Divorce Rates and Child Educational Development in Ekeremor Local Government Area, Bayelsa State

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Abstract

In view of the social cost of divorce, the study is tailored towards exploring the interaction between high rate of divorce and it implication on child educational development in Bayelsa state, with reference to Ekeremor Local Government Area. The modernisation theory provided the theoretical framework for this study. The cross-sectional and co-relational study design served as the study design for the study, while probability (simple random, cluster) and non-probability (purposive) sampling techniques was used for the sampling procedures. Using Taro Yamane formula, the study sampled a total of 300 respondents. Data for the study were collected through structured questionnaire. The analysis of the data collected for the study was subjected to descriptive and inferential statistical analysis using statistics like; percentages, bar-charts, frequency distribution, mean standard deviation, Binary logistics, Pearson correlation and Chi-square test of relationship with the aid of Statistical Package for Social Science(SPSS) version 23.0. Based on the analysis, the study concluded that divorce correlates with child's poor academic performance, socio-economic status of parents play a role in child's academic performance, home play significant role in child intellectual development. Based on the findings, the following recommendations were made; provision of employment for graduates, marriage seminars should be organized for budding couples, couples should live an exemplary life for their children to follow, maturity before marriage should be encouraged by family institution among others.

Key words: Divorce; Rates; Child; Educational development; Ekeremor

INTRODUCTION

Marriage and family are perhaps society's oldest institution in relation to the functional role of socialization that provides the basis for academic excellence. But this is not the case in today's society as divorce has become the trend, particularly in Nigeria where one in three marriages fails (Ingiabuna, 2012). However, Ayodele (2006) remarked that the environment where a child finds himself goes a long way in determining his/her academic performance. That is to say that most times, children are carrier of their parents' identity, as people or teachers most often attribute their child's academic success to their family structure. Nigeria is yet to have a philosophy of education as a result of the family structure in the country.

To set the record straight, Schuz (2006) posits that the vast majority of the population that normal family is an influence for good in society while none parent families (broken homes) are bad news. Though, several scholars have mixed feelings towards this assertion, but in truth, a broken home determines the personality make-up of the child. As most studies seems to affirm that students who grow up with both parents performs better than those with single parents (Festus, 2016). Moreover, life in broken homes can be more demanding, stressful and sorrowful, as in most times resources necessary for providing the upkeep, purchase of educational materials like textbooks and other study materials are usually difficult in achieving good grades in school. Going by this, Binger (2002) argued that poor academic performance stems from number of factors including instability in home, environment, inadequate financial resources

and inconsistent routines. Therefore, when family disintegrates, children often end up as school drop outs, with series of intellectually, psychologically and emotional scars that persist for life. As such, Schultz (2006) remarked that if an adolescent from broken home are compared with those from stable home, it would be seen that the former have more social, emotional and academic problem. Based on the forgoing it is compelling to cast a sociological glance at the upsurge in divorce, with keen interest on the victims whose educational development/ performance is sensitive to early childhood experience.

STATEMENT OF THE PROBLEM

Generally, parents are the most important variable in determining the academic achievement of students. As they tend to give a higher level of psychological support for their children through enriched atmosphere that promotes and encourage the development skills required for success at school (Festus, 2016). As such many of these supports are not provided in broken homes. Corroboratively, it could be offered here that the surname which children bear in school defines the pattern of socialization adopted by their parents at home; in most cases their surname depicts the status, role and even expectation of their teachers in school. But the reverse is the case in broken homes; as it tends to distort the self-concept of the child, particularly among peers with both parents.

Divorce is a thorn on the flesh of children and equally a menace plaguing our society today. The deleterious effect of broken home on the development performance of the child in school cannot be over-emphasized. According to Green (2014), the prevalence of drug crisis, juvenile, crime, teenage pregnancy and educational crisis is predominantly tied to the outbreak of broken homes. This is because the home which serves as a reservoir of affection and socialization ground for basic discipline unavoidably comes to rust, leaving children vulnerable to external influence that makes them to develop what Ibaba (2017) describes as sociopathic personality; an antisocial behavior arising from poor parental socialization in Niger Delta.

