, 84(1), 291–309. https://doi.org/10.1111/jomf.12801

Day, E., Mihalec-Adkins, B., Morrissey, M. B., Vescia, F., & Tach, L. (2023). "I was a soccer mom—high or not": The intersecting roles of parenting and recovery. Family Relations, 72(4), 1827–1844. https://doi.org/10.1111/fare.12780

Deane, T. (2021). Marrying young: Limiting the impact of a crisis on the high prevalence of child marriages in Niger. Laws, 10(3), 61. https://doi.org/10.3390/laws10030061

Debele, T. Z., Macdonald, D., Aldersey, H. M., Mengistu, Z., Mekonnen, D. G., & Batorowicz, B. (2024). "I became a person again": Social inclusion and participation experiences of Ethiopian women post-obstetric fistula surgical repair. PLOS ONE, 19(7), e0307021. https://doi.org/10.1371/journal.pone.0307021

Dehghani, A., Makaremnia, S., & Rahmanian, A. (2023). Exploring psychological consequences of COVID-19 pandemic on nurses caring for patients with COVID-19: A qualitative study. Journal of Caring Sciences, 12(4), 255–260. https://doi.org/10.34172/jcs.2023.31779

Demir, M., & Park, S. (2022). The effect of COVID-19 on domestic violence and assaults. Criminal Justice Review, 47(4), 445–463.

Dillman Taylor, D., & Blount, A. J. (2021). Case study research. In Research design for the behavioral sciences: An applied approach

(pp. 275–298).

Doubleday, K. F., & Adams, P. C. (2020). Women's risk and well-being at the intersection of dowry, patriarchy, and conservation: The gendering of human–wildlife conflict. Environment and Planning E: Nature and Space, 3(4), 976–998. https://doi.org/10.1177/2514848619875664

Earl Rinehart, K. (2021). Abductive analysis in qualitative inquiry. Qualitative Inquiry, 27(2), 303–311. https://doi.org/10.1177/1077800420935912

Efevbera, Y., & Bhabha, J. (2020). Defining and deconstructing girl child marriage and applications to global public health. BMC Public Health, 20, 1547. https://doi.org/10.1186/s12889-020-09545-0

Ellis, P. (2021). Sampling in qualitative research (3). Wounds UK, 17(1), 42–44.

Elmer, T., Mepham, K., & Stadtfeld, C. (2020). Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland. PLOS ONE, 15(7), e0236337. https://doi.org/10.1371/journal.pone.0236337

Entringer, T. M., & Gosling, S. D. (2021). Loneliness during a nationwide lockdown and the moderating effect of extroversion. Social Psychological and Personality Science. Advance online publication. https://doi.org/10.1177/19485506211037871

Entringer, T., Kröger, H., Schupp, J., Kühne, S., Liebig, S., Goebel, J., Grabka, M. M., Graeber, D., Kroh, M., Schröder, C., Seebauer, J., & Zinn, S. (2020). Psychische Krise durch COVID-19? Sorgen sinken, Einsamkeit steigt, Lebenszufriedenheit bleibt stabil (No. 1087). SOEP Papers on Multidisciplinary Panel Data Research. https://hdl.handle.net/10419/222647

Ernst, M., Niederer, D., Werner, A. M., Czaja, S. J., Mikton, C., Ong, A. D., Rosen, T., Brähler, E., Beutel, M. E. (2022). Loneliness before and during the COVID-19 pandemic: A systematic review with meta-analysis. American Psychologist, 77(5), 660–677. https://doi.org/10.1037/amp0001005

Fjordkvist, E., Nyman, M. H. L. E. B. E. R. G., Winberg, M., Joelsson-Alm, E., & Eldh, A. C. (2024). First-line managers' experience of guideline implementation in orthopaedic nursing and rehabilitation: A qualitative study. BMC Health Services Research, 24, 1–10. https://doi.org/10.1186/s12913-024-11353-w

Frye, N., Ganong, L., Jensen, T., & Coleman, M. (2020). A dyadic analysis of emotion regulation as a moderator of associations between marital conflict and marital satisfaction among first-married and remarried couples. Journal of Family Issues, 41(10), 2328–2355. https://doi.org/10.1177/0192513X20935504

Gambir, K., Abel, B. M., Panagiotou, A., Snowden, E., Lofthouse, C., & Metzler, J. (2024). Associations between child marriage and food insecurity in Zimbabwe: A participatory mixed methods study. BMC Public Health, 24, 1–14. https://doi.org/10.1186/s12889-023-17408-7

Gascoigne, A. (2024). The lived experiences of low-income, African American families who did not send their child to preschool (Doctoral dissertation). ProQuest Dissertations and Theses Database. (Order No. 31333034). https://www.proquest.com/dissertations-theses/lived-experiences-low-income-african-american/docview/3083396435/se-2

Grappendorf, H., Veraldo, C., Grube, A. J., & Farrel, A. (2024). Mentoring in salary negotiations for female sport management students. Advancing Women in Leadership, 43, 30. https://www.proquest.com/scholarly-journals/mentoring-salary-negotiations-female-sport/docview/3133763928/se-2

Gray, J. R., Grove, S. K., & Sutherland, S. (2017). Burns and Grove's the practice of nursing research: Appraisal, synthesis and generation of evidence (8th ed.). Elsevier.

