

Marital Conflict and Students Academic Performance: A Study of Government Day Secondary School Nukkai, Jalingo Local Government Area of Taraba State, Nigeria.

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ABSTRACT: *This study investigates whether marital conflict has influence on students' academic performance using Government Day Secondary School, Nukkai, Jalingo Local government Area, Taraba State Nigeria as the study locale. With the aid of the study objectives, hypotheses were formulated in the study. A sample size of 238 was adopted from the population of the study using Taro Yamane formula for sample size determination. The simple random and proportionate sampling techniques were utilized in this study. The summation of all the responses was presented using frequency distribution tables and simple percentages, while chi-square statistical tool was applied to test the hypotheses formulated in the study. The test statistics unearthed among others that there is a significant relationship between inadequate financial support and students' academic performance in GDSS Nukkai, Jalingo Local Government Area of Taraba State. The study concludes that marital conflict influences students' academic performance in the form of inadequate financial support and spousal battery in GDSS Nukkai Jalingo Metropolis, Taraba State Nigeria. The study recommends among others that parents and close relatives should ensure that adequate financial resources and other logistics necessary for meeting the basic educational needs of students be made available to students, so as to enhance excellent performance in school.*

KEYWORDS– *Academic Performance, Marital Conflict, Spousal Battering, Students, Inadequate Finance.*

I. INTRODUCTION

Marriage is a relationship that functions on many levels. Marriage is an intricate tapestry, which comprises of many strands woven and intermingled in a special kind of way. That the function of the family which is the primary group in the society across the globe is entrusted to parents for care and training of its future citizens Karanja (2016). Kolo (2011) posits that a well nurtured marriage today, is a prosperous and clean world of tomorrow, a disturbed marriage has no peace, unorganized and cannot perform its function effectively. A family is a group of individual set to achieve certain functions such as procreation, regulation of sexual behavior, economic support, and socialization, it should be therefore be seen as an agency for transmitting the cultural heritage of the society from one generation to another. Stable family is therefore a valuable institution, but it is today faced with multiple threats to its survival. The most dramatic sad trends in family survival of recent times which have been on the increase are marital dissatisfaction, marital conflicts and crisis, which is leading to numerous problems and is pointing to decline in believe and family disorganization, bringing about numerous societal ills (Lesmin & Sarker, 2008). Marital conflict is one major factor that plays a large negative role in child development. Similarly, (Castro-Martin & Bumpass, 2009) narrated that children who witness higher level of marital conflict are more likely to internalize stress resulting in a multitude of negative somatic symptoms including frequent illness, physiological indications of chronic stress, high levels of blood pressure, heart rate reaction and poor academic performance. Marital conflict could occur when one or persons are self- centered, in

such scenario, one selfishly wants what he or she wants without consideration for the capabilities, plans, or the goals of his or her spouse, (Narad & Abdullah, 2016) opined that marriage is said to be the bedrock and foundation of family and society, marriage is therefore traditionally rooted in an arrangement between families and not essentially between two individuals (Karanja, 2016), has stressed that many other issues such as psycho-social, cultural and economic problems make people to deviate significantly from the objectives of marriage. Marriage therefore consistently calls for adjustment as the relationship can have either positive or negative influence on the family.

Marital conflicts in whatever guise occur in all human societies but it is observed in various degrees. Marital conflict is one that occurs between husband and wife, it exists where husband and wife have different opinions about issues, events or activities which cannot be mutually resolved (Kolo 2011). Marital conflict usually arises mostly due to lack of understanding between the man and his wife, differences in the level of education, social backgrounds, physical maintenance, love making and extra marital affairs are some of the circumstances factors to incessant marital conflict (Karanja 2016). Marriage is the union of a man and a woman from different backgrounds to become husband and wife and spent most of their life together.

Marital conflict is associated with heated quarrels, violence, and separation and in extreme cases divorce, it may be described as a struggle, clash, strife, disagreement or quarrel between husband and wife, and sometimes with other members of the household, over opposing needs, ideas, beliefs, values or goals (Arewa 2006).

