

**INFLUENCE OF MARITAL CONFLICTS ON ACADEMIC PERFORMANCE OF  
MARRIED STUDENTS IN STATE OWNED TERTIARY INSTITUTIONS OF  
KADUNA STATE.**

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## DECLARATION

I Magdalene Gaiya CHINDO hereby declare that this thesis titled “INFLUENCE OF MARITAL CONFLICTS ON ACADEMIC PERFORMANCE OF MARRIED STUDENTS IN STATE OWNED TERTIARY INSTITUTIONS OF KADUNA STATE” was written by me in Home Economics Section, Department of Vocational and Technical Education, Ahmadu Bello University, Zaria. It is a true record of my research work under the able supervision of Dr.( Mrs). E.E. Adamu and Prof.( Mrs). T.O. Ojo. This work has not been printed in any form for the award of higher degree in any university. The sources of information derived from the literature have been duly acknowledged in the text and in the list by references provided.

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Gaiya Magdalene CHINDO

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Signature

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Date

## CERTIFICATION

This research titled “INFLUENCE OF MARITAL CONFLICTS ON ACADEMIC PERFORMANCE OF MARRIED STUDENTS IN THE STATE OWNED TERTIARY INSTITUTIONS OF KADUNA STATE, by Gaiya Magdalene CHINDO has been read and meets the requirements and regulations governing the award of degree of Masters of Education (Home Management) of Ahmadu Bello University, Zaria. It is approved for its contribution to knowledge and literary presentation.

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## **DEDICATION**

This work is dedicated to God Almighty.

## ACKNOWLEDGEMENT

Glory to God Almighty for sparing my life to witness the end of this work, without his will, collection and compilation of this research work would not have been possible. May all praise and adoration be ascribed unto his Holy name forever.

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## ABSTRACT

The study ascertained the **influence of marital conflicts on academic performance of married students in the state owned tertiary institutions of Kaduna State**. The specific objectives were five (5). A survey research design was adopted for the study; one thousand, six hundred and eighty two (1,682) was used as research population, three hundred and fifty (350) respondents were used as sample size. Five (5) null hypotheses were formulated. The research questionnaire was used as instrument for data collection which was validated through vetting and pilot study. Descriptive statistics of frequency distribution and mean were used to present the bio-data of the respondents; statistical package for social sciences (SPSS) using inferential statistic was used in answering the research questions, while pearman product moment correlation (PPMC) was used to test the null hypotheses at 0.05 level of significance. The data collected for this study were subjected to reliability test, using split half method, proportional random sampling techniques frequency and means. The reliability coefficient obtained from the instrument was 0.971 using PPMC values when compared with critical values that greatly exceeded the p- value which led to the rejection of all the null hypotheses. The findings revealed that significant relationship exist between marital conflicts and academic performance of married students. The findings also revealed that lack of sponsorship by spouse can influence poor concentration in academic activities of married students, open reprimanding of spouse in the presence of people around and high extent of marital pressure were equally observed as what influence academic performance of married students which has negative influence on married students academic performance, In the light of the findings, it was concluded that married students who are experiencing marital conflicts do not concentrate in academic work which influence poor academic performance and drop in cumulative grade point aggregate (CGPA) It was recommended that married students experiencing marital conflicts should develop positive coping strategies that would enhance their academic performance.

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## OPERATIONAL DEFINATION OF TERMS

**Marital conflict** is disagreement or argument that arises from time to time and is sometimes meant to settle disagreement in order to move forward towards better living.

**Academic Performance:** is an achievement which is seen in scores and grades in an academic setting.

**Commuter Marriage:** is a marriage where one of the spouses travels regularly or stay in another town due to nature of work.

**Conflict:** is a disagreement between two or more individuals. It can be said to be clash of interest as well an emotional tension due to unmet needs.

**Coping Strategies:** managing of conflict and academic performance of the married students. It involves defining the problems and generating solutions.

**Influence:** is an impression or a changed state occurring as a result of one's action, it could be seen as symptom, consequence, burden, events or outcome.

**Marital Pressure:** is the powerful and stressful demand on the married couple.

**Marriage:** is a legally recognized relationship, established by a civil or religious ceremony between two people who intend to live together as sexual and domestic partners.

**Performance:** is the direct outcome of learning of students.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

Couples who have never argued or been in conflict in certain time of their lives are not being honest with each other. Conflicts is defined as a struggle to resist or overcome; contest of opposing forces or powers; strife; battle. A state or condition of opposition; antagonism; discord. A painful tension set up by a clash between opposed and contradictory impulses. No matter how one try to avoid it, conflict periodically enter people lives. Conflicts occur among, spouses and family members. Argument arises from time to time and is sometimes meant to settle disagreements in order to move forward towards better living. Conflict could result in positive impact in one's life; however, when conflict arises for the wrong reasons and is not handled with care it becomes more serious with negative impact on the victim and their academic performance. Couples engage in conflicts more often due to economic, sexual and power control. Couples tend to quarrel over money more often than other things. For a marriage to last a life time there should be love and a steady romantic relationship. While love is important, emotional maturity, shared values and interest contribute to marital success.

Marriage is a relationship that functions on many levels. Marriage is an intricate tapestry, which comprises of many strands woven and intermingled in a special kind of way. That the function of the family which is the primary group in the society is entrusted to parents for care and training of its future citizens. A well nurtured family today, is a prosperous and clean world of tomorrow. It is also noted that a disturbed family has no peace; is unorganized and cannot perform its function effectively. Since the family is a group of individual set to achieve certain function

such as procreation, regulation of sexual behavior, economic support, and socialization, the family should then be an agency for transmitting this cultural heritage from one generation to another. This valuable institution is today faced with multiple threats to its survival. One of the most dramatic and saddening trends in family survival of recent times which has been on the increase is marital dissatisfaction, marital conflicts and crisis. This is leading to numerous problems and is pointing to decline in believe and family disorganization, bringing about numerous societal ills. Olaitain and Akpan (2003) opined that marriage is said to be the bedrock and foundation of family and society. Marriage is traditionally rooted in an arrangement between families and not essentially between two individuals. Donald, (1999) said that many other factors such as psycho-social, cultural and economic problems make people to deviate significantly from the objectives of marriage. Marriage therefore consistently calls for adjustment as the relationship can have either positive or negative influence on the family. The researcher is of the view that, spouse should only look at the positive aspect of each other and neglect the negative aspect. This will go a long way in minimizing certain level of marital conflicts.

Academic performance can be referred to as achievement demonstrated, using scores and grades on examination, test or assignments in an academic setting. The results are used to determine the competence of students in a course over the semesters. Anene, (2005), viewed students' academic performance as an assessment of students learning progress in task that is required of them. They are expected to engage in activities which may include, manipulation of materials, problems solving, demonstration of practical skills and participating in theoretical work. Donald, (2007) viewed academic performance as an active demonstration that assess students learning, such as; presentation, musical and dramatic performance.

When students demonstrate all these, it improves their learning and assimilation. Swanson and Watson (1981) stated that assessment of academic performance has three dimensions, meant for placement, planning and evaluation. The grades obtained from the assessment also help in evaluating the progress of the instructors and the instructional programs to verify whether there is progress on the entire program.

The researcher viewed marital conflict as inevitable aspect of life experience. Understanding how it escalates goes a long way towards knowing how to use it as advantage over the other person. Conflict occurs between two or more people who disagree on certain issue that threatens their respective goal, values or needs. How they participate in a disagreement perceive threat determines to a great extent how heated the conflict can become. The researcher opined that, if there are many resources and opportunities available within any social setting, it is not always common for conflict to arise. On the contrary, when conflicts are handle effectively, it may lead to interpersonal growth and create the change needed to improve interpersonal relationship. The ultimate root of conflict happens when one perceived something or someone is as a threat to your area of wellbeing. Threat typically triggers emotional or psychological responses. When this happens, the ability to view and approach the situation in an objective manner is hampered. This in turn, makes it seem like there is a limited number of solutions to a particular problem. Once perspective is hampered by emotion, communication becomes difficult. (Retrieved on 6/7/2011 <http://www.ehow.com/about,4576718>).

In recent years the rate of conflict among couples is on the increase on daily basis. Martin (2000), stated that marital conflict occurs more often with couples who were forcefully given out for marriage between the average ages of 17 and 25 years. Martin further opined that about forty five (45) percent of the world population

marries before the age of forty five years. Martin also stated that there are over one million conflicts yearly and nearly fifty percent (50%) of all marriages now end in conflicts resulting to divorce or separation. For the fact that many people marry before they are ready and for obviously wrong reasons, best known to them, without developing emotional maturity and strong love, most marriages is cracking, leading to separation and divorce

Martin, (2000) said that couple should try to know each other well and should see each other at their best and worst conditions. Martin (2000) further added that faulty marriages are some of the common causes of conflicts and friction among couples, that is, a wealthy man or woman getting married without proper courtship and after a very short time of marriage couples are separated or divorce due to incompatibility. This as well will eventually aggravate marital conflict which might influence married student's academic performance and their self esteem. Morrison and Charlie (1995) opined that marital conflict is associated with a variety of indicators such as poor conduct disorders, anxiety and aggression.

Exposure to marital conflict might influence married student directly or indirectly through its effect on their academics. Emery (1982), El- sheikh, ( 1989) and Jekielek (1998) opined that the effects of married student's conflicts can be more harmful to their academic performance as well as their social behaviors. Morrison (1995) also expressed that high-conflict couples had significantly poorer adjustment in school than those in low-conflict families. Married students from high conflict family have lower self esteem and greater anxiety.

The researcher remarked that the most prevalent type of marital conflicts are mostly based on unmet needs, money, power struggle, sexual problems, infidelity and in-law problems. Marital conflict can lead to mental instability and family



disorganization resulting to lots of social ills. Crisis and conflicts in marriages produce discord and reduces affection among couples leading to divorce and separation and total dissolution of the family system, with an influence on academic performance.

Moral decadence, depression is a major impact that results to crisis among married couples. Gradual degeneration, of traditional system of marriage, disintegrations and commuter marriage system has made marital conflict to be on the increase. Escalating marital conflicts and crisis can lead the nation of its capability to possess responsible citizens with poor educational performance. This implies that there will be deteriorations in the caliber of citizens with every new generation. The nation will be full of selfish, self conceited individuals. There will be continued national instability due to unstable personalities. There will be national disintegration and eminent collapse in marriage if the family system is not addressed and refocused to its statuesque.

Spinner and Ortese, (1998) explained that couples who are always in conflict tend to have psychopathic behavior, emotional imbalance, mentally disturbed and poor retentive memory. Cumming (2002), explained that couples from conflict free family tend to contribute immensely to the society through their high level of productivity within and in their places of work.

## **1.2 Statement of the Problem**

Marriage before the 20<sup>th</sup> century was bonded with traditional rites and taboos. Kolo, (2011), views marital vows such as to love, cherish and honor as declining due to the love of money, freedom, struggle for power control, poor communication, lack of preparedness or lack of proper diagnosis and treatment of the problem. Due to this decline, these marital vows are now replaced with social ills such as, disaster, poor development, and lack of involvement, appreciation, understanding, companionship, support, attraction,

forgiveness on poor sexual relationship. However, recent marriages seem to be tied under competitive corporate economy world, where most couples go out to look for daily bread with no one to stay and look after the home as it was the case in those days.

Marital conflicts arise among couples due to economic, power control, lack of preparedness, sexual satisfaction, and poor communication among other reasons. Kolo, (2011), further opined that Marriage is commonly defined as a partnership between two members of the opposite sex, known as husband and wife. Scholars who study human culture and society disagree on whether marriage can be universally defined. The usual roles and responsibilities of the husband and wife includes living together, having sexual relations only with one another, sharing economic resources, and being recognized as the parents of their children. However, unconventional forms of marriage that do not include these elements do exist. Marriage involves an emotional and sexual relationship between particular human beings. Marriage connects two families in a complicated set of property exchanges involving land, Labor and other resources. The extended family and society also share an interest in the children the couples may have.

In the past, students' performance was very encouraging irrespective of family background, married or unmarried, because marital conflicts were controlled through the intervention of relatives. This is due to the fact that most couples were living in close proximity with their relatives, they were been checkmate whenever they do something wrong. But in recent years due to increase in acquisition of knowledge, urbanization and struggling to make earn meets by spouse, they no longer live in close proximity with relations and as such no relation seem to know when spouse are having any form of marital conflict , hence, they cannot be cautioned.

Testimonies of married students' personal experience are narrated below:

The married student was studying in a College of Education but was always in conflict with her spouse, they were not communicating with each other, their children were used as mail children whenever there is an issue or message to pass to the other partner. The student's programme adviser noticed that the student's performance was getting lower on semester basis, the college Guidance Counselor along with the programme adviser met with the affected student and she was able to narrate the problem she was facing with her spouse. This however seems likely that marital conflict she was faced with affected her academic performance. However, it seems that the marital conflict this student was faced with contributed to her lower academic performance.

Furthermore, another testimony of a married student who was studying in a tertiary institution is narrated below; the married student's picked her younger sister from their mother to live with her when she was six years old then. This younger sister of the married student was age 19 when the married student decided to live in order to further her study, living the sister to stay and take care of the children while she is away. Information was reaching to the married student, that her younger sister whom she left to take care of her children while in the institution pursuing her study, do go for weekend with her husband leaving the children under the mercy of God. She only believed the story when both her husband and her younger sister were travelling out of the town as usual to enjoy themselves, had accident and were admitted for months before they regained their health back. The married student after the incident began to secure lower grade in test, assignment and examination, and her cumulative grade point aggregate (C G P A) began to drop drastically. It was after series of counseling, the married student regained herself academically emotionally and socially, although she could not perform better as she was always known to be.

In line with these multiple pressure faced with by married students, Mark (2010) research work, revealed that married students are also faced with combined academic and family responsibilities and each of these activities have to be attended to. These multiple challenges led married students not to attend to lectures, because some of them have jobs, children to care for, there are unmet needs that need urgent attention, some married student come late for lectures, some of them come for test or examinations with babies on their back, some submitting assignment very late, irregularity in attending lectures. All these are multiple pressure that can affect concentration and temperament which alone can result to marital conflicts aside other factors.

It is against this backdrop, this study seeks to investigate the influence of marital conflict on academic performance of married students in the state owned tertiary institutions of Kaduna State. Although Mark (2010) work seem to record high rate of marital conflict (67%) in United State of America. however, Nigeria has no accurate statistical data base of families with marital conflicts, and it seem little or no study on marital conflict on academic performance of married students have been carried out in the state owned tertiary institution of Kaduna State.

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

The main objective of this study is to determine the influence of marital conflict on the married students' academic performance in the state owned tertiary institutions of Kaduna State.

The specific objectives are to:-

1. identify the possible major causes of common marital conflicts among married students experiencing conflict, in State Owned tertiary institutions of Kaduna state.

2. determine the extent in which marital pressure influence married students academic performance in State owned tertiary institutions of Kaduna State.
3. identify the frequency in which marital conflict influence married students' academics in the state owned tertiary institutions of Kaduna State.
4. determine the level of frequency in which marital conflict may interferes with married students' academic performance in State Owned Tertiary Institutions of Kaduna State.
5. identify the coping strategies employed, by married students, towards the enhancement of their academic performance, in State Owned tertiary institutions of Kaduna state.

#### **1.4 Research Questions**

This study answered the following research questions:

1. What are the major possible causes of marital conflicts among married students experiencing conflict, in the state owned tertiary institutions of Kaduna State?
2. To what extent does marital pressure influence married students' academic performance?
3. What are the frequencies in which marital conflict influence the married students' academic performance?
4. What are the level of frequency in which marital conflict interfere with the married students' academic performance?
5. What are the coping strategies employed by married students towards their academic performance in the states owned tertiary institutions of Kaduna State?

## **1.5 Research Null Hypotheses**

The study tested the following null hypotheses:

Academic performance of married students in State owned tertiary institutions of Kaduna state.

HO The intensity of marital pressure due to marital conflict will not significantly affect academic performance of married students experiencing marital conflict in state owned tertiary institutions of Kaduna State.

HO There is no significant relationship between frequency of marital conflict and academic performance of married students experiencing marital conflict.

HO The influence of marital conflicts will not significantly influence married students experiencing marital conflicts and their academic performance.

HO There is no significant relationship between married student's marital conflict and coping strategies employed towards the enhancement of their academic performance in State Owned tertiary institutions of Kaduna State.

## **1.6 Significance of the Study**

The study will be useful to married students in tertiary institutions of learning, on the need for a conflict free home, reducing marital pressure, finding positive means of coping with conflict and academics, developing positive emotional maturity, spouse to be supportive, show love, patience and proper communication in the family, in order to enhance qualitative academic performance, especially on those couples that always engage in conflicts. The findings of this study will be of great benefit to married couples in improving and minimizing conflicts in the home especially those married students experiencing marital conflicts in State owned tertiary institutions of Kaduna State. The study will also be useful to the communities and Kaduna State

government on the need to educate spouse on the preventive measures of conflicts in order to have responsible citizens and effective productivity in the state labor market, hence qualitative education is the bedrock of any society.

The study will be significant to married students because they will be able to identify the importance of strong emotional feelings, maturity and agape love in order for marriages to last. The study will be useful to couples because they will be able to understand the implication of conflicts on their academic performance and the effect it has on their emotional well being. The study will be useful to couples and the communities on the need to educate couples on the preventive measures of conflicts especially those couples that engaged in conflicts even in the presence of their children.

