

**EFFECT OF EARLY MARRIAGE ON FEMALE ACADEMIC  
PERFORMANCE ON NIGERIAN WOMEN WHO HAVE  
EXPERIENCED EARLY MARRIAGE**

**(A CASE STUDY OF TAI SOLARIN UNIVERSITY OF EDUCATION, IJAGUN IN  
ODOGBOLU LOCAL GOVERNMENT AREA OF OGUN STATE)**

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## CERTIFICATION

This is to certify that this research work/project upon which the report is written was carried out by **BALOGUN OMOWUNMI SHUKURAT, Matric Number: 18012222052 (Political Science/Social Studies)** in the Department of Political Science, School of Science, Tai Solarin College of Education, Omu-Ijebu, Ogun State, Nigeria under my supervision.

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Signature & Date

## **DEDICATION**

I dedicate this project to Almighty God for giving me the opportunity to carryout my project in peace.

I also dedicate this project to those who did not have opportunity to go to school. And to my lovely sister Adeyemi Morayo Mary who has also been there for me all this for me.

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## **ABSTRACT**

The study examined the effects of early marriage on the academic achievements of married female students in Nigerian Universities. More specifically, the study sought to assess the educational and non-educational effects of early marriage on the academic achievements of married female students.

The study was guided by the following objectives: To identify the possible reasons for early marriage in Odogbolu Local Government Area of Ogun State, to examine the educational effects of early marriage on female academic performance in Tai Solarin University of Education, Ijagun in Odogbolu Local Government Area of Ogun State and to examine the non-educational effects of early marriage on female academic performance in Tai Solarin University of Education, Ijagun in Odogbolu Local Government Area of Ogun State.

The study adopted a descriptive survey design using a well-developed questionnaire designed to elicit information from the respondents, the random sampling technique was used to select 100 female married students in TASUED who are duly participated in the survey. The data collected were subjected to the quantitative techniques of descriptive statistics and Simple tables, frequency and percentage was employed to test the hypotheses.

Results from the study indicated that the principal reasons for early marriage in Nigeria are poverty, unwanted pregnancy, avoidance of shame and disgrace. Also, it was found that early marriage has significant educational & non-educational impact on the academic achievement of the respondents.

Based on this, the study advised that strong legislative mechanism should be instituted to eradicate the occurrence of early marriage in Nigeria.

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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 BACKGROUND OF THE STUDY**

Birth, marriage and death are the standard trio of key events in most people's lives. But out of these three events; 'marriage' is a matter of choice. The right to exercise that choice was identified as a principle of law starting from the Roman era and has been established in the international human rights instruments. Yet, many girls forcefully get into marriage without any choice of exercising their right to choose. Others are simply too young to make a matured decision about their marriage partner or about the consequences of marriage itself. They may have given what passes for 'counsel' in the eyes of the law, but in reality, consent to their binding union has been made by others on their behalf (Bunting, 2012).

The axiom is that once a girl is married she has automatically become a woman regardless of her age. Early marriage, which is marriage of children and adolescents below the age of 18 is still widely practiced most especially in the Northern part of the country. There are various forms and causes of early marriage, but one issue is prominent, which is early marriage is a violation of human rights. The right to free and full consent to marriage is recognized in the 1948 Universal Declaration of Human Rights (UDHR) and in other human rights instruments (Shehu, 2010; Bunting, 2012). Early marriage has profound physical, intellectual, psychological and emotional impacts, which has the capacity to dash away the educational opportunities and chances for personal growth. It almost leads to pregnancy and childbearing, and is likely to result into a lifetime domestic and sexual subservience.

For many young girls in developing countries, marriage is perceived as a means of securing and protecting their future. Girls are forced into marriage by their families while they are still children in the hope that marriage will yield those returns financially and socially (Shobba, 2009). On the contrary, early marriage violates the rights of children with negative implications. It compromises their overall development, leaving them socially isolated with little or no education, skills and opportunities for employment and self-realization. These conditions ultimately make married girls susceptible to poverty. These girls are required to do a disproportionate amount of chores, which

includes new roles and responsibilities as wives and mothers. The young bride's status in the family is frequently dependent on her, demonstrating their fertility often within the first year of her marriage. At this time, she is not psychologically, emotionally and physiologically prepared for these roles. Additionally, girls are made responsible for the care and welfare of future generations while still children themselves. Young mothers with no decision-making powers, restricted mobility and no economic resources are likely to transmit this vulnerability to their kids. Therefore, early marriage directly compounds to feminization of poverty and intergenerational poverty.

Early marriage leads to early pregnancy and motherhood, which adversely affects the education of girls in schools. In spite of the recognition of women education, there are many barriers in the way of women to get higher education and contribute their maximum impact to the betterment of the society. The mindset of the society does not allow girls for higher education in that, it promotes gender inequality and ensures prioritization of economic resources for boy-child (ren). They get fewer opportunities not only in education, but also in all facets of life (Daraz, 2012). Studies conducted by Goldien (2007) revealed that many young married women face many problems and leave their education uncompleted due to different social and cultural factors. Even if they are fortunate to complete their education, their performance is abysmally poor. This termination of education and abysmal poor performance in their studies is the outcome of the challenges encountered when combining education with their responsibilities as home-keepers in their families.

## **1.2 STATEMENT OF THE PROBLEM**

Early marriage is a symbol of poor orientation. Throughout the world, marriage is regarded as a moment of celebration and milestone in one's life. Sadly, the practice of early marriage involves the deprivation of fundamental human rights. Young girls are robbed of their youthfulness and required to take on roles, they are not emotionally prepared for. Majority of the young girls have no choice about the timing of marriage or about their partner. Some are coerced into marriage, while others are too tender to make an informed decision. Premature marriage deprives them of the opportunity for personal development as well as their rights to full reproductive health, wellbeing, education and participation in civil life.

There has been consensus in literature that early marriage disrupts, disturbs and distorts the academic performance of female students, but these does not imply that all students involved in early marriage perform poorly in education. Early marriage poses great threat to the academic performance of students coerced into it. Poor attendance to class, limited time to read and study, digressed focus from academics to families' welfare, withdrawal at times and poor time management. All these challenges have been identified in existing literature as the effects of early marriage on female academic performance.

### **1.3 OBJECTIVE OF THE STUDY**

The main objective of the study is to examine the effect of early marriage on female academic performance. The specific objectives of the study include

1. To identify the possible reasons for early marriage in Odogbolu Local Government Area of Ogun State.
2. To examine the educational effects of early marriage on female academic performance in Tai Solarin University of Education, Ijagun in Odogbolu Local Government Area of Ogun State.
3. To examine the non-educational effects of early marriage on female academic performance in Tai Solarin University of Education, Ijagun in Odogbolu Local Government Area of Ogun State.

### **1.4 RESEARCH QUESTION**

In accordance with the research objectives, the questions of interest raised in the study are:

1. What are the possible causes of early marriage in Odogbolu Local Government Area of Ogun State?
2. What are the educational effects of early marriage on female academic performance in Tai Solarin University of Education, Ijagun in Odogbolu Local Government Area of Ogun State?

3. What are the non-educational effects of early marriage on female academic performance in Tai Solarin University of Education, Ijagun in Odogbolu Local Government Area of Ogun State?

## **1.5 RESEARCH HYPOTHESES**

For the successful completion of the study, the following research hypotheses were formulated by the researcher;

**H<sub>0</sub>**: there are no possible reasons for early marriage in Odogbolu Local Government Area of Ogun State

**H<sub>1</sub>**: there are possible reasons for early marriage in Odogbolu Local Government Area of Ogun State

**H<sub>0</sub><sup>2</sup>**: there are no educational effects of early marriage on female academic performance in Odogbolu Local Government Area of Ogun State

**H<sub>2</sub>**: there are educational effects of early marriage on female academic performance in Odogbolu Local Government Area of Ogun State

## **1.6 SIGNIFICANCE OF THE STUDY**

This study through its findings is of immense benefits in the following areas:

Female students will gain from this study by learning that education is the only way to achieving greater goals in life, and this will help them in correcting the instability that had existed in girl's education.

Parents will gain a great deal in this study by getting to learn that women education is not a waste, and also if you educate a man, but if you educate a women you educate a family, a nation, and this will help change their attitudes and ignorance towards girls education.

Government, both the Federal, State and Local levels will gain from this study by realizing from this study that funds, higher access education, poverty easing programmes should be made available for education at all levels.