Academic performance is an active demonstration that assesses students learning, such as presentation, musical and dramatic performances. According to (Narad & Abdullah, 2016), academic performance can be viewed as the knowledge gained which is assessed by marks, by a teacher and/or educational goals set by students and teachers to be achieved over a specific period. Exposure to marital conflict might influence students directly or indirectly through its effect on their academics. It would appear, then, that broken homes may present a very serious danger to the emotional, personality, and mental adjustment of the young adolescent. The effect of marital conflict on children has fast become a central point for both discussions and research among Social Scientists. According to (Nazir et al., 2017), the home influences the child at the most impressionable time of his life, at a time when his mind is most receptive it provides the first impression, it is in the home that a child learns his earliest lessons in obedience, politeness, and consideration for others. If the home and the schoolwork in the same direction are geared towards the best development of the child, the result will be excellent, but if the school pulls in one direction while the home in another, the child's true development is bound to be handicapped. It is then true that, a conflict riddled family or broken home cannot be conducive for the smooth learning of the child, because the home will only succeed in pulling down what the child has learnt in school because of lack of reinforcement from the home, (Kolo, 2011), opined that a child from broken home fails to make necessary adjustment at school, he becomes mal-adjusted. Children that grow up in a broken home are unlikely to develop their academic potentials to the fullest, while children brought up in a stabilized and organized home are more likely to develop to a full fledged human beings, being able to discover their academic and other attributes leading to success in life endeavors.

According to (Mellissa et al., 2006), a child from conflict home may lead to feelings of insecurity that continues throughout his childhood to adolescence, in a broken home where a child is left with only the father, the man is likely to be unable to bring up the child well for school and church or stay at home constantly to guide the child through his academics, there is a tendency for the father to trust the child's welfare to school. However, the school is the next solution or alternative to the calm peaceful atmosphere and above parental love that the home gives to the child. Parental conflict places youths at risk for difficulties in academic achievement (Mellissa et al, 2006). Dana, 2011, unveiled that deficits of cognitive performance have been found when children in divorced or father- absent families are compared with children from intact families particularly in quantitative performance. But the findings are rather mixed and depend on a variety of factors such as gender and age of the child, length of time since the divorce and the type of cognitive skills are tested.

(Narad & Abdullah, 2016), opined that students from intact families are well taken care of, their school fees are timely paid; their uniforms, reading and writing materials are never lacking which goes a long way in boosting their confidence and earn them fewer worries as regards their academics. While students from broken homes

brood and engage in ill thoughts that cause distractions from school, the students from intact family are busy concentrating on their academics which in turn boost their performance.

According to (Dana, 2011), remarrying of parents can add to, rather than subtract from, the stress of a child. Divorce makes children unsafe, uncertain of the future or makes children feel that the future is bleak, and they become helpless because they fear that something bad could happen to them, (Arewa, 2006). Some children perform better in school as an attempt to shut out problems at home. In contrast, other children may intentionally allow grades to slip to gain attention from both parents. Children living with newly divorced parents are more likely to be late for school and are less likely to have some help in their homework.

(Gbenda & Akume, 2002), revealed that teachers may have pessimistic views concerning children from single-parent families. In some cases, teachers might have negative attitude towards one-parent children and react to their behavior issues in a negative way. Teachers may also perceive children's intellectual ability in stereotypical ways as well. According to (Arewa, 2006), children may experience mood changes, anger, and frustration while at school and children from divorced parents may be more disorderly in class, have less proficiency in study habits, and be absentminded more frequently than children from two-parent families. (Dana, 2011), unveiled that children in one-parent families may have more household tasks and responsibilities adding to their stress level than children from two - parent families, thereby affecting their academic performance.

Conflict, an inevitable fact of life, refers to the opposing ideas and actions of different entities which results in an antagonistic state or the disagreement between people due to perceived incompatible goals. As couples progress deeper into their relationships, it is inevitable that opinions and feelings may differ. Conflict becomes destructive when individuals' "weapons" are turned against each other instead of the problem.

Marital conflicts are natural because individuals are unique with different temperaments, tastes, habits, likes and dislikes. Temperament is a fundamental disposition of the soul, which manifests itself whenever an impression is made upon the mind and is part of the features of one's personality that are present at birth and have a genetic or biological basis. Kolo (2011) stressed that infidelity among either couple is another cause of marital conflict. Infidelity refers to a breach of the expectation of sexual exclusivity. Infidelity can comprise of several activities including having an affair, extramarital relationship, cheating, sexual intercourse, oral sex, kissing, fondling, and emotional connections that are beyond friendships, (Dana, 2011). Disclosure of infidelity by a partner may cause feelings of deep pain, hurt, anger and resentment to the non-offending partner and feelings of guilt, shame, and loss in the involved partner.

Domestic violence also plays significance role in marital disputes. The cycle of violence that often repeats from one generation to the next puts marriage under threat from the outset. Violence and the abuse of power are evident in all types of families with many men viewing their partners and children as their property. More evidence on social media attests to the fact that violence is a major contributor to the breakdown in relationships.