### **1.7 Assumptions of the Study**

For this study, it is assumed that;

1. Married students do not know the implications of marital conflicts on their academic performance in State owned tertiary institutions of Kaduna State.
2. Married Students cannot cope with their academic work when there is conflict in the family.
3. Frequent level of conflicts has greater negative effect on the married students' academics.
4. It is assumed that high rate of marital pressure due to marital conflict does not influence married students' academic performance.
5. It is assumed that, developing positive coping strategies to be employed by married students will enhance their academic performance.

## **1.8 Delimitation of the Study**

The study focus on influence of marital conflict on academic performance of married students in state owned tertiary institution of Kaduna State. Who were married before securing admission into these institutions .This is because the researcher feels with these group of students, more useful information will be obtain , especially those students that may be affected by the problem of marital conflicts on their academic performance. The study was delimited and cover areas of marital conflicts such as economic, sexual, power control, children issues communication among other areas, and how these may interfere with the married students academic performance in tertiary institutions within the three zones, with reference to all the State owned tertiary institution in the zones namely; Kaduna State College of Education Gidan waya, College of Nursing Kafanchan, Kaduna State University, Nuhu Bamali Polytechnic Zaria and Shehu Idris College of Health Technology Makarfi respectively. The researcher used married students in these tertiary institutions as the target population, due to the fact that married students seem to constitute higher percentage in the state owned tertiary institutions, compared with students at the federal institutions within the state.



## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This chapter contains a review of related literature on the influence of marital conflict on the academic performance of married students tertiary institutions. The review covers the following sub – headings:

- 2.1 Theoretical Frame work of the study
- 2.2 Conceptual Frame Work of the study
  - 2.2.1 Concept of marriage
- 2.3 Concept and Types of Conflicts
- 2.4 Possible Causes of Marital Conflict
- 2.5 Marital pressure due to marital conflict on student’s academic performance
- 2. 6 Influence of marital conflicts on the married students. Academic performance
- 2.7 Academic performance
- 2.8 Coping strategies employed by married students towards the enhancement of their academic performance.
- 2.9 Empirical studies
- 2.10 Summary of Literature Reviewed

#### **2.1 Theoretical Framework of the Study**

A theory is a group of related statements that can give functional meaning to an event. Theoretical framework of this study is based on Karl Marx, a German theorist and political activist of the 19<sup>th</sup> century who attributed the basis of marital conflict to materialism. Marx, dictate our individual differences, class, associations and interests as what trigger marital conflicts. Marx, theorized that the resulting set of class consciousness, representing different socio-economic levels and interests, is what is leading to inevitable marital conflicts that we face from day to day. The

theorists further stated that class consciousness is necessary for any constructive change to happen. Karl Marx also said that as stressful as family conflict can become at times, there are genuine benefits in resolving it which would otherwise not present themselves if it did not arise. He further said that marital conflicts benefits can come in the form of personal growth, stronger bonds, increased in productivity and overall boost in moral. There are also interpersonal relationship agreements as well as peace increase when issues are resolve. It creates long time bonds that help in strengthening the family bonds time. Marital conflicts are unavoidable aspects of everyday Conflicts occurring between two or more people who disagree on issues that threatens their respective goals, values, or needs. The ultimate root of marital conflicts happens when you perceive something or someone as a threat to some area of your well-being. Threats typically triggers emotional responses. When this happens, your ability to view and approach the situation in an objective manner is hampered. This in turns makes it seem like there is a limited number of solutions to a particular problem. Once perspective is hampered by emotion, communication becomes difficult.

Focusing on each party's vested interest, rather than the perceived threats is more effective way of handling marital conflicts. This approach creates an environment in which both the party's needs can be expressed. The shifting of focus works to reduce the emotional drive to protect your interest. The interaction then becomes a solution-based exchange, where emotional factors can be expressed and addressed. The ability to identify and address marital conflicts at an early stage reduces the likelihood of escalation. Karl Marx holds that individuals typically fall into one of the four basic personality temperament; choleric; these are bold, direct communicators who can be intimidating but are open to change, phlegmatic; these are facts driven types who dislike conflicts and change. Sanguine; these types welcome

conflicts for the expression and exchange of ideas. They see change as an adventure and melancholic, they are all about the status quo. They don't like to rock the boat, they don't like change. Marital conflicts whether expressed or not, invokes change. Whether the change is positive or negative depends on how the situation is handled. Understanding the reasons for marital conflicts and the needs for change is essential to moving the process of marital conflict resolution along. This study made use of these theories to identify those aspects in which marital conflict could be tackled in order to improve the academic performance of married students and to maintain level of excellence in the home.

Duramola (2003) define academic performance as the ability or inability of the student(s) to think and explain what they are taught in the lecture room in order to achieve a desired or stated objective in a field of courses taken within a defined period. Adewale (2003) described academic performance as a means of academic progress, not only to indicate readiness for 'next step' but to evaluate students' progress towards educational goals.

Alfred (1999) in Adewale (2003) sees academic performance as an appraisal to determine whether a student will remain in the same level in the coming year or will be promoted. Examination and test is some of the measuring tools for determining those who will graduate and those who will not. Lovell (1973), Olusola (1983) and Mbah (2001) highlighted on the factors affecting academic performance as: intellectual curiosity; encouragement; environment; lecturer influence among other factors. Lovell (1973) described intellectual curiosity as means of measure by finding out the learning habit of students. According to Olusola (1983) in David (2003) suggested that encouragement should be seen as a wide range of effort people made to help students to participate meaningfully in scholastic activities.

Marriage is one of the roles expected by society from its members during adulthood. Marriage is a legal union between two matured adult of two different sex. John (1997) cited in Ojetola (2005) stated that the ideal age for a girl to get married is between twenty and twenty five years, while for a boy is between twenty five and thirty years. At this stage, they must have attained complete development. Marriage in Nigeria is basically contracted for the purpose of procreation. Oyegoke (2005) said that experience has however shown that marriage is no longer a lifelong contract. Differences and difficulties are inevitably in marriage. Spouses usually work hard towards handling these difficulties, but at times, they get out of hand. This makes marriage to fail and result in conflict and divorce.

Gbenga, Bature-Laha and Akume (2002) said that marriage supposed to be a harmonious integration of husband and wife, but many other factors such as psycho-social, cultural and economic problems make people to deviate significantly from the objectives of marriage. Marriage therefore consistently calls for adjustment as the relationship can have either positive or negative influence on the family.

Conflicts in marriages according to Akinade (1997) are human attributes which may be natural or man-made. How they are handled determine the success or failure of a marriage. Buba (2001) explained that, unmet needs, high expectations, economic, power struggle, sexual problems, infidelity, and possessiveness are the most common forces of marital conflicts. International Encyclopaedia of the Social Science Vol (5 & 6) referred to conflicts as a time of worry, a situation in which things are very uncertain, difficult and painful, a time when action must be taken to avoid complete disaster and breakdown. Deganova (2002) used the conflict theory of crisis development to explain the occurrence of marital crisis in families. The theory postulated that conflict is a normal phenomenon where there are two or more people

and even within an individual, adding that, the theory of marital and family behaviour aims at managing conflicts to avoid crisis. Buba (2001) further said, that it is when conflicts are resolved that a new rewarding and meaningful relationship can be developed. Such solutions can only come through bargaining negotiation and compromise. Wale and Rovalt (2004) outline causes of marital conflicts as; infidelity, economic distress inter-personal perception of each other, among other factors. They further said that when these causes persist, it could lead to depression, anxiety, fear, withdrawn with tensed emotional climate in the family.

Olaitan (2003) viewed the effect of conflict as it could lead to marital instability, discord depression and reduces affection among couples, it leads to divorce, separation and total dissolution of the family system. Summing up the general effect of marital conflicts, Abdul Baba (2005) gave an even broader impact by stating that with the gradual degeneration and disintegration of the family system, as a result of unresolved conflicts, the nation will be deprived of its capability to possess responsible citizens. This implied that, there will be deterioration in the calibre of citizens with every new generation, selfish, conceited individuals, continued national instability due to unstable personal, ties, marital infidelity and sexually transmitted diseases among other effects.

Degenova and Rice (2001) identified the following as coping strategies to manage or avoid marital conflicts;

1. Avoidance in order to overcome the problem. Couples avoid discussing controversial issues even when they are important. Avoidance may however become counterproductive as the issue may continue to brew into more serious conflicts.

2. Ventilation is an opposite of avoidance when negative feelings and pressure are expressed as a means of resolving conflicts. This coping strategy has been used by psychotherapist where it involves encouraging partners with a boiling problem to take-out, act out their feelings in the open. Other marital conflicts coping strategies includes never giving up
3. Pursuing new interest to cool off tension
4. Honoring spouse request for emotional space by backing off till both parties has stabilized.
5. Making a list of things you want to do to get more balance emotionally, such as religious activities, sports, listening to inspirational songs.

## **2.2 Conceptual frame work of the study**

Concepts are ideas concerning particular issues .Eze and Echoes,(2009) views marriage as socially sanctioned relationship involving two people of opposite sex, whose relationship is expected to endure beyond the time required for procreation. Genesis 2:18 defines marriage as a legal relationship or union between husband and wife to live together. Marriage was first established when God used Adams rib to create Eve. If a marriage does not work well, is an indication that the couple's concerned, have failed to have applied the manufacturer's manual. If a couple has no assignment from God, there is then no need to marry, for the helper will have no role to play in the marriage. A suitable partner is needed to carry out the assignment of marriage. Couples, who marry for companionship vow to love, cherish and honor, mutually help, procreate and pleasure (sexually) for each other. Biologically, the institution of marriage arises from the fact that humans must procreate and rear children for a lengthy period and depend on each other. Eze and Echoes, (2009) defines marriage in its

social aspect as an approved and legal contract. They defined marital relationship between husband and wife as a contract which is conducted in a solemn manner.

### **2.2.1 Concept of marriage**

Marriage before the 20<sup>th</sup> century was bonded with traditional rites and taboos. Kolo, (2011), views marital vows such as to love, cherish and honor as declining due to the love of money, freedom, struggle for power control, poor communication, lack of preparedness or lack of proper diagnosis and treatment of the problem. Due to this decline, these marital vows are now replaced with social ills such as, disaster, poor development, and lack of involvement, appreciation, understanding, companionship, support, attraction, forgiveness on poor sexual relationship. These factors increase marital conflicts and tear most marriages apart. Eze and Eches, (2009) observed that there is an increase in the number of young ladies living apart from their spouse or who are divorced due to conflict. A legal marriage should be permanent and sacred among two mature people, through a mutual understanding for the purpose of companionship, socialization, procreation, support and protection.

Kolo, (2011), opined that Marriage is commonly defined as a partnership between two members of the opposite sex, known as husband and wife. However, scholars who study human culture and society disagree on whether marriage can be universally defined. The usual roles and responsibilities of the husband and wife includes living together, having sexual relations only with one another, sharing economic resources, and being recognized as the parents of their children. However, unconventional forms of marriage that do not include these elements do exist. Marriage involves an emotional and sexual relationship between particular human beings. Marriage connects two families in a complicated set of property exchanges involving land, Labor and other resources. The extended family and society also share an interest in the children the couples may have.

Colemn and Broun (1999) opined that in most societies, the mate selection process involves what social scientists called a marriage market, where the husband and wife come together out of a wide range of possible partners. Social rules permit more freedom of choice for the couple and a greater emphasis on love as the basis for marriage. Colemn and Broun, (1999), further said that individuals choose their own partners through dating prior to marriage where intending couples spend time with their prospective partners to become acquainted. Dating may take place in groups or between just two individuals. When dating becomes more serious it may be referred to as courtship which is a deeper level of commitment than dating. Courtship usually may lead to engagement, which is the formal agreement to marry. Each of the above stages represents an increasing level of commitment and intimacy. Although these stages remain true to some degree. since in the 1960s these stages have tended to blend into one another. Most modern dating and courtship often involves an element of sexual relations. Encarta, (2011) said that, more than three-quarters of young people in the United States of America have had sexual intercourse by the age of 19 before legal marriage commences.

There is today the practice of cohabitation among young intended couples. Cohabitation often precedes marriage and in some cases, people continue to cohabit without marrying at the end. People tend to date and marry people with whom they have certain characteristics in common. Characteristics that couples tend to share mostly include race, ethnicity, religion, economic status, age and the level of prestige of their parents. Today's marriage is geared towards couples seeking partners who are similar in attributes resulting from individual achievement. An example is that an individual is more likely to marry someone who has achieved a similar level of education, prestige and similar economic background among other factors.



### **2.3 Concept and Types of Conflicts**

Donald (2000) defined conflict as a slight or sharp disagreement or clash of interest or idea". The new Encyclopedia Britannia Vol. 13. Sees marital conflict as the arousal of two or more strong motives that cannot be solved together" Marital conflicts arise when partners or couples can no longer condone or tolerate the other's actions, inaction, behaviors, attitudes. Evelyn (1971) viewed marital conflicts as opposing interest, idea, drives or impulse within an individual or between two or more persons which may endues great stress from the union.

Munroe and Levy, (1980) opined that conflict do exist between spouses that a relationship is dead when the couples show complete indifference or apartheid. Marital Conflict is part and parcel of what keep any relationship active if properly managed. Eisenma (1990) viewed conflict as frustrating and misunderstanding for all marriages, and essential for marital growth. Conflict he argued as a necessity for the continual negotiation and renegotiation of values, beliefs and goals. Oliver (1964) observed that when a family has a decision to make on any issue but the members fall to agree in opinions or values, conflicts is generated. As the opposing faction tries to influence the decision of his/her own opinion, conflict worsens. Ike, (1984) further observed that in a family, the husband who is the ascribed head of the family may undertake a decision for the interest of all.

Coleman and Broun (1972) defined marital conflict as simultaneous arousal of two or more incompatible motives on the other hand. It is an emotional tension resulting from incompatible needs or drives. Academic America Encyclopedia outlined that psychologists and social psychologist locate the causes of marital conflict as behavior in human nature, either in the imperatives of survival that have a programmed form of aggressive and defensive responses or an individual aggressive

impulses triggered by personality dynamics such as ego needs, frustration and the projection and displacement of inner anxiety unto others. Coleman and Bren (1972) viewed conflict as a condition in which one individual or group engages in conscious opposition to other (groups or individual) which is called “struggle” over values and claims to scarce status, power or resources. Most time two individual compete for scarce values and resources without being in conflict, it is only when they are aware that they are competing for something or at each others expense does conflict arise. Tension may exist in a family without actual conflict, but the state of tension usually precedes the outbreak of conflict.

Williams (1992), Membula (1998) and Christ (2004) viewed conflict as a result of lack of proper channel for effective communication. They further stated that asserted, effective communication is one of the key pillars to developing oneness, sound relationship, success and happiness within the family. Two people cannot live together without effective communication. Mambula, (2004) suggested that the recipes for effective communication is by maintaining eye contact, paying attention have feeling for each other, observe body language avoid interruption. Williams, (1992) pointed out that conflict can be curtailed if couples involves in good selection, perception, interpretation, understanding, motivation ability and empathy. Peterson and Zill (1986) opined that couple with high conflict had significantly poorer adjustment than those in low conflict families. Zill, (1986) further opined that couples from high conflict home, reported lower self esteem and greater anxiety, regardless of whether or not they had divorced or remained married. Morrison and Cherlin (1995) found that men in martially disrupted families experience increase in behavior problems and decreases in reading achievement. Block *et al.*, (1993) viewed that children in newly disrupted families face challenges (e.g. new living arrangement,

changes in neighborhoods or schools, psychological distress parental difficulty to adjust to new environment. Quarrels over the division of income and property, and custody battles on who would have the children). All these placed the children at risk and difficulties in adjustment, regardless of how well their parent got along before the conflict set in.

Hummel-Rassi and Weinberg, (1975) opined that most causes of marital conflict centered on nine topics; namely:- children, money, chores and responsibilities, lack of showing affection, religion, leisure time, drinking, going after other women and in-law problems. He further viewed that the more frequent the conflict the more it potentially exposes the children to negative parental interaction and the more problematic it is for the child. Other factors include couple's level of educational background, poverty that pre-disrupted the quality of the home environment. Amanto (1994) also viewed that marital conflict affects children well being due to the disharmony that existed even before the break up. There is also great increase in behavior problems among children whose parents remained married, despite very frequent quarrels compared to children whose parent are separated.

Amato et al, (1995) opined that there is great benefit on the child side to be removed from constantly quarrelling parent than to be allowed to live with such parent especially when the children are still young. They can be reunion to their parents if they reach adulthood because children are more sensitive to the amount of arguing rather than the range of topics about which parents argue. Amanto and Booth (1994) opined that parents, legal practitioners and policy makers should put the interest of their children first above other concerns, when divorce is contemplated because they underscore that neither alternative is without cost to children. Most experts believed that the extent of family conflict is higher than research indicated.

<http://www.usdoj.gov/vawo> (2011). Report that most data based on official reports on marital conflict such as police or hospital, tend to under estimate the extent of conflicts and abuse because much conflicts and abuses are never reported. Understandably, many respondents may fail to report incidents of conflicts and victims of most instances of family conflicts are women and children.

