

**Factors Affecting Academic Performance of Married
Women in Directorate of Undergraduate Studies
(DUS) Federal College of Education, Yola.**



BY

**LDUWUYA WILLIAM DZARMA
DUS/BIO/2016/0004**

**A Project Submitted to the Department of Biology
Education School of Science, Federal College of
Education Yola, In Affiliation With University
of Maiduguri In Partial Fulfilment for the
Award of Bachelor of Science in Education
(B.Sc Ed) Biology Education)**

OCTOBER, 2019

TITLE PAGE

**FACTORS AFFECTING THE ACADEMIC PERFORMANCE OF MARRIED
WOMEN IN DIRECTORATE OF UNDERGRADUATE STUDIES (DUS) FEDERAL
COLLEGE OF EDUCATION, YOLA**

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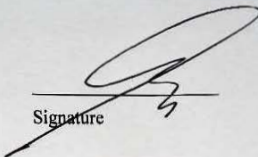
**A PROJECT SUBMITTED TO THE DEPARTMENT OF BIOLOGY EDUCATION
SCHOOL OF SCIENCES, FEDERAL COLLEGE OF EDUCATION YOLA, IN
AFFILIATION WITH UNIVERSITY OF MAIDUGURI IN PARTIAL
FULFILLMENT FOR THE AWARD OF BACHELOR OF SCIENCE EDUCATION
(B.SC ED. BIOLOGY EDUCATION)**

OCTOBER, 2019

APPROVAL PAGE

This project titled "factors affecting the academic performance of married women in Directorate of Undergraduate Studies (DUS) Federal College of Education Yola. By Lduwuya Willian Dzarna DUS/BIO/2016/0004 meets the requirement governing the award of Degree in Biology Education by the University of Maiduguri and is approved for its contribution to knowledge.

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Director (DUS) Signature

Date

External Examiner _____
Signature

Date

DEDICATION

I dedicate this project to God Almighty, to my children; Benedicta Believe Nicholas, Burly Believe Nicholas, and Beseech Believe Nicholas, and also to all married women who seek to further their education.

ACKNOWLEDGEMENT

My unending thanks go to God Almighty for seeing me through this academic programme, not for my uprightness but for his abundant grace and tender mercies, his love is unquantifiable. My sincere gratitude goes to my project supervisor Mr. Emeka Timothy G. who took his time tirelessly going through this research work and making necessary corrections. May God continue to bless you and renew your strength.

To my beloved mother, "a mother like no other", I lack words to describe how much I appreciate her efforts towards the success of my academics, she is always there to support me and at the same time taking care of my kids, may God renew her strength.

To my "up and doing husband" thank you very much for being there for me, may God replenish your treasure. Special thanks goes to the entire staff (both academic and non-academic) of the Directorate of Undergraduate Studies (DUS) FCE, Yola who have always been there for me throughout this course; may God Almighty bless you and renew your strength.

Finally, I want to appreciate all my course mates both of general education and the Biology Education unit, they have always been of support in one way or the other, especially Jonathan David, Newton Lemuel, and Sunday John Ijupitil, thank you all for your cordial and mutual relationship in this course of study.

ABSTRACT

This research work tried to look at women education, its importance to women and the society at large, it focused especially on importance of further education to married women basing its major interest on the factors affecting the academic performance of married women in Directorate of Undergraduate Studies (DUS) Federal College of Education Yola. The methodology adopted in the conduct of this research covers the survey research design which used the questionnaire to collect data at random using purposive sampling method, the population of the study covers only the married women in Directorate of Undergraduate Studies (DUS) Federal College of Education Yola with a specific sample of sixty (60) married women selected at random (15 from each level). The method adopted in data analysis is the simple percentage. The findings revealed that some of the factors that affect the academic performance of married women in Directorate of Undergraduate Studies (DUS) Federal College of Education Yola include; lack adequate support from the husband, piled domestic chores which take most of their times and at the end of the day living the exhausted and unable to read, child care, etc. some of the respondents are of the view that even though it is not easy to combine marriage and schooling they still strongly disagree that marriage is a problem to the pursuit of education for women. Looking at the result of the findings therefore, it is recommended that the College should organize a counseling programme for married women so as to educate and encourage women on how to manage being married and still pursue further education.

TABLE OF CONTENT

<i>Title</i>	<i>page</i>
Title page- - - - -	i
Approval page- - - - -	ii
Dedication- - - - -	iii
Acknowledgement - - - - -	iv
Abstract- - - - -	v
Table of Content - - - - -	vi
CHAPTER ONE: <i>Introduction</i>	
1.1 Background of the Study- - - - -	1
1.2 Statement of the Problem - - - - -	2
1.3 Purpose of the Study -- - - - -	3
1.4 Significance of the Study - - - - -	4
1.5 Research Question - - - - -	5
1.6 Scope and Limitation of the Study - - - - -	5
1.7 Definition of Key Concepts- - - - -	5
CHAPTER TWO	
2.1 Introduction- - - - -	6
2.1 A Woman- - - - -	6
2.2 Aims and Objective of Women Education in Nigeria - - - - -	6
2.3 Gender Disparity in Schools -- - - - -	7
2.4 Reasons Behinds Gender Disparity- - - - -	8
2.5 Scope of Women Education- - - - -	8
2.6 Importance of Women Education - - - - -	8
2.7 Challenges of Women Education in Nigeria-- - - - -	10
2.8 Academic Performance- - - - -	10
2.9 Importance of Good Academic Performance - - - - -	11
2.10 Factors Affecting Academic Performance include - - - - -	11
2.11 Women in Directorate of Undergraduate Studies (DUS)- - - - -	11
2.12 Characteristic of Women in DUS Programmed.- - - - -	11
2.13 Factors Affecting the Academic Performance of Married Women- - - - -	14