Ekeremor Local Government Area provides a sorry example in analyzing the impact of broken homes on the academic performance of a child, particularly with the continuous increase in the number of divorce cases in marriages and the practices of polygamous family system. Again the social stigma ascribed to divorcees in the research locale has really placed a moral burden on the researcher in asking; what are the implications of these divorce cases in Ekeremor Local Government Area on a child's educational development?

OBJECTIVES OF THE STUDY

The objectives of the study are to:
1) Determine the factors responsible for high rate of divorce in Ekeremor Local Government Area;
2) Find out if socio-economic status of parents affects child educational development;
3) Explore the role which the home plays in the intellectual development of a child;
4) Investigate various ways by which divorce affects a child's educational performance.

Study Hypotheses

a. There is a relationship between socio-demographic characteristic and divorce rate.

b. There is a relationship between divorce and academic performance of a child.

c. There is a relationship between socio-economic status of parents and child academic performance.

METHODOLOGY

The study areais Ekeremor Local Government Area, Bayelsa State. The cross sectional and correlational study designs were adopted. The study population constitute individuals (both sexes) that reside in the study area. According to the National Population Commission (2006) the population size of Ekeremor Local Government Area is put at 269,588. However, the Taro Yamane formula was used in determining a sample size of 399 for the study. Based on the nature of the study, probability and non-probability sampling techniques were used for selecting the required sample for the study. Firstly, the study made use of the cluster sampling technique in clustering the (28) villages into (1) Tarakiri, (2) Oyiakiri, (3) Oporomor and (4) Alaibeni clans in Ekeremor Local Government Area.Secondly, the simple random sampling technique was applied using the number of existing villages in each clan, for selecting two (2) villages from each clan (s). Thus, for Tarakiri; Ayamassa and Isampou was randomly selected, while in Oyiakiri; Aleibiri, and Angalaowei-gbene was selected, in Oporomor; Ekeremor and Ndoro was chosen for the study and in Alaibeni; Aggei and Agoroh were randomly selected. This selection was aided with the use of fish bowl technique, and was done without replacement. This was done by writing out the names of the four (4) villages in Tarakiri, nine (9) villages in Oyiakiri, eleven (11) villages in Oporomor and the five (5) villages in Alaibeni on small sheet of folded papers. To some extent this method help to ensure objectivity, as respondents from each clan were asked to select two randomly. This was done until the eight (8) villages was selected.Thirdly, At the point of contacting the individual respondents within the selected communities, the purposive sampling technique was used to select individuals with good knowledge of divorce, particularly divorcees in various homes. Thus, considering the nature of the study at hand, it is pertinent to ensure that the population with the anticipated characteristic or knowledge pertaining to the impact of divorce on the

child academic performance where adequately represented in the study.The data used for this study was obtained from both primary and secondary sources. The primary data was gathered using questionnaire structured on the basis of the research objectives, which was presented to respondents to express their views, opinions, and observations. Secondary data on the other hand refers to already published information. The secondary data used to conduct this study were sourced from textbooks, journals, articles, earlier publications, encyclopedia, and dictionaries. Essentially, the secondary data was used to develop a proper conceptual and theoretical framework for this study, while testing research hypothesis and providing answers to the research questions was made possible by the primary data. Face validity type was adopted with which the assistance of experts in evaluation and measurement was taken into cognizance. In addition to this, a pilot study was done before the actual field work in order to assess its validity.

In analyzing the data collected from the field, the researcher adopted the use of quantitative tool of data analysis since the study was basically a quantitative study. The analysis of the data for this study was based on the measurement scale used for the measurement of data collected, this is to say that data which were nominal in nature were analyzed using descriptive statistics such as; frequencies, percentages and pie charts, mean and standard deviation. Going by this, frequencies, percentages and the pie charts were used in analyzing the socio-demographic characteristics of the respondents since these data are nominal in nature. Also the mean and standard deviation aided the researcher on this behalf. On the contrary, the data that are ordinal and quantitative in nature were analyzed using inferential statistic like Pearson correlation, Chi-square and Binary Logistic Regression through the aid of Statistical Package for Social Sciences (SPSS). Thus provided the basis for testing the hypotheses in this study.