Akeredolu (2002) opined that marital conflict is characterized by lack of proper communication, lack of trust and love. He further viewed that marital conflict is a soul shaking experience to all that are involve. It is a social ill that has befallen the world today, because of that, most marriages today are being patched or managed and it future stability is not guaranteed. Conflict is more common among young adult who married probably on economic reasons. Mediate (2009) suggested that marital conflict do not breakdown over night it is as a result of one or more incident of fault of one partner or both. Conflict begins with emotional breakup process that extends over weeks, months or years. Conflict is a process that is traumatic chaotic and filled with contradictory of specific feelings, attitudes and dynamics which is characterized by fear, distress, anxiety impatience, doubt and guilt. He further viewed conflict as a result of fault finding, disrespect on both sides, arguments, stored resentments, bridge of trust, vague feeling of discontentment, anger, unnecessary tension in the home.

New dictionary of sociology (2008) explained that marital conflict is caused as a result of social values and composite family structure of today's family, that freedom is at the doorpost of individual. Lawrence (2003) cited cases of marital conflicts as a result of adultery (sugar daddy and sugar mummy syndrome) are on the increase as a result of poor economic status, affluence form of marriages due to wealth of the other party, infidelity, barrenness and impotence, ego problem; a woman that is less dependable on her spouse economically or influential due to her position in

the society may not want to submit at home. Lawrence (2003) further opined that marital conflict arises mostly due to sexual dissatisfaction or sexual abuse (rape) that most men do not respect their wives' desire sexually. They see sexual intercourse as food that must be eaten on daily basis, without much care about the wife's feeling and reaction. This writer pointed out that this problem scare the couple. That most partners in the other way round make couple to begin to wonder if actually there is any love existing between them because one of the spouse lacked time to trash family issues only giving one excuses or the other without satisfying the wife sexually. Lawrence (2003) viewed that conflict arises due to lack of enough courtship. The couple feels they are over age for marriage as such do not want to study and understand themselves well before going to say I do. Some say they will change their bad behavior after they enter the marriage covenant. After they finally settle down they then discover that they are not compatible especially in the area of poor social habit, dirtiness moral spiritual way of life, sexual and drunkenness, immaturity, they become like monster before their partners.

Achenbach and Edelbrocke (1986) stated that; marital quality has been almost uniformly conceptualized in terms of relationship satisfaction. As a result, distressed marriages are correlated with the negative child outcome academically and are more caustic to their well-being. A couple is said to be martially distressed when they do not provide the therapist with specific information about the marital behaviors that need to be changed to have maximum benefit for the child. They further suggested that if characteristics of the marital relationship that are harmful to children can be identified, then marital therapies for families with children can include a treatment component for improving those marital behavior that are most destructive to the young adult.

It is known that people who are stressed in other areas of their life also report being unhappily married. Marital satisfaction has been found to co vary with a diverse range of negative life stressors and hectic, such as the quality of life, job stress, a variety of dysfunctional personality characteristics, and depression. (Barton and Dreger,( 1986) viewed that couples are mostly not having much time to discuss important issue to their relationship dues to search of economic pursue. He further said that couples should demonstrate well in discussing issues bothering the family so as to resolve high rate of conflict and in differentiating between happily and unhappily married couples. Gottman, (1993)exhibited more positive non-verbal cues, that one of the most consistent discriminators between happily and unhappily married couples has been the degrees of negative effect expressed during conflicts resolution. Those unhappily married couples have been found to show more negative effect and negative effect affect reciprocity than happily married couples.

#### **A. Forms of Marriage**

Arranged marriage is when the parent chooses marriage partners for their children. This custom still continues in developing countries today. Margolin, (1988) states that, traditionally, marriages have been regarded as an alliance between two families, rather than just between two individuals. The most extreme form of parental influence is an arranged marriage in which the bride and groom to be have no say at all. This form of marriage is generally dying or fading away with the increase in the higher rates of conflicts and the disadvantages associated with it. Kelly,(2000) opined that some families may go to the extent of using dowries to attract a son-in law with desirable qualities particularly bright man from a poor but respectable family or a man with high status but with less money than the bride's family has. In societies in which the giving of dowries is customary, the writer further said that families with many

daughters can become impoverished by the cost of marriage and as such in Europe some families sent extra daughters to convents and in India where it is expected that every woman will marry, families have sometimes tried to limit the number of daughters born to them through infanticide (the killing of infant baby girls).

Kelly (2000) further commented that the custom of giving bride wealth occurs primarily in most parts of Africa, Middle East and Asia. Anthropologists characterize bride wealth as compensation to the bride's family for the transfer to the groom's family of the bride's reproductive capacities or her ability to work. They see this custom as an economic transaction. This form of marriage also dictates who may or may not marry depending on those bonds. In some cultures people may only marry partners who are members of the same clan. This form of marriage practice within one's group is called endogamy. Exogamy, on the other hand, refers to the practice of marrying outside of one's group. Example marrying outside one's clan or religion other form of marriage includes monogamy, polygamy, polyandry (where there is shortage of women, an elder brother or cousin can marry their sister so as to reduce competition among heirs and ensures transmission of land with minimal fragmentation (Tamen, 1995). Other forms of marital conflicts include; structural; these are caused by external forces such as occur within organization-workloads, availability of resources and time constraints. Conflicts over relationship, values ,resources, past history of partners and data conflicts. .A preliminary steps in resolving conflicts are to understand what the conflicts is all about, then picture what is the issues then you stand the chance in reducing the conflict and mismatch between the problem. **B .Common areas in Marital Conflicts**

1. An aggressive husband shows authority to the family, and may focus his effort on competing for dominance in the therapeutic relationship. He rules and

controls the family. (Fromm, 1974), Sprey, (1977), cited that marital conflict is mostly caused due to the type of marriage contracted. Durojaye (1986) said that when marriage is based on wealth or beauty rather than for the true worth or promise of the intending mate then marital conflict is bound to take place.

2. Oate, (1964) cited that those who married outside love and those who believe in hopping from place to place in search for greener pasture, are likely to meet with trials of life. Minuchin (1974: 120) viewed that conflict may arise if couples have too wide age rate of children. In this the writer opined that some play materials be provided to keep the young children busy and to encourage their self expression.
3. Fear, anxiety can prevent one of the couple from making adequate contribution to the family discussion.
4. The size of the family may also constitute problems and conflict. There may be no interpersonal relationships and reactions may occur. Bandura (1977) viewed that to control this; the service of co therapy approach is often required.
5. When parental quarrels, nagging and throwing up of the past take place in front of their children is a sign of not knowing when to settle quarrels under the cover of their bedrooms. They forgot about their early years of marriage when they were originally deeply in love when they were used to spending a great deal of their time together; had enjoyed frequent sexual experience with one another and had a close identification with one another but with the turning of the years this tempo of love, attention start to decline due to the arrival of children and pressure from business and office work, business trips. Little time is now spent together, no interest of sexual relationship as it was



before. They become less satisfying qualitatively and quantitatively. The relationship become more mechanical and less thrilling, and interest and activities formally engaged in together will no longer be shared, at least, not in the deeper and meaningful way they once were. (Cumber and Harraff, 1968).

## **2.4 Possible Causes of Marital Conflicts**

The causes of marital conflict vary and are particular for the spouses involved, and they are generally attributed to certain factors. These factors centers on the difference in what exist between the couples coming from different backgrounds of nature. Edward (1977) noted that as couples have different genetic makeup and personalities, conflict could for this reasons be a predisposing factors for the couples to think differently and perceive things differently. However, as couples, one should take into cognizance that in marital relationship where two separate personalities are interacting and as such the two relatively heterogeneous values and need system conflict with each other and the two different behaviors system is always present. The greater discrepancy between individual background characteristics, the less stability, the marital conflict is likely to have better way of it, putting spouses from similar backgrounds which encompasses gender, age, level of sexual desire, intelligence, dexterity (ways of handling things in the family) outgoing, confidence and economy situation may face conflicts challenges.

### **A. Financial Dissatisfaction**

Carstem and lachman (2000); opined that the monster of financial stress among families is the most major causes of marital conflicts. When the resources needed to meet the family needs and aspirations are not adequate especially when the expenditure is greater than the income, this condition can cause unwanted pressure on the couples or families as well as on their personal health. Carstem and

Lachman,(2000) opined that financial crisis can cause physical and emotional stress due to certain uncontrolled factors which are healthy living challenges and significant. Financial difficulties can have a damaging effect on health if not allowed to persist uncontrolled. Financial stress has great effect on the individual's relationship both at home and at work. Carstem and Lachman (2000); further itemized increase in worry, poor concentration, lack of confidence, low self esteem, lack of self care, negative emotions, over use of alcohol and drugs among others as significant effects of financial stress on health and relationship. Other factor includes; poor time keeping, frequent absence, feeling guilty, and letting people down. Arewa (2000) viewed that lack of money management can cause marital conflicts.

The major causes according to Eke (2011) are; financial dissatisfaction, struggling for power control, unfaithfulness from both spouse and lack of sexual satisfaction among other causes. One cannot rule out the role of emotional ties in conflict between couples in any home since marriage is built on strong emotion. These emotions are usually very strong. The same ferocity that accords the positives emotions also go with the negative ones. Lasicle (2008) said that the intensity of positive emotions like love and negative one such as hatred for that matter are expected to be stronger between those who are emotionally closer than in casual relationship, or outsiders. Spouses are more likely to feel both love and frustration more strongly with each other than with a casual acquaintance. Since they interact more frequently and their relationship touches every facet of their lives. Omotosho, (1994) explained that sometimes value systems and norms contribute to marital conflicts. These guide the spouse on what they expect from each other. It could be legal or socially acceptable or just engraved in the mind of the spouse. When two or more people interact, there is more likely hood for conflict to set in. The most likely causes of marital conflict is the

perception that each one of the couple concerned is not doing what is acceptable to the other party. Henslin (1980) opined that incompatible sex roles routines of marital life being over loaded with heavy and impossible expectations are seen as causes of marital conflicts in the family set up. Nothing destroys the trust in a home like marital infidelity. This usually amount to breaking of God's laws behaviors that is against the principles of morality, crime lies at the root of every conflict and unhappiness.

#### **B. Lack of Trust from Both Spouses**

Martinson,( 1995 ) explained that Trust is an important element that sustains a good relationship, but when trust is broken, conflict set in or is likely to occur. Ike, (1984) suggested that more conflicts is generated in a situation where one of the spouses opens up the unfavorable past of the other said on trust But where there is misunderstanding, the foolish spouse uses the spouse's secrets as a point of abuse, or tells other people the secret the couple had once told, based on trust. The exposed spouse becomes greatly wounded as, their pride has been punctured. This type of behavior can develop into full blown marital conflict because of the betrayal and bridge of trust received from the other spouse. Some spouse when they discovered that their secrete has been let out, they will be offended and marital conflict may be generated.

#### **C. Lack of Sexual Satisfaction**

Sex is regarded as one of the major component of marriage. Some even see it as indispensable, while others regard it as a mere means of procreation. If sex is removed from marriage relationship then the relationship becomes boring and uninteresting and un-stimulating. Spannier, (1978) opined that sexual act should not be

looked at as just an ordinary act, but also as something which connects the influence of customs. There should be an understanding of emotional reaction towards each other as a vital of survival of the relationship. The problem of inadequate sexual satisfaction from either or both spouse becomes worst when they cannot freely express their sexual problems to each others. Some husbands use their veto power to take decision, assuming that it is for the interest of all of the family members. As the head of the family, when the wife and other members of the family are force to understand that a situation is unfavorable, conflict is bound to arise

#### **D. Struggling For Power Control**

Ike, (1984) said that a situation where a man comes in quite often with visitors or with his relations and expects them to share the family meals which was not cooked to include them, could be tolerated a few times, but when it becomes a routine and the husband expects the wife to present very descent meals each time or expects the food to be well prepared, conflicts will arise. Problems arise anytime a partner are not given their due respect. He further noted that a wise woman would not in the first place attempt to carry a load that would break her backs as family enlarges. Sahanna (2010); cited that marital conflict is an unhealthy relationship. Marital conflicts do not only have significant negative consequences for the couples, but also have a significant impact on their children.

Pete (2008); cited that until one starts to look at marital conflict and ask how to deal with the issue, otherwise the relationship will not improve much. He also listed ten common causes of conflict as;

1. Money: Most couples always argue over financial issue.
2. Children's discipline and diet

3. Sex: Frequency, quantity and quality and infidelity.
4. Schedule: Time apart and lack of quality time together get couple out of harmony
5. Chaos: Most couples argue over equitable distribution of household work and how to do it
6. Friends: Not all friends are helpful to relationships. Some of them are poisonous
7. Habit: some couples after marriage finds out to be unbearable which their partner have or undesirable habits and behavior.
8. Family: In-laws, siblings, children and step children can all create stress within a marriage.
9. Expectations: Judgment and unmet expectations are major causes of conflict.
10. Personality conflict: If you don't like a particular thing about your spouse, then one of you must change for peace to reign.

The word performance according to Peddles, (1999) is a measure of intelligence which makes little or no use of conjugate in the instrument given. Peddles defined academic performance as the accomplishment carried out in doing any action. Divided attention can affect the child's academic performance and impede or hinder the child's active participation in the learning process.

## **2.5 Marital Pressure due to Conflict on married student's academic performance**

Marital stability is the relations in which couples live together in marriage enjoying the closes possible loving and fulfilling relationship without any intention of breakup. Aryee *et al* (1999) said that a peaceful relationship is achieved when couples understand their individual roles and work together towards it. He further identified certain factors that ensure marital stability such as economy, wellbeing,

responsiveness among others. However, the strongest factor of marital stability is considered to be economic satisfaction, inadequate provision of essential needs for wives and children within the family is capable of creating tension, conflict and poor academic performance among the married students. Ambakederemo and Ganagana (2006) found that marital conflict and instability in homes is caused as a result of sex-related issues, love and trust, socio-cultural factors, anti-social vices and economic factors. Kehinde (2002) found out that marital conflict and infertility can best be resolved through traditional round-table settlement by both family members of married couples and intervention by close friends. These methods are faulty, one-sided and could make matters worse. Only positive attitude develop by married couples can alleviate marital conflict. Family conflict or instability is a serious problem which interferes with the couple's work output, their emotional, educational and social life. This could retard progress at school, home and work place. The right and positive attitude to marital stability should be imbibed at all cost.

Melissa *et al.*, (2006) contended that right attitudes are deeply rooted and can influence success in any marital conflicted family. He further state that when couple are predisposed to acting in a negative way based on certain conditions in marriage such as infidelity, on the part of the spouse, environmental conditions, without proper channel of communication to get rid of the situation then the conflict cannot end well, and may not bring about any positive changes in the home which can lead to a host of families problematic behaviors including aggression, delinquency, and substance abuse especially when they witness conflicts. Kelly (2000) said that inter-parental conflict has a negative influence on the children and adolescents, such as aggression and poor academic performance.

World Health Organization W.H.O (2007) sees marital conflict as violence between adult in the home as well as child-abuse. Its negative impact is on members who witnessed such violence or abuse between parents. Marital conflict is described as intimate partner violence. Conflicts ranges from minor daily stresses, to severe verbal, emotional and physical arguments that may occur between parents. Inter-parental conflict affects the lives of many adults, adolescent and children. Marital conflict which is also referred to as inter-parental conflict is often defined as conflict between the parents, regardless of their actual marital status. Marital conflict can be either constructive or destructive, and it may vary in frequency with risk factors such as parental depression, child maltreatment and divorce. Grych (2002) examine the effect of marital conflict and aggression on the children indicates that children living in discordant and violent homes are at increased risk of psychopathology with negative self-expressive. They express anger more often, with bad perceptions of the parent-child relationship and parental emotional availability. Exposure to destructive inter-parental conflict can possibly contribute to children's problems with peers. Marriage means many things to many people. It has been defined in thousands of ways. Philosophers, sociologist, psychologist, theologian have all struggle to explain its meaning and purpose this is because no definition by a single discipline encompasses all the dimensions thoroughly. Marriage has a lot of mystery about it. It may be the mystery that keeps any definition from being an exclusive and total explanation. However, the definition researcher opined is that of relationship oriented. Marriage according to the practitioners is defined as a multidimensional. It is a relationship that functions on many levels, although there are other relationships that operate on more than one dimension. Marriage is an intricate tapestry, comprised of many strands woven and intermingled in a special kind of way. (Tamen, 1995)

viewed Marriage as a multidimensional relationship that functions on the following levels: -

1. **Social dimension:** Marriage has a social and companionship dimension. It is a special kind of sharing in social and interpersonal activities, whether they enjoyed together or separately.
2. **Geographical dimension:** Marriage means an uncommon kind of sharing of space and physical proximity.
3. **Sexual dimension:** Marriage has a sexual and/or reproductive dimension. It is a unique kind of sharing of the physical, sexual reproductive and sexual aspects of two people.
4. **Emotional dimension:** Marriage means a unique kind of sharing of the emotional and fantasy level of life together.
5. **Intellectual dimension:** Marriage has a cognitive and planning dimension. It has a special kind of sharing and thinking, about life, making plans, sharing goals and carving out futures together.
6. **Economic dimension:** Marriage has a fiscal and financial nature. It is particularly a kind of sharing not only in the accumulation of wealth, but also in its use and distribution.
7. **Recreational dimension:** Marriage has a recreational and pleasure dimension. It is a sharing in the replenishing and renewal that keep a relationship alive.
8. **Religious dimension:** Marriage has an existential and philosophical dimension. It is a specific kind of sharing in regard to the values of life, the sharing of attitudes about living and its meaning.
9. **Legal dimension:** Marriage means a special kind of participation in the incorporation of a relationship in the civil and legal process of society.