CHAPTER THREE: Methodology

3.0	Introduction - - - - -	16
3.1	Research Design - - - - -	16
3.2	Population of the Study - - - - -	16
3.3	Sample and Sampling Techniques - - - - -	16
3.4	Research Instrument -- - - - -	17
3.5	Method of Data Collection - - - - -	17
3.6	Method of Data Analysis - - - - -	17

CHAPTER FOUR: Data Presentation And Analysis

4.0	Introduction- - - - -	19
4.2	Discussion of the findings - - - - -	24
4.3	Summary of Findings- - - - -	25

CHAPTER FIVE: Summary, Conclusion And Recommendation

5.1	Introduction- - - - -	27
5.2	Summary- - - - -	27
5.3	Conclusion - - - - -	27
5.4	Recommendation - - - - -	28
	Reference - - - - -	31
	Appendix - - - - -	33

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is an aggregate of all the process by which a child or young adult develops the abilities, values, attitudes and other forms of behaviors which are of positive value to the society in which he lives. (Fafunwa 1974).

Yoloye, (1980) defined Education as a weapon for combating ignorance, poverty, and disease, as a bridge between confusion and comprehension, as a dam transporting man from a state of intellectual subservience to a state of intellectual sovereignty. Based on the National Policy of Education in Nigeria 6th editio (2013), education is for all Nigerian citizens regardless of their age, status, gender, geographical location etc. the realities in the Nigeria society however shows that female Nigerian citizen seems to be left out in the pursuit for education. The importance of education in the lives of women as mothers and wives cannot be over emphasized. Osuata, (1987) said that women as mothers are educators within their families, what they learn they pass on to their children and their future generation. "A saying goes that when you educate a man you educate an individual, but educating a women is educating a nation. King and Hill (1993) argued that educating females yield far-reaching benefits for girls and women themselves, their families and the society in which they live. The benefits of investing in human capital are especially pertinent for women in developing countries where gender equality is often lagging behind. Without educating women, national endeavors can be less effective and the efforts of women are weaker. Obanya, (2003), stated that an educated female is likely to become a more competent and knowledgeable mother, a more productive and better paid mother, an informed citizen, a self confident individual and a skilled decision maker. This is true because the upbringing of children is vested on the women especially in the African society and Nigeria in particular. In the Nigerian society, marriage is an important cultural traditional and religious event. To some people as they go by the cultural belief, girls should not even go to school, while others allow them to go but at certain age the pursuit of education stops and they are married off. For those that have the opportunities, they can conform to the traditional and cultural practices and still

continue with their education. The major concern of this study is however, the factors affecting the academic performance of married female students in the undergraduate program of Federal College of Education, Yola. In this study, marital status is considered as a backbone factor in the academic performance of female students.

In the Nigerian society, females whether married or not are mentally connected to some domestic roles played in their daily life, compounded by their marital status however, there is that tendency that these roles have some effects on their academic performance. When a woman is married, she automatically has to have it inside her the need to meet the needs of her family ranging from her husband, children and housekeeping in general, in trying to meet up to all the afore mentioned, the academic performance of this woman is definitely affected.

1.2 Statement of the Problem

Marriage is an important cultural traditional and religious event in Nigerian society particularly for adult and young girls. Statistics in the CBN (2000) survey showed that 86.6% of women in Nigeria are married, while 3.7% are widowed and 5.2% are divorced or separated.

In addition, cultural practices distance a huge number of women from higher education. In Nigeria, there is a popular saying that "women education ends in the kitchen", implying that education is not useful to them, in other words, education is not meant for them. The situation exacerbated when they get married. At that point, the chances of women furthering their education are very slim. Women in Nigeria especially the married ones are relegated to the kitchen and their major role is child bearing (Abe, 1987, Okeke, 2001). As such right from early childhood, the Nigeria female child is psychologically attended to see herself as a future house maker and a mother of children. Thus, higher education for women is seen as useless and waste of time and resources generally.

An equal educational opportunity at all levels is one aspect of the Millennium Development Goals (MDG) that one cannot lose sight of if women are to be truly empowered. The Nigerian Government has tried to move towards attaining this goal but cultural practices and religion among other factors have immensely jeopardized those efforts. At this juncture, it becomes not only necessary to take a look at the

participation of married women in higher education, but also to look at how those studying are achieving academically. The study therefore, intends to find out the factors affecting the academic performance of married women in the Directorate of Undergraduate Studies (DUS) Federal College of Education (FCE), Yola. This is because the involvement of women in continuing education or their interest in pursuing further education is not without challenges. Despite of the fact that there has been a remarkable increase in the participation of married women in educational pursuit and had continued to exhibit their desire for higher education, their efforts have continue to be limited by cultural practices and other social norms and dictates .

Marim and Freeberger cited in Kazeem (1988), Osunde and Omoruyi, (2003) studies according to their authors also shows that the poor socio-economic status of women has relatively greater effects on their educational inspiration. Therefore, women who enlist in the educational programs concerned in this study are confronted with challenges that tend to undermine their effort. The increasing interest in women education and its importance to nation building and development of individual women requires that such challenges be exploited and identified with the aim of helping to come up with measures that would enable women handle them.

1.3 Purpose of the Study

The purpose of the study is to find out the factors affecting the academic performance of married women in Directorate of Undergraduate Studies (DUS), Federal College of Education (FCE), Yola. Based on the result of the study, recommendations would be made such as providing counseling services for the female students so as to improve their academic performance.