Educators, educational planners, the general public will gain from this study by learning that girls are in no way inferior to men, they also gain by learning how to educate, guide and counsel girls in carrier choices of educational courses.

### **1.7 SCOPE AND LIMITATION OF THE STUDY**

This study focused on the effect of early marriage on female academic performance on Nigerian women who have experienced early marriage a case study of Tai Solarin University of Education, Ijagun in Odogbolu Local Government Area of Ogun State.

The researcher encounters some constrain which limited the scope of the study;

**a) AVAILABILITY OF RESEARCH MATERIAL:** The research material available to the researcher is insufficient, thereby limiting the study

**b) TIME:** The time frame allocated to the study does not enhance wider coverage as the researcher has to combine other academic activities and examinations with the study.

**c) Organizational privacy:** Limited Access to the selected auditing firm makes it difficult to get all the necessary and required information concerning the activities.

### **1.8 DEFINITION OF TERMS**

**Education:** Education is defined as the process of easing learning, or the learning of knowledge, skills, values, beliefs, and habits.

**Early Marriage:** Early marriage or child marriage is defined as the union between two people in which one or both parties are younger than 18 years of age.

**Academic Performance:** Academic performance is the outcome of education, the point to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are more important.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 CONCEPTUAL REVIEW

##### 2.1.1 EARLY MARRIAGE

The term “early marriage” is used to refer to both formal marriages and informal unions in which a girl lives with a partner as if married before age of 18 (UNICEF 2011; forum on marriage and the rights of women and girls). For UNIFPA (2012) early marriage, also known as Child Marriage, is defined as “any marriage carried out below the age of 18 years, before the girl is physically, physiologically, and psychologically ready to shoulder the responsibilities of marriage and childbearing”. Child marriage, on the other hand, involves either one or both spouses being children and may take place with or without formal registration, and under civil, religious or customary laws.

Ango (1991) defined early marriage as either marriage of a teenage girl or boy or marriage of a teenage girl to a matured man, a man old enough to be her father and this happens at puberty when the female child is getting matured. The marital age according to Molokwu (2010) is above the age of 18 years, when the individual is physically, socially, academically and emotionally matured to cope with the challenges of marriage. The Nigerian review outline order put the marriageable age of the girl-child at 18 years. Also, the UNICEF (2001) on the rights of the child recommends that children should not be separated from their parents before 18 years unless it is considered necessary.

In a 1989 study by world health organization, it was found that in Bangladesh, 25 per cent of 14 years old girls were married, in Nepal, 35 per cent of 15 years girls were married. The same study shows that in Southeast Asia, 24 per cent, in Africa, 44 per cent, and in Latin America, 16 per cent of women under 18 years were married (WHO, 1989). In some parts of the world, parents’ pressure on young girls to do so is held as the major explanation for the early marriage (TAG1, 1995; Cook, 1994). Nigeria Demographic and Health Survey (NDHS, 1990) shows that half of all women in Nigeria were married by age of 17, while the median age at early marriage varied from one region to another. Wallchant (1990) shows that women in Africa tend to marry at a very young age, as early as 12 or 13

years in some areas, for many reasons. Meanwhile, urban woman who got married before the age of 18 appears to have more children than their rural counterpart whereas the reverse is the case for other ages of marriage (Bababola, 2005).

The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the most comprehensive international bill of rights for women, stated that any betrothal or marriage of a child should not have any legal status. The committee that monitors this convention stated further in General Recommendation 21 (Article 16(2)) that the minimum age for marriage for both male and female should be 18 years, the age when “they have attained full maturity and capacity to act”. Most early marriages are arranged and based on the consent of parents and often fail to ensure the best interests of the girl child. Early marriages often include some elements of force, (Otoo-oyortey and (Pobi 2013).

The lack of an overarching definition of early marriage in international conventions has generated some debates. Some scholars and activists, argue that instead of looking for a universal age at which girls and boys should not marry, the focus should be put instead on eliminating the unwanted effects of early marriage (women’s human rights resources, <http://www.law-lib.utoronto.ca/diana/index.htm>). For example, some commentators suggested that a universal age of marriage is not appropriate, in part because societies have different understanding of what it means to be a child as well as different socio- economic and cultural realities. Bunting (2010) proposes that governments should be allowed to set the age of marriage below 18 years of age, but that the onus is on them to demonstrate that this lower age does not result in any discrimination or adverse consequences for women. Early marriage is the practice of marrying a young girl (generally defined as below the age of eighteen) to an adult. In most cases, it is always a young girl married to a matured man. It is a situation where female adolescents and teenagers are married to adult husbands. In these instances, sometimes, the men can be twice their ages and these females become child brides.

Adedokun, et. al., (2012) noticed that early marriages are often arranged in two easy ways, by force, either by parents or other persons in the position of authority in the family arranging their young

daughter's marriage to an adult, often a much older man or arranging the future marriage of two children. It is not common to find girls of 7 -14 years already married off with the girls sent off to live with the families of the husbands. Generally, husbands are selected based on social, religious and monetary factors and age is not considered an important factor, as husbands are on the average 12 years older than the child brides in monogamous unions and up to 15-20 years older in polygamous unions (Population Council, 2005) and in isolated cases, may be several decades older.

Child marriage equals early marriage. This necessarily denies children of school age, their right to the education for their personal development, preparation for adulthood and effective contribution to the future well-being of their family and society. The interaction between the number of years of a girl's schooling and the postponement of marriage is firmly effected by demographic and fertility studies. On the average, women with seven or more years of education marry four years later and have 2.2 percent fewer children than those with no education. Meanwhile, it has been rightly discovered that there is a better tool for effective development than education of girls. It reduces infant mortality rate, promotes good health, improves nutrition, increases economic productivity, builds political participation and prepares the ground for educating the next generation.

### **2.1.2 CONTEXT OF EARLY MARRIAGE IN AFRICA**

While more women are now marrying at later ages, in many regions, early marriage remains the norm. Overall, 20-50 percent of women in developing countries are married before the age of 18, with the highest percentages in sub-Saharan Africa and South Asia (Singh and Samara, 1996 cited by Lefevre, Quiroya and Murphy, 2014). Early motherhood has been the subject of a growing number of studies, research projects and intervention programs in Africa. African women in general marry at a much earlier age than their non- African counterparts, leading to early pregnancies. Surveys carried out in some Sahelian countries offer alarming examples. In northern states of Nigeria, for example, according to the 1992 Health and Demographic Survey (HDS), 47% of women aged between 20 and 24 were married before the age of 15 and 87% before the age of 18. A total of 53% had also had a child before the age of 18, (Locoh Therese, 2010).

Forward (2011) observed that child marriage is practiced in the rural and poor communities where young girls are regarded as economic burden and quickly married off to relive household expenses. Most times, in these communities, educational and economic opportunities available to girls are few and they are often married off quickly to protect them and the economic wellbeing of the family. The continuing economic suffering in many developing countries is encouraging increase in early and child-marriage, even among populations that do not normally practice it, as child marriage is often regarded as a family-building strategy, an and economic strategy important for the financial and social survival of the child and her family. Where poverty is acute, also, parents may regard young girls as economic burden and their marriage to older rich men becomes very attractive and beneficial to the girl and her family. He concluded that a daughter may be treated as a commodity that the family has to be traded and sometimes the girl is used as currency to settle debts or stabilize relationships between families.

Lloyd (2005) says that in different parts of Africa, Nigeria inclusive, the bride price or wealth, paid in exchange for the bride's labor and fertility is an important resource for greater wealth and survival of the family and therefore may cause early arrangements of marriage by parents. Existing beliefs of morality are important influences on decisions of parents to marry off daughters very early to ensure that a girl's virginity is preserved at marriage, as culturally expected in order to purchase the highly valued virtue for the girl and honor for her family. In the absence of practicable options, early marriage is seen as a way of protecting girls from unwanted pregnancies. When such marriages are to older men, they are also considered as necessary guardians against possible immoral and inappropriate behavior on the part of the young wives.

Giyan (2010) argued that some religious practices, such as Islam encourages early marriage and parents take in this for fear of their daughters being pregnant out of wedlock and the only available option could be marriage at an early age. Early marriage has been defended in Nigeria as clearly permissible by the Islamic religion, but with the preventive measure that such marriages can only be

complete when the bride is mature enough. He concluded that most times these decisions are often made without the consent of the child and with no recourse to the outcome of the actions.