A good marriage can be as simple as removing unnecessary distractions, slowing down, and spending time with the one we love most. Couples need to talk about everything, and must learn to communicate effectively with your spouse. Have those deeper conversations that need to be heard. This signals the impact of conflict in marriage and academic success of children. It will therefore be imperative that the aforementioned circumstances are tackled to ensure a serene learning and living environment for the growing child. From the foregoing, this study therefore will attempt to use the guide of the above stated issues to bring to fore the impact of marital conflicts on academic performance of students in Government Day Secondary School Nukkai. These problems necessitated the need for a study on the Influence of Marital Conflict on the Academic Performance of Students in Government Day Secondary Nukkai, Jalingo Metropolis, Taraba State.

II. STATEMENT OF THE PROBLEM

The fact that two people agree or plan to live together as husband and wife calls for different expectations and hopes, some which may be fulfilled and some which may not be fulfilled and can lead to misunderstanding as well as marital conflict. There is no doubt that the prevalence of marital conflict in our contemporary society is

frighteningly on the increase. In an ideal situation, children should happily live with their parents in order to actualize healthier and prosperous achievements which include basic and quality education which in turn elevates the children's academic performance. However, due to marital conflict accruing as a result of misunderstanding between spouse, students' academic performance appears to have been affected. This study therefore, investigates whether marital conflict in the form of inadequate financial support and spousal battering influences students' academic performance using Government Day Secondary School Nukkai, Jalingo, Taraba State as the study locale.

III. RESEARCH QUESTIONS

The following research questions are deemed imperative for this study;

- i. Does inadequacy of financial support influence students' academic performance in Government Day Secondary School Nukkai Jalingo Local Government Area of Taraba State?
- ii. Does spousal battering affects students' academic performance in Government Day Secondary School Nukkai Jalingo Local Government of Taraba State?

IV. OBJECTIVES OF THE STUDY

The general objective of this study is to investigate the impact of marital conflict on students' academic performance in Government Day Secondary School Nukkai. The specific objectives are;

- i. To identify whether inadequacy of financial support influences students' academic performance in Government Day Secondary School Nukkai Jalingo Local Government Area of Taraba State.
- ii. To determine whether spousal battering affects students' academic performance in Government Day Secondary School Nukkai Jalingo Local Government Area of Taraba State.

V. RESEARCH HYPOTHESES

The following hypotheses were formulated in this study:

- H₀₁: There is no significant relationship between inadequate financial support and students' academic performance in Government Day Secondary School Nukkai.
- H₀₂: There is no significant relationship between spousal battering and students' academic performance in Government Day Secondary School Nukkai.

VI. CONCEPTUAL CLARIFICATIONS

Conceptualizing Marital Conflict

According to Kolo (2011), marital conflict is associated with heated quarrels, violence, and separation and in extreme cases divorce. Similarly, Karanja (2016), opined that marital conflict may be described as a struggle, clash, strife, disagreement or quarrel between husband and wife, and sometimes with other members of the household, over opposing needs, ideas, beliefs, values or goals opposing interest, drives or impulse within an individual or between two or more persons which may endues great stress from the union.

Nazir et al, (2017), maintained that conflict do exist between spouses that a relationship is dead when the couples show complete indifference or apartheid. Marital Conflict is part and parcel of what keep any relationship active if properly managed. Dana (2011), viewed conflict as frustrating and misunderstanding for all marriages, and essential for marital growth. When a family has a decision to make on any issue but the members fall to agree in opinions or values, conflicts is generated. As the opposing faction tries to influence the decision of his/her own opinion, conflict worsens.

Gbenda and Akume, (2002), defined marital conflict as simultaneous arousal of two or more incompatible motives on the other hand. It is an emotional tension resulting from incompatible needs or drives. Academic America Encyclopedia outlined that psychologists and social psychologist locate the causes of marital conflict as behavior in human nature, either in the imperatives of survival that have a programmed form of aggressive and defensive responses or an individual aggressive impulses triggered by personality dynamics such as ego

needs, frustration and the projection and displacement of inner anxiety unto other. Narad and Abdullah (2016), narrated that conflict is a condition in which one individual or group engages in conscious opposition to other (groups or individual) which is called “struggle” over values and claims to scarce status, power or resources. Arewa (2006), views conflict as a result of lack of proper channel for effective communication. Olaitan and Akpan (2003), asserted that effective communication is one of the key pillars to developing oneness, sound relationship, success and happiness within the family, two people cannot live together without effective communication. In another dimension, Imeokparia (2018), asserted that the recipes for effective communication is by maintaining eye contact, paying attention to each other, have feeling for one another, observe body language and avoid interruptions.