The study intends to:

- i. Find out the factors affecting the academic performance of married women in Directorate of Undergraduate Studies (DUS) FCE, Yola.
- ii. It also seeks to find out the implications it has for evolving adequate counseling services for such women that would assist them in dealing with such challenges (factors) they face in their academic pursuit.
- iii. It also seeks to ensure proper educational pursuit for married women in the institution.

1.4 Significance of the Study

The study is basically concerned with the factors affecting the academic performance of female student's in Directorate of Undergraduate Studies DUS, Federal College of Education (FCE), Yola with marital as a yard stick. The findings of the study will help to identify the problems associated with the academic performance of female student's in Directorate of Undergraduate Studies (DUS), Federal College of Education (FCE), Yola in relation to their marital status.

The information gathered at the end of the study would be used as a guide in counseling these students so as to improve the quality of their expected academic outcome as wives and mother taking into consideration the importance of education in the lives of women for the benefit of the society at large. The challenges that the research would find out to be the factors affecting the academic performance of married female students in Directorate of Undergraduate Studies (DUS) FCE, Yola would help in evolving appropriate measures and alternative policy action that would enable the programme providers combat such problems and make learning easier for such women. It is also hoped that the findings will serve as feedback to managers in higher education and the challenges their married participants face and help them develop appropriate strategies and possibilities for improved performance and enhanced participation of more women in the programme.

1.5 Research Question

1. Do married women face any problem in their studies in Directorate of Undergraduate Studies (DUS), Federal College of Education (FCE), Yola?
2. What factors affects the academic performance of married women in Directorate of Undergraduate Studies (DUS), Federal College of Education (FCE), Yola?
3. Would these married women have performed better if they were single?
4. How can such problems be tackled so as to help these women in the pursuit of their education?

1.6 Scope and Limitation of the Study

The study coverage is the Directorate of Undergraduate Studies (DUS), of the Federal College of Education (FCE), Yola.

1.7 Definition of Key Concepts

- i. **Factor:** This is a circumstance, fact or influence that contributes to a result. (Cambridge English Dictionary)
- ii. **Academic Performance:** Academic performance is the extent to which a student, teacher or institution have achieved their short or long-term educational goals.
- iii. **Affecting:** Causing a feeling of sadness or sympathy. (Merriam - Webster Dictionary).
- iv. **Married Women:** This is a female partner in a continuing marital relationship.
- v. **D.U.S:** Directorate of Undergraduate Studies. This is the unit in the Federal College of Education Yola that runs degree programme in educational courses in affiliation to the University of Maiduguri.

CHAPTER TWO

2.1 Introduction

Education is a process of facilitating learning or the acquisition of skills, knowledge, values, beliefs and habits through such methods as teaching, training, direct research and storytelling among others.

Education is believed to provide knowledge and resource that hold potential for economic development, for better livelihood and social development, education is one of the most far reaching requirement for development, alleviating poverty, improving health outcomes and quality of life, reducing gender and social disparities and enhancing productivity, education contribute to economic growth and productivity as well as sustains livelihood for nation development (Rogers 1997).

According to chiatra Shankar, (2017) education is a very vital tool that is used a contemporary world to succeed. It is very important because it is used to mitigate most of the challenges faced in life, the knowledge that is attained through education helps to open doors to lot of opportunities for better prospect in career growth.

2.1 A Woman

Woman is adult human beings who have different biological make-up or features from that of the male human being (Collins English Dictionary 12th edition).

A women education refers to every form of education that aim at improving the knowledge and skills of woman and girl .it includes general education at schools and colleges vocational and technical education, professional education, health education etc. According to Bhasin, (1992), women education is meant for making women to become economically independent and self-reliant. Women education encompasses both literary and non-literary education.

2.2 Aims and Objective of Women Education in Nigeria

There should be no barrier to education women. Only when women have unhindered access to quality education can their potentials be fully developed and society made better by their contribution.

According to Hajiya Bintu Ibrahim Musa (2005) all religions encourage women education, this remark made by Hajiya Bintu Musa (Ibid) former minister of state for education in Nigeria is a very good reference point here, from the above remark women education is said to be most significant intervention for human and sustained development

Women in Nigeria have had various challenges in order to obtain equal opportunity in all forms of formal education in Nigeria. Education is a basic right and has been recognized as such since the (1948) adoption of the Universal declaration of human right (UDHR), a positive correlation exist between the enrolment of girls in primary school and the gross national product and increase of life expectancy.

- Because of this correlation, enrolment of school represents the largest components in the investments in human capital in any society.
- Rapaid socio-economic development of a nation has, been observed to depend on the caliber of women and their education in that country.
- Educations bestow on women a disposition for a lifelong acquisition of knowledge, values, attitudes, competence and skills.
- To ensure equal access to education is a right for all Nigeria, children regardless of religion and disability.
- It was also noticed that gender disparity existed in education and that there was need to identify and eliminate all policies that hindered girls full participation in education Achieving gender parity in education is one of the aims of the millennium development goals (MDGs) and it is also a primary objective of the 1990 world declaration on education for all (EFA) as well as the Dakar frame work of action (2000), but till date gender equality still remains elusive.

2.3 Gender Disparity in Schools

From (1970 to 1994) the enrollment of girls in primary education steadily increase from 30% to as high as 80% however difference still exists between the enrollment of males female in all level of education. In addition, the dropout rate of girls is higher than boys and participation in stem classes are lower for girls than boys in (2002), the combined enrollment for primary, secondary and tertiary institutions for females was 57% compared to 71% for males. The issue of gender disparity in education has been subject of much debate during the past decades and have become a prominent topic of debate in all countries. In Nigeria, there are large gender disparity between between the education that boys and girls received many girls do not have access to adequate education past a certain age. In (2010), the female adult literacy the males rate (ages 15 and above) for Nigeria was 59% in comparison with the males rate 74.49% this gap difference was led by gender difference in education. This shows that there is gender dimension to education attainment and development in Nigeria. According to the examination council of Nigeria (1994), there still other problems such as high dropout rate of female student's poor performance, reluctance on the part of female students to enroll in science based course and poor participation. Across various geo-political delineation in Nigeria a greater percentage of school age girls are needlessly out of school compared to the ratio applicable to boys of the same age group.