However the researcher find couples and their variety of marital relationships fascinating. It intrigues the researcher that there are some couples who while having a relationship which is indeed multidimensional, lack a legal dimension. They are then better called unmarried. There are other couples who, while they possess the legal dimension and are legally married, have been disengaging from or have disconnected from the other nine dimensions yet they call them married couples. Being exposed to a high degree of marital conflict has been shown to place students at risk for a variety of problems. Georgetown (2007) said that children, particularly boys, not only have problems in the immediate aftermath of marital conflict and disruption, but have difficulties that persist into adulthood as well.

Amato,( 1994) opined that children removed out from an intense parental conflict may be far better academically and otherwise than those whose despite the parents' rate of high conflict remain together. Children whose parent are always in conflicts are likely to exhibit problematic behavior, have poorer mental health and poor academic performance; and have more social difficulties and lower self esteem than children whose parent are not in conflicts (Amato, 1994). Factors that affect children's well-being prior to marital disruption are inter- parental conflict. Parental conflict is positively associated with a variety of indicators of children's maladjustment, including poor conduct disorder, anxiety, aggression, depression, isolation, anger, Needle (1991) suggested that exposure to marital conflict has been shown to influence married students and their children directly due to seeing or witnessing adult anger .It is physiological and affectively stressful for children, and exposure to marital conflict has been shown to influence children directly through its effect on parenting and parents psychological well being. Finch and Cummings,

(1992) said that some researchers have shown that the effect of parental conflict can be more harmful to children than parental absence through death or divorce.

## **2.6 Influenced of Marital Conflicts on married Students academic performance.**

In a troubled marriage, the women are mostly to be pitied. They might have been living in a psychological, comfortably friendly environment before, and all of a sudden, they begin to see strange behaviors from their spouse. Troubles do not just burst out; they are brewed and fermented before they are brought to the public where it could be seen. These young adult in their simple minds do not even understand why they should quarrel about certain issues. To them certain things do not need quarreling about hence the couples do not seem to understand the implication of such (Nwoye, 1991).Sotonade,(1998) opined that married students found in conflicted marriages undergo one or all of the following reactions: anger and irrational communication and undesirable modes. Married students brought up with this behavior from spouse may develop the following characters: - Inability to accept dangers including intolerance for separation, a symbiosis without sympathy and infertile fixations, Poor communication disturbance, Interpersonal difficulties, including reliance upon escape, gloating doublers binding and sadomasochistic relationship.

Spannier (1976) further explained that in interpreting the effects of these roles on the young adult, observed that the responsible spouse carry the need to control their lives, which may lead to frequent ending up of meaningless relationships. The spouse may grow up to be manipulated by others; and may suffer from low self esteem. Cumming (2002) explained that students from conflict free family tend to contribute immensely to the society .Baker (1983) and Parke (2004) noted in their studies that the father in a family has significant effect on the cognitive development

of the family. Therefore frequent conflict in the home has a negative attribute to the student's poor educational attainment. That conflict has more negative effect on the men more than the women.

A good home is what brings upon a good society because if the home is bad the impact is extended to the community, society and the country at large. Edwin, (1989) explained that when there is conflict it affects productivity which eventually affect the society. Job is also not done well when conflict exists and these can affect the individual life. There may be fear, anxiety, trauma, emotional instability among other effects. In a conflicted home, the couples Job is not usually done well because of the effect of quarrels they do have at home. There is usually transferred of aggression to other members of staff in the office of spouses with marital conflicts.. Onyang, (1991) said that the society is made up of men and women, and the activities they do make up the total human race. Whatever an individual does in the society is a reflection of what she/he does at home. For "charity they say begin at home". Some individual run rebelling against the society. Some withdraw from the society and some are thoroughly traumatized while some bury all the evils in their hearts as a result of conflicts, which latter make them to become terror in a later age. The researcher is of the view that conflicted homes leave the society with the burden of treating hypertensive, heart attack and cardiac vesicular couples, and the recording of high rate of motor accident and their home without any peace, with lack of concentration which may affect productivity both at home and academic pursued..

Onyango, (1991) suggested that conflicts in the home can make the couples to lose the respect accorded them in the society. This could be in a form of excluding them from playing certain societal or social roles like conflict resolutions. This is because their own homes are unstable and as such they cannot be allowed to

participate in counseling other people with similar problems. This may demoralized the ego of the couples in their society. The couple may lose respect accorded to them by their children and even unto one another. They may no longer have regard to one another which can be exhibited even when they are outside their homes. According to Edwunwn (1995), Aluckman (1973), and Hornby (2000) said that conflicted homes family usually go way-ward because they do not receive the proper attention required from parents during conflicts. This is because the conflict usually diverts the attention of the each other.

Jay (1982), Lacicle (2008), Eisenmsn (1990) and Munroe, (2003) had similar opinion, that the home generally becomes unstable in times of conflicts. This generally gives rise to an unstable society because the home is the first place where the members of the family receive either good or bad discipline, and the home is what forms the basic unit of the society. A divided home or society cannot achieve its full potentials due to the disunity and conflicts persisting in the individual families. They suggested that marital conflicts can be resolve or prevented if the couples are patience with each other, and if they have proper channels for communication without third party getting note of their conflicts. They should stop competing among themselves on wordily things. They should learn how to forgive one another mistakes, and in turn show remorse for wrong doing and then reconcile.

#### **A. Effects of Marital Conflicts on the Married Students**

Margolin, (1988) proposed that couples differ in the way in which emotions are expressed during conflicts resolution. With couples expressing their negativity very openly and directly while others keep the conflict silent and hidden. He further viewed that the consequences of these different affective pattern of marital conflict

resolution for the young adult's socio emotional development have been largely unexplored, and these can have negative consequences for the children. Rutter *et al.*, (1974) viewed that a stronger relationship with spouse behavior problems in an unhappy marriage can be characterized by quarrelsome than those characterized as "pathetic". The particular way couples engage in marital conflict may be associated with negative or dysfunctional behaviors patterns in children.

Christensen (1988) put it that there is evidence for a consistent gender difference in the way married men and women handle marital conflict, with husbands tending to withdraw and wives tending to engage in conflict. Emery (1988) opined that husbands' marital grievances were mostly likely to involve their wives complaining, criticizing, and escalating emotion, whereas wives grievances were most likely to involve their husband's emotional withdrawal. The withdrawn pattern appears to be aversive for both spouses and this is strongly associated with marital dissatisfaction. Husband's withdrawal from marital interaction has also been associated with greater physiological arousal on the part of both husband and wives. Given the aversive nature of this pattern for both spouses, it will have negative impact on the children. Gottman (1993) reported that marriages headed toward dissolution are characterized by contempt, particularly by the wife. When spouses are contemptuous toward each other, they communicate a sense of superiority and moralistic disapproval through insults, mockery, or attributions of the partner's incompetence. Because both partners usually engaged in this negative communication style, it is labeled as a mutually hostile pattern of conflicts resolution.

Emery (1982) identified that young adult effects such as gender and temperament have been identified as important factors linked between marital turmoil and child outcomes that marital discord affect men more than women. He further said

that being temperamentally difficult may be a high risk factor for spouses who display a negative marital interaction pattern. Spouse who are seen as difficult people and those who show negative marital interaction patterns may demonstrate more adjustment problems than those who only demonstrate negative interaction patterns. The frequency and intensity of marital conflict may have negative impact on the stressfulness of marital conflict for both spouse and other family members. Conflicts are very much associated with negative effect and poor coping responses in spouse. High levels of marital conflict are associated with poor adjustment problems in couple and their family members, independent of whether couples are married or separated. The behaviors couples engage in, that are destructive to their relationship have impact on their family even before any actual marital dissolution occurs. Margalin (1988) suggested that marital conflicts are not a unitary entity. The consequences of different forms of marital conflict on the many facets of couple and their academic performance and social emotional development remain largely *uncharted territory*.

## **2.7 Academic Performance**

Academic performance is said to be the direct outcome of learning. These usually indicate that learning has taking place. Bandura (2001) opined that it is possible to learn a task and yet perform poorly in it. Dricsoll (2005) described learning as a persisting change in performance potential that results from experience and interaction with the world. Learning is a continuous process and does not stop until when one's passed on. For learning to be observed there must be demonstration through performance on related tasks or skills. The learning process has potential of influencing performance on task. In an academic setting, performance can be referred to as academic achievement .It can be seen in normal form with scores and grades to

indicate the level of performance of every student in a classroom or school overall level. Academic performance over the years has been used to determine the competence of students in a given course. In an academic setting performance can be referred to as academic achievement. The academic performance is demonstrated through the use of scores on assignment/, tests or examination over the years. The results when transformed into grades, ranks or percentage use to determine the competence of the students achievement in a course. [Gagne, 1987 in Agboola,(2001) added that there are five main categories of learning outcomes. They are verbal information, intellectual skills, cognitive strategies, attitudes and motor skills, if anything distracts one of these learning outcome, it will virtually affect the students academic performance, due to their importance in learning process. Performance is the direct outcome of learning .It is the main indicator showing that learning has taken place. Pittman and Chase-laussdale (2001) viewed that, for learning to be observed, there must be demonstration through performance on related tasks. Performance though depends on learning and as such, low performance may necessarily reflect inadequately in the learning or due to certain factors which might have affected the learning process. It is very possible to learn a task and yet performs very poorly in such tasks. Other factors that can influence the poor performance include spouse negative influence as a result of constant marital conflicts. Smith and Naylor,[2001] suggested that students performance in tertiary institutions vary from schools to schools ,due to some factors that includes; course taken, previous performance ,marital status, parental influence on students academic work ,age, full-time/part-time studies ,and citizenship.

This study specifically focused on how married student's conflicts can affect their academic performance. Academic performance as stated by Donald, Harder,

Richard, Orlich, Trevison and Albiel (2007) is said to be a demonstrations that assess students learning, such as; oral presentations, musical and dramatic performance and kinesthetic activities. .Students can demonstrate their mastery of learning objectives in numerous ways to improve their learning and understanding .But if there is any psychological or social instability due to marital conflicts, the students cannot be able to perform well in school. Anene (2005) opined that students academic performance, within the context of academic activities, referred to as the assessment of students learning progress in tasks that require them to be actively engaged in activities' which includes manipulation of materials, demonstration of practical skills, problem solving or participation in any practical or theoretical work. Usman, [(2000) opined that students poor academic performance is as a result of poor self-concept due to negative behaviors from the students and environmental factors. A good home and

Conducive environment can influence positive academic achievement in students.

Berger (2005) found out that married students that have positive self-concept and conflicts-free home will achieve positively in their academics than students with poor self-concept .Shaffer,(1985) said that over 30 cultures revealed that people from all over the world value personal attributes such as academic achievement and self-concept through hard work .But when these objectives is tempered with by family, conflicts the aims is then defeated. Marsh (1990) viewed academic performance as the extent to which a person has achieved something or acquired certain skills and, information. Austin, (1987) ascertained that academic performance as the knowledge attained or skills developed in the school'-subjects. Achievement is the success of realizing a vision or dream. .Swanson and Watson, (1981) viewed assessment of academic performance to serve three basic purpose. These purpose were; placement, planning and evaluation. The teacher need to recognize what the range of



performance of individual students is, so much that they can try to give adequate instruction, in order to achieve the three purposes stated above, Teachers and spouse ought to recognize that the student performance is their paramount aim in order for the students to get good grades.

Zeegers, (2004).considered the value of the grade point average (G.P.A) to include all the various assessment procedures encountered by students in their programmed of study as opposed to their success in only one particular assessment procedure .Tertiary institutions in Nigeria particularly in Kaduna state uses the Cumulative Grade Point Average (C.G.P.A) obtained from a student's overall performance on various assessment procedures. Zeegers, (2004) further opined that the G.P.A is a measure of a student's average academic performance across the courses being offered in any given semester. The C.G.P.A. represents a student's overall performance in the duration of time of the programmed of study. It is an average score of all the course scores obtained in the various semesters. Thus, C.G.P.A can be considered to be an important measure that impacts not only a student but also the student's future disciplines of study. The assessment procedure includes or consists of assignment, tests, paper presentations among others and participation in class activities, attendance in class, term papers, group project or activities and end of semester examination.

**Table 2.2 Typical example of details of letter grade assigned for students' course known as; student's statement of results**

Scores	Letter Grades	GPA	Remark
70-100	A	4.5-5	Distinction
60 – 69	B	3.5-4.5	Credit
50 – 59	C	2.5-3.4	Upper merit
45 – 49	D	1.5-2.4	Lower merit
40 – 44	E	1.0-1.4	Pass
0– 39	F	0.1-0.5	Fail

Source: Kaduna state College of Education (2011)

Students are often admitted into tertiary institutions upon the fulfillment of the entry qualification or requirements obtained from the senior secondary schools. Interactions that take place between the students, the course materials, teachers and the atmosphere at their various homes usually determine their grades or result obtained. Or it determines the student's academic achievement. Smith and Naylor, (2010) suggested that students academic performance in tertiary institutions vary from school induced to students factors such factors includes gender, course taken, previous performance, marital status, age, full time or part time students status etc. this study specifically focuses on how marital conflict can affect married students academic performance in tertiary institutions.

Academic performance is the cognitive achievement that involves change in behaviors and performances in academic settings. These are usually measured using standardized tests. Sheik (1998) argued that there is connection between conflicts at home with lack of warmth in the spouse relationship which has negative relation to married student's grades. Good grades in school are indications of positive family functioning among students in their homes. Participation in extra-curricular activities

has been shown to link with a diversity of positive outcomes among students, such as reduction in conflicts, and absenteeism from school work.

Fonkengs (2004) demonstrated that there is an association between underachievement and lack of progress in school with psychological health. Students who consistently fail or repeat courses are found to develop inferiority complex and a non-progressive attitude towards friends and schools. He further stated that marital conflict had a detrimental impact on every member of the family. Family conflict and environment might significantly have negative or positive impact on the students' academic performance and school-related behavioral problems. Forgas (2001) suggested that unhealthy emotions can undermine attention and memory, while depression leads to biased recall of information. Academic performance is linked to married students' emotional adjustment, and the relation between the home and their academics. He further explained that low academic performance has a link with students' high rate of conflicts between couples play a major role in stressor's distress development. This stress can involve all family members and change the relationships between them to be imbalance and create a lot of problems which may include high level aggression and poor academic performance.

Goth man (1994) remarked that, the presence of conflict in the home does not determine the quality of marriage; rather how the couple handles conflict situations determines the quality of the relationship. Unresolved conflict leads to drifting away from one another and sometimes jettisoning the relationship entirely. Marital conflict reduces the family's network of friends and creates more loneliness. Conflict between the spouses tends to both change the mood of household interactions and also shift the parent's attentions to the negative behaviors of their children. Marital conflict leads to fathers issuing confusing and threatening commands to their sons, and direct impact

on the children. Marital conflict associated with maladaptive behavior on the part of the children. Buehler *et al* (1994) cited that family with conflict makes the children to be aggressive and have behavior problems with lower academic performance. Even when conflict is not overt, it has often not gone unnoticed by the children. Emery and O'Leary, (1984) said that diminished academic performance in both parents and children has also been noted by spouse from high conflict families and are viewed in their social world through their overly negative and hostile ways. Other side effect of marital conflict includes; significant changes in parenting behavior, attachment and other vital emotional structures and systems within the family. Fathers in high conflict marriages have been show to be more withdrawn and less involved in parenting. Children of conflicted home of all ages, react to background anger as stressor – no one particular age is more vulnerable.

However, marital conflicted home are more likely to leave high conflict marriage families earlier than their peers from low conflict home. Men often show more outward aggression than women, and with more anxiety and withdrawal syndromes. Marital conflicts is not always negative, benefits may accrue from exposure to moderate conflict in supportive home environments. Children can develop useful coping skills, when they are not overly taxed. Anger is a normal part of life and conflict may at time be necessary in order to bring attention to issues that need to be resolved. Children can cope with “normal”, non-aggressive level of anger within a home, provided they are infrequent and effective to resolution. Unresolved, chronic conflict is most toxin and actions that either improves this and effectively bugger children against self blame and the trauma of adult conflict are essential to a child's longer term well-being.

## **2.8 Coping Strategies employed by Married Student towards the enhancement of their Academics performance.**

Managing the conflict between the married students and their academic work obligation is an important issue. The demands of family and academic work pose critical challenges to individuals. Because of the openness of the economy, political changes, and changes in societal values, the balance of job and family obligations has shifted dramatically whereby making the married students to work extra hours to meet up with the challenges ahead. Frone and Rice, (1987) cited that married students conflict is a source of pressure, and can cause problems with health work performance, and lower academics performance.

Bacharach, Bambergher and Conley (1991) opined that, there are growing numbers of dual career on couples with young children. This has been associated with a number of dysfunctional outcomes with decrease of family and occupational well-being. Stephanie *et al* (2007) observed that studying and family obligations are two important domains that are not compatible and that there are usually conflicts between the two domains. The family domain is a greater source of conflict for most men. Israel, (1993) opined that those couples that derived satisfaction with their work and studies tend to be less satisfied with family responsibilities and vice visa. He further stated that family, work and studies in most case are important focal points in an adult's life. The role expectations of these domains lead to conflict that have a connection to the married student's poor academic performance and the use of information. Frone *et al.*, (1992) stated that the ability to establish, maintain and develop constructive social relationship with other people in the school and the work environment is related to psychological distress and mental dissatisfaction.