UNICEF (2010) observed that the marriage of young person's less than 18 years is still widely practiced in many parts of the world but remains prevalent in countries of Africa, Latin America and the Caribbean as well as Southern Asia and affects girls. It was figured that, if nothing changes, 100 million of young girls aged 15 years or less will be married within the present decade. Regional estimates of its occurrence for girls include 48 percent in Southern Asia, 42 percent in Africa and 29 percent in Latin America and the Caribbean with wide differences across the countries. In the West African sub-region, the number of girls affected varies from 28 to 43 percent (Ghana, Togo, Cote d'Ivoire, Senegal, Benin, and Nigeria) to 60 to 80 percent (Burkina Faso, Guinea, Mali, Chad and Niger).

Abdullah (2011) in a study observed that in Nigeria, the practice of child marriage is deeply established firmly in tradition culture and religion and the country has one of the highest rates of child marriage in the world, with 42 percent of girls married before 18 years; and while this is found among different ethnic groups across the country, it is clearly noticed in the northern part of the country. While nationwide, 20 percent of girls are married by age 15, and 40 percent are married by age 18, child marriage is extremely encountered generally in some regions such as among the Muslim, Hausa-Fulani of the Northwest and North-East (of which Zaria is a part) where 48 percent of girls are married by age 15, and 78 percent are married by age 18. While average age at first marriage is 17 years nationwide, average age of marriage for girls is just over 11 years in Kebbi State and about 15 years in most other parts of northern Nigeria. Among the Yoruba's, made up of a mixture of Christians and Muslims in the South-West, child-marriages are no longer arranged and for the Igbo in the South-East that are mostly Christians, the practice has declined considerably and restricted to few communities and situations where pregnant teenagers are forcefully married off, to prevent family shame or restore honour.

### **2.1.3 EARLY MARRIAGE AS A DEVELOPMENTAL CHALLENGE**

Early marriage stands in direct conflict with the objectives of the Millennium Development Goals (MDGs), (Mathur, 2013). It threatens the achievement of the first six goals respectively, eradicating extreme poverty and hunger, achieving universal primary education, promoting gender equality and empowering women, reducing child mortality, improving maternal health and combating HIV/AIDS, malaria and other diseases, (UN 2007). When the relationship between age at marriage and development is examined, it becomes clear that later marriage is a precondition for the attainment of desired development related goals. These can include completion of school, acquisition of training for employment, and attainment of the skills and information related to the roles of citizen, family member, and consumer that are part of a successful adulthood, (Mathur, 2013 and UNICEF, 2013). In many countries child marriage is linked with poverty. This is because it affects particularly the poorest in the population, and helps to reinforce cycles of poverty. Early marriage is associated with high fertility. However, one reason for a poverty trap is a demographic trap, when impoverished families choose to have lots of children. According to Sachs (2005), high fertility rates in one generation, therefore, tend to lead to impoverished of the children and high fertility in the following generation as well. Women are at the heart of many societies. Regardless of whether they are working or not, mothers are very influential people in children's lives. According to DFID (2005), educating girls is one of the most important investments that a country can make in its own future. Education has a profound effect on girls and women's ability to claim other rights and achieve status in society, such as economic independence and political representation. Having an education can make an enormous difference to woman's chances of finding well paid, raising a health family and preventing the spread of diseases such as HIV and AIDS. UNICEF (2012) argues that it is not only the girls that pay for early marriage but that society also pays. Population pressure, health care costs and lost opportunities of human development are just a few of the growing burdens that society shoulders because of early marriage. Girls' education is one of the means to address poverty and developmental problems. With education girls are given the chance to choose their own futures and not one chosen by their parents and guardians. Malhotra and Mathur (2000) argue that there is a close link between

delayed marriage and adult earnings. Women's economic future and their ability to participate in and contribute to the global economy are primarily dependent on a rise in educational attainment, but this is impossible when the girl married early. Women who marry at early age are likely to find the sole focus of their lives, at the expense of development in other areas such as formal education, and training for employment, work experience and personal growth. Early marriage can, therefore, be a significant barrier for communities seeking to raise education levels and break the cycle of poverty.

#### **2.1.4 THE IMPACT OF EARLY MARRIAGE ON EDUCATION**

Relatively few studies have tried to carefully measure the impact of child marriage on education. The main difficulty is that the decision by a girl (or her parents) to marry early is likely to be itself a function of the girl's education potential. For example, girls with lower education expectations because they may be weaker academically face smaller expected losses in future earnings and may have lower incentives to continue to study as compared to girls who are academically stronger. These girls may be more willing to marry early or their parents may be more prepared to have them marry early. Likewise, independently of their academic abilities, girls less interested in pursuing their education may also marry earlier and might have dropped out of school even in the absence of marriage. Because education and marriage decisions are jointly made, it becomes very difficult to assess the impact of child marriage on education skills.

Two approaches have been used in the literature to try to figure out the impact of early marriage on education. The research conducted by Nguyen and Wodon (2016) provides a summary of a number of studies in this area. The first approach consists in relying on the reasons mentioned by parents in reviews for why their children have dropped out of school. The share of drop-outs that appear to be due to child marriage or early pregnancies can then be figured. Using data from the late 1990s for Burkina Faso, Cameroon, Côte d'Ivoire, Guinea, and Togo; Lloyd and Mensch (2008) found out that for girls aged 15 to 24, early marriage and pregnancies directly account for between 5% and 33% of drop-outs, depending on the country. Using similar data for Nigeria for 2006, Nguyen and Wodon (2016) find that child marriage (to a much lower extent pregnancies) account for 15% to 20% of drop-

outs, which is of the same order of magnitude. In addition, Nguyen and Wodon (2012) also show that if early marriage and early pregnancies could be wiped out, this could possibly reduce the gender gap in education by about half.

The second approach relies on regression techniques with implemental variables to explain the decision to marry, but not education outcomes conditional on the decision to marry. Field and Ambrus (2010) use variation in the timing of puberty as the implemental variable for the age at first marriage, given that in different cultural and religious traditions, including in Bangladesh, girls are not allowed to marry before reaching puberty. They find that each additional year of delay in the age of marriage increases schooling by 0.22 years and the likelihood of literacy of 5.6 percentage points. Nguyen and Wodon (2012d) use the past incidence of child marriage in the area where a girl lives as instruments, and also finds that in Africa each year of early marriage reduces the probability of literacy by 5.6 percentage points, and the probability of secondary school completion by 6.5 points, with the effect on the probability of having at least some secondary education being a little bit larger. Finally, using data from India and considering a measure of the fulfillment of the right to education recently adopted there, with 100 percent meaning that a girl has achieved at least nine years of schooling. Nguyen and Wodon (2016) says that each year of early marriage reduces the fulfillment of the right to education measure by about 3.2 percentage points.

It is worth emphasizing that apart from the violation of human rights that child marriage often means, and apart from the negative impact of child marriage on health and the risk of disempowerment for the girls who marry early, the fact that child marriage has a large impact on education skill, it is expected to make programs and policies to reduce child marriage cost effective for promoting growth and poverty reduction. That is, given that the returns to secondary schooling tend to be large, the positive economic impact of a decrease in child marriage on growth and poverty reduction through education skill is likely to be large.

### 2.1.5 CAUSES OF EARLY MARRIAGE

Early marriage continues to be a reality for many of the world's girls because of a form of factors. These include poverty, lack of education and job opportunities, insecurity in the face of war and conflict, and the force of custom and tradition.

1. **Poverty:** For many poor families, marrying their daughter at an early age basically is a strategy for economic survival; it means one less person to feed, clothe and educate. In Asia and Africa, the importance of financial transactions at the time of marriage also tends to push families to marry their daughters early. For example, in many sub-Saharan cultures parents get a high bride price for a daughter who is married near puberty. In Bangladesh, India, Pakistan and Nepal, parents feel that their burden of paying a dowry at their daughter's marriage will be lower if she is married at a young age.

Throughout the world, forced child marriage is more common in poorer countries and regions, and within those countries, it tends to be concentrated among the poorest households. For example, a girl from a poor household in Senegal is four times more likely to marry as a child than a girl from a rich household (ICRW, 2017). In most situations, parents see few alternatives for their daughters, aside from early marriage

2. **Limited education and economic options:** Little or no schooling strongly correlates with being married at a young age. Attending school and having higher levels of education protect girls from the possibility of early marriage. In many countries, educating girls often is less of a priority than educating boys. When a woman's most important role is considered to be that of a wife, mother and homemaker, schooling girls and preparing them for the jobs may be given short treatment. And even when poor families want to send their daughters to school, they often lack access to nearby, quality schools and the ability to pay school fees. It is usually safer and economically more rewarding to spend limited resources on educating sons than daughters. This puts families into early marriage as the only practicable option for girls (ICRW, 2013).