2.4 Reasons Behinds Gender Disparity

These are various reasons behind gender disparity as seen by the Nigeria society with regards of female education and such include.

- a. Culture, values and tradition
- b. Cost of education
- c. Colonial polices

2.5 Scope of Women Education

Women education covers general education at school and colleges, vocational and technical education professional education both liberty and non literary education.

2.6 Importance of Women Education

Looking at the point highlighted above the importance of education in the lives of women cannot be over emphasized. Below are some of the importance of women education;

1. Education creates opportunity for women to acquire skills that will help them provide for themselves and their families.
2. Improved health: Educational women and girls are aware of the importance of health and hygiene, through health education they are empowered to lead a healthy life style an education mother can take care of herself and the baby, an educated women can also help to play a part in reducing the rate of infant mortality, education also provide women with the knowledge of proper nutrition through balance diet and proper cooking (food preparation) with regards to her family health and nutrition
3. Education empowers women through breaking the cycle of illiteracy and improving self-esteem by enabling them to become economically productive and independent they become empowered and can take control their lives.
4. Justice: Educated women are informed of their right for justice, it would eventually lead to decline in instance and violence and injustice against women such as dowry, forced prostitution, child marriage.
5. Choice of profession: Educated women can prove to be highly successful in the field of their study, a girls woman given equal chance to explore in certain areas or an area where she has the intellectual capacity can maximize her potential very well there by choosing her own professional instead of being marginalized to a particular profession, here the women practices profession very well there by contributing greatly to the society at large.
6. Poverty alleviation women education is a pre-requisite to alleviating poverty, women need to equal burden of the massive task to eliminate poverty and this would demand the massive contribution of education women, these can only be possible through much social and economic change when women are given the required education.
7. Women also have an educational role to play in the family, "educating a women is educating a nation" women have an influence on their family ranging from the

children to the husband women can use such influence archived to educate their family on critical issues of life, they education them on vital issues of life that will be of great benefit to them in future life women can also use their educational influence to advise their husband, father, brother and other male individual they may come across on issue that may arise, women therefore play signification roles in the family and the society as a whole using the power given to them by education.

2.7 Challenges of Women Education in Nigeria

Despite the importance of women education, it still face some challenge among According to Bamidele (2011), several factors affect women education negatively such as poverty illiteracy of parents and guardians.

Poverty according to Wikipedia encyclopedia online (2011) 45% of Nigeria population are living in abject poverty. This implies that out of 155 million people. (2010 estimate), over 69 million are still struggling to meet their basic needs of food, cloth and shelter and cannot afford to pay for education.

- a. Poverty some families are poor and have many children, such families don't usually have the means to send all their children to school, they only send the male children to school while females are to stay back and work so that their brother could be educated.
- b. Ignorance: Ignorance of the fact that women in high places are achieves. They assume that girls should not be too educated, as basic education is enough.
- c. Gender inequality: girls are not given equal opportunity to further their education like their male counter parts. This is because they are seen as inferior to men in some families.
- d. Early marriage: This cuts short they dreams and aspirations of the girl child, most husband would not support their young wives when it comes to being more educated.
- e. Public orientation: There is these generals believe that women education end up in the kitchen and this serve as barriers to women education in Nigeria.
- f. Religion: Some religious fanatics hardly educate their female children to a reasonable level. They believe that education corrupt the girls child.

g. Inadequate policies are not adequate enough to fight for the education of the girl child John O.E. (2016).

2.8 Academic Performance

According to Wikipedia (2013) academic performance is the extents to which students, teachers or an institution have achieved their short-term educational goals. Academic performance which is measured by the examination result is one of the major goals of a school.

Hoyle (1986) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance.

Academic performance: Academic performance does not just stop at class room activities but also extends to some extracurricular accomplishment outside the classroom, some of the brightest student don't earn straight "A" grade but are extremely well rounded succeeding at everything's from music to athletics, the ability to master a diverse set of skills illustrates intelligence curiosity and persistence.

2.9 Importance of Good Academic Performance

Academic performance is important because working peoples will need higher levels of education to tackle the technologically demanding occupation of the future competence at work is tired down to good knowledge of the work in question, and this is acquired through education, this however is accomplished through good academic performance.

2.10 Factors Affecting Academic Performance include

- Cultural practice
- Study skills habits
- Inadequate time to study
- Emotional and psychological instability
- Socio economic background
- Influence of peers
- Places of residence

teaching and learning under the direction of a teacher. One of the important traits entering into a successfully persons character is the habit of punctuality (Phurutse 2009). Effective teaching and learning cannot take place without the coming together of the teacher and the learner (Oghuvbu, 2012) a learner that is not regular in school faces learning problems resulting from late coming to school such as truancy, and inability to read and not consulting with the teacher (Onouwodeke, 1995) Lateness can be viewed as an outcome of laxity or system breakdown. (Peretemode 1991).

Lateness is a function of time and as such time is usually used as criteria for its determination. Late coming violates the principle of punctuality and if not checked at the onset may become a habit with individual involved and may have negative consequences (Breeze et al 2010 several factors have been attributed to late coming as identify by different literatures.