Aryee *et al.*, (1999) said that the increased participation of married students especially women in the labour force and their academics has led to a growing realization that the work and family domains are highly interdependent. He further suggested that married students who are parents must strive to balance work, their studies and family requirements. Research has also shown that those married students with a good level of social competence and ability to use information are more likely to withstand the stress and strains of life, compared with less educationally-privileged students. Topping and Bremier (1998) opined that provision and use of information can provide perspective on why some married students learn more effectively than others. Particularly when working in groups or dealing appropriately with social rules, authority relations and generally operating effectively within a social environment with fellow students. The author further pointed out that working for long hours may prevent adequate performance of the married students' responsibilities to perform well in their academics.

Welsh and Bier man (2002) pointed out that family demands on the married students may also interfere with their academics. Example, a child's illness may prevent attendance to classes and work. They further stated that long work hours create conflict between the family responsibilities and school work especially with working parents, the conflict is mostly expressed openly. Some are not regular in attending classes, some coming to the lecture-room with babies, assignment not done or submitted at the right time. These multiple role pressure of the married student can affect both their academics and social competence. Welsh and Bier man (2002) said that Married student social competence depends on factors that include social skills, social awareness, and self-confidence. They further said that social skill describes the ability to use a variety of social behaviors appropriately to a given interpersonal

situation that are pleasing to others. The capacity to inhibit negative social behavior is also a reflection of social skill. The married students with a repertoire of social skills social awareness and perception are likely to be socially and academically competent. The married students with dual roles and responsibilities such as jobs, families and schools are commonly known to have more conflict which may affect not only their academic performance, but also their social interaction and competence. Married students in tertiary institutions of learning are faced with marital conflicts with interest to study or not to study. Often times, these decisions are affected by outside factors that are beyond the control of the students, that is, their work in the home, children and their involvement in academics or organizations. Students who are involved in so many activities differ from students with fewer activities in terms of their academic performance. Although level of commitment in their academics is another factor in determining their level of academic performance.

Franklin *et al.*, (1990) viewed that married students who experience marital conflict are less optimistic about their intimate relationship and success of their future academics performance. Marital conflict remains as important factors in our society that contributes to the risks of cognitive, behavioral and emotional development of today's societal ills. The authors further stated that other variables that increase the risk of conflict and divorce are low religious affiliations; low education and income, cohabitation (Wajoko) prior to marriage, being in a second marriage are some of the vital role that increases conflict in most homes. In regards to long term effect of conflict, marital conflict has greater impact on the spouse behaviors and emotions than on their attitudes about their own marriage in the future. Research has shown that children from single parents don't show a significant difference than children experience a higher risk of social, emotional, psychological and academic problems

post divorce, as well as low self-esteem and self confidence, poor grades, and internalizing behaviors such as anger, depression and anxiety disorders (Nielson, 1999). The author further said that unresolved emotions such as feelings of anger and resentment due to conflict could provide lack of independence in married students academics. Students should be left to be in control of good events in their lives such as academic performance rather than not having control over bad events such as marital conflicts. The way in which couples deal with their problems can also impact the success or failure of their marital relationship as well as the way their offspring perceive marital relationships. Jones and Nelson (1996) found that continual marital conflict creates an unstable environment that teaches children negative views about marriage.

Huffman *et al* (2000) said that students who fail to complete coursework, school work; assignment, tests and exams are likely to receive falling grades and can be retained or even withdrawn. This trajectory places them at greater risk for dropping out of school and later unemployed by the labour market. Felman, (1990) said that environmental variables can influence student's academic performance. Effective academic performance includes discipline methods and good parenting style, parent involvement, cognitive ability, free marital discord, psychopathology and socio-economic status (SES), poor parent adolescent relationships remained a significant risk factor for academic difficulties. Positive parent-relationships lead to positive homework and increase evident in high grades among students in tertiary schools.

Keith (1991) found that home work has influence on students' academic performance for students who are taking less demanding courses whereas for those taking more demanding courses, the effects of home work increase. Although family conflict is often referred to as marital conflict, conflict between parents has been



shown to result in the deterioration of the parent-child relationship. Negative parent-child relationships can serve as significant risk factors despite the presence of other positive relationships that is; relationship with peer and teachers. Cognitive ability is a key variable for studies about academic performance. Graduate studies are demanding and stressful. There is competition of the available resources within their department. There are different kinds of discrimination ranging from gender, sexual orientation and marital status. There is feeling of isolation; unsupportive atmospheres make the programmed to be unpleasant and challenging. Some feel they were too immature to commit themselves fully to the programmed. Some may experience divorce during the program and so find it difficult to handle both the program and divorce simultaneously. Others leave the program because of their children. There is a feeling of guilty about not having enough time with their children and not taking care of them. Some students choose children over their school program, while others leave the program due to financial reasons. Competition for assistantship forces others to drop the program. The married students experience anxiety, insomnia, somatic symptoms and social dysfunctions with severe depression due to lack of preparedness. Multiple stress-related emotional and physical symptoms is also likely to be experienced and difficulty to adjust in the first semester. Lack of time is also experienced among married students. Change of lifestyle, lack of time and communication issues are major affected areas in married students programs (Bergen and Bergen, 1978).

Couple is an organization where two parties get together and develop their own life pattern such as financial and time management through the interaction. Dissatisfaction and strain are generated when one party's needs are not met in the organization. When stress and strain are not understood in the organization view, the

impact of stress become more problematic and the marriage become more vulnerable because the student spouse is unable to meet their partners' needs. The student spouse seem to be struggling with their academic role the non-student spouse seem to be the only source of income. The student spouse tended to take a subordinate role at school in addition to the hierarchical relationship at home. When students spouse experience stress from school, the non student spouse is often left puzzled and confused in their relationship. Moreover, asymmetrical couples found their marriage incompatible and often felt that they were misunderstood by each other. Lazarus and Folk man (1984) explained that the student spouse always feel that everything should be sacrificed for their education. In addition the different viewpoint of the married couple can lead to difficulties in handling the issues and a higher risk for conflict. The intensity of difficulty can continue to increase even though the relationship appears to remain the same when there are inadequate solutions or solutions at the wrong level.

Coping strategies to deal with these stressors can interrupt this cycle. Peer support and the positive and cooperative relationship between faculty advisors and married students are important for reducing stress from married students. Partner support is one of the most important factors related to married students' high self-esteem (Middleton, 2001). There should be the spouse's strong practical and emotional support. The non-students spouse should take care of the household duties. Stress and anxiety can lead to prolonged stress and anxiety which can negatively affect both the married student's relationship and their academic performance.

Lazarus and Folkman (1984) describe two types of coping; problem-focused coping and emotion-focused coping. Problem-focused coping involves "defining the problem, generating alternative solutions, weighting the alternatives in terms of their cost and benefits, choosing among them and acting. Whereas emotion-focused coping

is strategies such as avoidance, minimizing distancing, selecting attention, positive comparisons, and wresting positive value from negative events to reduce emotional distress. Problems-focused coping is more likely to try to change the problem while emotion-focused coping is trying to reduce or control the emotional distress. The non-students should be taking care of the children and other house management as well as providing financial, emotional and psychological support for their student's spouse, securing time with spouse, time management, self-care strategies communication, coping together, supporting each other and a balance between school and marriage in order to avoid conflict. The negative coping strategies for the married students academic performance include; nagging, criticizing, verbally aggressive, ineffective strategies in communication, depression emotional imbalance, transfer of aggression, cheating during exams, paying lectures for award of marks, infidelity, depending on colleagues to do assignment, test and exams for you among others.

## **2.9 Empirical Studies**

Akungba( 2009) conducted a research on family conflicts and social competence among married post graduate students. The researcher states that, the married students have dual roles and responsibilities; they have jobs, families to attain to, office and academic work. All these may results in conflicts which may affect not only their academics, but also social interaction and competence. The researcher population was 1,148 and the sample used was 799.Descriptive survey research method was used and questionnaire was used in collecting data..A four points rating scale was used. The findings of Akungba's work reveals that a significance correlation between family conflict and social competence exist. This study corresponds to the assertion of the ongoing study. because, marital conflicts may

likely influence the married student's academic performance. The past study is similar with the ongoing study, because it all aimed at identifying conflicts and student's academic performance. The difference between the ongoing study is that Akungba used one institution while the ongoing study uses five institutions.

Michelle and Morie Moats (2004) in a similar vein conducted a research on the effects of parental conflicts on married college student's attitudes and perception on marriage in today's society. A convenience sample strategy was used and a survey were carried out in undergraduate and post graduates students. A population of 386 students was used, the sample too was 386. A longitudinal survey design was used. The instrument used was questionnaire, with a four points rating scale. The findings of Michelle study shows that, perceived parental conflict has strong negative indication on how the college students perform academically. The ongoing study will also bring greater knowledge on how the influence of marital conflicts will impact the married student's academic performance. The ongoing study centered on influenced of marital conflicts on the married student's academic performance in the states owned tertiary institutions in Kaduna State, while Michell and Moats based their studies on effects of parental conflict in today children up bring.

Okpe (2009) conducted a research work on the effect of marital conflicts among Christian's families on student academic performance in tertiary institutions. He investigated marital conflicts and its effects on student's academic performance in Zaria town. The objectives of the study were to;

1. Identify the causes of marital conflicts in the families.
2. find out its effects on the student academic performance
3. Identify possible solutions to the problems of conflicts and determine its effects on the society. The population for her study comprised of, 153

Christian couples in Zaria-Kaduna state. , Questionnaire was used to collect data. T-test and one – way analysis of variance (ANOVA) and percentage were the statistical methods used for analyzing the data. The researcher findings were; That lack of proper communication and struggle for power and wealth were the major causes of marital conflict which effects were seen on the children. The result of the study was; Lack of sexual satisfaction contributed to conflicts.

1. High expectation of a particular gender in the family causes conflicts.
2. Couples and children from homes with marital conflict loose self esteem from the society .Okpe study with the ongoing study, has similarity because both studies used Questionnaire, populations, samples and research designs. The difference of Okpe study with the presence study is that, the researcher used only Christian families but the ongoing study cut-across every religion .particularly married students in tertiary institutions of Kaduna State. There was no null hypothesis in Okpe research work for this reason, Okpe;s researcher work was incomplete.

Kembe (2008) conducted a research study in Makurdi metropolis on the effect of verbal abuse on the student’s academic performance. The research questions were:

1. What are the pre-disposing factors of verbal abuse among married couples?
2. What are the perceived effects of verbal abuse on adolescent personality and their academic performance?

The null hypothesis stated was that, there is no significance difference between academic achievements score of adolescents that are verbally abused and those that are not abused. The research design used was a survey design and her

population was all adolescent and parents in Makurdi metropolis. The sample was 300 adolescent and married couples. The instrument the researcher used to collect data was questionnaire.

The findings were that verbal abuses had effect on;

1. Students' academic performance.
2. Lack of self esteem, lottery, and depression.
3. Leaves the young adult in crisis between self and the expectation of the family and the community. The researcher recommended that concerted efforts be made to alleviate the effects of verbal abuse on adolescent. This study failed to state the objective of the research .The ongoing study is similar with Kembe;s study, for they both used the same methodology in their approach. The difference of Kembe study with the ongoing study is that Kembes study was on effects of parents verbal abused on students academic performance while the ongoing study is based on marital conflicts on married students academic performance.

Abiodun (2008) conducted a research study in Oyo state on survey of the prevalent of parentally abused children in schools. A sample of 205 students was randomly selected. The research questions used were on;

1. The specific ways in which students are abused by their parents.
2. Effects of abused children and their academic performance. Descriptive research design was used. The instrument the researcher used was a self developed questionnaire. The population was 50 respondents. The researcher's findings were that;

Parents abused their children through verbal and conflicting manners which has negative impact on their academic pursued.

1. Most Nigerian parents condoned violence and conflict in the discipline of their children.
2. The abused children could be hindered in their academic achievement.

The presence study is similar with Abiodun own because both studies used the same method in their approach. The difference between Abiodun and the ongoing study is that the ongoing study centered on the influence of marital conflicts on married students academic performance in tertiary institutions.

Adedoyin (2005) investigated on family conflict and strategies for the management of effective communication. The objectives of her studies were to: determine the place of communication in the management of conflict.

1. Examine problems associated with family conflict and to
2. Evaluate the problems solved using communication strategy in the home in curtailing conflict. The population comprised of 879 male and female students. The instrument used for the study were structured questionnaire t-test was the statistical method used for analyzing the data. The researcher recommended that spouses should be role model for their children, that counselor, social workers, religion clergy's should try to guide and encourage couples to engage in proper communication in order to reduce tension, and conflicts in the home. Adedoyi study is similar with the ongoing study, because both studies centered on conflicts and how it can be resolve. The difference between Adedoyi study with the ongoing study is that her study emphasized on effective communication in resolving conflicts, while the ongoing study placed emphasis on conflicts as it affect the student's academic performance.

Lynn Fainsilber Katz and John M. Gottman (1993) conducted a research study on patterns of marital conflicts predict children's internalizing and externalizing

behaviors, in the psychology Department, University of Washington. They used a longitudinal study on how lack of marital interaction affects student's academic performance. They used observation assessments on marital interaction. The objectives of their study was to-; find out if husband anger and withdrawal patterns can predict child internalizing behaviors, and to find out if lack of marital satisfaction and child temperament can relate to poor academic outcomes.

The researchers came out with the following findings that;

1. Specific behaviors' couples used when resolving marital disputes may contribute differentially to the externalizing and internalizing behavior pattern on children and spouses.
2. Marital distress and conflicts is associated with a wide range of deleterious spouse and child outcomes, including poor academic performance, depression, withdrawal, poor social competence, health problems and a variety of conduct – related difficulties. The study came out with the following findings; that; there should be a positive link between the parent's marriage and child outcomes; the direct relationship between marital quality and child outcomes. A longitudinal study was used and the population consisted of 56 families was used. The findings reviewed that marital quality should be uniformly conceptualized in terms of relationship satisfaction, so that family functioning can be corrected with good future prediction. The ongoing study is similar with that of Lynns, because both studies were equally aimed at finding the relationship on the effect of marital conflict and student academic performance in tertiary institutions. The differences with the ongoing study are that the past study used a longitudinal research study on the teacher's parents and their



children, while the ongoing study focused on effect of marital conflicts on married student's academic performance.

Gonzalez and Campbell, (1987), conducted a research study, on the child outcomes and marital dissolution. The study compared forty(40) children from intact homes with those whose parents were either separated or divorced. The researcher used Anova and T-test analysis for both groups. Family one was children from intact homes who were compared with children from divorce homes. Family two were another set of forty (40) children from intact homes who were compared with children from separated homes. The study null hypothesis indicated that there were no significance group differences on any of the two group's variables. The researcher's objective was to determine if conflict resolution strategies can be used to resolve marital disagreement. To identify if couples effective communication strategies were possible in resolving marital conflicts. The study revealed that significant relationship exists. That students do much better academically when they are separated from parents with high rate of conflicts, more than children that leaves with their high rate of conflict parents. Gonzalez and Campbell study is similar with the ongoing study because the researchers both focused on how conflict can be resolve for better enhancement of positive academic performance. The difference with the ongoing study is that Gonzalez used comparative study on two families and on children while the ongoing study used influence of marital conflicts on married students in tertiary institutions.

Emery (1982), Easterbrooks and Emde (1988) conducted similar research work on how adolescents behave when there is conflict in their home. They came out with the following objectives that- if children are exposed to marital conflicts, then a modeling hypothesis could be considered consistent. They came out with the

following findings: that children might acquire their parent's negative patterns of negotiating conflict and show developmentally appropriate equivalents of the conflict management strategies. That modeling by the parents should be a subject to much empirical investigation. That parent should be good mediators for happy relationship. Findings showed that parental conflict was associated with spouse and children's behavior problems. Emery and Emde study is similar with the ongoing study, because the ongoing study is based on marital conflict as it influence the married student's academic performance while Emery study was on how children who are exposed to marital conflicts behave.

Donna, Morrison, Mary and Caro (1999) conducted a research survey using longitudinal studies on twenty five (25) couples with marital disruption. Do children Benefit when High – conflict marriages are Dissolved? Their objective was to identify if students when removed from intense conflicts home can fare better than those whose high – conflict students remain together. The researcher used a longitudinal data survey and explored two questions as: whether the effects of marital disruption on student's well- being can be varied from students with high level of conflict in marriages versus low-conflict in marriages? Or whether children fare well when their high – conflict parents remain together? The researchers came out with the following findings: that children who were removed from their parents due to intense parental conflicts fare better than those whose high – conflicts parents remained together. That accumulated evidence suggested that children particularly boys, do not only have problems in the immediate after – math of marital disruption, but they do also have difficulties that may persist into adulthood as well. Being exposed to a high degree of conflict between married couple's and places the children at high risk on a variety of problems, such as maladjustment that includes poor conduct disorders, anxiety,

withdrawal, poor academic performance and aggression (Emery 1982, 1988 and Finchman 1990). This study is similar with the ongoing study, for they both discussed on marital conflict. The difference with the ongoing study is that the ongoing study discussed on the influence of marital conflict on the married students' academic performance while Donna e tail centered their discussions on who benefit when there is marital disruption, the parents or children?