- 3. Insecurity in the face of conflict:** When families live in unsafe regions, parents may truly believe that marrying their daughters is the best way to protect them from danger. In war-affected areas like Afghanistan, Burundi, Northern Uganda or Somalia, for example, a girl may be married to a military leader or another authority figure who can ensure that she and her family remain safe. In the Democratic Republic of Congo and elsewhere, girls have been abducted by armed groups and made into the ‘bush wives’ of combatants and commanders.
- 4. Tradition and Religion:** In many societies, parents are under pressure to marry off their daughters as early as possible in an effort to prevent her from becoming sexually active before marriage; a woman who does so brings dishonor to her family and community. Because marriage often determines a woman’s status in many societies, parents also worry that if they don’t marry their daughters according to social expectations, they will not be able to marry them at all. Forced child marriage also is a route to cementing family, clan, and tribal connections or settling responsibility.

### **2.1.6 KEY ISSUES SURROUNDING EARLY MARRIAGE (CONSEQUENCES)**

They tend to be a relationship between age of marriage, level of education, poverty, and health: poorer, less educated girls tend to marry earlier and tend also to have poorer health. The following consequences tend to flow from early marriage

#### **2.1.6.1 Health and Related Outcomes**

**Early child bearing and unwanted pregnancies:** young girls who get married will most likely be forced into having sexual intercourse with their, usually much older, husbands. This has severe negative health consequences as the girl is often not psychologically, physically and sexually mature. Early marriage is associated with early child bearing. Young married girls are under tremendous pressure to prove their fertility in the first year of marriage. Girls, who marry young, inevitably have children early, and have many children, because their knowledge of contraception is poor and their power to negotiate its use is weak.

**Domestic violence and sexual abuse:**

As young girls are often married to men who are much older than themselves, the age difference tends to reinforce the powerlessness of the girl, who is thus at greater risk of abuse and less likely to assert herself. Young married girls are more likely to be beaten or threatened and more likely to believe that a husband might sometimes be justified in beating his wife. Women who believe that are more likely to have been married before age 18 than those who believe that there is never justification. Child brides are often more susceptible to domestic violence. (USAID Gender Assessment, 2003-2005). In Egypt, data indicates that 29% of married adolescents were beaten by their spouses—or their spouses and others. Of these, 41% were beaten when they were pregnant. (Population Council, 2000 cited by ICRW, 2017).

**High maternal mortality and morbidity:**

The world health organization estimates that the risk of death following pregnancy is twice as great for women between 15 and 19 years than for those between the ages of 20 and 24. The maternal mortality rate can be up to five times higher for girls aged between 10 and 14 than for women of about twenty years of age. Pregnant adolescents face far more health problems than older women, particularly single girls who often receive less prenatal care (WHO report, 2014). Adolescents are far more susceptible to suffering from anemia than adults, which greatly increase the risk and complications linked to pregnancy. They are equally more at risk of malnutrition, high blood pressure linked to pregnancy and eclampsia than women who are over 20, (Women's International Network 2000 and IHEU 2006).

**Increased Risk of Contracting Sexually Transmitted Diseases and HIV/AIDS**

Fear of HIV infection, for example, has encouraged men in some African countries to seek young virgin – and therefore uninfected –partners. On top of pregnancy-related complications, young married girls are also at high risk of contracting sexually transmitted diseases and HIV/AIDS. Young married girls are even at higher risk because their older husbands may already be infected in previous sexual relationships. Furthermore, the age difference between the girl and the husband and her low economic status make it almost impossible for the girl to negotiate safe sex or demand fidelity. Early

marriage usually means that young girls enter marriage without adequate information about critical sexual intercourse, contraception, sexually transmitted diseases, pregnancy and childbirth.

### **2.1.6.2 LACK OF POWER**

It is hypothesized that women who are married as children have less decision making power than women whose marriage is delayed until adulthood. They don't have ability to make decision on their own health care, contraception, household budget, daily household purchases, visit to family and friends etc, (UNICEF, 1996). They have little power in relation to their husbands and in-laws.

## **2.2. THEORETICAL FRAMEWORK**

### **2.2.1 THE SOCIO-CULTURAL FRAMEWORK: CUSTOMS AND TRADITIONS RELATED TO EARLY MARRIAGE**

The socio-cultural framework can be explored in terms of 'customs' and 'traditions' as two common denominators for the causes of early marriage. 'Customs' and 'traditions' can be understood as 'man made doctrines, beliefs, practices, or stories that are passed from generation to generation, orally or by example' (Heinonen 2002). Customs surrounding marriage, including the desirable age and the way in which a spouse is selected, depend on a society's view of the family its role, structure, pattern of life and the individual and collective responsibilities of its members (UNICEF 2001a:5). Early marriage and other traditional practices such as female genital mutilation<sup>15</sup> are part of a complex social relationship related to family formation and sustainability of ethnic groups. Studies on marriage abound but often fail to incorporate early marriage in a holistic picture of the place of marriage in family formation, community building, the role and process of early marriage and its relations to other traditional practices (NCTPE 1997:197). Viewed from a socio-cultural perspective, the reasons for early marriage are varied and many. Some of the most common socio-cultural reasons for early marriage are: to forge alliances/ links between families and to ensure that the girl is properly married while she is still a virgin and too young to act independently. In this context, early marriage may even occur where a family has made a pledge to give its daughter in marriage to a benefactor. Hence, the age of betrothal for girls in earlyarranged marriages might even be before birth takes place or after

puberty (FMRWG 2000, 2001, 2003; Heinonen 2002). Here it should be noted that, in early arranged marriage, like forced marriage, the element of the girl's consent is usually absent the themes of female purity and danger permeate entrenched beliefs for maintaining the status quo. In societies where the honor of the family depends upon the honor of its women, there is a strong link between early marriage and the social goal of maintaining the reputation of daughters. Consequently, virginity becomes a necessary preliminary as well as an absolute prerequisite to marriage. This is because once a girl has lost her virginity, and/or given birth out of wedlock, she is considered a woman, even if she is only 12 years old or younger (Heinonen 2002). The socio-cultural justifications of parents for early marriage can be summed as: fear of being dishonored as a result of delayed marriage and/or loss of virginity, to prevent abduction, to secure a proper marriage for daughters, and to forge links between families. More specifically, traditional justifications for early marriage may include: 1) Respect for traditions that dictate that girls should marry early; 2) The honoring of pledges to a family or a benefactor; 3) The strengthening of community ties; and 4) Girls given a substitute to the husband of a deceased sister (FMRWG 2000; Heinonen 2002). However, this does not tell us why particularly girls are married off early, rather than boys. The underlying reason behind early marriage is discrimination against girls and women from the time they are born and throughout their life cycle (FMRWG 2000, 2001, 2003). Hence, the themes of female purity and danger permeate entrenched beliefs for maintaining the status quo (Heinonen 2002). In the final analysis, social norms and gender-related inequalities reinforce poverty in girls who marry early. In this regard, the underlying reason behind gender-specific socio-cultural justifications for early marriage can be further explored in the light of the economic framework or the economics of early marriage.