Conceptualizing Students Academic Performance

According to Karanja (2016), academic performance of students is the centre around which the whole education system revolves. The success and failure of any educational institution is measured in terms of academic performance of students. Not only the schools, but parents also have very high expectations from students with respect to their academic performance, as they believe that better academic results may lead to better career options and future security. Academic performance refers to the knowledge attained and designated by marks, assigned by teacher. In educational context, academic performance is the educational goal to be achieved by a student. Academic performance is said to be the direct outcome of learning. These usually indicate that learning has taken place. Bandura (2011), stressed that it is possible to learn a task and yet perform poorly in it. Karanja (2016), unveiled learning as a persisting change in performance potential that results from experience and interaction with the world. Learning is a continuous process and does not stop until when one’s passed on. For learning to be observed there must be demonstration through performance on related tasks or skills. The learning process has potential and influencing performance on task. In an academic setting, performance can be referred to as academic achievement. The academic performance is demonstrated through the use of scores on assignment, tests or examination over the years. The results when transformed into grades, ranks or percentage use to determine the competence of the student’s achievement in a course. Kolo (2011) revealed that there are five main categories of learning outcomes. They are verbal information, intellectual skills, cognitive strategies, attitudes and motor skills, if anything distracts one of these learning outcomes, it will virtually affect the student’s academic performance, due to their importance in learning process. Performance is the direct outcome of learning. It is the main indicator showing that learning has taken place.

Cumming and Davies (2002), viewed that, for learning to be observed, there must be demonstration through performance on related tasks. Performance though depends on learning and as such, low performance may necessarily reflect inadequately in the learning or due to certain factors which might have affected the learning process. It is very possible to learn a task and yet performs very poorly in such tasks. Margolin (2007), posits that student’s performance in tertiary institutions vary from schools to schools, due to some factors that includes; course taken, previous performance, marital status, parental influence on students’ academic work, age, full-time/part-time studies, and citizenship. Marital conflict leads to fathers issuing confusing and threatening commands to their sons, and direct impact on the children. Marital conflict is associated with maladaptive behavior on the part of the children. Gbenda and Akume (2002), stated that family with conflict makes the children to be aggressive and have behavior problems with lower academic performance, even when conflict is not overt, it has often not gone unnoticed by the children. Lesmin and Saker (2018), depicts that diminished academic performance in children has been noted from high conflict families and are viewed in their social world through their overly negative and hostile ways. (Olaitan and Akpan (2003), averred that marital conflict side effects amongst others includes; significant changes in parenting behavior, attachment and other vital emotional structures and systems within the family. Fathers in high conflict marriages have been shown to be more withdrawn and less involved in parenting. Children of conflicted home of all ages, react to background anger as stressor, no one particular age is more vulnerable.

VII. RESEARCH METHODOLOGY

Research Design

The study employed survey research design. This was because it has the advantage of effectively aiding the researchers to gather first-hand information, from the selected portion of the population through administration of questionnaire method in order to investigate the relationship between marital conflict and students' academic performance in Government Day Secondary School Nukkai, Jalingo Local Government Area of Taraba State, of Nigeria. This study was carried out in Jalingo Local Government Area, specifically Government Day Secondary School Nukkai (GDSS Nukkai). The school was selected based on the fact that there are large numbers of students and a good number of students are from conflict affiliated homes.

The population of the study was the total number of students of Government Day Secondary School Nukkai which was 8,220 while the target population for the study was 585 senior secondary students of government day secondary school Nukkai Jalingo Local Government Area. To determine the sample size for the study, Taro Yamane (1967) formula for sample size determination, in choosing the sample for the study, the first sampling technique that was adopted was the simple random technique. This technique was utilized to select the senior secondary school students (SSI, SSII, and SSIII) in Government Day Secondary School Nukkai. The essence for the adoption of simple random technique was to ensure effective coverage of the study area by the researchers. Simple random sampling is a probability sampling in which every element in the population has an equal chance of being selected in the subsequent sample.

The second sampling technique that was employed in this study was the proportionate sampling technique. This technique was used in assigning the number of respondents that were selected from each of the classes, given that the classes may not have equal number of population.