Patrick (2006) conducted a research studies on marital conflict and its effect on the child academic performance; he studied two hundred and twenty three (223) young adolescent and their parents for one year longitudinal studies. They used interview and observation to measure children's distress and academic performance, their reaction and negative thoughts. The researcher observed how parents work on their disagreement; he identified two types of destructive conflict; Hostility and disengagement or indifference. The study is relevant to the presence study because both study centers on marital conflict and its effect on their academic performance. The difference with the presence study is on the type of research design used. The researcher came out with the following findings; that when a child observed hostility, anger and stone walling between their parents, they react with significant distress. Marital conflict also increased cardiac stress in children and impaired their academic performance, making them to become very quiet than they used to, withdrawal from social interactions, depression and expression of excessive worrying and anticipation of what will happen or come next. Children who witnessed this unhealthy communication pattern grew up with a misunderstanding of what a healthy relationship looks like, and they are likely to repeat the same relationship when they grow up. Both study discussed on the effects of marital conflicts as it may affect academic performance of the victims. The difference of Patrick study with the ongoing study is Patrick used effects of marital conflict on the adolescents' academic performance, while

the ongoing study focused on marital conflicts on married students academic performance.

A similar study was carried out by Mark and Cummings (2010); on the role of children in a marital conflict family. The researchers used a longitudinal study for three years and cross-sectional studies for one year from different families that engaged in conflicts. They found out that when children were exposed to marital conflicts from their parent there will be a psychological cognitive and physical risk on the children and their parents. The study is also similar with this present studies because both studies are aiming towards finding lasting solution to conflicts. The difference is only on the research design used because this present study is using survey studies.

## **2.10 Summary of Reviewed Literature**

Conflicts in marriage arise because of the difference between the couples nature and background. Although conflicts have negative effects, but if it is properly managed, they can also be beneficial for the marriage. Marital conflicts are high in its intensity because of the emotions involved between the couples, and the roles expected to be play by both spouses. Marital conflicts in homes can hamper the development of married student's personality and their emotional behavior in society. The couple too can become less productive, develop poor interpersonal relationship within and outside the home and also be involved in accident due to lack of concentration on the road. Marital conflicts affect married student's academic performance, and has negative influenced on the child emotional and social stability. Most researchers have found out that. Most marriages of the 20<sup>th</sup> to 21<sup>st</sup> century are centered on what the couple has at presence (materialism) before they decide on the marriage. That is why most marriages are collapsing at tender age

The researcher found out from the literature reviewed used, that no author has specifically worked on this topic in Kaduna State owned tertiary institutions, for this reason, the researcher want to bridge the gap, as this topic will have positive impact on the students in the State tertiary institutions the researcher is working on. The essence of this research therefore, is to try and proffer positive coping strategies that could help in enhancing stability in marriages and towards an effective and positive academic performance for the married students.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

This chapter presents research design and methodology used in conducting the study, and is discussed under the following sub-headings;

- 3.1 Research Design
- 3.2 Population for the Study
- 3.3 Sample Size and Sampling Procedure
- 3.4 Instrument for Data Collection
  - 3.4.1 Validity of the Instrument
  - 3.4.2 Pilot Study
  - 3.4.3 Reliability of the Instrument
- 3.5 Procedure for Data Collection
- 3.6 Procedure for Data Analysis

#### **3.1 Research Design**

Survey research method was used, for this study. This is because it is simply the best method for collecting information from a large population located at different places in a natural setting; and it is more accurate as in the case of a study population. It is a design, which attempt to document current condition or attitudes to describe what exists at the moment. Abdulahi,(1995), Barleth (2001) Ekeh(2003) viewed the important of survey research design with a common goal to collecting of data from respondents. The data thus gathered from the survey is analyzed, and interpretations made. They said that survey research design that can be used to collect data using questionnaire items to document information should be friendly and easy to administer.

Choice of survey research design was based on the fact that, the entire population would not be covered and as such, stratified and proportional random sampling method was used. It is said to be the best method for finding the relationship between two or more variables; it is more accurate when the sample is large, it is subjective and less dependable. Survey research design enables the researcher to describe and articulate information.

### **3.2 Population for the Study**

The target population for the study was 1,682 which comprised of all married students male and female in the five state owned tertiary institutions of Kaduna State who were experiencing marital conflicts. In order to have a comprehensive target population the researcher used, married students in the state owned tertiary institutions of Kaduna State, namely; College of Education, Gidan Waya was having married students population of 467, College of Nursing, Kafanchan with a population of 249, Kaduna state university with population of 159, Nuhu Bamali polytechnic, Zaria with a population of 569 and Shehu Idris College of Health Technology Makarfi has a population of 238 respectively.

**Table 3.1 population of married students from State owned tertiary institutions in all the three zones**

N	Zones	No. of state's owned Higher Institutions	Married students population
1.	South Zone	2	716
2.	Central Zone	1	159
3.	North Zone	2	807
	Total 3	5	1,682

Source: Field work

### 3.3 Sample Size and Sampling Procedure

The sample size for this study was 350. In order to have a comprehensive view of the area of research, the researcher used stratified random sampling and proportional sampling methods. This is in line with Krejcie and Morgan (1970) and Afolabi (2004) who postulated that sample selection can be best done by randomization in order to make proportional and meaningful representation from the population and to ensure that every element in the population has equal chance of being selected and to avoid unbiased sample for the study. Krejcie and Morgan, (1970) further stated that when a population is large, above a thousand that a sample of 350 respondents can be use from such population. In line with that, and for the purpose of this study, the researcher used proportional random sampling techniques in selecting sample from each institution. Therefore, 80 respondents were selected from College of Education, Gidan waya, 17 respondents were selected from college of Nursing, Kafanchan, 70 respondents were selected from Kaduna state university, 154



respondents were selected from Nuhu Bamali Polytechnic, Zaria and 29 respondents from Shehu Idris College of Health Technology, Makarf, respectively.

**Table 3.2 Sample size using proportional sampling techniques.**

NAME OF STATE'S OWNED MARRIED STUDENTS	POPULATION	SAMPLE SIZE
Kaduna state college of Education	467	80
College of Nursing Kafanchan	249	17
Kaduna state university	159	70
Nuhu Bamali polytechnic Zaria	569	154
Shehu Idris College of Health Technology Makarfi	238	29
<b>TOTAL</b>	<b>1,682</b>	<b>350</b>

Source: Field work

A total of three hundred and fifty (350) copies of questionnaire were used for this study as sample. This is in line with Krejcie and Morgan (1970), who viewed this method to be useful in order to make proportional and meaningful representation from the population. Stratified sampling ensures that every sub-group of the institutions was represented in the same proportion, based on each institution's population. Krejcie and Morgan, (1970) equally recommended that three hundred and fifty (350) respondents are acceptable as a sample size when the population is above a thousand.

### **3.4 Instrument for Data Collection**

The instrument for data collection was a self designed structured questionnaire and academic records of married students from the various State owned institutions of Kaduna State. This questionnaire consisted of two Sections, "A and B." Section A

was made up of (10) questions to obtain information relevant to each respondent's personal data. Section "B" consisted of five (5) research questions with (38) items, to cover the study objectives. Research Question (1) has item 1-8, Research Question (2) items 9-14, Research Question (3) items 15-23, Research Question (4) items 24-31 academic records and respondents questionnaire was also used in answering this question, and Research Question (5) has items 32-38 respectively. A four (4) point rating scale was used as; strongly agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), weighted as 4, 3, 2, 1, respectively. Ekeh (2003) said that a mathematically determined mean value of 2.5 is used as a criterion to judge the means of the items in these sections of the questionnaire. Any item with a mean equal to 2.5 and above was rated as "Agree" or "Acceptable" while items with a mean less than 2.5 was regarded as "Disagree" or unacceptable.

#### **3.4.1 Validity of the Instrument**

The instrument for data collection was validated through vetting and pilot study. This was to establish reliability of test items in the questionnaire. The drafted questionnaire was given to statisticians and three specialists in research methods and statistics in the department of Vocational and Technical Education of Ahmadu Bello University, Zaria who scrutinized the questionnaire for content validity. Their suggestions were used to improve on the final questionnaire.

#### **3.4.2 Pilot Study**

In order to ensure that the instrument was free from any ambiguity, which might lead to misunderstanding, a pilot study was conducted at the Abubakar Tafawa Balewa University, Bauchi (A. T. B. U). Academic Project Writing guide (not dated) confirmed that a pilot study before the main study will confirm the problem areas and

ambiguity possible that may be associated with the study. A total number of twenty (20) respondents (married students) were given the questionnaire.

Bauchi was chosen because of its similarities in geographical characteristics and proximity with Kaduna State. The aim of the pilot study was to determine the adequacy and effectiveness of the instrument in measuring what it was supposed to measure, and to ascertain any difficulty the target respondents may experience when answering the questions.

### **3.4.3 Reliability of the Instrument**

The data collected from the pilot study were subjected to a reliability test using statistical analyses to determine reliability co-efficient and consistency. The reliability of the instruments was to ascertain the internal consistency of the instrument in the items of the questionnaire. The data obtained from the administration of the questionnaires were analyzed, and the reliability was established using frequency, percentages, mean and Pearson Product Moment Correlation (PPMC). These were considered reliable based on Spied and Stephcashe (1999), who said that instruments are reliable if the reliability coefficient lies between 0.5 and is closed to one (1), the more reliable the instrument .

### **3.5 Procedure for Data Collection**

The researcher and three trained research assistants were involved in the administration and collection of the questionnaire for the study. The respondents were given a period of three days to complete the questionnaire, after which the researcher and the trained research assistants went back to collect them, through the various Heads of Departments and other staff who were closer and familiar with the respondents .

### **3.6 Procedure for Data Analysis**

Data collected were analyzed using various statistical methods. The Bio-data variables of the respondents were subjected to descriptive statistics of frequency distribution and percentage. The second section answered the five research questions by means of frequencies, mean, and standard deviation for each question. The third section for research hypotheses by means of Pearson Product Moment Correlation (PPMC) statistics to test for significant relationship, at 0.05 probability level of significance. The weighted mean were used to answer the research questions and to confirm or reject the stated null hypotheses. To avoid statistical complications during the analysis, all the “Strongly Agree and Agree” were considered as “Agreed” while the “Disagree and Strongly Disagree” were regarded as “Disagreed”.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

This chapter presented the detailed results and discussion of the analysis of the data collected from the questionnaire returned from the field. A total number of three hundred and fifty (350) questionnaires were sent out, but three hundred and eight respondents (308) returned their questionnaire which formed the basis of this analysis. The first section presents the bio-data variables distribution in frequencies and percentages. The second section answered the five research questions by means of frequencies, mean, standard deviations and standard error for each question. The third section presents and discussed the results of the five research hypotheses by means of Pearson Product Moment Correlation (PPMC) statistic test for significant relationships. All hypotheses were tested at 0.05 level of significance.

#### 4.1 Analysis of Demographic Variables

**Table 4.1.1: Distribution of Respondents by Age**

Ages	Frequency	Percentage (%)
18-22	6	1.9
23-27	5	1.6
28-32	4	1.3
33-37	121	39.3
38 yrs and above	172	55.8
Total	308	100.0

Table 4.1.1 revealed that out of the total number of three hundred and fifty,(350) respondents, representing 1.9% failed between the ages of 18-22, 33-37 years had 121 respondents representing 39.3% while ages 38 years and above had the highest number of respondents numbering 172 representing 55.8%. Ages 18-22 years

had 6 (1.9%) while ages 23-27 years had 5 respondents representing 1.6% and the rest 4 of the respondents representing 1.3% are between the ages of 28-32. Therefore, majority of the respondents numbering 172, representing 55.8% of the total respondents, were between the ages of 38 and above.

**Table 4.1.2: Distribution of Respondents by Gender**

Gender	Frequency	Percentage (%)
Male	158	51.3
Female	150	48.7
Total	308	100

Table 4.1.2 Data in this table revealed that male had 158 respondents representing 51.3% of the sample, while the rest 150 representing 48.7% were females.

**Table 4.1.3: Distribution of Respondents by Marital Status**

Gender	Frequency	Percentage (%)
Married	308	100
Total	308	100

All 308 respondents were married students as this group is the focus of this study.

**Table 4.1.4: Distribution of Respondents by Higher Educational Qualification in View**

Higher Educational Qualification in View	Frequency	Percentage (%)
Diploma	91	29.5
Higher National Diploma	66	21.4
Nigeria Certificate in Education	115	37.3
1 <sup>st</sup> Degree	36	11.7
Total	308	100

The educational qualification in view, of the respondents revealed that 91 (29.5%) were pursuing Diploma, while 66(21.4) were pursuing higher National Diploma (HND,) while 115(37.3%) were pursuing NCE, as against 36(11.7%) that were pursuing their 1<sup>st</sup> Degree. This shows that, majority of the respondents were N.C.E students in view.

## **4.2 Analysis of Data**

**Research Question 1. What are the major possible causes of marital conflict?**

**Table 4.2.1: Opinion of Respondents on major Possible Causes of Marital Conflicts that Affect Academic Performance**

S/no	Items	Response Categories				Mean	S.D	S.E
		SA(4)	A(3)	D(2)	SD(1)			
1.	Financial dissatisfaction	740	279	0	30	3.41	0.910	0.052
2.	Struggling for power control	492	462	62	0	3.30	0.642	0.037
3.	unfaithfulness from both parties	616	369	62	0	3.40	0.665	0.038
4.	Habits that are uncontrollable	492	555	0	0	3.40	0.491	0.028
5.	Lack of sexual satisfaction	740	276	62	0	3.40	0.920	0.052
6.	Showing disapproval of action openly in front of people around	860	279	0	0	3.70	0.460	0.026
7.	Choice of particle sex of children	616	279	60	30	3.20	0.981	0.086
8.	Couple arguments over children's	760	270	0	0	3.43	0.910	0.052
	Total	5316	2769	246	60			

Total Ranking of SA & A	D & SD
8085	306
Mean 26.25	Mean 0.99

Table 4.2.1 presents the opinion of respondents on causes of marital conflicts among married students that affect their academic performance. According to this Table, the highest mean response of 3.70 is the items that state that showing of disapproval openly in front of people around can influence married students' academic performance. The details of response on this item showed that 215 of them strongly agreed and the rest 93 agreed. In the same vein, couples arguments over children issues can affect their academic performance, as this item had the second highest mean, showing that 190 strongly agreed, 90 agreed and the rest 27 strongly disagreed



**Research question 2.** To what extent does marital pressure affect married student's academic performance?

**Table 4.2.2: Opinion of Respondents on the influence of marital Pressure due to Marital Conflicts on their academic performance**

S/N	Items	Response Categories				Mean	S.D	S.E
		SA(4)	A(3)	D(2)	SD(1)			
9.	When they looked depressed with fear and resentment	244	648	0	31			
10.	Feeling of disorder and heightened self-esteem	244	741	0	0	3.20	0.399	0.023
11.	Lack of concentration in academics due to anger	488	558	0	0	3.40	0.490	0.028
12.	Aggressive to everybody around	244	267	122	0	3.00	0.630	0.036
13.	Expressing anger and looking moody more often	368	465	122	0	3.10	0.699	0.040
14.	Developing inferiority complex and negative attitude towards academics	492	492	62	0	3.30	0.642	0.037
	<b>Total</b>	2080	3171	306	31			

Total Ranking of SA & A	D & SD
5251	337
Mean 26.25	Mean 0.99

The detail of table 4.2.2 presents opinion of respondents on influence of marital pressure due to marital conflicts among married students that affect their academic performance.

The result revealed that, lack of concentration in academics of the respondents had the highest mean response of 3.40 as details of responses showed, while 122 strongly agreed, and the “rest 186 agreed.

Developing inferiority complex and negative attitude towards academics has the second highest mean response of 3.30 with details of response showing that 123 strongly agree, 164 agreed, and the rest 31 disagreed.

**Research question 3. What is the frequency in which marital conflict can influence married student's academic performance?**

**Table 4.2.3: Opinion of Respondents on the Frequency of Marital Conflicts on their academic performance.**

S/N	Items	Response Categories				Mean	S.D	S.E
		SA(4)	A(3)	D(2)	SD(1)			
15.	The moment salary is received	488	465	0	31	3.19	0.874	0.650
16.	When spouse failed to sponsor the academics of the other spouse.	488	465	0	31	3.30	0.641	0.037
17.	When the children do something wrong	368	465	62	30	3.00	0.890	0.051
18.	Any time there is sex demand	492	279	122	31	3.00	1.002	0.057
19.	When friends pay a visit	248	555	62	30	2.91	0.828	0.047
20.	When relatives always pay visit unnecessarily	248	555	0	61	2.81	0.979	0.056
21.	In-laws demands from any of the family are high	124	555	122	37	2.70	0.784	0.045
22.	When any of the partner is stressed up	492	369	62	31	3.10	0.947	0.054
23.	When any of the partner is too demanding (financially)	248	648	0	31	3.00	0.778	0.044
<b>Total</b>		3196	4356	430	313			

  

Total Ranking of SA & A	D & SD
7552	743
Mean 24.52	Mean 2.41

Table 4.2.3 is on the opinion of level of frequency of marital conflicts that can influence married student's academic performance.