## **2.2.2 THE ECONOMIC FRAMEWORK: THE LINKS BETWEEN EARLY MARRIAGE AND POVERTY**

From the economic point of view, young girls are often seen as an economic burden and married off. In this respect, early marriage for girls is viewed as a means of economic survival, i.e., if a girl is married early, the family has one mouth less to feed, and the hope is that the girl herself will be better off. In other words, parents may feel that marrying a daughter at a young age can help them

economically (Heinonen 2002). In this context, the link between early marriage and poverty is discussed in terms of ensuring a better future for girls, or of girls being financial burdens to their families. The latter is voiced in terms of “another mouth to feed”, the aim is securing the survival of the family, depriving a girl of her education in order to give a better chance to her brothers, since her labor power and children will go to her husband’s patrilineage anyway (Heinonen 2010; UNICEF 2011a). Conversely, the prohibitively high bride price demanded by parents in some rural areas of Ethiopia is encouraging poor young men to abduct and rape underage girls in order to secure a marriage (Teshome Segni 2012). A multitude of issues created by early marriage are increasingly associated with poverty and illiteracy. Recent studies show that poverty and illiteracy are the main causes for early marriage and its continuance. “Globally, early marriage and early childbearing have been more or less abandoned by the wealthiest section of society, even in poor and highly traditional countries. Virtually, everywhere, poor women in rural areas tend to marry younger than those in urban areas and educational levels also play a critical role” (UNICEF 2001a:5). FMRWG (2003:11) further notes that, “poverty is a major cause, as well as a consequence, of early marriage for many young girls under the age of 18.” In many traditional settings, poor families use the early marriage of daughters as a strategy for reducing their own economic vulnerability, shifting the economic burden related to a daughter’s care to the husband’s family. Unfortunately, while this strategy may in some instances place the girl in a better-off family environment, in many cases, the negative effects reinforce her vulnerability, and that of her children, to poverty in her marital home. “The younger the age at the time of marriage, the lower the probability that girls will have acquired critical skills and developed their personal capacity to manage adverse situations that may affect their overall welfare and economic well-being” (FMRWG 2003) The foregoing discussions about the links between early marriage and poverty imply that the tradition of early marriage is part of a circle of “poverty”<sup>16</sup> in its broader sense. In this connection, FMRWG (2003:14-15) clearly states that: “There are over 1 billion people living below the poverty line (on less than a dollar a day). The majority of who are females and mainly live in rural areas of developing countries. This form of poverty is characterized by a lack of human capital such as livelihood, skills, education, interpersonal skills, good health (including

sexual and reproductive health) and well-being. Additionally the majority of poor people lack social assets and social networks (Diop et al 2002). Married adolescent girls, especially those from rural settings, are at most risk of being poor and will therefore manifest most of these characteristics of poverty. There is little information on the determinants of early marriage. However, anecdotal evidence indicates that the majority of married girls in rural communities tend to have mothers who are married early. Marriage becomes the only option available to such girls. Poorer mothers are more likely to transmit intergenerational poverty to their children. Children born to young mothers will be disproportionately affected by the 'intergenerational transmission of poverty via nutrition which often begins in the womb of the malnourished mother' (Harper et al 2003:3, 27). Such children become stunted and underweight in early life and also experience slow-cognitive development. This may lead to learning difficulties-and adversely affect their development of life skills-which will also, in turn, limit their productivity and earning opportunities, thus perpetuating the cycle of poverty into the next generation. This could be financial, material or environmental, or simply about acquisition of social values, knowledge or status. Young girls who have married early will therefore have fewer opportunities to acquire vital capabilities that can be used when they are in vulnerable situation.” Based on the above-mentioned statements, FMRWG (2003) strongly argues that poverty is gendered and affects men and women differently; strategies that target poverty do not address the multi-dimensional nature of poverty and fail to focus on the most vulnerable. Existing gender discrimination and socially prescribed roles for wives put undue pressure on young wives to meet these demanding responsibilities. Social issues around the transmission of poverty and the vicious circle of early marriage have not been adequately researched. However, available evidence indicates that social norms regarding access to and control over productive resources and assets within the household are biased against girls and can be exacerbated in situations where girls are married early and have very little decision-making power. In addition, social pressures to bear many children results in the girls' preoccupation with childcare and their social isolation, while their lack of access to opportunities and resources is a hindrance to improve their vulnerability to social poverty. In general, concerning the intergenerational cycle of early marriage and poverty, Tan (2004) further argues that once married,

young girls will no longer be able to stay in school. They tend to be socially isolated, sequestered at home to raise another generation of children where daughters are again deprived of opportunities to break out the intergenerational cycles of early marriage and poverty. Ultimately, it is the society, which pays for this. The young brides, as well as their children, face greater risks for illness and death. The young brides also represent “wasted human capital”, reduced to becoming “baby-makers” (Tan 2004). This remark will be further explored in the light of the human development framework.

### **2.3 CHILD/EARLY OR FORCED MARRIAGE IN NIGERIA**

The term early marriage or child marriage refers to any marriage of a child younger than 18 years old in accordance to Article on the Convention on the Rights of the child. UNICEF (2005) describes it as both formal marriage and informal unions in which a girl lives with a partner as if married before the age of 18. It can also be defined as any marriage carried out below the age of 18 years before the girl is physically, physiologically and psychologically ready to shoulder the responsibilities of marriage and child bearing. Child marriage is viewed as a violation of human rights and is prohibited by a number of international conventions and other instruments, namely: Universal Declaration of Human Rights 1948; Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages, 1964; African Charter on the Rights and Welfare of the Child, 1990; and the Convention on the Rights of the Child, 1989.

### **2.4 EARLY MARRIAGE: A GENDER-BASED VIOLENCE AND A VIOLATION OF WOMEN’S HUMAN RIGHTS IN NIGERIA**

Child marriage represents one of the greatest development challenges of our time. It has considerable implications for the social development of child brides, in terms of low levels of education, poor health and lack of agency and personal autonomy. It is a practice that robs children of their childhood, imperils their health, and destroys their hopes. It constitutes a violation of the rights of the girls who are forced to marry early, and it profoundly affects their life through substantially lower education prospects, health complications (such as vesico-vaginal fistulae, a higher likelihood of acquiring HIV/AIDS, and higher levels of infant mortality with early pregnancies), and higher risks of violence in the home as well as social exclusion. Violence occurs when the child refuses sex; she is violently

assaulted sexually and ends up being pregnant at a very early age. Many of these girls experience obstructive labour and consequently develop fistula and are abandoned by both husbands and parents to their fate (Childs Right Information Network, 2011). In Nigeria, like other African countries (Demographic Health Survey, 2003:6), where the age of marriage is low; the incidence of child marriages might have heavy implications that could affect the healthcare and treatment of women in the country. The incidence is much higher in the northern region of Nigeria where prenatal care and free will for young married women are lower than in other regions of the country (Bello and Annabel, 2007). Nigeria ranked 19th among top 20 countries with highest rates of child marriage. Using data from the late 1990s for Burkina Faso, Cameroon, Côte d'Ivoire, Guinea, and Togo, Lloyd and Mensch (2008) find that for girls aged 15 to 24, child marriage and pregnancies directly account for between 5% and 33% of drop-outs, depending on the country. Using similar data for Nigeria for 2006, Nguyen and Wodon (2012) find that child marriage (and to a much lower extent pregnancies) account for 15% to 20% of drop-outs, which is of the same order of magnitude. In addition, Nguyen and Wodon (2012) also show that if child marriage and early pregnancies could be eliminated, this could potentially reduce the gender gap in education by about half. The causes and effects of child marriage are intrinsically linked. Driven by a growing recognition of human and economic costs – as well as an international consensus regarding the impacts of early marriage on girls' human rights – countries around the world have moved, albeit unevenly, to illegalise the practice. However, as Brown (2012) notes, due to uneven enforcement even 'strong legislation has often delivered weak results'. Early marriage is an issue that cannot be solved in isolation because it results from a complexity of social, cultural and economic dimensions and widespread gender discrimination. Repeated studies have shown the importance of education in eliminating child marriage (Lloyd and Mensch 2006; Okereke, Uwakwe and Nwamuo, 2013). These studies found that the more education a girl receives, the less likely she is to be married early. Improving access to education and eliminating gender gaps in education are important strategies for ending the practice of early marriage. Government should exercise the political will to implement relevant laws and conceptions, including the right of the child as bona-fide citizen of the country. Reforms must take cognizance of the power of traditionally

structured family. But parents, family heads, traditional rulers and other stakeholders must realize there is need for change of attitudes towards the phenomenon of child marriage. Awareness should be created that it is not a fight against religious beliefs; it is to save the lives of child brides from all the attendant consequences. The Northern Nigeria states must adopt the Child Rights Act, which was passed into law in 2003 and adopted by 23 states, without any modifications as depicted in the Jigawa Child Rights Law (despite having a Sharia civil law in place) and the Borno proposed bill (Osakinle, Ibimiluyi and Okunade, 2015). Ending child marriage will help break the intergenerational cycle of poverty by allowing girls and women to participate more fully in society. Empowered and educated girls are better able to nourish and care for their children, leading to healthier, smaller families.