- Chiu Mochi, (1993) identified such factors as age family commitment, change of job on the part of the parents health problem as some of the factors that may cause late coming. Okelle, (2003) noted among other factors that, learner may develop negative attitude towards school resulting to late coming. The report of Okpukpara and Chukkwoone, (2007) identified the role of gender in child schooling from their study. Female headed households, have higher attendance in school where as educated fathers are more likely to have strong impact on increasing the probability of child school attendance than mother. Emere (2005) reported that lateness is common among female students than male students. This may be attributed to their involvement in domestic activities. The study further pointed to school location as one of the major causes of lateness among high school learners.
2. Leaving before lecture time is over: As observed, many a times married women are seen leaving lecture before time, this when enquired, some of the women said that they have a lot to do home and they have no helping hand thus they have option than to leave. Lemu(1990) Anycikoh, Elu (1999) and others were of the view that married women in African setting are responsible for preparation and serving food for the family. In order to meet up with the afore-mentioned however, married women must sometimes leave before school closing hour.

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3. Going out during lecture may be due to the fact that, some have to bring the baby and the many who stay outside the lecture hall, they, therefore had to check from time to-time.
4. Rushing to complete assignment almost at the point of submission. This characteristic can be attributed to the piled domestic responsibilities at home which may hinder the women from having time to attend to her academic assignment at home; they do that by rushing when back to school the next day to submit the assignment.
5. Sometime, married women have to be absent from school for : example when a child is sick the mother may be compelled to stay back and look after the sick child Hallman & Grant (2004).
6. Not having enough time to study. Asare, (1997), stressed that home pressure is a huge problem for married women they do get up early in the morning trying to prepare food and get everything done before going to school, the strain on their time and energy make them experience fatigue.

2.13 Factors Affecting the Academic Performance of Married Women

Lee and Myers (2005) postulated that being a student mother is a delicate juggling act. According to them, it takes time, patience and boundless energy in addition to fulfilling the roles prescribed to them as students, they also have to schedule their lives around a growing child's need. The author states that a married woman who is also a mother may have some challenge pertaining to the home, the inter-role conflict which is due to incompatible expectations where demand on one role makes performance of the other more conflicting.

Asare (1997) stressed that home pressure is a huge problem. A married woman who has children often gets up very early in the morning trying to get everything done at home before going for lectures becomes tired and not alert at classes.

Quartey (2003) also asserts that as a result of the strains on their time and energy married women experience fatigue, lack of time for revision, rest and feeling of guilt over not fulfilling their traditional role expectations at home.

Lee and Myer (2005) stated that family problems create imbalance, for married women who are day students or nonresidential students whose husbands move out of

- Teacher's incompetence
- Marital Status

2.11 Women in Directorate of Undergraduate Studies (DUS)

Women in directorate of undergraduate studies (DUS) constitute part of the students in the Degree program of the college. A very good number of women make up the population of DUS students, this consist of married and single women all in the pursuit of education (higher education). This research is centered on the married women only.

2.12 Characteristic of Women in DUS Programmed.

1. Late coming
 2. Leaving before lecture time is over
 3. Going out during lectures
 4. Rushing to complete assignment almost at the point of submission
 5. Not having enough time to study.
1. Literally, the term late coming implies a situation an individual arrives after the proper schedule or usual time (oxford advanced learner Dictionary 2010), it could be also see as a term used to describe when people fail to show up on the agreed time (Lauby2009). Lauby2009 defined late coming as inability of a individual or a group of people to arrive at an agreed venue at the agreed time. Late coming to school is therefore the act of arriving at school after the official hours of commencement of the day school activities.

Late coming to school is one of the major problems that have plagued many schools, these is hardly any school that is speared from this problem, the impact of this grate menace cannot be over emphasized as it has contributed immensely in a negative way to the academic achievement of learners and the functioning of the school (Okpuara chuwone 2007).

According to the Oxford advance learner dictionary (2010), a school is primarily established with the aim to educated learner. It is designed with the purpose of bringing learners from different background under one roof for the purpose of

the family home and come back late at night. The husband is always threatening to divorce his wife as a result of poor marital performance and other behavior on the part of the student women. This may result in depression making her emotional state so fragile, such a woman who is a student is distracted and have divided attention at home and at academic work.

Student mother face a lot of challenges when pursuing university education. Chigona and Chetty (2007) in their study identified lack of enough time to study and do the assignment as one of the major problems of the student mother. According to them, most of the student –mothers do not have time to study because when they return from school, their relatives who volunteer to help them in babysitting would want to be freed and at the same time the baby want the mother's attention.

This suggest that mothers who do not have full day child care services face challenge in trying to balance child care and academic work Chigona and Chetty, (2007) cited Kaufman (2001) in a similar study in south Africa where they found that mother adjustment to school life after giving birth during the program is not easy. According to their findings, such mother's attentions become divided between child care and studies.

A similar sentiment was echoed in the United States where it was argued that managing to care for a child and devoting adequate time work has not been easy for mothers. (Arlington public school 2009). Hallman and Grant (2004) identify missing classes or lectures as one major challenge face by married women in school. According to them when the child is sick the mother gives attention to the care of the sick at the expense of her academic work, this suggest that even if a mother ignore a sick child because of her academic work it is likely she cannot concentrate.

Another problem faced by married women which affect their academic performance is lack of adequate support from the husband. Husbands do not pick of the slack left when the wife have to attend to the other responsibilities. A study by Hooper (1979) found that, although men approved of the students role of their wives, the majority did not provide the needed help at home. The man anxiety also increase the longer the wife was in school and this lead to a decrease in support. (Hooper 1979) in another recent study finds that, out childless student couples found that when men imported

outside stress their wives will pick up the slack, however the covers was not true when the female students imported more stress from outside obligation (p:Amanetal 2001).