Greil, A. L., Lowry, M. H., Burch, A. R., Slauson-Blevins, K., Park, N., & McQuillan, J. (2022). Reproductive regrets among a population-based sample of US women. Socius, 8, Article 23780231221142969. https://doi.org/10.1177/23780231221142969

Gupta, S., Dhamija, J. P., Mohan, I., & Gupta, R. (2019). Qualitative study of barriers to adherence to antihypertensive medication among rural women in India. International Journal of Hypertension, 2019, Article 5749648. https://doi.org/10.1155/2019/5749648

Haarr, R., & Duncan, B. (2023). Legislating and enforcing the minimum age of marriage: A comparative study of experiences and lessons learned in ending the legalization of child marriage. UN Women.

Hall, S., & Liebenberg, L. (2024). Qualitative description as an introductory method to qualitative research for master's-level students and research trainees. International Journal of Qualitative Methods, 23, Article 16094069241242264. https://doi.org/10.1177/16094069241242264

Hamad, B. A., Elamassie, S., Oakley, E., Alheiwidi, S., & Baird, S. (2021). "No one should be terrified like I was!" Exploring drivers and impacts of child marriage in protracted crises among Palestinian and Syrian refugees. European Journal of Development Research, 33(5), 1209–1231. https://doi.org/10.1057/s41287-021-00427-8

Hamidah, N. H., Riza, F. R., & Faishal, M. F. (2023). Interpersonal communication patterns of parents and children in responding to early marriage: A case study on the community of Bandar Sono Village, Tebing Tinggi City. Brand Communication: Journal of Communication Sciences, 2(1), 72–84.

Hancock, D. R., Algozzine, B., & Lim, J. H. (2021). Doing case study research: A practical guide for beginning researchers (4th ed.). Teachers College Press.

Haslam, D., Filus, A., & Finch, J. (2020). The guilt about parenting scale (GAPS): Development and initial validation of a self-report measure of parenting guilt, and the relationship between parenting guilt and work and family variables. Journal of Child and Family Studies, 29(3), 880–894. https://doi.org/10.1007/s10826-019-01565-8

Hellwig, B. (2024). Anger, guilt, and fearful hope: Prioritizing emotion in university labor activism. College English, 86(6), 468–485. https://www.proquest.com/scholarly-journals/anger-guilt-fearful-hope-prioritizing-emotion/docview/3106486260/se-2

Hlahla, L. S., Ngoatle, C., Kgatla, M. N., & Mathapo-Thobakgale, E. (2024). Challenges faced by University of Limpopo learner nurses during psychiatry clinical exposure: A qualitative study. Nursing Reports, 14(1), Article 164. https://doi.org/10.3390/nursrep14010014

Hmoud, M., Swaity, H., Hamad, N., Karram, O., & Daher, W. (2024). Higher education students' task motivation in the generative artificial intelligence context: The case of ChatGPT. Information, 15(1), Article 33. https://doi.org/10.3390/info15010033

Howitt, D. (2019). Introduction to qualitative research methods in psychology (4th ed.). Pearson UK.

Howlader, S., Rahman, M. A., & Rahman, M. M. (2023). Continuation of education after marriage and its associated factors among young adult women: Findings from the Bangladesh Demographic and Health Survey 2017–2018. BMJ Open, 13(11), e078892. https://doi.org/10.1136/bmjopen-2023-078892

Hui, Z. (2025). Windfall wealth and envy in contemporary China. Taylor & Francis.

Ikican, T. C., Cosansu, G., Erdogan, G., Kucuk, L., & Bilim, I. O. (2020). The relationship of marital adjustment and sexual satisfaction with depressive symptoms in women. Sexuality and Disability, 38, 247–260. https://doi.org/10.1007/s11195-019-09590-7

Im, D., Pyo, J., Lee, H., Jung, H., & Ock, M. (2023). Qualitative research in healthcare: Data analysis. Journal of Preventive Medicine and Public Health, 56, 100. https://doi.org/10.3961/jpmph.23.058

Irani, P. S., Dehghan, M., & Mehdipour, R. (2024). Iranian nurses' attitudes towards the disclosure of patient safety incidents: A qualitative study. BMJ Open, 14(3), e076498. https://doi.org/10.1136/bmjopen-2023-076498

Jambunanda, A. J. (2023). Transformation of classical law to contemporary in Islamic-based marriage law to respond to legal developments in Indonesia. Al Ahkam, 19(2), 152–172.

Jamison, T. (2024, June). Why it's important to know how much a partner can annoy you. Psychology Today, 57, 29–30. https://www.proquest.com/magazines/why-important-know-how-much-partner-can-annoy-you/docview/3043394952/se-2

Jannatul, F. N., Khan, U. S., Taufiq-E-Ahmed Shovo, A., Ahammed, B., Rahman, M. M., & Hossain, M. T. (2023). Patterns, prevalence and risk factors of intimate partner violence and its association with mental health status during COVID-19: A cross-sectional study on early married female adolescents in Khulna district, Bangladesh. BMJ Open, 13(11), e072279. https://doi.org/10.1136/bmjopen-2023-072279

Jones, N., Gebeyehu, Y., Gezahegne, K., Iyasu, A., Workneh, F., & Yadete, W. (2020). Child marriage risks in the context of covid-19 in Ethiopia. Gender and Adolescence: Global Evidence.