RESULTS

The research questionnaire was administered to three hundred and ninety-nine (399) respondents which is the sample size representing the study population of the eight communities. Of this lot, three hundred (300) questionnaires representing 75% were returned, and ninety-nine (99) questionnaires representing 25% were not returned. Therefore, the analysis will be based on the 300 returned questionnaire.

Table 1
**Socio-demographic profile of Respondents**

Variables	F=300	P=100
Age:		
15-29	90	30.0

To be continued

Continued

| Variables	F=300	P=100
30-44	120	40.0
45-59	60	20.0
60>	30	10.0
Total	300	100
Sex:		
Male	96	32.0
Female	204	68.0
Total	300	100
Religion:		
Christianity	190	63.3
Muslim	4	1.3
ATR	106	35.3
Total	300	100
Marital status:		
Married	40	13.3
Separated	80	26.7
Divorced	110	36.7
Widowed	50	16.7
Single	20	6.7
Total	300	100
Education attainment:		
Primary education	120	40.0
Secondary education	80	26.7
Tertiary	10	3.3
No formal education	90	30.0
Total	300	100
Language:		
Ijaw	290	96.7
Engish	10	3.3
Total	300	100
Community:		
Ayamassa	15	5.0
Isampou	20	6.7
Aleibiri	70	23.3
Angalaowei-gbene	30	10.0
Ekeremor	100	33.3
Ndoro	50	16.7
Aggei	7	2.3
Agoroh	8	2.7
Total	300	100

Source: Field Survey

The first variabe categorizes respondents on the basis of age, analysis shows that 90(30.0%) of respondents fall within the age bracket of 15-29, 120 (40.0%) of respondents fall within 30-44 years, 60 (20.0%) of respondents fall within 45-59 years, 30(10.0%) of respondents fall within 60 years and above. From this analysis it obvious that majority of respondents 120(40.0%) fall within the age bracket of 30-34 years.
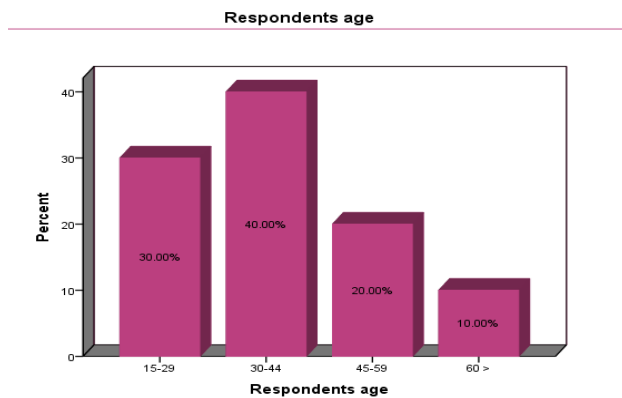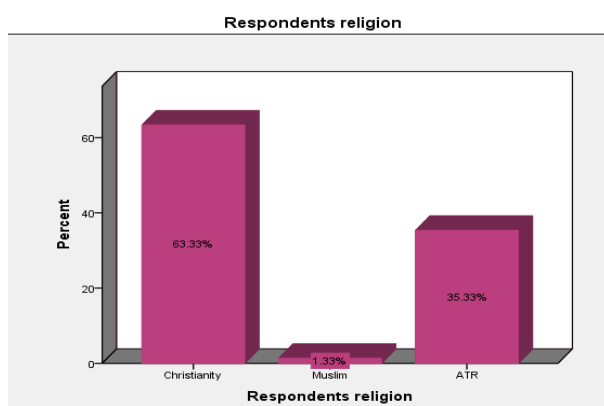
Figure 1
Age of Respondents