In order to boost the information needed for a thorough and objective conduct of this study, the study utilized both primary and secondary sources of data collection. The primary source of data collection consists of questionnaire. The questionnaire was deemed imperative for this study because, it creates room for the anonymity of respondents, reduces bias errors, and ensures reliability and high response rate in a research while the secondary sources of data collection consists of information generated from text books, journal articles, and conference proceedings. The indicators of the independent variable "Marital Conflict" are; spousal battering and inadequate financial support. The questionnaire was structured in Likert summated format with a modified four-point response scale. In this type of questionnaire, the respondents were given responds options. These options served as the quantification of the respondent's agreement or disagreement on a particular scale. Below are the designated quantifications that was used in the questionnaire: Strongly Agree =4, Agree = 3, Disagree = 2 and Strongly Disagree = 1.

Efforts will be made to ensure the content validity of the questionnaire by dividing the variables into specific themes so that the respondents will understand and easily respond to it. Expert's scrutiny will also be employed to ensure the validity of the questionnaire. The questionnaire will be scrutinized and appraised by experts in the phenomena under the study to ascertain the relevance of the items in relation to the objectives of the study, the language of the instrument in relation to the cognitive capacities of the respondents, and the comprehensives of the questionnaire in relation to the coverage or the itemization sections. The vetted questionnaire will help to improve the quality of the items and the general validity of instrument.

In this study, frequency distribution tables will be used to present the raw data from the field quantitatively for the purpose of easy and accurate interpretation, the simple percentage (%) will be used to present the respond rate of the question asked and to convert information collected from the field into a more statistical construction as to produce a concise report, while the Chi-square (X^2) statistical tool was used to test the hypotheses formulated in the study.

The formula for the Chi-square is depicted below:

$$X^2 = \sum \frac{(O - E)^2}{E}$$

E

Where,

X^2 = Chi-square

Σ = Summation Sign

o = Observed Frequencies

e = Expected Frequencies

i = Summation Sign i.e summing all cells

Given the formula to calculate the expected frequency of a cell, the formula run thus;

$$E F = \frac{\text{Row Total} \times \text{Column Total}}{\text{Grand Total}}$$

Accommodating to the unforeseen change factors, the researcher sets the level of significance at 5%. Also, the degree of freedom (df) is determined in order to apply the Chi-square (X^2) test.

$$df = (r-1) (c-1)$$

r = Number of Rows

c = Number of Columns

DECISION RULE

1. If the calculated value of Chi-square (x^2) is greater than the critical value of Chi-square (x^2), reject the null hypothesis.
2. If the calculated value of chi-square(x^2) is less than the critical value of chi-square(x^2), accept the null hypothesis.

VIII. THEORETICAL FRAMEWORK

Karl Marx conflict theory was adopted as the theory suitable to guide this study. The conflict theory was propounded by Karl Marx in 1818 and was published in Berlin in 1867 by posthumously in a book titled; Das Kapital. Karl Marx is a German theorist and political activist of the 19th century who attributed the basis of marital conflict to materialism. Marx stated that our individual differences, class, associations and interests are what trigger marital conflicts. Marx theorized that the resulting set of class consciousness, representing different socio-economic levels and interests, is what is leading to inevitable marital conflicts that we face from day to day. The theorist further stated that class consciousness is necessary for any constructive change to happen. Karl Marx also emphasized that as stressful as family conflict can become at times, there are genuine benefit resolving it which would otherwise not prescript themselves if it did not arise.

Marxist theory emphasizes that marital conflict benefits can come in the form of personal growth, stronger bonds, increase productivity and overall boost in moral. There are also interpersonal relationship agreements as well as peace when issues are resolved. It creates long time bonds that help in strengthening the family bonds time. Marital conflicts are unavoidable aspects of everyday life. Conflicts occurring between two or more people who disagree on issues that threatens their respective goals, values, or needs. The ultimate root of marital conflicts happens when one perceive something or someone as a threat to some area of one's wellbeing. Threats typically trigger emotional responses. When this happens, your ability to view and approach the situation in an objective manner is hampered. This in turns makes it seem like there is a limited number of solutions to a particular problem. Once perspective is hampered by emotion, communication becomes difficult.

The conflict theory has been used to explain a wide range of social phenomena, including wars and revolutions, wealth and poverty, discrimination and domestic violence. This theory therefore is significantly important to this study as it help explain the causes of marital conflict. Marital conflicts are mostly attributed to poverty, the theory has been able to unveil the concept of poverty and how it relates to marital conflict. The struggle for dominant, economic resources could result to marriage conflict that may also influence the upbringing of children and their academic performance.

IX. DATA PRESENTATION

Research Question: Does inadequacy of financial support influence students' academic performance in Government Day Secondary School Nukkai Jalingo Local Government Area of Taraba State?