The outcome of the table showed that the items with the highest response mean response of 3.30 is that, when couples fail to sponsor the academic of their spouse, it can result to marital conflicts, this item detail of response showed that 122 strongly agreed, 155 agreed, 31 disagreed and the rest 30 strongly disagreed. Another item that had the second highest mean response of 3.19 is that, the moment salary is received; there might be conflict that may affect academic performance. Details showed that 122 strongly agreed, 155 agreed and the rest 31 strongly disagreed.

**Research question 4. What is the extent in which marital conflict can interfere with the married student's academic performance?**

**Table 4.2.4: Opinion of Respondents, on the extent in which marital conflict may interfere with Married Students' Academic Performance.**

S/N	Items	Response Categories				Mean	S.D	S.E
		SA(4)	A(3)	D(2)	SD(1)			
24.	When there is poor assimilation in the class work	620	459	0	0	3.50	0.501	0.029
25.	Lack of concentration in the class	1108	93	0	0	3.90	0.301	0.017
26.	Lack of independence in academic work	988	0	122	0	3.60	0.798	0.045
27.	Distress and withdrawal from school activities	984	96	60	0	3.71	0.643	0.037
28.	Cumulative Grade Point Average (CGPA) drops	988	93	60	0	3.70	0.636	0.036
29.	Retardation in academic pursues	744	366	0	0	3.59	0.530	0.030
30.	Poor performance in class activity and assignment	864	90	124	0	3.50	0.809	0.046
	<b>Total</b>	6296	1197	366	0			

Total Ranking of SA & A	D & SD
7493	366
Mean 24.33	Mean 1.99

Table 4.2.4 presents the opinion of respondents on the extent to which marital conflicts interfere with married students' academic performance.

According to the outcome of table 4.2.4, it shows that lack of concentration in the class has the highest mean response of 3.90, as this item attracted the response of 277 that strongly agreed, and the rest 31 also agreed to this item.

The distress and withdrawal from academic activities attracted the respondents' second highest mean response of 3.71. The details of response on this item showed that 246 strongly agreed, 30 agreed and the rest 31 disagreed. To prove further on the academic performance of married students, Table 4.2.4 ( b) and Table

4.2.4 ( c) shows the summary of academic performance of the respondents drawn from academic records of the slated institutions.

**Table 4.2.4b: Summary of Respondents on Academic Performance**

	No. of Students	CGPA					
		< 1.00	1.0- 1.4	1.5- 2.4	2.5- 3.4	3.5- 4.49	4.5- 5.0
1 Nigeria Certificate in Education	115	21	30	55	9	0	0
2 Diploma	91	0	12	76	3	0	0
3 Higher National Diploma	66	31	13	22	0	0	0
4 First Degree in View	36	0	2	11	23	0	0
Total	308	52	57	164	35	0	0

**Table 4.2.4c: Summary of Students Academic Records 200 Level Married Students 2010/2011 Academic Session**

S/N	Name of Institution	No. of Married Students	No. that Pass Exam	No. Fail	% Passed	% Failed
1	Kaduna State COE G/Waya	80	30	50	37.5	62.5
2	College of Nursing Kafanchan	17	6	11	35.3	64.7
3	Kaduna State University	70	39	31	56	44.3
4	Nuhu Bamali Polytechnic Zaria	154	57	97	37	62.9
5	Shehu Idris College of Health Technology, Makarfi	29	13	16	44.8	55.2
	Total	350	145	205		

**Research question 5. What are the coping strategies employed by married students towards the enhancement of their academic performance?**

**Table 4.2.5: Distribution of Respondents on Coping Strategies Employed by Married Students towards the enhancement of their' Academic Performance.**

S/N	Items	Response Categories				Mean	S.D	S.E
		SA (4)	A (3)	D (2)	SD (1)			
31.	Group discussion in order to enhance academic performance	864	276	0	0	3.70	0.458	0.026
32.	Tutorial with course mates	740	369	0	0	3.60	0.491	0.028
33.	Adjusting to feeling of isolation and challenges ahead	492	555	0	0	3.40	0.491	0.028
34.	Working on your mind to attain focus	872	270	0	0	3.71	0.665	0.038
35.	Engaging the services of day-care nannies in taking care of the little children while attending to academic work. and examination	616	279	62	30	3.20	0.975	0.036
36.	Cheating during test and examination in order to meet up with academic demands	124	279	244	62	2.30	0.904	0.052
37.	Paying lecturers or offering self in order to earn marks.	0	279	246	92	2.00	0.776	0.044
38.	Depending on course mates in both assignment test, exams and group work.	0	279	308	61	2.10	0.701	0.040
	<b>Total</b>	3708	2586	860	245			

Total Ranking of SA & A	D & SD
6294	1105
Mean 20.44	Mean 3.59

Table 4.2.5 showed the opinion of respondents on the coping strategies employed by married students towards their academic performance. The highest mean response was 3.71 according to the respondents It shows that; they work on their mind

in order to attain focus. This option attracted the highest mean responses. Details of response showed that 218 of them strongly agreed, and the rest 90 agreed.

The item on group discussion in order to enhance academic performance attracted the second highest mean response of 3.70. Their response on this item showed that 216 of them strongly agreed, while the rest 92 agreed.

### 4.3 Testing of objectives and Research Null Hypotheses

*Hypothesis 1: There is no significant relationship between academic performance and marital conflicts among married students in the Kaduna State owned tertiary institutions.*

**Table 4.3.1: Pearson Product Moment Correlation (PPMC) Statistics Relationship between Academic Performance and Marital Conflicts among Married Students.**

Variables	N	Mean	S.D	Correlation Index	Df	P
Academic performances	308	29.3377	9.8332	0.561**	306	0.000
Marital Conflicts among married students	308	46.6721	15.0929			

\*\* Correlation is significant at the 0.05 level.

Table 4.3.1 showed that, significant relationship exist between academic performance and marital conflicts among married students. This is because the p-calculated value of 0.000 is less than the 0.05 level of significant at a correlation index r level of 0.561. Consequently, the above null hypothesis which states that there is no significant relationship between academic performance and marital conflicts among married students is hereby rejected, and the alternative which said that significant relationship exist is confirmed. Thus marital conflict among married student influenced their academic performance.

*Hypothesis 2: There is no significant relationship between academic performance and the possible causes of marital conflicts among married students in the Kaduna State owned tertiary institutions.*



**Table 4.3.2: Pearson Product Moment Correlation (PPMC) Statistics shows Relationship between Academic Performance and Possible causes of Marital Conflicts among Married Students.**

Variables	N	Mean	S.D	Correlation Index	Df	P
Academic performances	308	29.3377	9.8332	0.973**	306	0.001
Possible Causes of Marital Conflicts among married students	308	38.2338	10.9135			

\*\* Correlation is significant at the 0.05 level.

Table 4.3.2 showed that, significant relationship exist between academic performance and the possible causes of marital conflicts among married students. This is because the p- calculated value of 0.001 is less than the 0.05 level of significant at a correlation index r level of 0.973. Consequently, the above null hypothesis which states that there is no significant relationship between academic performance and the possible causes of marital conflicts among married students is hereby rejected. Thus causes of marital conflict influenced married student’s academic performance.

Hypothesis 3: *There is no significant relationship between Academic performance and influence of marital pressure due to marital conflict among married students.*

**Table 4.3.3: Pearson Product Moment Correlation (PPMC) Statistics on the Relationship between Academic Performance and influence of marital Pressure due to Marital Conflicts among Married Students, on their academic performance.**

Variables	N	Mean	S.D	Correlation Index	Df	P
Academic performances	308	29.3377	9.5332	0.973**	306	0.006
Effect of marital pressure from marital conflicts on married student’s academic performance.	308	37.740	10.9302			

\*\* Correlation is significant at the 0.05 level.

The outcome of Table 4.3.3 revealed that there is significant relationship between academic performance and marital pressure due to marital conflicts. Reason

being that, the P- calculated value of 0.006 is less than the 0.05 level of significance. Therefore, the null hypothesis is hereby rejected, the alternative hypotheses which said that there is significant relationship between academic performance and marital pressure due to marital conflict among married students is hereby confirmed.

Hypothesis 4: *There is no significant relationship between Academic performance and level of frequency of marital conflict on married students' academic performance.*

**Table 4.3.4: Pearson Product Moment Correlation (PPMC) Statistics on the Relationship between Academic Performance and level of Frequency of Marital Conflicts on Married Students' Academic Performance**

Variables	N	Mean	S.D	Correlation Index	Df	P
Academic performances	308	29.3377	9.83328	0.973**	306	0.000
Effect of frequency of marital conflicts on married students' academic performance.	308	38.2338	10.91351			

Correlation is significant at the 0.05 level.

Details of the Pearson Product Moment Correlation (PPMC) statistics showed that significant relationship exist between academic performance and the frequency of marital conflicts on married student's academic performance. This is possible because, the P- calculated value of 0.000 is less than the 0.05 level of significance at a correlation index level of 0.973. Consequently, the above null hypothesis which states that there is no significant relationship between the frequencies of marital conflicts on married students' academic performance, is hereby rejected. Thus it shows that when there is high rate of marital conflict, it affects the married student's academic performance.

Hypothesis 5: *There is no significant difference between Academic performance and the extent in which marital conflict can interference with married students' academic performance.*

**Table 4.3.5: Pearson Product Moment Correlation (PPMC) Statistics on the Relationship between Academic Performance and Extent in which Marital Conflict can Interference with Married Students Academic Performance.**

Variables	N	Mean	S.D	Correlation Index	Df	P
Academic performances	308	29.3377	9.83328	0.971	306	0.000
Extent of marital conflict interfering with married student's academic performance.	308	38.1364	11.00463			

\*\* Correlation is significant at the 0.05 level.

Details of the Pearson Product Moment Correlation (PPMC) statistics revealed that, significant relationship exist between academic performance and the extent of marital conflict interfering with married students' academic performance. This is because; the P- value of 0.000 is less than the 0.05 level of significance, at a correlation index level of 0.971. Consequently the above null hypothesis which state that, there is no significant relationship between academic performance and the extent of marital conflicts interfering with married students' academic performance is rejected, and the alternative which said that, significant relationship exist is confirmed .Thus when marital conflict becomes too tensed and very serious, it influence married students academic performance.

Hypothesis 6: *There is no significant relationship between Academic performance and coping strategies employed by married students towards the enhancement of academic performance.*

**Table 4.3.6: Pearson Product Moment Correlation (PPMC) Statistics on the Relationship between Academic Performance and Coping Strategies Employed by Married Students towards the enhancement of their Academic Performance.**

Variables	N	Mean	S.D	Correlation Index	Df	P
Academic performances	308	29.3377	9.8332	0.957**	306	0.02
Coping strategies employed by marital students towards academic performance, such as tutorial and group discussion	308	38.3701	11.3001			

\*\* Correlation is significant at the 0.05 level.

Results of Pearson Product Moment Correlation (PPMC) statistics revealed that a significant relationship exist between coping strategies employed by married students towards their academics, and the effect it has on their academic performance. This is because; the calculated P- value of 0.02 is less than the 0.05 level of tolerance at a correlation index value of 0.957. Hence, the null hypothesis which states that, there is no significant relationship between academic performance and coping strategies employed by married students towards their academic performance is hereby rejected. This shows that when married students adopt positive coping strategies towards their studies it goes a long way in enhancing their academic performance.

#### **4.4 Discussion of Major Findings**

The outcome of the data analysis from the demographic data, answering of research questions and testing of the null research hypothesis were discussed extensively in this section.

## **SECTION 1**

The demographic data revealed five tertiary institutions across the three zones in Kaduna State. They include; Kaduna State College of Education Gidan Waya, College of Nursing Kafanchan, Kaduna State University, Nuhu Bamali Polytechnic Zaria and Shehu Idris College of Health Technology Makarfi respectively. Each institution was represented relative to their population. In these institutions, there were married students that were experiencing marital conflict including male and female in different proportions. The study targeted married students who were at their second year of their study programmes. This was due to the fact that these set of students have had their statement of results and knows their Cumulative Grade Point Aggregate (C. G. P .A) results to determine their academic performance.

## **SECTION II**

This section showed the results from the main questionnaires. On the possible causes of marital conflict, it was revealed that spouse that shows disapproval openly in front of people around trigger marital conflict that may influence their academic performance. This observation is in line with the views of Omotosho,(1994)who said that the most likely causes of marital conflict is as a result of the negative perception each spouse view problems, and that lack of not doing what is expected from each other can trigger conflict. Henslin (1980) opined that incompatible sex roles routines of married couples being overloaded with heavy and impossible expectations are seen as reasons that triggered marital conflict.

In the analysis of the research on the extent of marital pressure that may affect academic performance, it was revealed, that majority of the married students agreed that, they developed inferiority complex and negative attitudes towards their

academies with a feeling of disorder and heightened self-esteem, when there is marital conflict. The observation is in line with Ambakederemo and Ganagana (2006) who said that only positive attitudes develop by married couples can alleviate any marital conflict. They further said that marital conflict could bring in the family serious interference on the couples due to marital pressure that may affect and retard their progress in their learning process. Victims of marital conflict exhibit aggression discordant and violent. Ganagana, (2006) further said that the following are most of the major factors that could lead to marital pressure; feeling of domineering, lack of supporting each other in term of needs, when there is high rate of violence from relatives of spouses, lack of equal love, lack of reciprocating, when love failed to cover all wrongs, when only one spouse play all the roles in the home and failure to be submissive among other reasons.

On the frequency in which marital conflict affect married students academics a sizeable number of the respondents were of the view that academic performance can be affected when spouse failed to sponsor the academics of the other spouse, and that economy factor do cause marital conflict. This statement agreed with Sahana (2010) who postulate that economy factor is one of the major reason couples argued over.

On the extent in which conflict can interferes with married students academic performance, it shows that a higher percentage of married students agreed that when conflict in marriage is too tensed, it make the married students not to concentrate in the class whereby making their cumulative grade point aggregate ( C.G.P.A) to drop, with a bad feeling of distress and withdrawal syndromes.

On the opinion of respondents on coping strategies employed by married students towards the enhancement of their academic performance, a higher number of respondents agreed that students should develop positive coping strategy by them to

be working on their mind in order to attain focused, and for the students to always engage in group discussion in order to enhance their academic performance. This agreed with what Middleton (2001) said, that managing the conflict by married students go a long way in improving the academic work of the students. Stephanie *et al.*, (2007) also observed that studying and family obligations are two important domains that are not compatible and that there are usually conflicts between the two domains when not handle with care.

#### **4.5 Summary of Findings**

- The following are major findings from the study; which revealed that; significance relationship exist between marital conflict on academic performance of married students .This is due to the fact that all the null hypotheses were rejected and the alternative confirmed and retained. The result revealed that factors such as economic, sexual, power control and lack of effective communication can influence academic performance of married students.
- The findings revealed that showing disapproval of action openly in the presence of people around can trigger conflicts, thereby influencing lack of concentration in academic activities by married students.
- When there is too much marital pressure, ranging from home activities and other demands outside the home contribute in influencing academic performance negatively. This as well makes the married students to develop inferiority complex and negative attitude towards academics.
- Couples failures to sponsor the education of their partners aggravate distress and withdrawal from academic activities due to marital conflicts.

- Married student's ability to work on their mind to attain focus is the best positive coping strategy toward the enhancement of their academic performance.
- Married students' enrolment in group discussion and tutorial in order to enhance academic performance is another positive coping strategy towards enhancing their academic performance.
-



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the study summary, conclusion and recommendations.

#### 5.1 Summary

The study was carried out in order to assess influence of marital conflicts on academic performance of married students in the state owned tertiary institutions of Kaduna State. Five specific objectives were stated, to;

- identify the major possible causes of common marital conflicts among married students experiencing conflict, in states owned tertiary institutions of Kaduna State.
- determine the extent in which marital pressure can influence their academic performance.
- identify the frequency in which marital conflict may affect the married student's academics
- determine the level in which marital conflicts may interfere with the married student's academic performance.
- identify the coping strategies employed by married students towards their academic performance.

To this effect five research questions and five null hypotheses were postulated and tested. The study was presented in five chapters which this section summarizes.

The study presents the introduction and general background of the study. The main objective of the study is to determine the influence of marital conflicts on the academic performances of married students in the state owned tertiary institutions of Kaduna State. The significance, statement of problems, research questions and hypotheses were outlined and discussed.

The first section presented the literature review of the study, its theoretical and conceptual studies and the various coping strategies adopted by married students towards their academic performances.

This part discussed the methodologies adopted by the researcher; Survey descriptive research design by means of questionnaire as instruments was used to gather data from 308 married student respondents. The instruments were validated and the reliability co efficiency was obtained from the pilot study.

This part presented data analyses and discussion of results. The first part presented the frequencies and percentages of bio-data variables like age, sex and educational qualification in view, of the respondents. The second part answered five research questions while the test of the research hypotheses at 0.05 level of significance were presented and discussed.

The fifth part concludes the study, summarized all the five chapters and put forward several recommendations including suggestions for further studies in relevant area.

## **5.2 Conclusion**

Based on the outcome of the study, the following conclusions were deduced. Academic performance is proportionally related to the overall marital conflicts of married students in State owned tertiary institutions of Kaduna state.

1. Marital conflicts has significance influence on married students academic performance especially when spouse show disapproval openly by reprimanding the other spouse in the presence of people around.
2. It was concluded that couple who are affected by marital pressure do not concentrate in their academic work.