The second variable classifies respondents on the basis of sex, analysis show that 96(32.0%) of respondents are male while 204(68.0%) of respondents are female. This implies that men displayed apathy in responding to issues relating to divorce than female.
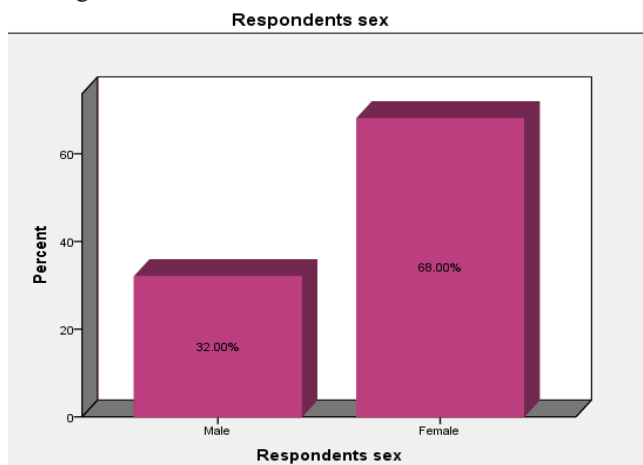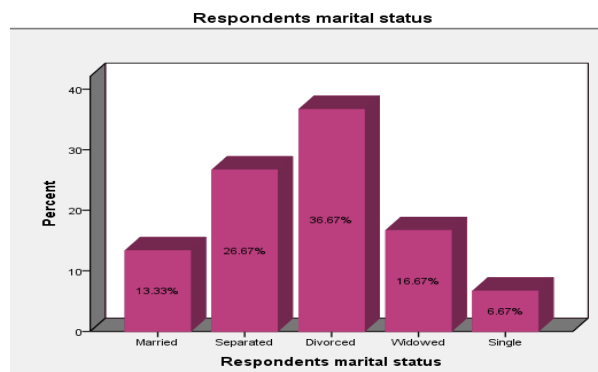

Figure 2
Sex of Respondents

The third variable classifies respondents on the basis of religion, analysis indicate that 190(63.3%) of respondents are Christians, 4(1.3%) of respondents are Muslims, 106(35.3%) of respondents practice African Traditional Religion.
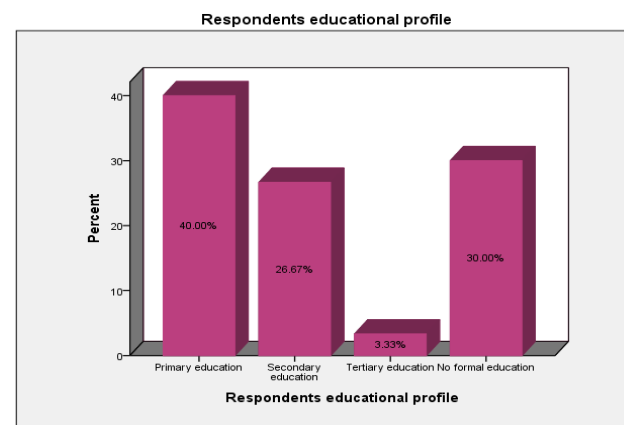

Figure 3
Religion of Respondents

The fourth variable classifies respondents on the basis of marital status, analysis shows that 40(13.3%) of respondents are married, 80(26.7%) of respondents are separated, 110(36.7%) of respondents are divorced, 50(16.7%) of respondents are widowed while 20(6.7%) of respondents are single. This implies that the target population was meet since the overwhelming majority 110(36.7%) of respondents are divorced.

Figure 4
Marital Status of Respondents

The fifth variable classifies respondents on the basis of marital status, findings shows that 120(40.0%) of respondents had primary education, 80(26.7%) of respondents attended secondary school, 10(3.3%) of respondents attended tertiary institution while 90(30.0%) of respondents had no formal education. Based on the forgoing it is indicative that the overwhelming majority 120(40.0%) of respondents had no formal education.