Another factor that they may affect the academic performance of married women in school is lack of financial support from their husband; many men husband don't take the responsibility of sponsoring the education of their wives. This makes the woman upset and tend to reduce her concentration on her academic.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter deals with the methodology adopted in the conduct of this research, it covers research design, population of the study, sample and sampling techniques, research instrument, method of data collection and method of data analysis.

3.1 Research Design

The study employed survey research design due to the fact that the study is only concerned with finding the factors affecting the academic performance of married women in the Directorate of Undergraduate Studies FCE, Yola.

3.2 Population of the Study

The study covers only the married women in Directorate of Undergraduate Studies (DUS) FCE, Yola as at the time of the study.

3.3 Sample and Sampling Techniques

The study sample size (60) married women selected at random using purposive sampling method. Purposive sampling is a sampling, a form of non-probability sampling in which the researcher rely on his judgment when choosing member of the population to participation in the study. The advantage of purposive sampling method is that it enables the researcher to squeeze a lot of information out of data collected. This allows the researcher to describe the major impact the findings have on the population. Another advantage of this method is that it is extremely time and cost effective compared to the other sampling methods. Sometimes it the only appropriate method to be used in a case where there are a limited of primary data sources that can contribute to the study. Purposive sampling is a type of sampling technique which is based on the specific need of the researcher.

Level	Number of Students
Part one	15 students
Part two	15 students

Part three	
Part four	15 students
Total	15 students
	60 Students

3.4 Research Instrument

The research instrument used in collecting data required in this research is the questionnaire. The questionnaire has two (2) parts as section A and B respectively. Section A cover the instructions and personal information/data of the respondents, while section B contain the questions and the options from which the respondents are to tick any option as they wish. The options are: Strongly Agree (SA), Agree (A), Strongly disagree (SD), Disagree (D)

3.5 Method of Data Collection

The researcher collected all required data using survey method where questionnaires were used to get facts from the respondents at the Directorate of Undergraduate Studies (DUS). The researcher administered the questionnaires with the help of some friend and course mates.

3.6 Method of Data Analysis

The method adopted for the data analysis is simple percentage. Percentage analysis is a method of representing raw data as a percent for better understanding of the collected data. Percentage analysis is applied to create a contingency table from a frequency distribution and represent the collected data for better understanding.

The advantage of this method of analysis is that:

- i. It is simple to calculate.
- ii. It takes into account possible difference among the sizes of the group.
- iii. It gives more accurate results than counts.
- iv. It allows comparison between dissimilar groups.

The formula for calculating simple percentage is part divide by whole multiplied by one hundred.

$$\frac{x}{y} \times \frac{100}{1}$$

Where:

X = part

Y = whole

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter consists of data analysis and presentation
Research Questions 1

Table 1: what are the factors that affects the academic performance of married women in the Directorate of Undergraduate Studies FCE Yola.

S/N	Item	SA [%]	A [%]	D [%]	SD [%]	TOTAL [%]
1	Education enable women to get a career	43 (71.66%)	16 (26.66%)	1 (1.66%)	0 (0%)	60 100%
2	Women need higher education for self development and other aspects o life	25 (41.66%)	34 (56.66%)	1 (1.66%)	0 (0%)	60 100%
3	Marital status is a problem in the academic pursuit of women in education	10 (16.66%)	17 (28.33%)	22 (36.66%)	11 (18.33%)	60 100%
4	A lot of factors arise as a result of women being married that affects their academic performance	14 (23.33%)	36 (60%)	1 (1.66%)	9 (15%)	60 100%
5	Married women do not have enough time to concentrate on their studies	20 (33.33%)	30 (50%)	5 (8.33%)	5 (8.33%)	60 100%

From the table above, item 1 revealed that 43 making [71.66%] & 16 making [26.66%] strongly Agreed and Agreed indicate that Education enable women to get a career while 1 making [1.66%] and 0 making [0%] disagreed and strongly disagreed with the statement.

From the table above, item 2 revealed that 25 making [41.66%] & 34 making [56.66%] strongly agreed and Agreed show that marital status is a problem in the

academic pursuit of women in education while 1 making [1.66%] and 0 making [0%] disagreed and strongly disagreed with the statement.

From the table above, item 3 revealed that 10 making [16.66%] & 17 making [28.33%] strongly agreed and Agreed proved that marital status is a problem in the academic pursuit of women in education while 22 making [36.66%] and 11 making [18.33%] disagreed and strongly disagreed with the statement.

From the table above, item 4 revealed that 14 making [23.33%] & 36 making [60%] strongly Agreed and Agreed show that A lot of factors arise as a result of women being married that affects their academic performance while 1 making [1.66%] and 9 making [15%] disagreed and strongly disagreed with the statement.

From the table above, item 5 revealed that 20 making [23.33%] & 30 making [50%] strongly agreed and agreed respectively that Married women do not have enough time to concentrate on their studies while 5 making [8.33%] and 5 making [8.33%] disagreed and strongly disagreed with the statement.

Research Question 2

Table 2: How dose these factors affect the academic performance of married women in the Directorate of Undergraduate Studies FCE Yola

S/N	Item	SA [%]	A [%]	D [%]	SD [%]	TOTAL [%]
1	Married women have divided attention between their marriage and their studies	26 (43.33%)	33 (55%)	1 (1.66%)	0 (0%)	60 100%
2	Married women without children also face problem in their academics	13 (21.66%)	27 (45%)	3 (5%)	17 (28.33%)	60 100%
3	Socio-economic standard of the husband affects the academic performance of married women	13 (21.66%)	38 (63.33%)	5 (8.33%)	4 (6.66%)	60 100%
4	Some married women come late to lectures as a result of trying to meet up with the demands of taking care of the home	32 (53.33%)	22 (36.66%)	5 (8.33%)	1 (1.66%)	60 100%
5	Married women would have performed better if they were single (not married)	20 (33.33%)	22 (36.66%)	15 (25%)	3 (5%)	60 100%

From the table above, item 6 revealed that 26 making [43.33%] & 33 making [55%] strongly Agreed and Agreed indicate that Married women have divided attention between their marriage and their studies while 1 making [1.66%] and 0 making [0%] disagreed and strongly disagreed with the statement

From the table above, item 7 revealed that 13 making [21.66%] & 27 making [45%] strongly agreed and agreed respectively that Married women without children also face problem in their academics while 3 making [5%] and 17 making [28.33%] disagreed and strongly disagreed with the statement.