3. That inability of spouse to sponsor the education of the other spouse fully has negative impact on the academic performance of the married students.
4. when marital conflict becomes too tensed it tends to influence concentration thereby influencing self control of emotion, drop in C G P A. and subsequent withdrawal from academic pursue. , lack of stricken balance between marriage and academic pursued and high extent of marital conflicts influence poor concentration in academic work . That married students who are experiencing marital conflicts cannot perform better in their academic work.
5. Group discussion and tutorials among married students and the single students alike, is a positive form of coping strategy to enhance married student's academic performance in tertiary institutions.

### **5.3 Recommendations.**

The following recommendations serve to guide the study and improve the academic performance of married students in State owned tertiary institutions of Kaduna State.

1. Couple should stop reprimanding each other openly in the presence of people around.
2. Spouses who are experiencing marital pressure should try to strike balance between home activities, family issues and academic work.
3. Spouse should try by sponsoring the education of their partners in order to avoid them from suspending their study programmes. This will equally help them to concentrate in their academics and to obtain good grades.
4. Couple should not be distracted by any form of marital conflicts, instead they should be focus on their academic work, because it will go a long way in enhancing their academic performance. They should try to stay peaceful by them to learn how to share their hopes,

dreams, goals and success with each other for them to think beyond marital conflict and for to be struggling to attain their goals in life.

5. Couple should develop positive coping strategies in order to enhance their academic performance. Married students should develop confidence in themselves in order for them to attain focus.

In addition to the main recommendations, the following recommendations should also be consider; Married students should discuss their problems with the school guidance and counseling centers instead of withdrawing from academic programmes, for problems shared is problems half solve. Ministry of education through the State Government should reduce school fees as well as establishing daycare center in all workforces in order to enable married students to take their little kids there while they are in school or work places, rather than them seen in classes backing babies for lectures and even exam as it is a common practice by most of the married students seen with babies in classes attending lectures and writing examinations.

Lecturers should give preferences to married students in term of allowing them in when they are late for lectures, or submission of assignment. Institutions of learning should consider married students late payment of school fees. Separate hostel be built for married students. If this is done it will go a long way in reducing the high rate of pressure married students are faced with, and it will also help in improving concentration in their academic work.

#### **5.4 Limitations**

The researcher experienced few challenges while conducting this study. Some respondent's attitudes towards collection and filling of questionnaire were not friendly. Some of the respondents did not want to open up; as the topic seems to be highly personal. Some of the married students were reluctant in collecting copies of

the questionnaires, until when the researcher persuaded them on the importance of conducting the research, before they were able to gladly and willingly fill the questionnaire. Some institutions denied the researcher access to their student's records, in order to ascertain the actual number of students and the number of students that are married, with their CGPA. With effective communication, the researcher was able to also maneuver a few staff before the information's were given

### **5.5 Suggestions for Further Studies**

The following are suggestions for further studies;

1. Influence of marital conflicts on job performance of spouses in home and workforce. in tertiary institutions of the North-west geo-political zones.
2. Influence of Marital Status on Academic Performance of Students in tertiary institutions in the North-West Zones.
3. Comparative study on the influence of gender conflict on academic performance in tertiary institutions in North West geo political zone of Nigeria.

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## APPENDIX 1

Ahmadu Bello University, Zaria

Faculty of Education

Voc. & Tech. Educ. Dept,

Home Economics Section,

March, 2012.

Dear Sir/Madam

### **Request to Fill Questionnaire**

The researcher is a post graduate student (M. ED.) of the above named institution, currently carrying out research study on; influence of Marital Conflicts on married Students Academic Performance in Tertiary Institutions in Kaduna State. The researcher wishes to solicit for your assistance in collecting data on the above mentioned research work.

This research work is purely based on academic exercise and the information gathered in the questionnaire will be treated as confidential.

Your honest response will be appreciated.

Thank you.

Yours Faithfully,

Chindo, Gaiya Magdalene

## APPENDIX 11

**Questionnaire on:** influence of Marital Conflicts on married Students' Academic Performance in Tertiary Institutions of Kaduna State.

Please answer all questions in all the sections.

### **Section A: Demographic Personal Data (for married students).**

Please tick (✓) or fill in the corresponding box appropriate to your response.

1. Age: [in years]

18-22 [ ]

23-27 [ ]

28-32 [ ]

33-37 [ ]

38 & above [ ]

2. Gender:

Male [ ]

Female [ ]

3. Marital Status

Married [ ]

Commuter marriage [ ]

Divorced [ ]

Separated [ ]

4. Educational qualifications in view

Diploma, ( )

Higher national diploma,( )

Nigeria certificate in education ( )

1st, degree ( ), 2<sup>nd</sup> degree ( ), 3<sup>rd</sup> degree ( )

Section B; Questionnaire

Please indicate the appropriate response by ticking ( ✓ ) the column that is most appropriate to you.

Key: Strongly Agree (SA) =4

Agree (A) = 3

Disagree (D) = 2

Strongly Disagree (SD) = 1

**1. Please indicate your level of agreement with the possible major causes of marital conflicts among married students.**

S/N	Questionnaire Item	SA	A	D	SD
1.	Financial dissatisfaction				
2.	Struggling for power control				
3.	Unfaithfulness from both parties				
4.	Habits that are uncontrollable				
5.	Lack of sexual satisfaction				
6.	Showing disapproval of action openly in front of people around.				
7.	Choice of a particular sex of children.				
8.	Couple argument over children's issues				

**2.) Indicate your level of agreement, the extent at which emotional pressure due to marital conflict makes you feel about yourself and your' academic performance.**

S/N	Questionnaire Item	SA	A	D	SD
1.	Always looking depressed and resentment				
2.	Feeling of disorder and heightened self-esteem				
s3.	Lack of concentration in academics				
4.	Transfer of aggression to everybody around.				
5.	Expressing anger more often.				
6	Developing inferiority complex and negative attitude towards academics				

Please indicate the appropriate response by ticking (✓) the column that is most appropriate to you.

Key: Frequently (F) `

Always (A)

Seldom (S)

Often (O)



**3.) Indicate your level of agreement the frequency level, in which marital conflicts may affect academic performance.**

S\no	Questionnaire Item	F	A	S	O
1.	The moment salary is received				
2.	When spouse failed to sponsor the academics of the other spouse.				
3.	When the children do something wrong				
4.	Anytime there is sex demand				
5.	When friends pay a visit				
6..	When the relative always pay visit unnecessarily.				
7.	In-laws demands from any of the family are high..				
8.	When any of the partner is stressed-up				
9	When any of the partners is too demanding [financially].				

**4) Indicate your level of agreement on the extent in which marital conflict interfere with the married student's academic performance.**

S/N	Questionnaire Item	SA	A	D	SD
1.	Poor assimilation in the class work				
2.	Lack of concentration in the class				
3.	Lack of independence in academic works.				
4.	Distress and withdrawal from school activities.				
5.	Cumulative Grade Point Average drops (CGPA).				
6.	Retardation in academic pursues.				
7.	Poor performance in class activity and assignment				

Key: Strongly Agree (SA)

Agree (A)

Disagree (D)

Strongly Disagree (SD)

**5) Indicate your level of agreement on the coping strategies employed by married students towards their academic performance.**

S\no		SA	A	D	SD
	Group discussions in order to enhance academic performance.				
2.	Interaction with colleagues				
3.	Adjusting to feeling of isolation and challenges ahead				
4.	Working on your mind to attain focus.				
5.	Engaging the services of day-care nannies in taking care of the little children while attending to lectures discussions and examinations.				
6.	Cheating during test and examination in order to meet up with academic demands				
7.	Paying lecturers or offering self in order to earn marks				
8.	Depending on course mate in both assignment, test and group work				

### APPENDIX III

S/N	Items	Response Categories				Mean	S.D	S.E	
		SA(4)	A(3)	D(2)	SD(1)				
1.	Financial dissatisfaction	740	279	0	30	3.41	0.910	0.052	
2.	Struggling for power control	492	462	62	0	3.30	0.642	0.037	
3.	unfaithfulness from both parties	616	369	62	0	3.40	0.665	0.038	
4.	Habits that are uncontrollable	492	555	0	0	3.40	0.491	0.028	
5.	Lack of sexual satisfaction	740	276	62	0	3.40	0.920	0.052	
6.	Showing disapproval of action openly in front of people around	860	279	0	0	3.70	0.460	0.026	
7.	Choice of particle sex of children	616	279	60	30	3.20	0.981	0.086	
8.	Couple arguments over children's	760	270	0	0	3.43	0.910	0.052	
9.	When they looked depressed with fear and resentment		244	648	0	31			
10.	Feeling of disorder and heightened self-esteem		244	741	0	0	3.20	0.399	0.023
11.	Lack of concentration in academies due to anger	488	558	0	0	3.40	0.490	0.028	
12.	Aggressive to everybody around	244	267	122	0	3.00	0.630	0.036	
13.	Expressing anger and looking moody more often	368	465	122	0	3.10	0.699	0.040	
14.	Developing	492	492	62	0	3.30	0.642	0.037	

inferiority  
 complex and  
 negative  
 attitude towards  
 academics

15.	The moment salary is received	488	465	0	31	3.19	0.874	0.650	
16.	When spouse failed to sponsor the academics of the other spouse.	488	465	0	31	3.30	0.641	0.037	
17.	When the children do something wrong	368	465	62	30	3.00	0.890	0.051	
18.	Any time there is sex demand	492	279	122	31	3.00	1.002	0.057	
19.	When friends pay a visit	248	555	62	30	2.91	0.828	0.047	
20.	When relatives always pay visit unnecessarily	248	555	0	61	2.81	0.979	0.056	
21.	In-laws demands from any of the family are high	124	555	122	37	2.70	0.784	0.045	
22.	When any of the partner is stressed up	492	369	62	31	3.10	0.947	0.054	
23.	When any of the partner is too demanding (financially)	248	648	0	31	3.00	0.778	0.044	
24.	When there is poor assimilation in the class work		620	459	0	0	3.50	0.501	0.029
25.	Lack of concentration in the class	1108		93	0	0	3.90	0.301	0.017
26.	Lack of independence in academic work	988		0	122	0	3.60	0.798	0.045
27.	Distress and withdrawal from school activities	984		96	60	0	3.71	0.643	0.037
28.	Cumulative Grade Point Average (CGPA) drops	988		93	60	0	3.70	0.636	0.036
29.	Retardation in academic pursues	744		366	0	0	3.59	0.530	0.030
30.	Poor performance in class activity and assignment	864		90	124	0	3.50	0.809	0.046

31.	Group discussion in order to enhance academic performance	864	276	0	0	3.70	0.458	0.026
32.	Tutorial with course mates	740	369	0	0	3.60	0.491	0.028
33.	Adjusting to feeling of isolation and challenges ahead	492	555	0	0	3.40	0.491	0.028
34.	Working on your mind to attain focus	872	270	0	0	3.71	0.665	0.038
35.	Engaging the services of day-care nannies in taking care of the little children while attending to academic work. and examination	616	279	62	30	3.20	0.975	0.036
36.	Cheating during test and examination in order to meet up with academic demands	124	279	244	62	2.30	0.904	0.052
37.	Paying lecturers or offering self in order to earn marks.	0	279	246	92	2.00	0.776	0.044
38.	Depending on course mates in both assignment test and group work.	0	279	308	61	2.10	0.701	0.040
	<b>Total</b>	<b>19399</b>	<b>14079</b>	<b>2208</b>	<b>649</b>			

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**APPENDIX IV**  
**Summary of Respondents on Academic Performance**

	No. of Students	CGPA					
		< 1.00	1.0-1.4	1.5-2.4	2.5-3.4	3.5-4.49	4.5-5.0
1	115	21	30	55	9	0	0
2	91	0	12	76	3	0	0
3	66	31	13	22	0	0	0
4	36	0	2	11	23	0	0
Total	308	52	57	164	35	0	0

**Summary of Students Academic Records 200 Level Married Students 2010/2011**

**Academic Session**

S/N	Name of Institution	No. of Married Students	No. that Pass Exam	No. Fail	% Passed	% Failed
1	Kaduna State COE G/Waya	80	30	50	37.5	62.5
2	College of Nursing Kafanchan	17	6	11	35.3	64.7
3	Kaduna State University	70	39	31	56	44.3
4	Nuhu Bamali Polytechnic Zaria	154	57	97	37	62.9
5	Shehu Idris College of Health Technology, Makarfi	29	13	16	44.8	55.2
	Total	350	145	205		

## APPENDIX V

**Table of Academic Performance of respondents**

<b>Serial number</b>	<b>Academic performance (CGPA)</b>	<b>Serial number</b>	<b>Academic performance (CGPA)</b>	<b>Serial number</b>	<b>Academic performance (CGPA)</b>
1	2.3	40	3.1	78	2.9
2	2.4	41	2.4	79	2.6
3	1.9	42	1.9	80	2.3
4	3.1	43	3.1	81	2.4
5	2.6	44	2.6	82	1.0
6	2.74	45	2.6	83	3.1
7	2.6	46	2.4	84	2.6
8	2.9	47	2.9	85	3.4
9	2.6	48	2.6	86	2.6
10	2.3	49	2.3	87	2.1
11	2.4	50	2.4	88	2.6
12	1.9	51	1.0	89	2.9
13	3.1	52	3.1	90	2.4
14	2.6	53	2.6	91	1.1
15	2.74	54	2.74	92	3.1
16	2.6	55	2.6	93	2.6
17	2.9	56	2.1	94	2.3
18	2.6	57	2.6	95	2.6
19	2.3	58	2.9	96	2.9
20	2.4	59	2.4	97	2.6
21	1.9	60	1.1	98	2.3
22	3.1	61	3.1	99	2.4
23	2.6	62	2.6	100	1.9
24	2.74	63	2.3	101	3.1
25	2.6	64	2.6	102	2.6
26	2.9	65	2.9	103	2.4
27	2.6	66	2.6	104	2.6
28	2.3	67	2.3	105	2.9
29	2.4	68	2.4	106	2.4
30	1.9	69	1.9	107	2.7
31	3.1	70	3.1	108	2.4
32	2.6	71	2.6	109	1.8
33	2.74	72	2.4	110	2.2
34	2.6	73	2.6	111	1.8
35	2.9	74	2.9	112	2.2
36	2.6	75	2.4	113	3.1
37	1.8	76	2.7	114	2.7
38	1.4	77	2.4	115	3.5

<b>Serial number</b>	<b>Academic performance (CGPA)</b>	<b>Serial number</b>	<b>Academic performance (CGPA)</b>	<b>Serial number</b>	<b>Academic performance (CGPA)</b>
116	2.3	154	2.3	193	1.9
117	2.4	155	2.4	194	3.1
118	1.9	156	1.9	195	2.6
119	3.1	157	3.1	196	2.6
120	2.6	158	2.6	197	2.6
121	2.74	159	2.74	198	2.9
122	2.6	160	2.6	199	2.6
123	2.9	161	2.9	200	2.3
124	2.6	162	2.6	201	2.4
125	2.3	163	2.3	202	2.3
126	2.4	164	2.4	203	2.4
127	1.9	165	1.9	204	1.9
128	3.1	166	3.1	205	3.1
129	2.6	167	2.6	206	2.6
130	2.3	168	2.7	207	2.4
131	2.6	169	2.6	208	2.6
132	2.9	170	2.9	209	2.9
133	2.6	171	2.6	210	2.6
134	2.3	172	2.3	211	2.3
135	2.4	173	2.4	212	2.4
136	1.9	174	1.9	213	1.9
137	3.1	175	3.1	214	3.1
138	2.6	176	2.6	215	2.6
139	2.1	177	2.5	216	2.8
140	2.6	178	2.6	217	2.6
141	2.9	179	2.9	218	2.9
142	2.6	180	2.6	219	2.6
143	2.3	181	2.3	220	2.3
144	2.4	182	2.4	221	2.4
145	1.9	184	1.9	222	1.9
146	3.1	185	3.1	223	3.1
147	2.6	186	2.6	224	2.6
148	2.2	187	3.0	225	3.3
149	2.6	188	2.6	226	2.6
150	2.9	189	2.9	227	2.9
151	2.6	190	2.6	228	2.6
152	2.8	191		229	1.6
153	3.4	192		230	1.4



<b>Serial Number</b>	<b>CGPA</b>	<b>Serial Number</b>	<b>CGPA</b>
231	2.3	276	3.2
232	2.6	277	3.9
233	2.3	278	3.6
234	2.4	279	3.7
235	1.9	280	3.6
236	3.1	281	2.3
237	2.6	282	2.4
238	2.2	283	3.0
239	2.6	284	3.6
240	2.9	285	2.1
241	2.6	286	2.2
242	2.8	287	2.5
243	3.4	288	3.
244	3.7	289	3.5
245	3.6	290	3.6
246	2.3	291	3.9
247	2.4	292	3.6
248	3.0	293	3.2
249	3.6	294	3.7
250	2.1	295	3.6
251	2.22	296	2.3
252	2.15	297	2.4
253	3.9	298	3.0
254	3.45	299	3.6
255	3.6	300	2.1
256	3.7	301	2.2
257	3.9	302	2.8
258	3.6	303	3.9
259	3.7	304	3.1
260	3.6	305	2.2
261	2.3	306	1.4
262	2.4	307	1.8
263	3.0	308	3.7
264	3.6		
265	2.1		
266	2.22		
267	2.15		
268	3.9		
269	3.45		
270	3.6		
271	3.7		
272	3.9		
273	3.6		
274	3.7		
275	3.6		