## **2.5 Empirical Study**

### **2.5.1. Effect of Early Marriage on the Academic Performance of the Girl-Child in Katsina State:Challenges and Prospects**

The researcher worked on the exploration of the effect of early marriage on the academic performance of girl-child in Katsina state. The researcher shed light its effects on girls' education and academic performance and also the Challenges and prospects. Descriptive type of quantitative research method was used in the study, A self-designed questionnaire titled as Questionnaire on Effect of Early Marriage and Academic Performance (QEEMAP) with  $r=0.74$  Cronbach alpha was used to gathered data on the study. Data collected were analyzed using chi-square, t-test and frequency count and percentage scores. The analysis of the researchers resulted in a number of findings consistent with the objectives of the study. It was confirmed that none of the respondents was male that is; 100 percent of the respondents were female. The results showed that; female students' education in Katsina is affected by the early marriage but the extent of association is not strong enough.

the researchers' further suggested that; (1) There should be avenue for proper orientation on some major factors that Northern people (e.g. Katsina) might see as those that militate against girl-child education; the factors like culture, socio-economic status, religious practices etc. (2) Young girls or females should be encouraged so that there will be brighter prospects in the future for more females to

be educated in Katsina State. (3) If there will be early marriage at all, the female students should try as much as possible to finish their secondary school first and then have the mind of proceeding after a while (Mustapha , Aliyu and Ahmad 2021).

### **2.5.2 Analysis On The Prevalence And Perceived Consequences Of Early Marriage On School Enrolment, Completion And Academic Performance Of Female Students In Senior Secondary Schools In The North-East Geo-Political Zone, Nigeria: A Counsellor-Reflection.**

The researchers ventured on the analysis of the prevalence and perceived consequences of early marriage on school enrollment completion and academic performance of female students in senior secondary schools in the North-East Geo-political zone, Nigeria. The objective of the study determined the major effects of early marriage on female youth educational development. Ex-post facto design was used for the study; the data collected through questionnaire were analyzed with the statistical package for social science (SPSS) using t-test of inferential statistics. The major finding revealed that, there was significant different in enrolment completion and academic performance of early marriage students and those married at a later age. It was further recommended that, there is need for a reform in laws discouraging early/force marriage in the country. Also guidance and counselling should be introduced in all schools, and parents should delay marriage of their daughters until at a later age. (Mohammed and Mus'ab. 2019).

### **2.5.3 EVALUATION OF THE IMPACT OF EARLY MARRIAGE ON EDUCATIONAL DEVELOPMENT OF FEMALE STUDENTS IN SENIOR SECONDARY SCHOOLS IN THE NORTH – CENTRAL, NIGERIA**

This study investigated the Evaluation of the Impact of Early Marriage on Educational Development of Female Students in Senior Secondary Schools in North-Central, Nigeria. Specially, the study examined socio-economic background, indiscipline and cultural values (factors), the impact of early marriage and ways the scourge of early marriage could be curbed among female students in Senior Secondary Schools in North-Central, Nigeria. structured questionnaire developed by the researchers was used for data collection. Descriptive statistics of mean and standard deviations were used to

answer the research questions while Chi-square ( $\chi^2$ ) statistical tool was used to test the hypotheses at 0.05 level of significance.

The researcher's findings revealed that socio-economic background, indiscipline and cultural values when combined have significant causes on educational development of female students in senior secondary schools. Its further revealed that early marriage have significant impact educational development of female students in the study area and also ways the scourge of early marriage can be curbed in senior secondary schools. Based on the findings of the study of the researchers, it was recommended amongst others, that Government and Educational Administrators should come up with a policy or formulate laws forbidding early marriage (below 18 years of age) and enforce sanctions on perpetrators of this human right abuse after proper-adjudication. Curriculum planners should endeavor to include sex education as part of school curriculum so as to educate students on the danger of premarital sex to their lives. Furthermore, the educational administrators should embark on massive sensitization of parents/guardians on the importance of girl child education (Edwin, Uwalaka And Loretta, 2021).

#### **2.5.4 EARLY MARRIAGE AND ITS IMPACT ON GIRL'S EDUCATION IN ABAKALIKI EDUCATION ZONE OF EBONYI STATE.**

The researcher sought to determine Early Marriage and its Impact on Girl's Education in Abakaliki Education Zone of Ebonyi State. The researcher descriptive survey design was adopted. The researcher used simple random sampling technique to draw the sample for the study and structured questionnaire was used to collect data for the study. The researcher used Test- re-test method to determine the reliability of the instrument, and a reliability coefficient of 0.89 was obtained, using the spearman's rank order ( $\rho$ ). The researcher findings revealed that early marriage results negatively to the poor academic performances of a girl-child, that early marriage results to school dropout, hinders educational ambition and finally limits the full development of academic potentials of the girl-child in that area. The researcher recommended that government should enact a law prohibiting parents irrespective of tribe and religion on forcing their female children to get married at tender age when ought to be in school, also map out strategies to encourage female education, there should be public

enlightenment campaigns to educate parents on the importance of educating female children as well motivate women on the importance of education through scholarships, bursary award and other kinds of financial assistance. Finally, enact a law through social welfare organization to be out in looking into the cases of violation among girls (Oguejioffor, 2020).

#### **2.5.5 THE IMPACT OF EARLY MARRIAGES ON CHILD DROPOUT IN BUNDIBUGYO DISTRICT: A CASE OF BUBUKWANGA SUB-COUNTY**

The study aimed at investigating the impact of early marriage practices on child dropout in Bubukwanga Sub-County, Bundibugyo district. The researcher used qualitative research design and the study was based on both Primary and secondary data materials regarding on the early marriages and dropout. The researcher also employed a variety of tools for data collection. The researcher concluded that the practice of early marriages is a real problem in Bubukwanga Sub County. Parents have been found to play a key role in the practice. This is due to the fact that most parents lack understanding of the importance of formal education for their children. Among other effects by the research is that early marriage practices to younger girls have led to their denial of educational rights. There is a high need for raising awareness to community members on the importance of education to girls so as to discourage early marriage prevalence. In view of the above, the researcher concluded further that it is important that different stakeholders should work together in making sure that this practice is ended. The researcher recommended that further studies need to be conducted in other localities countrywide to ascertain challenges that hinder efforts to fight against early marriage practices (Monday, 2017).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 RESEARCH DESIGN**

The researcher used descriptive research survey design in building up this project work the choice of this research design was considered appropriate because of its advantages of identifying attributes of a large population from a group of individuals. The design was suitable for the study as the study sought to the effect of early marriage on female academic performance

#### **3.1 POPULATION OF THE STUDY**

Population of a study is a group of persons or aggregate items, things the researcher is interested in getting information on the effect of early marriage on female academic performance. The population of the study would consist of 100 female married students and staff (undergraduate/postgraduate) in selected Odogbolu Local Government area of Ogun State.

#### **3.2 SAMPLE AND SAMPLING PROCEDURE**

Using the purposive sampling technique, the researcher purposively selected a sample size of 100 respondents. Therefore, the sample size for the study was 100 respondents.

#### **3.3 SOURCES OF DATA COLLECTION**

Data will be collected through questionnaire which the researcher would be administered face to face to the respondents, 100 copies of questionnaire would be distributed to the respondents.

#### **3.4 INSTRUMENT FOR DATA COLLECTION**

The major research instrument used is the questionnaires. Data will be collected through questionnaire which the researcher would be administered face to face to the respondents, 100 copies of questionnaire would be distributed to the respondents.

The questionnaires contained structured questions which were divided into sections A and B.

### **3.5 VALIDATION OF THE RESEARCH INSTRUMENT**

The questionnaire that would be used for this study shall thoroughly scrutinize by the supervisor for clarity, precision, and comprehension.

### **3.6 METHOD OF DATA ANALYSIS**

Simple tables, frequency and percentage would be adopted in the presentation and analysis of the data generated for the study. These statistical tools were used because they were suitable means of breaking down and analysing the generated data

## CHAPTER FOUR

### DATA ANALYSES AND RESULTS PRESENTATION

This chapter presents the results of the field study; it shows the descriptive information of the respondents, the results of each of the research questions.

#### 4.1 DEMOGRAPHIC ANALYSIS OF THE RESPONDENTS

**Table I: Demographic Information of the Respondents**

Factor	Group	Frequency	Percentage
LEVEL	100	21	21
	200	23	23
	300	25	25
	400	31	31
	Total	100	100
AGE	15-23yrs	25	25
	24-30yrs	56	56
	31-35 yrs	19	19
	36-40 yrs	0	0
	41 YRS+	0	0
	Total	100	100
YEARS IN MARRIAGE	1-3yrs	59	59
	4-6yrs	45	45
	7-9yrs	6	6
	10yrs+	0	0
	Total	100	100

Source: Field survey, 2021

Based on the result on table 4.1 above, it can be observed that about 21 percent of the respondents are in 100level, 23 percent of the respondents are in 200level, 25 percent of the respondents are in 300level and 31 percent of the respondents are in 400level. The implication of this is that, 300level student have highest respondent.