Karney, B. R., & Bradbury, T. N. (2020). Research on marital satisfaction and stability in the 2010s: Challenging conventional wisdom. Journal of Marriage and Family, 82, 100–116. https://doi.org/10.1111/jomf.12635

Keiter, L. M. (2023). Connubial adventurers: Playing the matrimonial lottery in British America. Early American Studies, 21(1), 1–41, 206. https://www.proquest.com/scholarly-journals/connubial-adventurers-playing-matrimonial-lottery/docview/2880487629/se-2

Keni, T. (2024). Understanding honor and dignity in North Indian and German cultural contexts. Discover Psychology, 4(1), Article 138. https://doi.org/10.1007/s44202-024-00266-8

Kennedy, B. L., & Thornberg, R. (2018). Deduction, induction, and abduction. In U. Flick (Ed.), The SAGE handbook of qualitative data collection (pp. 49–64). SAGE Publications.

Kim, Y. K., & Kim, D. (2024). Role of social infrastructure in social isolation within urban communities. Land, 13(8), 1260. https://doi.org/10.3390/land13081260

Kinanti, S. D., & Fahadayna, A. C. (2024). Studi komparatif pengaruh DOCM terhadap kasus pernikahan dini di Indonesia dan Filipina. Action Research Literate, 8(3), 386–392.

Kohno, A., Techasrivichien, T., Suguimoto, S. P., Dahlui, M., Nik Farid, N. D., & Nakayama, T. (2020). Investigation of the key factors that influence girls to enter into child marriage: A meta-synthesis of qualitative evidence. PLOS ONE, 15(7), e0235959. https://doi.org/10.1371/journal.pone.0235959

Komura, M., & Ogawa, H. (2022). COVID-19, marriage, and divorce in Japan. Review of Economics of the Household, 20(3), 831–853. https://doi.org/10.1007/s11150-022-09609-7

König, J., Santagata, R., Scheiner, T., Adleff, A.-K., Yang, X., & Kaiser, G. (2022). Teacher noticing: A systematic literature review of conceptualizations, research designs, and findings on learning to notice. Educational Research Review, 36, Article 100453. https://doi.org/10.1016/j.edurev.2022.100453

Koren, C. (2023). Experiences of happiness in late life repartnering: Between surprised being happy and disappointed not being happy from a dyadic view. Ageing International, 48(3), 748–764. https://doi.org/10.1007/s12126-022-09499-1

Lami, M., Negash, A., Eyeberu, A., Birhanu, A., Debella, A., Getachew, T., Berhanu, B., Balis, B., Bete, T., Abdeta, T., Nigussie, S., Bogale, K., Deribe, B. D., Sertsu, A., Gemechu, K., & Wodaje, D. (2023). Prevalence of child marriage and associated factors among reproductive age women in Harari regional state, eastern Ethiopia, 2022: A community-based study. BMC Women's Health, 23, Article 9. https://doi.org/10.1186/s12905-023-02409-w

Lee, M. F., Bolton, K., Madsen, J., & Burke, K. J. (2023). A systematic review of influences and outcomes of body image in postpartum via a socioecological framework. Journal of Reproductive and Infant Psychology, 43(3), 789–826. https://doi.org/10.1080/02646838.2023.2252453

Leite, Ã., Silva, B., Vilela, B., Rodrigues, I., Fernandes, J., Romão, J., & Ribeiro, A. M. (2024). Measurement invariance of the Multidimensional Jealousy Scale and Quality of Relationships Inventory (Friend). Behavioral Sciences, 14(1), Article 44. https://doi.org/10.3390/bs14010044

Leslie, K. (2024). Environmental sustainability and climate change content in Canadian baccalaureate nursing programs. Journal of Nursing Education, 63(4), 212–217. https://doi.org/10.3928/01484834-20240207-02

Lessard, L. M., Wilkins, K., Rose-Malm, J., & Mazzocchi, M. C. (2020). The health status of the early care and education workforce in the USA: A scoping review of the evidence and current practice. Public Health Reviews, 41, Article 14. https://doi.org/10.1186/s40985-019-0117-z

Lima, R. A., Taques, F. H., Nepomuceno, T. C., Figueiredo, C. J. J., Poleto, T., & de Carvalho, V. D. H. (2024). Simultaneous causality and the spatial dynamics of violent crimes as a factor in and response to police patrolling. Urban Science, 8(3), 132. https://doi.org/10.3390/urbansci8030132

Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic inquiry. SAGE Publications.

Lindgren, B. M., Lundman, B., & Graneheim, U. H. (2020). Abstraction and interpretation during the qualitative content analysis process. International Journal of Nursing Studies, 108, Article 103632. https://doi.org/10.1016/j.ijnurstu.2020.103632

Liu, H., & Hsieh, N. (2024). Marital status and happiness during the COVID-19 pandemic. Journal of Marriage and Family, 86(2), 473–493. https://doi.org/10.1111/jomf.12956

Lochmiller, C. R. (2021). Conducting thematic analysis with qualitative data. The Qualitative Report, 26(6), 2029–2044. https://doi.org/10.46743/2160-3715/2021.5008

McMullin, C. (2023). Transcription and qualitative methods: Implications for third sector research. VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations, 34(1), 140–153.