Figure 5
Educational Profile of Respondents

The sixth variable categorize respondents on the basis of language, analysis shows that 290(96.7%) of respondents speak Ijaw language while 10(3.3%) of respondents speak English language. Based on the forgoing it is compelling to state that the overwhelming majority 290(96.7%) of respondents speak Ijaw language.
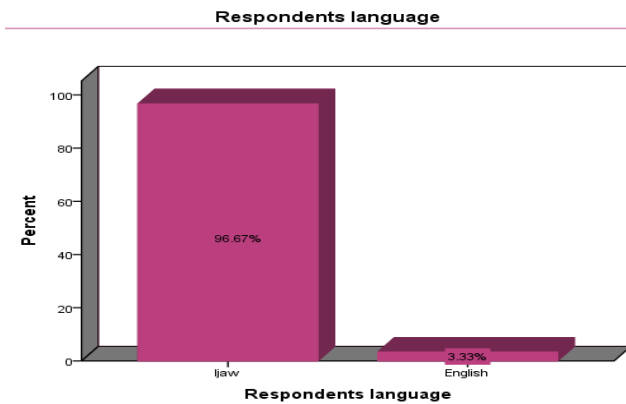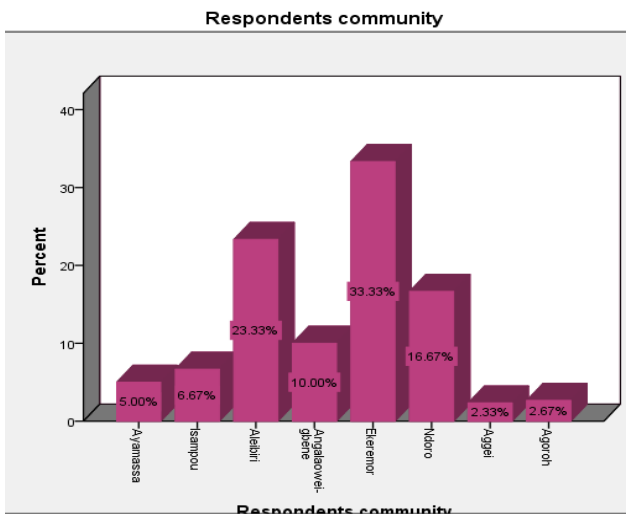
Figure 6
Language of Respondents

The last variable classifies respondents on the basis of community, analysis shows that 15(5.0%) of respondent's hail from Ayamassa, 20(6.7%) of respondents are from Isampou, 70(23.3%) of respondents are from Aleibiri, 30(10.0%) of respondent's hail from Angalaowei-gbene, 100(33.3%) hail from Ekeremor, 50(16.7%) of respondent's hail from Ndoro, 7(2.3%) of respondents come from Aggei while 8(2.7%) of respondent's hail from Agoroh. This implies that the overwhelming majority 100(33.3%) of respondent's hail from Ekeremor.

Figure 7
Respondent's Community

FACTORS RESPONSIBLE FOR INCREASING RATE OF DIVORCE

Based on the objective, the study seeks to measure factors responsible for increasing rate of divorce. In doing this the researcher tried to determine if respondent have been divorced, analysis shows an overwhelming majority 250(83.3%) responding affirmative. Again, the study

tried to find out if early marriage end in divorce, analysis indicates 190(63.3%) response for strongly agree, the researcher tried to find out if financial breakdown leads to divorce, findings indicate an overwhelming majority 80(26.7%) response for strongly disagree. Furthermore, the study also sought to measure if unfaithfulness among couples leads to divorce, analysis shows an overwhelming majority 120(40%) response for strongly agree. And lastly the researcher was keen toward measuring if health status is a criterion for divorce, findings shows an overwhelming majority 100(33.3) response for strongly disagree.