From the table above, item 8 revealed that 13 making [21.66%] & 38 making [63.33%] strongly agreed and Agreed show that Socio-economic standard of the

husband affects the academic performance of married women while 5 making [8.33%] and 4 making [6.66%] disagreed and strongly disagreed with the statement.

From the table above, item 9 revealed that 32 making [53.33%] & 22 making [36.66%] strongly Agreed and Agreed respectively that Some married women come late to lectures as a result of trying to meet up with the demands of taking care of the home while 5 making [8.33%] and 1 making [1.66%] disagreed and strongly disagreed with the statement.

From the table above, item 10 revealed that 20 making [33.33%] & 22 making [36.66%] strongly Agreed and Agreed indicate that Married women would have performed better if they were single (not married) while 15 making [25%] and 3 making [5%] disagreed and strongly disagreed with the statement.

Research Question 3

Table 3: How can the problems arising from these factors affecting the academic performance of married women in Directorate of Undergraduate Studies FCY Yola are tackled so as to enhance good academic performance of these married women.

S/N	Item	SA [%]	A [%]	D [%]	SD [%]	TOTAL [%]
1	When husbands help their wives at home, it gives them more room to concentrate on their assignment, have time to rest and read	33 (55%)	25 (41.66%)	1 (1.66%)	1 (1.66%)	60 100%
2	Married women should not have babies (give birth) until after their academic program so as to ease off the stress for them	9 (15%)	11 (18.33%)	23 (38.33%)	17 (28.33%)	60 100%
3	Women and girls should finish their education before getting married	8 (13.33%)	6 (10%)	19 (31.66%)	27 (45%)	60 100%
4	Marriage is a problem to academic performance in the pursuit of education	11 (18.33%)	9 (15%)	19 (31.66%)	21 (35%)	60 100%
5	Married women should be given counseling by the college authority in order to encourage them to continue in higher education	35 (58.33%)	23 (38.33%)	0 (0%)	2 (3.33%)	60 100%

From the table above, item 11 revealed that 33 making [55%] & 25 making [41%] strongly Agreed and Agreed respectively that When husbands help their wives at home it gives them more room to concentrate on their assignment, have time to rest and read while 1 making [1.66%] and 1 making [1.66%] disagreed and strongly disagreed with the statement.

From the table above, item 12 revealed that 9 making [15%] & 11 making [18.33%] strongly Agreed and Agreed respectively that Married women should not have babies (give birth) until after their academic program so as to ease off the stress for them

while 23 making [38.33%] and 17 making [28.33%] disagreed and strongly disagreed with the statement.

From the table above, item 13 revealed that 8 making [13.33%] & 6 making [10%] strongly agreed and agreed respectively that Women and girls should finish their education before getting married while 19 making [31.66%] and 27 making [45%] disagreed and strongly disagreed with the statement.

From the table above, item 14 revealed that 11 making [18.33%] & 9 making [15%] strongly agreed and Agreed show that Marriage is a problem to academic performance in the pursuit of education while 19 making [31.66%] and 21 making [35%] disagreed and strongly disagreed with the statement.

From the table above, item 15 revealed that 35 making [58.33%] & 23 making [38.33%] strongly agreed and agreed respectively that free Married women should be given counselling by the college authority in order to encourage them to continue in higher education while 0 making [0%] and 2 making [3.33%] disagreed and strongly disagreed with the statement.

4.2 Discussion of the findings

The study indicates strongly agreed that Education enable women to get a career. Again the responses from the respondent's shows agreed that Women need higher education for self development and other aspects of life. The result from the findings proof strongly disagree with the statement that marital status is a problem in the academic pursuit of women in education and also the findings said agreed that a lot of factors arise as a result of women being married that affects their academic performance, this findings also prove agreed that Married women do not have enough time to concentrate on their studies.

The results of the finding show strongly agree that Married women have divided attention between their marriage and their studies, the responses from the respondents indicate agreed that Married women without children also face problem in their academics. It can also be deduced form the results of the findings indicate agreed that Socio-economic standard of the husband affects the academic performance of married women. The result indicate strongly agree to this statement that some married women

come late to lectures as a result of trying to meet up with the demands of taking care of the home, the result show agreed that Married women would have performed better if they were single (not married).

The following can also be deduced from the results of the findings: the respondents strongly agree with the statement that When husbands help their wives at home, it gives them more room to concentrate on their assignment, have time to rest and read, the result prove strongly disagree with this statement that Married women should not have babies (give birth) until a after their academic program so as to ease off the stress for them, the findings show disagree with the statement that Women and girls should finish their education before getting married. The responses provided disagree that Marriage is a problem to academic performance in the pursuit of education. The findings said that Married women should be given counselling by the college authority in order to encourage them to continue in higher education.

4.3 Summary of Findings

This research aimed at findings the factors affecting the academic performance of women in the Directorate of Undergraduate Studies FCE Yola. This was deduced from the findings that education enables women to get a career, "if you educate a woman you educate a nation." So women need higher education for self development and other aspects of life.