McNulty, J. K., Hicks, L. L., Turner, J. A., & Meltzer, A. L. (2023). Leveraging smartphones to observe couples remotely and illuminate how COVID-19 stress shaped marital communication. Journal of Family Psychology. Advance online publication. https://doi.org/10.1037/fam0001035

Mehra, D., Srivastava, S., Chandra, M., Srivastava, N., Laaksonen, M., Saarinen, H. E., & Mehra, S. (2023). Effect of physical mobility, decision making and economic empowerment on gender-based violence among married youth in India—SAWERA project. BMC Public Health, 23, 1–14. https://doi.org/10.1186/s12889-023-15421-4

Melnikas, A. J., Ainul, S., Ehsan, I., Haque, E., & Amin, S. (2020). Child marriage practices among the Rohingya in Bangladesh. Conflict and Health, 14, Article 28. https://doi.org/10.1186/s13031-020-00274-0

Menkor, M., Nagengast, B., Van Laar, C., & Sassenberg, K. (2021). The fit between dignity self-construal and independent university norms: Effects on university belonging, well-being, and academic success. European Journal of Social Psychology, 51(1), 100–112. https://doi.org/10.1002/ejsp.2717

Mertens, D. M. (2020). Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods (5th ed.). SAGE Publications.

Meyer, D. K., & Schutz, P. A. (2020). Why talk about qualitative and mixed methods in educational psychology? Introduction to special issue. Educational Psychologist, 55(4), 193–196.

Michiels, B., & Onghena, P. (2019). Randomized single-case AB phase designs: Prospects and pitfalls. Behavior Research Methods, 51, 2454–2476. https://doi.org/10.3758/s13428-018-1084-x

Miles, M. B., Huberman, A. M., & Saldaña, J. (2018). Qualitative data analysis: A methods sourcebook (4th ed.). SAGE Publications.

Misunas, C., Erulkar, A., Apicella, L., Ngo, T., & Psaki, S. (2021). What influences girls' age at marriage in Burkina Faso and Tanzania? Exploring the contribution of individual, household, and community level factors. Journal of Adolescent Health, 69, S46–S56. https://doi.org/10.1016/j.jadohealth.2021.09.015

Mohammad, D. A., Ebrahim Ahmed Jaber, A. H., & Hassin Shabbab, H. A. (2024). A concise review of qualitative research methods in healthcare research. Journal of Young Pharmacists, 16(3), 374.

Morgan, H. (2024). Using triangulation and crystallization to make qualitative studies trustworthy and rigorous. The Qualitative Report, 29(7), 1844–1856. https://doi.org/10.46743/2160-3715/2024.6071

Moser, A., & Korstjens, I. (2018). Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. European Journal of General Practice, 24(1), 9–18. https://doi.org/10.1080/13814788.2017.1375091

Mughal, S., Awan, A. G., & Awan, D. G. (2020). Effects of early marriages on girls' education. Global Journal of Management, Social Sciences and Humanities, 6(4), 885–894. https://orcid.org/0000-0001-5767-6229

Mund, M., Freuding, M. M., Möbius, K., Horn, N., & Neyer, F. J. (2020). The stability and change of loneliness across the life span: A meta-analysis of longitudinal studies. Personality and Social Psychology Review, 24(1), 24–52. https://doi.org/10.1177/1088868319850738

Munir, A., Aved, A., Pham, K., & Kong, J. (2024). Trustworthiness of situational awareness: Significance and quantification. Journal of Cybersecurity and Privacy, 4(2), 223–240. https://doi.org/10.3390/jcp4020011

Musili, T. K. (2022). Ndwae ngone mwaitu: A postmodern cultural phenomenon of dowry among the Akamba and its influence on spousal violence. Journal of International Women's Studies, 24(4), 1–15. https://www.proquest.com/scholarly-journals/ndwae-ngone-mwaitu-postmodern-cultural-phenomenon/docview/2709765656/se-2

Muthmainna, A., & Siroj, R. A. (2025). Mastering the art of qualitative data analysis and interpretation: Key steps and procedures. FiHeSu International Journal of Education and Development Research (FIJEES), 2(1).

Namey, E., Guest, G., Thairu, L., & Johnson, L. (2008). Data reduction techniques for large qualitative data sets. In Handbook for team-based qualitative research (2nd ed., pp. 137–161).

Nassaji, H. (2020). Good qualitative research. Language Teaching Research, 24(4), 427–431. https://doi.org/10.1177/1362168820941288

Ngoo, Y. T., Tan, E. C., & Tey, N. P. (2021). Determinants of life satisfaction in Asia: A quantile regression approach. Journal of Happiness Studies, 22(2), 907–926. https://doi.org/10.1007/s10902-020-00257-1

Niedzwiedz, C. L., Green, M. J., Benzeval, M., Campbell, D., Craig, P., Demou, E., Leyland, A., Pearce, A., Thomson, R., Whitley, E., & Katikireddi, S. V. (2021). Mental health and health behaviours before and during the initial phase of the COVID-19 lockdown: Longitudinal analyses of the UK Household Longitudinal Study. Journal of Epidemiology and Community Health, 75(3), 224–231. https://doi.org/10.1136/jech-2020-215060

Nikmatullah, N. (2023). The controversy of the hadith interpretation of early marriage among Muslim communities. The International Journal of Religion and Spirituality in Society, 14(3), 45–69. https://doi.org/10.18848/2154-8633/CGP/v14i03/45-69

Nind, M., & Katramadou, A. (2023). Lessons for teaching social science research methods in higher education: Synthesis of the literature 2014–2020. British Journal of Educational Studies, 71(2), 241–266. https://doi.org/10.1080/00071005.2022.2092066

Ningsih, R., Degeng, I., & Ramli, M. (2022). Learning motivation, democratic parenting, and peer relations predict academic self-concept. European Journal of Educational Research, 11(3), 1629–1641.