The age distribution of the respondents can be deduced that about 25 percent of the respondents are between the ages of 15-23years, 56 percent of the respondents are in between the ages of 24 and 30years, 19 percent fall into the category of 31-35 years, while 0 percent

of the respondents are 36-40 and 41 year above. The implication of this is that, more respondents fall into the age bracket of 24-30 years.

The years in marriage of the respondents shows that 59 percent of the respondents have been in marriage between 1-3years, 45 percent of the respondents have been in marriage between 4-6years and 6 percent of the respondents have been in marriage between 7-9years. It follows that more respondents who have been married for 1 to 3 years have the highest proportion of respondents.

#### 4.2 ANALYSES OF THE RESPONDENTS BASED ON RESEARCH QUESTIONS

**Table II: Analysis Of Possible Reasons For Early Marriage In Odogbolu Local Government Area Of Ogun State.**

		RQ1				Total
		SD	D	A	SA	
Negative uses	item1	9	20	41	30	100
	item2	48	38	11	3	100
	item3	39	46	13	2	100
	item4	42	46	6	6	100
	item5	3	20	36	41	100
	item6	38	32	15	15	100
	item7	35	45	14	6	100
	item8	78	21	1	0	100
	item9	2	12	38	48	100
	item10	9	20	41	30	100
	item11	4	15	35	46	100
	item12	9	13	43	35	100
	item13	41	46	11	2	100
	item14	7	22	41	30	100
Total		364	396	346	294	1400

Source: Field survey, 2021

From table II, 71respondents (71.0%) agrees that poverty is the reasons for their early marriage while 29 respondents (29.0%) disagrees that poverty is the reasons for their early marriage, 14respondents (14.0%) agrees that limited education is the reasons for their early marriage while 86 respondents (86.0%) disagrees that limited education is the reasons for

their early marriage, 15 respondents (15.0%) agree that limited job opportunities is the reason for their early marriage while 85 respondents (85.0%) disagree that limited job opportunities is the reason for their early marriage, 12 respondents (12.0%) agree that custom and traditions is the reason for their early marriage while 88 respondents (88.0%) disagree that custom and traditions is the reason for their early marriage, 77 respondents (77.0%) agree that unwanted pregnancy is the reason for their early marriage while 23 respondents (23.0%) disagree that unwanted pregnancy is the reason for their early marriage, 30 respondents (30.0%) agree that religious injunctions is the reason for their early marriage while 70 respondents (7.0%) disagree that religious injunctions is the reason for their early marriage, 10 respondents (10.0%) agree that prestige is the reason for their early marriage while 90 respondents (90.0%) disagree that prestige is the reason for their early marriage, one respondent (1.0%) agrees that collection of dowry from rich families is the reason for their early marriage while 99 respondents (99.0%) disagree that collection of dowry from rich families is the reason for their early marriage, 86 respondents (86.0%) agree that to avoid shame and disgrace is the reason for their early marriage while 14 respondents (14.0%) disagree that to avoid shame and disgrace is the reason for their early marriage, 71 respondents (71.0%) agree that to avoid unnecessary sexual harassment is the reason for their early marriage while 29 respondents (29.0%) disagree that to avoid unnecessary sexual harassment is the reason for their early marriage, 81 respondents (81.0%) agree that parental pressure to prevent social and sexual relations outside marriage is the reason for their early marriage while 19 respondents (19.0%) disagree that parental pressure to prevent social and sexual relations outside marriage is the reason for their early marriage, 78 respondents (78.0%) agree that financial challenges is the reason for their early marriage while 22 respondents (22.0%) disagree that financial challenges is the reason for their early marriage, 13 respondents (13.0%) agree that gender discrimination is

the reasons for their early marriage while 87 respondents (87.0%) disagrees that gender discrimination is the reasons for their early marriage and 71 respondents (71.0%) agrees that there are other reasons for their early marriage while 29 respondents (29.0%) disagrees that there are other reasons for their early marriage. This implies that they are different causes of early marriage in Odogbolu Local Government Area of Ogun State?

**Table III: Analysis Of Educational Effects Of Early Marriage On Female Academic Performance In Tai Solarin University Of Education, Ijagun In Odogbolu Local Government Area Of Ogun State.**

		RQ2				Total
		SD	D	A	SA	
Negative uses	item1	10	10	33	47	100
	item2	11	23	28	38	100
	item3	8	23	40	29	100
	item4	16	25	28	31	100
	item5	3	20	36	41	100
	item6	9	20	41	30	100
	item7	71	21	7	1	100
	item8	10	12	37	41	100
	item9	7	22	39	32	100
	item10	11	24	31	34	100
Total		156	200	320	324	1000

Source: Field survey, 2021

From table III, 80 respondents (80.0%) agrees that lack of concentration in class is educational effects of early marriage on female academic performance while 20 respondents (20.0%) disagrees that lack of concentration in class is educational effects of early marriage on female academic performance, 66 respondents (66.0%) agrees that irregular attendance in class is educational effects of early marriage on female academic performance while 34 respondents (34.0%) disagrees that irregular attendance in class is educational effects of early marriage on female academic performance, 69 respondents (69.0%) agrees that limited time to read and study is educational effects of early marriage on female academic performance while 31

respondents (31.0%) disagrees that limited time to read and study is educational effects of early marriage on female academic performance, 59 respondents (59.0%) agrees that lack of interest in academics is educational effects of early marriage on female academic performance while 41 respondents (41.0%) disagrees that lack of interest in academics is educational effects of early marriage on female academic performance, 77 respondents (77.0%) agrees that low scores in tests and examinations is educational effects of early marriage on female academic performance while 23 respondents (23.0%) disagrees that low scores in tests and examinations is educational effects of early marriage on female academic performance, 71 respondents (71.0%) agrees that lack of adequate educational resources is educational effects of early marriage on female academic performance while 29 respondents (29.0%) disagrees that lack of adequate educational resources is educational effects of early marriage on female academic performance, 8 respondents (8.0%) agrees that termination of education is educational effects of early marriage on female academic performance while 92 respondents (92.0%) disagrees that termination of education is educational effects of early marriage on female academic performance, 78 respondents (78.0%) agrees that plenty academic work that needs to be completed is educational effects of early marriage on female academic performance while 22 respondents (22.0%) disagrees that plenty academic work that needs to be completed is educational effects of early marriage on female academic performance, 71 respondents (71.0%) agrees that difficulty to understand what is being taught in class is educational effects of early marriage on female academic performance while 29 respondents (29.0%) disagrees that difficulty to understand what is being taught in class is educational effects of early marriage on female academic performance and 65 respondents (65.0%) agrees that little or no time to revise for tests and examinations is educational effects of early marriage on female academic performance while 45 respondents (45.0%) disagrees that little or no time to revise for tests and examinations is educational effects of early marriage on female academic performance, This implies that there are various educational effects of early

marriage on female academic performance, these effects has negative impact on their academic performance.

**Table IV: Analysis Of Non-Educational Effects Of Early Marriage On Female Academic Performance In Tai Solarin University Of Education, Ijagun In Odogbolu Local Government Area Of Ogun State.**

		RQ3				Total
		SD	D	A	SA	
Negative uses	item1	6	8	49	37	100
	item2	3	11	38	48	100
	item3	3	9	40	48	100
	item4	6	6	42	46	100
	item5	1	2	61	36	100
	item6	13	20	36	31	100
	item7	15	14	39	32	100
	item8	10	12	41	37	100
	item9	4	11	39	46	100
	item10	3	13	40	44	100
Total		64	106	425	405	1000

Source: Field survey, 2021

From table IV, 86 respondents (86.0%) agrees that increased stress is non- educational effects of early marriage on female academic performance while 14 respondents (14.0%) disagrees that increased stress is non- educational effects of early marriage on female academic performance, 86 respondents (86.0%) agrees that increased frustration is non- educational effects of early marriage on female academic performance while 14 respondents (14.0%) disagrees that increased frustration is non- educational effects of early marriage on female academic performance, 88 respondents (88.0%) agrees that increased depression is non- educational effects of early marriage on female academic performance while 12 respondents (12.0%) disagrees that increased depression is non- educational effects of early marriage on female academic performance, 88 respondents (88.0%) agrees that widened burden of responsibility is non- educational effects of early marriage on female academic performance while 12 respondents