A lot of factors affect women as the result of being married which tend to have some negative effect on their academic performance. Most married women complain that there is no enough time for them to concentrate on their study as result of that it affects them Some married women have divided attention between their marriage and their study due to this fact, it affect their performance. The socio-economic standard of the husband also affect the academic performance of their wives. Being married women; make them always come to lectures late as a result of trying to meet up with the demands of taking care of the home.

Husbands are encouraged to help their wives at home so that they can do well in their studies because it will give them more room for concentration on their assignment, have time to rest and read. Counselling services should be established to help women on how to manage their time and their home cares and to encourage them to continue

in higher education. The school authority should organize awareness to the married women on birth spacing to help them reduce some stress of the family for appropriate concentration in their education.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter contains some suggestion and recommendation based on the findings of the research. Having seen the importance of women education and the need for women to obtain higher education even though married women are faced with a lot of challenges which tend to hinder their effective academic performance.

5.2 Summary

This research aimed at finding the factors affecting the academic performance of women in the Directorate of Undergraduate Studies FCE, Yola. This was deduced from the findings that education enables women to get a career, "if you educate a woman you educate a nation." So women need higher education for self development and other aspects of life.

A lot of factors affect women as the result of being married which tend to have some negative effect on their academic performance. Most married women complain that there is no enough time for them to concentrate on their study as result, it affects them some married women have divided attention between their marriage and their study due to this fact, it affect their performance. The socio-economic standard of the husband also affects the academic performance of their wives. Being married women; make them always come to lectures late as a result of trying to meet up with the demands of taking care of the home.

5.3 Conclusion

The study indicates strongly agreed that education enable women to get a career. Again the responses from the respondent's shows agreed that women need higher education for self development and other aspects of life. The result from the findings proof strongly disagree with the statement that marital status is a problem in the academic pursuit of women being married that affects their academic performance, this findings also prove agreed that married women do not have enough time to concentrate on their studies.

The results of the finding show strongly agree that married women have divided attention between their marriage and their studies, the responses from the respondents indicate agreed that married women without children also face problem in their academics. It can also be deduced from the results of the finding indicate agreed that socio-economic standard of the husband affects the academic performance of married women. The result indicate strongly agree to this statement that some married women come late to lectures as a result of trying to meet up with the demands of taking care of the home, the result show agreed that married women would have performed better if they were single (not married).

The following can also be deduced from the results of the findings: the respondents strongly agree with the statement that when husbands help their wives at home, it gives them more room to concentrate on their assignment, have time to rest and read, the result prove strongly disagree with this statement that married women should not have babies (give birth) until a after their academic program so as to ease off the street for the stress for them, the findings show disagree with the statement that women and girls should finish their education before getting married. The responses provided disagree that marriage is a problem to academic performance in the pursuit of education. The findings said that married women should be given counseling by the college authority in order to encourage them to continue in higher education.

5.4 Recommendation

Married women to discuss and agree with their husbands on the issue of family planning, as having babies and at the same time schooling is difficult for the mother and as well the child would suffer improper care and attention given to it. Husbands are to help their wives with some domestic work so as to give the women more time to study, rest, and do their assignments, married women should on their own side plan and manage their time well to avoid late coming to school.

The college guidance and counseling unit to organize a kind of orientation counseling services mainly for married women where they would be given appropriate counseling on how to manage themselves between marriage and their academic program, counselor to talk to women about time management, study habits, accepting the fact that they can still perform well even though married, this would encourage

married women to pursue their aspirations with great courage. The government should not relent her effort in enlightening the society through sensitization on the benefit of women/girl - child education as this would help change the notion based on culture that women don't need education or that women education end in the kitchen.

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Directorate of Undergraduate Studies,
Federal College of Education, Yola
Department of Biology Education.

Dear Respondent,

I am a final year student of the above named institution. I am writing my final year project with the topic "**Factors Affecting the Academic Performance of Married Women in the Directorate of Undergraduate Studies (DUS) FCE, Yola**".

I hereby solicit for your support and cooperation in providing the information required in this questionnaire. I strongly assure you that the information you will provide will strictly be used for academic purpose only.

I hope my request would be given due consideration.

Yours faithfully,

Lduwuya William Dzarma (Mrs)
DUS/BIO/2016/0004

Instruction

The respondents are to tick the chosen option in the table containing the question/statement using the keys below:

- SA - Strongly Agree
A - Agree
SD - Strongly Disagree
D - Disagree

Section A:

Personal Information of the Respondents

1. Number of years in marriage:
2. Number of children:
3. Religion:
4. Level:
5. Educational qualification:
6. Husband's educational qualification:

Section B:

You are please required to tick in the appropriate column as you choose to be your response to the question/statement.

	Code	4	3	2	1
S/N	Question/Statement	SA	A	SD	D
1.	Education enables women to get a career				
2.	Women need higher education for self development and other aspects of life.				
3.	Marital status is a problem in the academic pursuit of women in education.				
4.	A lot of factors arise as a result of women being married that affects their academic performance.				
5.	Married women do not have enough time to concentrate on their studies.				

6.	Married women have divided attention between their marriage and their studies.				
7.	Married women without children also face problems in their academics.				
8.	Socio-economic standard of the husband affects the academic performance of married women.				
9.	Some married women come late to lectures as a result of trying to meet up with the demands of taking care of the home.				
10.	Married women would have performed better if they were single (not married).				
11.	When husbands help their wives at home, it gives them more room to concentrate on their assignment, have time to rest and read.				
12.	Married women should not have babies (give birth) until after their academic program so as to ease off the stress for them.				
13.	Women and girls should finish their education before getting married.				
14.	Marriage is a problem to academic performance in the pursuit of education.				
15.	Married women should be given counseling by the college authority in order to encourage them to continue in higher education.				