Table 2
Factors Responsible for Increasing Rate of Divorce

Items	Responses	Frequency	Percentage
Have you ever been divorced	Yes	250	83.3
	No	50	16.7
	Total	N=300	100
Early marriage end in divorce	Strongly agree	90	30
	Agree	60	20
	Undecided	30	10
	Disagree	80	26.7
	Strongly disagree	40	13.3
	Total	N=300	100
Financial breakdown leads to divorce	Strongly agree	40	13.3
	Agree	60	20
	Undecided	50	16.7
	Disagree	70	23.3
	Strongly disagree	80	26.7
	Total	N=300	100
Unfaithfulness among couple lead to divorce	Strongly agree	120	40
	Agree	90	30
	Undecided	10	3.33
	Disagree	60	20
	Strongly disagree	20	6.7
	Total	N=300	100
Health status is a criterion for divorce	Strongly agree	50	16.6
	Agree	60	20
	Undecided	10	3.33
	Disagree	80	26.6
	Strongly disagree	100	33.3
	Total	N=300	100

Source: Field Work

SOCIO-ECONOMIC STATUS OF PARENTS AND CHILDS ACADEMIC PERFORMANCE

Secondly the study seeks to measure the relationship between the socio-economic status of parents and

academic performance, meanwhile the researcher tried to find out if respondents bought textbook for their children who were in school, analysis shows an overwhelming majority 130(33.3%) affirmative response. Again the study tried to rate the academic performance of students whose parents bought textbook, findings also indicates an overwhelming majority 120(40%) response for 1st-5th position; furthermore, the researcher made gallant effort to determine if children whose parents failed to pay school fees were not allowed to sit for promotion examination, analysis shows an overwhelming majority 180(60.0%) affirmative response. Similarly, the study made attempt to know if rich parents mostly employ private lesson teachers for their children at home, analysis also shows an overwhelming majority 100(33.3%) response for strongly agree. And lastly the researcher tried to know if children from poor homes are mostly sent back from school for not paying fees, findings reveals an overwhelming majority 120(40.0%) affirmative response.

Table 3
Socio-economic status and Child's Academic Performance

Items	Response	Frequency	Percentage
Do you buy your child's textbook	Yes	130	43.3
	Undecided	80	26.7
	No	90	30
	Total	N=300	100
Rate your child last result position	1st-5th	120	40
	6th -10th	50	16.7
	11th -15th	70	23.3
	16th-20th	40	13.3
	21st>	20	6.7
	Total	N=300	100
Children whose parents fail to pay school fees don't sit for examination	Strongly agree	180	60.0
	Agree	100	33.3
	Undecided	5	1.7
	Disagree	10	3.3
	Strongly disagree	5	1.7
	Total	N=300	100
Rich parents employ private teachers for their children at home	Strongly agree	100	33.3
	Agree	90	30.0
	Undecided	60	20.0
	Disagree	30	10.0
	Strongly disagree	20	6.7
	Total	N=300	100
Children from poor homes are mostly sent back from school for not paying fees	Strongly agree	120	40.0
	Agree	70	23.3
	Undecided	30	10.0
	Disagree	50	16.7
	Strongly disagree	30	10.0
	Total	N=300	100

Source: Field Work

THE ROLE OF HOME IN INTELLECTUAL DEVELOPMENT OF A CHILD

Thirdly, the study made attempt to determine if the homes play any role in the intellectual development of a child, in doing this analysis shows a mean score of 4.4 with standard deviation of 2.1 for peaceful homes shapes the personality of a child early in life. Again, analysis shows an affirmative response for homes where parents are quarrelling reduces the reading hours of children with a mean score of 3.8 and a standard deviation of 2.0. Furthermore, the study tried to determine if students whose parents are sadist find it difficult to socialize with peers in school, analysis shows a mean score of 4.2 with a standard deviation of 2.1, which imply an affirmative response. In the same vein, the researcher deemed it necessary to measure if children whose parents are academician do have easier access to reading material; analysis shows a mean score of 3.8 with a standard deviation of 2.0, which connotes an affirmative response.