Nisa, E. F. (2020). Battling marriage laws: Early marriage and online youth piety in Indonesia. Hawwa, 42(1). https://doi.org/10.1163/15692086-12341387

Nomaguchi, K., & Milkie, M. A. (2020). Parenthood and well-being: A decade in review. Journal of Marriage and Family, 82(1), 198–

223. https://doi.org/10.1111/jomf.12646

Panitz, C., Endres, D., Buchholz, M., Khosrowtaj, Z., Sperl, M. F., Mueller, E. M., & Pinquart, M. (2021). A revised framework for the investigation of expectation update versus maintenance in the context of expectation violations: The ViolEx 2.0 model. Frontiers in Psychology, 12, 726432. https://doi.org/10.3389/fpsyg.2021.726432

Pathak, S., & Frayer, L. (2020, November 5). Child marriages are up in the pandemic. Here's how India tries to stop them. NPR. https://www.npr.org/sections/goatsandsoda/2020/11/05/931274119/child-marriages-are-up-in-the-pandemic-heres-how-india-tries-to-stop-them

Philpot, L. M., Ramar, P., Roellinger, D. L., Barry, B. A., Sharma, P., & Ebbert, J. O. (2021). Changes in social relationships during an initial "stay-at-home" phase of the COVID-19 pandemic: A longitudinal survey study in the U.S. Social Science & Medicine, 274, Article 113779. https://doi.org/10.1016/j.socscimed.2021.113779

Pica, M. G., Grullon, J. R., & Wong, R. (2024). Correlates of loneliness and social isolation among older adults during the COVID-19 outbreak: A comprehensive assessment from a national United States sample. Geriatrics, 9(4), 96. https://doi.org/10.3390/geriatrics9040096

Piotrowski, K. (2021). How many parents regret having children and how it is linked to their personality and health: Two studies with national samples in Poland. PLOS ONE, 16(7), e0254163. https://doi.org/10.1371/journal.pone.0254163

Polit, D. F., & Beck, C. T. (2021). Nursing research: Generating and assessing evidence for nursing practice (11th ed.). Wolters Kluwer.

Postill, G., Halpin, M., Zanin, C., & Ritter, C. (2024). 'I've never been so stressed in my life': A qualitative analysis of young adults' lived experience amidst pandemic restrictions in Prince Edward Island, Canada. BMJ Open, 14(3). https://doi.org/10.1136/bmjopen-2023-075567

Pourtaheri, A., Mahdizadeh, M., Tehrani, H., Jamali, J., & Peyman, N. (2024). Socio-ecological factors of girl child marriage: A meta-synthesis of qualitative research. BMC Public Health, 24, Article 1–23. https://doi.org/10.1186/s12889-023-17626-z

Pourtaheri, A., Seyedeh Belin, T. S., Monavvar, A. A., Ahangari, H., & Peyman, N. (2023). Prevalence and factors associated with child marriage: A systematic review. BMC Women's Health, 23, Article 1–15. https://doi.org/10.1186/s12905-023-02634-3

Pradhan, M. R., Mondal, S., Saikia, D., & Mudi, P. K. (2024). Dynamics of caste and early childbearing in India: A perspective of three decades. BMC Women's Health, 24(1), 231. https://doi.org/10.1186/s12905-024-03077-0

Psaki, S. R., Melnikas, A. J., Haque, E., Saul, G., Misunas, C., Patel, S. K., et al. (2021). What are the drivers of child marriage? A conceptual framework to guide policies and programs. Journal of Adolescent Health, 69(1), S13–S22. https://doi.org/10.1016/j.jadohealth.2021.09.001

Qin, T., & McNaughtan, J. (2024). The impact of college and high school partnerships for international student experiences. Journal of International Students, 14(1), 38–57. https://www.proquest.com/scholarly-journals/impact-college-high-school-partnerships/docview/2956318536/se-2

Rahiem, M. D. (2021). COVID-19 and the surge of child marriages: A phenomenon in Nusa Tenggara Barat, Indonesia. Child Abuse & Neglect, 118, 105168. https://doi.org/10.1016/j.chiabu.2021.105168

Rahiem, M. D. H., Krauss, S. E., & Ersing, R. (2021). Perceived consequences of extended social isolation on mental well-being: Narratives from Indonesian university students during the COVID-19 pandemic. International Journal of Environmental Research and Public Health, 18(19), 10489. https://doi.org/10.3390/ijerph181910489

Rahmadia, F., Suparnyo, S., & Kustiyowati, F. (2025, February). Early marriage against tradition and structural poverty. In Proceedings of the 5th International Conference on Law Reform (InCLAR 2024) (pp. 41–45). Atlantis Press. https://doi.org/10.2991/978-2-38476-362-7_8

Rahman, R. T. A., & Yuandari, E. (2020). Early marriage in Banjarmasin: The impact on reproductive health and prevention strategy. International Journal of Clinical Inventions and Medical Science, 2(1), 15–19.