(12.0%) disagrees that widened burden of responsibility is non- educational effects of early marriage on female academic performance, 97 respondents (97.0%) agrees that poor time management is non- educational effects of early marriage on female academic performance while 3 respondents (3.0%) disagrees that poor time management is non- educational effects of early marriage on female academic performance, 01respondents (97.0%) agrees that is non- educational effects of early marriage on female academic performance while 3 respondents (.0%) disagrees that is non- educational effects of early marriage on female academic performance, 67 respondents (67.0%) agrees that inferiority-complex is non- educational effects of early marriage on female academic performance while 33 respondents (33.0%) disagrees that inferiority-complex is non- educational effects of early marriage on female academic performance, 71respondents (71.0%) agrees that lack of time to care for one's family is non- educational effects of early marriage on female academic performance while 29 respondents (29.0%) disagrees that lack of time to care for one's family is non- educational effects of early marriage on female academic performance, 78respondents (78.0%) agrees that lack of support from one's family is non- educational effects of early marriage on female academic performance while 22 respondents (22.0%) disagrees that lack of support from one's family is non- educational effects of early marriage on female academic performance, 85 respondents (85.0%) agrees that low level of self-concept is non- educational effects of early marriage on female academic performance while 15 respondents (15.0%) disagrees that low level of self-concept is non- educational effects of early marriage on female academic performance and 84 respondents (84.0%) agrees that emotional imbalance is non- educational effects of early marriage on female academic performance while 16 respondents (16.0%) disagrees that emotional imbalance is non- educational effects of early marriage on female academic performance, This implies that there are various non-educational effects of early marriage on female academic performance, these effects has negative impact on their academic performance.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.0 INTRODUCTION

This chapter's primary focus is to provide a summary of the findings, and make conclusions as well as recommendations on the study. It is divided into four sections and organised on the following basis: Summary of the study findings, conclusions, recommendations; and, suggested areas for further research.

#### 5.1 SUMMARY OF FINDINGS

The study examined the effects of early marriage on the academic achievement of married female students in Nigerian universities. More specifically, the study sought to assess the educational and non-educational effects of early marriage on the academic achievement of married female students in Nigerian universities using a case study of Tai Solarin University of Education, Ijagun in Odogbolu Local Government Area of Ogun State.

The objectives of the study were to:

14. To identify the possible reasons for early marriage in Odogbolu Local Government Area of Ogun State.
15. To examine the educational effects of early marriage on female academic performance in Tai Solarin University of Education, Ijagun in Odogbolu Local Government Area of Ogun State.
16. To examine the non-educational effects of early marriage on female academic performance in Tai Solarin University of Education, Ijagun in Odogbolu Local Government Area of Ogun State.

The study adopted the simple random technique to select 100 students across different academic levels and departments. A well-constructed questionnaire was developed to supply

information on the subject matter and the data collected were subjected to the statistical method of descriptive statistics. In furtherance, the simple percentage was employed to test the stated hypothesis. Findings from the study revealed the following

1. Poverty, unwanted pregnancy, avoidance of shame and disgrace, to avoid unnecessary sexual harassment, parental pressure to avoid sexual relations outside marriage and others are the main reasons for early marriage in Nigeria.
2. Early marriage has significant educational effects on respondents' academic achievement in terms of lack of concentration in class, poor class attendance, paucity of time to read and study, poor performance in tests and examinations and difficulties to comprehend what is taught in class amongst others.
3. Early marriage also has significant non-educational effects on respondents' academic achievement in terms of increased stress, increased frustration, emotional imbalance, widened burden of responsibilities, and low self-concept amongst others.

## **5.2 CONCLUSION**

Based on the findings of this study, it has been established that early marriage has significant effect on academic performance of female students in tertiary institution in Odogbolu Local Area of Ogun State, Nigeria. Schooling for married females can indeed be very tedious and challenging. The challenge that is most common among married undergraduate female students is managing multiple roles and that the major cause of it is role contagion. From the study, it can be concluded that combining work commitment, family responsibilities and school obligations leads to stress among the married undergraduate female students and this has the greatest effect on them.

### **5.3 RECOMMENDATIONS**

Arising out of the study findings and conclusions drawn, the study recommends the following:

1. The married undergraduate female students should learn to delegate roles to others around them. Delegation reduced role strain by passing some role demands to someone else. Childcare, for example, could be delegated to a spouse, family member such as parents, or care provider.
2. Undergraduates should try as much as possible to finish their studies before getting married especially the female counterparts because a woman tends to be saddled with many responsibilities in marriage and women often are the primary caregivers in the home, thus they have higher demands from the family role.
3. There is the need on the part of the Ministry of education to establish a counseling unit with the responsibility of educating and enlightening the married female students on issues that may retard their marriages and academic performance, such as marital conflicts, absenteeism, and lateness to school.
4. The Nigerian Government should encourage female education through scholarship awards at all levels of educational enterprise in order to enable the female students cope with the financial obligations in education, and therebybe forced from socio-economic temptations which will distract their attention from education.

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**APPENDIX**  
**QUESTIONNAIRE**  
**TAI SOLARIN COLLEGE OF EDUCATION, OMU-IJEBU**  
**DEPARTMENT OF SOCIAL STUDIES**

**TOPIC: EFFECT OF EARLY MARRIAGE ON FEMALE ACADEMIC  
PERFORMANCE IN ODOGBOLU LOCAL GOVERNMENT AREA OF  
OGUN STATE**

Dear Ma,

This questionnaire is an purposely to know the effect of early marriage on female academic performance in odogbolu local government area of ogun state, using Tai Solarin university of Education as a case study.

Kindly respond to the questions appropriately. All information supplied will be treated confidentially.

Please kindly tick (✓) as considered appropriate.

**SECTIONA: Personal Data of Respondent**

1. Level:

(a.) 100 [ ] (b.) 200 [ ] (c.) 300 [ ] (d.) 400 [ ] (e.) 500 [ ]

2. Years in Marriage:

(a.) 1-3years [ ] (b.) 4-6 years [ ] (c.) 7-9 years [ ] (d.) Above 10 years [ ]

3. Age:

(a.) Below 25 years [ ] (c.) 26-40 years [ ] (c.) Above 40 years [ ]

**SECTION B:****Reasons for Early Marriage**

(Please tick one out of the four boxes provided for each items, where SA=Strongly Agree; A=Agree; D=Disagree and SD=Strongly Disagree)

S/N	Reasons	SA	A	D	SD
1.	Poverty				
2.	Limited education				
3.	Limited job opportunities				
4.	Custom and traditions				
5.	Unwanted pregnancy				
6.	Religious injunctions				
7.	For prestige				
8.	To collect dowry from rich families				
9.	To avoid shame and disgrace				
10.	To avoid unnecessary sexual harassment.				
11.	Parental pressure to prevent social and sexual relations outside marriage				
12.	Financial challenges				
13.	Gender discrimination				
14.	Other reasons				

**SECTION C: EDUCATIONAL EFFECTS OF EARLY MARRIAGE ON FEMALE ACADEMIC PERFORMANCE**

(Please tick one out of the four boxes provided for each items, where SA=Strongly Agree; A=Agree; D=Disagree and SD=Strongly Disagree)

S/N	Educational Effects	SA	A	D	SD
1.	Lack of concentration in class.				
2.	Irregular attendance in class.				
3.	Limited time to read and study.				
4.	Lack of interest in academics.				
5.	Low scores in tests and examinations.				
6.	Lack of adequate educational resources.				
7.	Termination of education.				
8.	Plenty academic work that needs to be completed.				
9.	Difficulty to understand what is being taught in class.				
10.	Little or no time to revise for tests and examinations.				

**SECTION D: NON-EDUCATIONAL EFFECTS OF EARLY MARRIAGE ON FEMALE ACADEMIC PERFORMANCE**

(Please tick one out of the four boxes provided for each items, where SA=Strongly Agree; A=Agree; D=Disagree and SD=Strongly Disagree)

S/N	Non- Educational Effects	SA	A	D	SD
1.	Increased stress				
2.	Increased frustration				
3.	Increased depression				
4.	Widened burden of responsibility				
5.	Poor time management				
6.	Inferiority-complex				
7.	Lack of time to care for one's family.				
8.	Lack of support from one's family.				
9.	Low level of self-concept.				
10.	Emotional imbalance				