Table 4
Role of Home in Intellectual Development of a Child

Items	Variables	Frequency			RD
Early in life peaceful home shapes the child's personality	Strongly agree	200			
	Agree	70			
	Undecided	5	4.4	2.1	Accepted
	Disagree	15			
	Strongly disagree	10			
	Total	N=300			
Homes where parents are quarrelling reduces the reading hours of a child	Strongly agree	121			
	Agree	89			
	Undecided	20	3.8	2.0	Accepted
	Disagree	40			
	Strongly disagree	30			
	Total	N=300			
Students whose parents are sadist find it difficult to socialize with peers	Strongly agree	173			
	Agree	83			
	Undecided	7	4.2	2.1	Accepted
	Disagree	10			
	Strongly disagree	23			
	Total	N=300			
Children's whose parent are academician have easier access to textbook	Strongly agree	152			
	Agree	60			
	Undecided	7	3.8	2.0	Accepted
	Disagree	30			
	Strongly disagree	51			
	Total	N=300			

Source: Field Survey

DIVORCE AND CHILD ACADEMIC PERFORMANCE

Fifthly, the study made attempt to measure the impact of divorce on child's academic performance. In doing this,

the researcher deemed it crucial to determine if students with low Cumulative Grade Point Average (CGPA) are those whose parents are divorced, analysis reveals a mean score of 2.6 with a standard deviation of 1.6 which imply a negative response. Furthermore, the study was interested toward finding out if school dropouts are product of broken homes, result shows a mean score of 3.1 with a standard deviation of 1.8, which means that school dropouts are mostly not product of broken homes. And lastly, the researcher considered it needful to measure if students who skip lectures are product of divorced homes; analysis shows a mean score of 3.9 with a standard deviation of 2.0, which imply that divorce might be a criterion for skipping lectures.

Table 5
Divorce and Child's Academic Performance

Items	Variables	Frequency			RD
Students with low CGPA are those whose parents are divorced	Strongly agree	70			
	Agree	30			
	Undecided	20	2.6	1.6	Rejected
	Disagree	80			
	Strongly disagree	100			
	Total	N=300			
School dropouts are children of divorced parents	Strongly agree	81			
	Agree	69			
	Undecided	12	3.1	1.8	Rejected
	Disagree	63			
	Strongly disagree	75			
	Total	N=300			
Students who skip lectures are product of divorced homes	Strongly agree	111			
	Agree	84			
	Undecided	69	3.9	2.0	Accepted
	Disagree	29			
	Strongly disagree	7			
	Total	N=300			

Source: Field Survey

Hypotheses Testing

H01: There is no significant relationship between socio-demographic characteristics and divorce
Table 6
Variables in the Equation

Step 1a	B	S.E.	Wald	Df	Sig.	Exp(B)
Age	-87.131	12677.057	.000	1	.995	.000
Sex	126.383	13289.164	.000	1	.992	7.715E+54
Religion	56.314	11223.683	.000	1	.996	8631720316833339000000000.000
Marital status	-1.889	2676.541	.000	1	.999	.151
Education	16.159	11251.134	.000	1	.999	10414099.863
Community	-18.210	1643.254	.000	1	.991	.000
Language	-109.924	6622.036	.000	1	.987	.000

Source: Field Survey

In the above table, the socio-demographic characteristics of respondents were analyzed using the Binary Logistics Regression to determine whether socio-demographic characteristics play a role in divorce. From the table below; Age measures 0.995, Sex with 0.992, Religion with 0.996, marital status with 0.999, Education with 0.999, community with 0.991, Language with 0.987. Corroboratively it is evident that socio-demographic characteristics of respondents do not play a role in divorce. Thus the null hypothesis would be accepted.

H02: There is no significant relationship between divorce and academic performance of a child

Table 7
Academic performance

Divorce		1st-5th	6th-10th	11th-15th	16th-20th	21>	Total
Yes	Count	130	60	0	40	20	250
	% of Total	43.3%	20.0%	0.0%	13.3%	6.7%	83.3%
No	Count	0	0	50	0	0	50
	% of Total	0.0%	0.0%	16.7%	0.0%	0.0%	16.7%
Total	Count	130	60	50	40	20	300
% of Total		43.3%	20.0%	16.7%	13.3%	6.7%	100.0%

Source: Field Survey

The table above show the cross tabulation of the two variables (independent- divorce; and dependent; academic performance) which we intend to test with the Chi-square to determine if there is a significant relationship. The result shows that within a count of yes in if respondent have been divorced there were 130(43.3%) of children who scored 1sth -5th position in school, 60(20.0%) scored 6th -10th position, 40(13.3%) scored 16th -20th position while 20(6.7) scored 21st position and above in school making it a total of 250(83.3%) counts. Furthermore, within the count of No, in if respondents have been divorced, there was 50(16.7%) of children who scored 11th -15th position in school, making it an overall count of 300(100%).