Randles, J. (2021). "Willing to do anything for my kids": Inventive mothering, diapers, and the inequalities of carework. American Sociological Review, 86(1), 35–59.

Rashid, Y., Rashid, A., Warraich, M. A., Sabir, S. S., & Waseem, A. (2019). Case study method: A step-by-step guide for business researchers. International Journal of Qualitative Methods, 18, 1–13. https://doi.org/10.1177/1609406919862424

Renjith, V., Yesodharan, R., Noronha, J. A., Ladd, E., & George, A. (2021). Qualitative methods in health care research. International Journal of Preventive Medicine, 12, 20.

Ricker, C. L., Earn, S., Das, M., & Greene, M. E. (2023). The right to leave: Dissolution of child, early, and forced marriages and

unions. Adolescents, 3(3), 490. https://doi.org/10.3390/adolescents3030035

Rikard, S. M., Strahan, A. E., Schmit, K. M., & Guy, G. P., Jr. (2023). Chronic pain among adults — United States, 2019–2021. Morbidity and Mortality Weekly Report, 72(15), 379–385. https://doi.org/10.15585/mmwr.mm7215a1

Riley-Tillman, T. C., Burns, M. K., & Kilgus, S. P. (2020). Evaluating educational interventions: Single case design for measuring response to intervention. Guilford Publications.

Rogers, S. L., & Cruickshank, T. (2021). Change in mental health, physical health, and social relationships during highly restrictive lockdown in the COVID-19 pandemic: Evidence from Australia. PeerJ, 9, e11767. https://doi.org/10.7717/peerj.11767

Roman, D. (2020). Justifications of Internet infidelity in Romanian women with extra-dyadic affairs: A qualitative study proposal. New Trends in Psychology, 2(1). https://www.proquest.com/scholarly-journals/justifications-internet-infidelity-romanian-women/docview/2586468984/se-2

Rounsefell, K., Gibson, S., McLean, S., Blair, M., Molenaar, A., Brennan, L., Truby, H., & McCaffrey, T. A. (2020). Social media, body image and food choices in healthy young adults: A mixed methods systematic review. Nutrition & Dietetics, 77(1), 19–40. https://doi.org/10.1111/1747-0080.12581

Roy, A., & Chouhan, P. (2021). Girl child marriage in Malda district of West Bengal: Analysis of prevalence and socio-economic factors. Vulnerable Children and Youth Studies, 16(4), 293–306. https://doi.org/10.1080/17450128.2021.1923878

Rutledge, J. A., Williams, J. D., & Barlow, M. A. (2024). The relationship between life regrets and well-being: A systematic review. Frontiers in Psychology, 15, 1515373. https://doi.org/10.3389/fpsyg.2024.1515373

Ryan-Vig, S., Gavin, J., & Rodham, K. (2019). The presentation of self-harm recovery: A thematic analysis of YouTube videos. Deviant Behavior, 40(12), 1596–1608.

Sahakian, T. (2024). Young adults, self-esteem, psychological well-being, and positive psychology (Publication No. 3062308698) [Doctoral dissertation, Publicly Available Content Database]. ProQuest Dissertations & Theses Global. https://www.proquest.com/dissertations-theses/young-adults-self-esteem-psychological-well-being/docview/3062308698/se-2

Sahebihagh, M. H., Hosseinzadeh, M., Mirghafourvand, M., Sarbakhsh, P., & Nemati, H. (2024). Challenges of smoking cessation in users of non-invasive stimulation technologies in Iran: A parallel convergent mixed-methods study. BMJ Open, 14(12), e091253.

Sahoo, M., & Pradhan, J. (2021). Reproductive health care status of the displaced tribal women in India: An analysis using Nussbaum central human capabilities. Health Care for Women International, 42(4–6), 390–419.

Salinger, J. M., Whisman, M. A., Randall, A. K., & Hilpert, P. (2021). Associations between marital discord and depressive symptoms: A cross-cultural analysis. Family Process, 60(2), 493–506. https://doi.org/10.1111/famp.12563

Saunders, B., Sim, J., Kingstone, T., Baker, S., Waterfield, J., Bartlam, B., & Jinks, C. (2018). Saturation in qualitative research: Exploring its conceptualization and operationalization. Quality & Quantity, 52(4), 1893–1907.

Save the Children. (2020). COVID-19 places half a million more girls at risk of child marriage. https://www.savethechildren.net/news/covid-19-places-half-million-more-girls-risk-child-marriage-2020

Sayehmiri, K., Kareem, K. I., Abdi, K., Dalvand, S., & Gheshlagh, R. G. (2020). The relationship between personality traits and marital satisfaction: A systematic review and meta-analysis. BMC Psychology, 8(1), 15. https://doi.org/10.1186/s40359-020-0383-z

Seyed Mousavi, P. S., Sardari, N., Ghorbani, J., & Mokhtarnia, I. (2021). The relation between maternal psychological distress and maternal caregiving quality: Marital satisfaction as a moderator. Psychological Studies, 66(4), 434–444.