Table 1: Respondents perception on whether inadequacy of financial support influence students' academic performance in Government Day Secondary School Nukkai Jalingo Local Government Area of Taraba State

S/N	Items	SA	A	D	SD	Total
1.	Parents financial difficulties affect students' academic activities	86 (39.8%)	26 (12.0%)	74 (34.3%)	30 (13.9%)	216 (100%)
2.	Ineffective common earnings result in inadequate for effective learning processes	39 (18.1%)	17 (7.9%)	60 (27.8%)	100 (46.3%)	216 (100%)
3.	Inadequate funds impede the purchase of students' educational materials	84 (38.9%)	90 (41.7%)	28 (12.9%)	14 (6.5%)	216 (100%)
4.	Student study interest will be affected if he/she lack the ability to obtain constructional learning materials	59 (27.3%)	26 (12.0%)	101 (46.7%)	30 (13.8%)	216 (100%)
	Total	268	159	263	174	864

Source: Field Survey, 2022.

Table 1 shows the distribution of respondents on inadequate financial support and students' academic performance. In question number 1, out of 216 respondents; (39.8%) strongly agreed that disagreement between husband and wife is a strong negative inter to student academic performance, (12.0%) agreed, (34.3%) disagreed, while (13.9%) strongly disagreed.

In question number 2, out of 216 respondents, (18.1%) strongly agreed that ineffective common earnings result in inadequate for effective learning processes. (7.9%) agreed, (27.8%) disagreed, while (46.3%) strongly disagreed. In question numbers 3, out of 216 respondents, (38.9) strongly agree that inadequate funds impede the purchase of students' educational materials, (41.7%) agreed, (12.9%) disagreed, while (6.5%) strongly disagreed. In question number 4 out of 216 respondents, (27.3%) strongly agreed Student study interest will be affected if he/she lack the ability to obtain constructional learning materials, (12.0%) agreed, (46.7%) disagreed, while (13.8%) strongly disagreed. From table 1 above, it can be seen that the respondents responded greatly that inadequacy of financial support influence students' academic performance.

Research Question: Does spousal battering affects students' academic performance in Government Day Secondary School Nukkai Jalingo Local Government of Taraba State?

Table 2: Respondents perception on whether spousal battering affects students' academic performance in Government Day Secondary School Nukkai Jalingo Local Government of Taraba State

S/N	Items	SA	A	D	SD	Total
5.	A traumatize marriage will discourage conducive learning environment for better student academic performance.	65 (30.2%)	29 (13.4%)	45 (20.8%)	77 (35.6%)	216 (100%)
6.	Students with strong feelings of frustration as a result of dispute in the home displays negative attitude to their studies.	20 (9.4%)	58 (26.8%)	60 (27.7%)	78 (36.1%)	216 (100%)
7.	Marital conflict produces lack of psychological wellbeing on students which results in poor academic performance	50 (23.3%)	60 (27.7%)	87 (40.2%)	19 (8.8%)	216 (100%)
8.	Dispute in the home result into child feelings	12	59	55	90	216

	of moodiness that distract active learning attention in the school	(5.7%)	(27.3%)	(25.4%)	(41.6%)	(100%)
	Total	147	206	247	264	864

Source: Field Survey, 2022.

Table 2 reveals the distribution of respondents on spousal battering and student's academic performance. In question number 5, out of 216 respondents; (30.2%) strongly agreed that a traumatize marriage will discourage conducive learning environment for better student academic performance, (13.4%) agreed, (20.8%) disagreed, while (35.6%) strongly disagreed. In question number 6, out of 216 respondents, (9.4%) strongly agreed that students with strong feelings of frustration as a result of dispute in the home displays negative attitude to their studies, (26.8%) agreed, (27.7%) disagreed, while (36.1%) strongly disagreed. In question number 7, out of 216 respondents, (23.3%) strongly agree marital conflict produces lack of psychological wellbeing on students which results in poor academic performance, (27.7%) agreed, (40.2%) disagreed, while (8.8%) strongly disagreed. In question number 8 out of 216 respondents, (5.7%) strongly agreed that dispute in the home result into child feelings of moodiness that distract active learning attention in the school, (27.3%) agreed, (25.3%) disagreed, while (41.6%) strongly disagreed. From table 2, it can be seen that the respondents responded greatly that spousal battering affect student's academic performance.

X. Statistical Analysis and Test of Hypotheses

Test of Hypothesis One

H₀: There is no significant relationship between inadequate financial support and students' academic performance in Government Day Secondary School Nukkai.