Table 8
Showing Cross-tabulation of Divorce and Academic Performance

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	300.000a	4	.000
Likelihood Ratio	270.337	4	.000
Linear-by-Linear Association	22.602	1	.000
N of Valid Cases	300		

Source: Field Survey

Meanwhile, from the above output table the result of the chi-square test reveal that the p< value is 0.000 which mean the relationship between divorce and academic performance is statistically significant. Since for a chi-square test the p< value threshold is 0.05 and the result of the chi-square is less than the threshold P< value, we shall reject the null hypothesis which state that divorce do not play a role in the academic performance and accept the alternative hypothesis which states that there is a link between divorce and academic performance of children.

H03: Socio-economic status of parents does not correlate with child's academic performance

Table 9
Showing Correlation of Parent's Socio-Economic Status and Academic Performance

Correlations			Socio-Economic status	Academic performance
Socio-Economic status	Pearson Correlation		1	.937**
	Sig. (2-tailed)			.000
	N		300	300
Academic performance	Pearson Correlation		.937**	1
	Sig. (2-tailed)		.000	
	N		300	300

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Field Work.

The table above show the cross tabulation of the two variables (independent variable; socio-economic status of parents and dependent variable; child's academic performance) the Pearson correlation coefficient reveal a value at 0.937 while the critical value is at (p<0.00). This shows that the relationship between both variables is statically significant. However, considering the fact that the point of significance is less than 0.05 we shall reject the null hypothesis which states that there is no co-relationship between socio-economic status of parents and child's academic performance and accept the alternative hypothesis which states that there is a relationship between socio-economic status of parents and child's academic performance.

FINDINGS

Firstly, the study found out that the socio-demographic characteristics of respondents never increased the risk of divorce. This is so because experience gathered during the field work reveals that divorcees were found in almost the eight communities under study; as there were rarely any respondent that lack the knowledge of single parenting and its effect in the intellectual development of children. Meanwhile, despite the fact that some society scorn divorcees, it was learnt that in some areas divorcees were accorded with respect, so far the reason behind their action are measured legitimate within the cultural context. Furthermore, the study discovered that children with single parenting experience delay in paying his/her school fees. And this to a great extent hinders the child's academic zealousness. Equally remarkable is the fact children whose parents were academician had easier access reading material. Again, the study discovered that divorce affect the academic performance of children; as finding shows that divorce is criterion for a child to skip lectures. To set the record straight the researcher discovered that children whose parents fail to buy their textbook recorded poor academic performance. Also in

corroboration with the objective, the study discovered that the reading hours of children fells drastically in homes were parents are consistently quarrelling or fighting. Lastly, the study found that unfaithfulness in marriage was a criterion for divorce. On the other hand, the study also finds out that a decline in divorce rate could lead to high academic performance of children. Marriage seminars, maturity before marriage, employment creation were found to be the key antidote to high rate of divorce in the research locale.

CONCLUSION

Based on the findings, the study concludes that socio-demographic characteristic of respondents do not play a role in divorce. However, the study discovered that divorce correlates with poor academic performance of children. The study also concluded that socio-economic status of parents correlates with academic performance. And finally, the study concludes that home play significant role in the child's intellectual development.

RECOMMENDATIONS

Based on the conclusion, the study recommends that, policy makers should provide graduates with employment in other to stabilize the financial strength of various homes. The government should organize marriage seminars where budding couple could be educated on the implication of divorce on the academic performance of children, as this would equip them against the trials experienced in marriage. In the same vein, couples should endeavor to live an exemplary life, owing to the fact that home either retard or stir the intellectual development of children.And lastly it must be noted that marriage is not a game of cheese; as such maturity before marriage should be embedded on cultural practices in the study area.

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