Sibbald, S. L., Paciocco, S., Fournie, M., Van Asseldonk, R., & Scurr, T. (2021). Continuing to enhance the quality of case study methodology in health services research. Healthcare Management Forum. https://doi.org/10.1177/08404704211028857

Sinha, P., Paudel, B., Mosimann, T., Ahmed, H., Gaotswake, P. K., Moagi, M., & Phuti, A. (2024). Comprehensive criteria for reporting qualitative research (CCQR): Reporting guideline for global health qualitative research methods. International Journal of Environmental Research and Public Health, 21(8), Article 1005. https://doi.org/10.3390/ijerph21081005

Slobodin, O., Cohen, R., Arden, A., & Katz, I. (2020). Mothers' need frustration and controlling parenting: The moderating role of maternal guilt. Journal of Child and Family Studies, 29(7), 1914–1926.

Smith, B., Chukwuere, P. C., & Leepile, A. S. (2024). Exploring presence practices: A study of unit managers in a selected Provincial Hospital in Free State Province. BMC Nursing, 23, Article 23. https://doi.org/10.1186/s12912-024-02023-7

Smock, P. J., & Schwartz, C. R. (2020). The demography of families: A review of patterns and change. Journal of Marriage and Family, 82(1), 9–34. https://doi.org/10.1111/jomf.12612

Sripad, P., Pinchoff, J., Dadi, C., & Dougherty, L. (2024). Measuring social norms related to child marriage among married women and men in Niger. PLOS ONE, 19(7), Article e0307595. https://doi.org/10.1371/journal.pone.0307595

Stockdale, K. (2022). Moral shock. Journal of the American Philosophical Association, 8(3), 496–511. https://doi.org/10.1017/apa.2021.15

Subramanee, S. D., Agho, K., Lakshmi, J., Huda, M. N., Joshi, R., & Akombi-Inyang, B. (2022). Child marriage in South Asia: A systematic review. International Journal of Environmental Research and Public Health, 19(22), Article 15138. https://doi.org/10.3390/ijerph192215138

Sun, Y., & Wang, W. (2023). Research into the relative influences of spouses doing housework, family decision-making, and physical and mental health on Chinese family marital satisfaction. Social Sciences and Humanities Proceedings, 154, Article 03008. https://doi.org/10.1051/shsconf/202315403008

Tajari, M., Ashktorab, T., & Ebadi, A. (2024). Components of safe nursing care in the intensive care units: A qualitative study. BMC Nursing, 23, Article 12. https://doi.org/10.1186/s12912-024-02281-5

Tartakovsky, E. (2025). Who is afraid of romantic relationships? Relationship fears and their connection with personal values and socio-demographic variables. Behavioral Sciences, 15(2), Article 191. https://doi.org/10.3390/bs15020191

Tasew, A. S., & Getahun, K. K. (2021). Marital conflict among couples: The case of Durbete town, Amhara Region, Ethiopia. Cogent Psychology, 8(1), Article 1903127. https://doi.org/10.1080/23311908.2021.1903127

Tenny, S., Brannan, J. M., & Brannan, G. D. (2022, September 18). Qualitative study. In StatPearls [Internet]. StatPearls Publishing. https://www.ncbi.nlm.nih.gov/books/NBK470395/

Thompson, J. A., Poyrazli, S., & Miller, E. (2020). Western media and body image dissatisfaction in young women in developing nations. Eurasian Journal of Educational Research, 2020(87), 1–22. https://doi.org/10.14689/ejer.2020.87.1

Tilman, C. B., Belo, A. P., dos Santos Seixas, H., Belo, J. F. d. J., Guterres, D. J., & Henriques, P. (2025). The literature depth review on the study design in qualitative research methodology. American Journal of Medical and Clinical Research & Reviews, 4(4), 1–10. https://doi.org/10.58372/2835-6276.1288

Tore, F. K., Yagmur, Y., & Gul, E. (2024). The mediating effect of depression on the relationship between marital satisfaction and quality of life in women. International Journal of Caring Sciences, 17(2), 706–717. https://www.proquest.com/scholarly-journals/mediating-effect-depression-on-relationship/docview/3112931881/se-2

Torres, T. (2024). Chronic pain support group: A grant proposal project (Doctoral dissertation). ProQuest Dissertations & Theses Global. (Publication No. 3077588273). https://www.proquest.com/dissertations-theses/chronic-pain-support-group-grant-proposalproject/docview/3077588273/se-2

Uddin, M. E. (2021). Teenage marriage and high school dropout among poor girls: A narrative review for family pathways in Bangladesh. Journal of Research in Social Sciences and Language, 1(1), 55–76.

Um, Y. J. (2024). The relationship between bicultural acceptance attitude and self-esteem among multicultural adolescents: The mediating effects of parental support. International Journal of Environmental Research and Public Health, 21(9), 1175. https://doi.org/10.3390/ijerph21091175

UNICEF. (2022). Child marriage country profiles: Zimbabwe. UNICEF. https://data.unicef.org/resources/child-marriage-country-profiles/

United Nations Children's Fund. (2021). COVID-19: A threat to progress against child marriage. UNICEF.