H₁: There is significant relationship between inadequate financial support and students' academic performance in Government Day Secondary School Nukkai.

Hypothesis one was tested using the values of responses on items 1, 2, 3 and 4 respectively in table 1.

Table 3: Contingency table of observed frequencies

Items	SA	A	D	SD	Total
9	86 _a	26 _b	74 _c	30 _d	216 _{B1}
10	39 _e	17 _f	60 _g	100 _h	216 _{B2}
11	84 _i	90 _j	28 _k	14 _l	216 _{B3}
12	59 _m	26 _n	101 _o	30 _p	216 _{B3}
TOTAL	209_{A1}	133_{A2}	162_{A3}	144_{A4}	864_N

Source: Field Survey, 2022.

Table 4: Calculation of expected frequencies

Cell A ₁ B ₁	$\frac{209 \times 216}{864} = 52$	Cell A ₁ B ₂	$\frac{209 \times 216}{864} = 52$	Cell A ₁ B ₃	$\frac{209 \times 216}{864} = 52$	Cell A ₁ B ₄	$\frac{209 \times 216}{864} = 52$
Cell A ₂ B ₁	$\frac{133 \times 216}{864} = 33$	Cell A ₂ B ₂	$\frac{133 \times 216}{864} = 33$	Cell A ₂ B ₃	$\frac{133 \times 216}{864} = 33$	Cell A ₂ B ₄	$\frac{133 \times 216}{864} = 33$
Cell A ₃ B ₁	$\frac{162 \times 216}{864} = 41$	Cell A ₃ B ₂	$\frac{162 \times 216}{864} = 41$	Cell A ₃ B ₃	$\frac{162 \times 216}{864} = 41$	Cell A ₃ B ₄	$\frac{162 \times 216}{864} = 41$
Cell A ₄ B ₁	$\frac{144 \times 216}{864}$	Cell A ₄ B ₂	$\frac{144 \times 216}{864}$	Cell A ₄ B ₃	$\frac{144 \times 216}{864}$	Cell A ₄ B ₄	$\frac{144 \times 216}{864}$

	864 = 36		864 = 36		864 = 36		864 = 36
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Source: Field Survey, 2022.

Table 5: Placing the Observed and Expected Frequencies for Test of Hypothesis One

O	E	O-E	(O-E) ²	(O-E) ² /E
86	52	34	1156	22.231
26	33	-7	49	1.485
74	41	33	1089	26.561
30	36	-6	36	1
39	52	-13	169	3.25
17	33	-16	256	7.758
60	41	19	361	8.805
100	36	64	4096	113.778
84	52	32	1024	19.692
90	33	57	3249	98.456
28	41	-13	169	4.122
14	36	-22	484	13.444
59	52	7	49	0.942
26	33	-7	49	1.485
101	41	60	3600	87.805
30	36	-6	36	1
TOTAL				313.358

Source: Field Survey, 2022.

From the contingency table,

$$\begin{aligned}
 DF &= (r-1)(c-1) \\
 &= (4-1)(4-1) \\
 &= 3 \times 3 \\
 &= 9
 \end{aligned}$$

Thus DF = 9

Decision Rule: At 0.05 level of significance with 9 degree of freedom, the table value of chi-square (X^2) = 16.919 while the calculated value 313.358. Since the calculated value of chi-square (X^2_{cal}) is greater than the table value (X^2_{table}), we therefore accept the alternate hypothesis which states that there is a significant relationship between inadequate financial support and students academic performance in Government Day Secondary School, Nukkai.

Test of Hypothesis Two

H₀: There are no significant relationship between spousal battery and students academic performance in Government Day Secondary School Nukkai.

H₁: There is significant relationship between spousal battery and students academic performance in Government Day Secondary School Nukkai.

Hypothesis two was tested using the values of responses on items 5, 6, 7 and 8 respectively in table 2.

Table 6: Contingency table of observed frequencies

Items	SA	A	D	SD	Total
13	65 _a	29 _b	45 _c	77 _d	216 _{B1}

14	20 _e	58 _f	60 _g	78 _h	216 _{B2}
15	50 _i	60 _j	87 _k	19 _l	216 _{B3}
16	12 _m	59 _n	55 _o	90 _p	216 _{B3}
TOTAL	147_{A1}	206_{A2}	247_{A3}	264_{A4}	864_N

Source: Field Survey, 2022.