Uskul, A. K., Cross, S. E., & Günsoy, C. (2023). The role of honour in interpersonal, intrapersonal and intergroup processes. Social and Personality Psychology Compass, 17(1), e12719. https://doi.org/10.1111/spc3.12719

Uzayisenga, J., Nshimiyimana, A., Kaberuka, G., Bazakare, M. L. I., Mbarushimana, V., Mukeshimana, M., Musafli, A., & Nyirazinyoye, L. (2023). Adolescents' perspectives regarding their communication with reproductive health service providers in Rwanda: An explorative study. BMC Health Services Research, 23, 10526. https://doi.org/10.1186/s12913-023-10526-3

van Schothorst–van Roekel, J., Weggelaar-Jansen, A. M. J. W. M., Hilders, C. C. G. J. M., De Bont, A. A., & Wallenburg, I. (2021). Nurses in the lead: A qualitative study on the development of distinct nursing roles in daily nursing practice. BMC Nursing, 20(1), Article 97. https://doi.org/10.1186/s12912-021-00613-3

Viera, C. A. (2023). Case study as a qualitative research methodology. Performance Improvement, 62(4), 125–129. https://doi.org/10.56811/PFI-23-0005

Virdun, C., Luckett, T., Gilmore, I., Brassil, M., Lilian, R., Lorenz, K., & Phillips, J. (2019). Involving consumers with palliative care

needs and their families in research: A case study. Collegian, 26(6), 645–650. https://doi.org/10.1016/j.colegn.2019.08.002

Wahid, S., Lewis, S., & Casmod, Y. (2024). Radiographers' conceptualisation of trauma imaging in Gauteng, South Africa. Health SA Gesondheid, 29, Article 2526. https://doi.org/10.4102/hsag.v29i0.2526

Wahyuningtyas, B. P., Asteria, D., & Sunarto. (2023). The accommodation of communication in the family as an adjustment of cultural values between generations. Social Sciences, 12(12), 653. https://doi.org/10.3390/socsci12120653

Wang, H. (2021). The somatic turn in the aesthetics and its significance—A cross-cultural perspective. Academic Journal of Humanities & Social Sciences, 4, 66–70.

Watson, A., Anderson, M., Peterson, C., Watson, S., Thomas, D., Young, C., Whitham, A., Prescott, S., Gardner, T., & Sutton-Clark, G. (2024). Discovering nurse mode: A phenomenological study of nursing student role micro-transitions. Nurse Education in Practice, 80, 104101. https://doi.org/10.1016/j.nepr.2024.104101

Whatling, T. (2022). Dealing with disputes and conflict: A self-help tool-kit for resolving arguments in everyday life. Routledge.

Wolford, S. N., & McWey, L. M. (2020). "It makes me step back a little… check myself": Parental identity and mandated participation among parents involved with the child welfare system. Journal of Family Violence, 35(5), 427–440. https://doi.org/10.1007/s10896-019-00112-9

Wong, S. Y. S., Zhang, D., Sit, R. W. S., Yip, B. H. K., Chung, R. Y., Wong, C. K. M., Chan, D. C. C., Sun, W., Kwok, K. O., & Mercer, S. W. (2020). Impact of COVID-19 on loneliness, mental health, and health service utilisation: A prospective cohort study of older adults with multimorbidity in primary care. The British Journal of General Practice, 70(700), e817–e824. https://doi.org/10.3399/bjgp20X713021

Woods, P., & Sikes, P. (2022). Successful writing for qualitative researchers. Routledge.

World Health Organization. (2023). Adolescent pregnancy: Fact sheet. https://www.who.int/news-room/fact-sheets/detail/adolescent-pregnancy

Xiong, T., McGrath, P. J., Stewart, S. H., Bagnell, A., & Kaltenbach, E. (2022). Risk and protective factors for posttraumatic stress and posttraumatic growth in parents of children with intellectual and developmental disorders. European Journal of Psychotraumatology, 13(1), Article 2087979. https://doi.org/10.1080/20008198.2022.2087979

Yazan, B. (2015). Three approaches to case study methods in education: Yin, Merriam, and Stake. Qualitative Report, 20(2), 134-152.

Yin, R. K. (2018). Case study research and applications: Design and methods (6th ed.). SAGE Publications.

Yong, R. J., Mullins, P. M., & Bhattacharyya, N. (2022). Prevalence of chronic pain among adults in the United States. Pain, 163, e328–e332. https://doi.org/10.1097/j.pain.0000000k000002448

Yoosefi Lebni, J., Solhi, M., Ebadi Fard Azar, F., Khalajabadi Farahani, F., & Irandoost, S. F. (2023). Exploring the consequences of early marriage: A conventional content analysis. INQUIRY: The Journal of Health Care Organization, Provision, and Financing, 60. https://doi.org/10.1177/00469580231159963

Yukich, J., Worges, M., Gage, A. J., Hotchkiss, D. R., Preaux, A., Murray, C., & Cappa, C. (2021). Projecting the impact of the COVID-19 pandemic on child marriage. Journal of Adolescent Health, 69(6), S23-S30.

Zairul, M. (2021). Can member check be verified in real time? Introducing ARC (asking, record, confirm) for member checking validation strategy in qualitative research. Engineering Journal, 25(1), 245–251. https://doi.org/10.4186/ej.2021.25.1.245

Zonash, R., Arouj, K., & Jamala, B. (2021). Envious behavior among university students: Role of personality traits and self-compassion. Journal of Research in Social Sciences, 9(1), 42–62. https://www.proquest.com/scholarly-journals/envious-behavior-among-university-studentsrole/docview/2547656490/se-2

Affiliations and Corresponding Information

Sarah Mae N. Elevencione, LPT
James Alfred Strong Integrated School
Department of Education – Philippines

Cornelio R. Rollo, PhD, LPT
Ramon Magsaysay Memorial Colleges
General Santos City – Philippines