Table 7: Calculation of expected frequencies

Cell A ₁ B ₁	$\frac{147 \times 216}{864}$ = 37	Cell A ₁ B ₂	$\frac{147 \times 216}{864}$ = 37	Cell A ₁ B ₃	$\frac{147 \times 216}{864}$ = 37	Cell A ₁ B ₄	$\frac{147 \times 216}{864}$ = 37
Cell A ₂ B ₁	$\frac{206 \times 216}{864}$ = 52	Cell A ₂ B ₂	$\frac{206 \times 216}{864}$ = 52	Cell A ₂ B ₃	$\frac{206 \times 216}{864}$ = 52	Cell A ₂ B ₄	$\frac{206 \times 216}{864}$ = 52
Cell A ₃ B ₁	$\frac{247 \times 216}{864}$ = 62	Cell A ₃ B ₂	$\frac{247 \times 216}{864}$ = 62	Cell A ₃ B ₃	$\frac{247 \times 216}{864}$ = 62	Cell A ₃ B ₄	$\frac{247 \times 216}{864}$ = 62
Cell A ₄ B ₁	$\frac{264 \times 216}{864}$ = 66	Cell A ₄ B ₂	$\frac{264 \times 216}{864}$ = 66	Cell A ₄ B ₃	$\frac{264 \times 216}{864}$ = 66	Cell A ₄ B ₄	$\frac{264 \times 216}{864}$ = 66

Source: Field Survey, 2022.

Table 8: Placing the Observed and Expected Frequencies for Test of Hypothesis Two

O	E	O-E	(O-E) ²	(O-E) ² /E
65	37	28	784	21.2
29	52	-23	529	10.173
45	62	-17	289	4.661
77	66	11	121	1.833
20	37	-17	289	7.811
58	52	6	36	0.692
60	62	-2	4	0.065
78	66	12	144	2.182
50	37	13	169	4.568
60	52	8	64	1.231
87	62	25	625	10.081
19	66	-47	2209	33.470
12	37	-25	625	16.892
59	52	7	49	0.942
55	62	-7	49	0.790
90	66	24	576	8.727
TOTAL				298.145

Source: Field Survey, 2022.

From the contingency table,

$$Df = (r-1)(c-1)$$

$$= (4-1)(4-1)$$

$$= 3 \times 3$$

$$= 9$$

Thus DF = 9

Decision Rule: At 0.05 level of significance with 6 degree of freedom, the table value of chi-square (X^2) = 12.592 while the calculated value 298.145. Since the calculated value of chi-square (X^2_{cal}) is greater than the table value (X^2_{table}), we therefore accept the alternate hypothesis which states that there is a significant relationship between spousal battering and students' academic performance in Government Day Secondary School, Nukkai.

XI. DISCUSSION OF RESEARCH FINDINGS

The first hypothesis reveals that there is a significant relationship between inadequate financial support and students' academic performance in Government Day Secondary School Nukkia, Jalingo Metropolis. This is in line with Rahaman and Latif (2018) who maintained that funding of academic activities of students has great impact on students academic performance. Again, the result is in consonance with the work of Chiamaka (2018) who stressed that marital conflict contributed to student's poor academic performance and that inadequacy in the provision of instructional materials results to poor academic performance on the part of the students. The second hypothesis reveals that there is a significant relationship between spousal battery and students' academic performance in Government Day Secondary School Nukkia, Jalingo Metropolis. This is in consonance with Michelle and Moats (2004) asserted that parental conflict has strong negative indication on how college students performs academically and this finding is supported by the result of present research. The finding is in tandem with Kembe (2008), who stressed that marital conflict of verbal abuse has effect on student's academic performance, self-esteem, loitering, distress, depression and wrong choice in life.

XII. CONTRIBUTION TO KNOWLEDGE

This study makes the following contributions to body of knowledge:

1. Inadequate financial support of parents could negatively influence student's academic performance in the school.
2. Also, the study found out that spousal battering in the home could result to student's poor academic achievement.

XIII. CONCLUSION AND RECOMMENDATIONS

Based on the findings, the study concludes that marital conflict can influence students' academic performance in the form of inadequate financial resources and spousal battery in Nukkai Government Day secondary School, Jalingo Local Government Area of Taraba State.

For this reason, the following recommendations are proffered:

- i. Adequate financial resources and other logistics necessary for meeting basic educational needs of students should be made available for them to enable them meet learning needs.
- ii. Spousal violence in form of battering and in any other form should be avoided by all means as it influences student's academic performance in a very negative way.
- iii. Parent and close relations should do the needful to guarantee peaceful co-existence in the home.

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