MARITAL INSTABILITY AND CHALLENGES OF FAMILY: A STUDY OF NNEWI

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Abstract
The study investigated the challenges that are associated with marital instability in Nnewi. we examined the demographic characteristics of married couples in the households and the nature of marital instability experienced among them in addition to ascertaining the challenges that cause marital instability in the study area. Descriptive statistics and analysis were employed to analyze data collected from 240 married couples selected using a multi-stage sampling procedure. Results revealed that the average age of the respondents was 42 years; 91.7% c-f them were functionally literate; their average household size comprised of six persons; and seventeen years was their average years of marriage. Findings also revealed that majority of the respondents had low marital instability; factor analysis result showed that socio-cultural difference, psychological factor, economic factor, marriage-based factor, health factor, sex-related factor, challenges and communication-based were the major challenges associated with marital instability among married persons in the study area. Recommendation of the study includes the following: Preparation before marriage by the religions organizations, periodic retreat for married couples, and sex education for the youths.

Introduction
Marriage is the oldest social institution ordained by God as a social ; contract between two individuals to become husband and wife. Marriage t.s ordained by God gives legitimacy to sexual relationship and reproduction for legitimate children (Sarker, 2007). Marriage is the state of being united with a person of the opposite sex as husband or wife for the purpose of companionship, procreation and maintaining a family lineage. (Gove, 2006). However, marital instability has become a thing of concern in this contemporary society and this is associated with separation, divorce, and widowhood. Separation and divorce are social phenomena created by either husband or the wife or both, but widowhood is beyond the control of human being, it is related to death and thus universal (Amina 2008).

Meanwhile, separation may be in two categories: physical Separation i.e. when the husband and the wife reside separately without resolving their marital tie; mental separation i.e. when the couple decides to live together in the same household but without having biological and psychological relations. It s imperative to note that when marriage is dissolved in the court of law, it 's called divorce, but when it is dissolved by death is called widowhood (Amina, 2008). Meanwhile, the term marital instability is used to refer to the process whereby marriages breakdown through separation, desertion or divorce (Lcsmin& Sarah, 2008).
Women in this study is associated with the ladies who are victims of marital instability due to separation and divorce by their husbands. Unfortunately, many children today are faced with the challenges of multiple divorces or separation's within their families. Parents who divorce often go on to remarry or form other
intimate relationships have higher incidence of failure (Amato, 2000; Wallerstcin, Lewis, & Blakeslee, 2000; Ward, 2002).

There are different types of marriages: monogamy and polygamy. Monogamy is generally in two ways; strict monogamy where a person -s allowed only one spouse per lifetime and serial monogamy where people can be married to more than one person - in succession. There are also several specialized types of monogamous marriages that involve cousins; bilateral, matrilaieral, patrilateral and para.'el cousin marriages (Kalatut 2007). Bilateral cross-cousin marriage occurs when two men marry each other's sisters. This entwines families very closely, and some societies continue it over several generations. Multilateral cross cousin marriage occurs when a man is expected to marry his mother's brother's daughter.   Continued over a number of generations, this eventually form, a circle where everyone is connected to each other. Patrilateral cross-cousin marriage occurs when a man is expected to marry his father's sister's daughter. Continued over a number of generations, this eventually forms a circle where everyone is connected to each other. Parallel Cousin marriage is an interesting form of marriage encouraged in some societies between the children of two brothers. This helps keep inheritance and property within the family line.

The term polygamy is a Greek word meaning "the practice of multiple marriage". Polygamy can be defined as any "form of marriage in which a person [has] more than one spouse. Historically, polygamy has been practiced E.S polygyny (one man having more than one wife), or as polyandry (one woman having more than one husband), or, less commonly as "group marriage" (some combination of polygyny and polyandry), All three practices have been found, but polygyny is by far the most common in the world (Kalaful, 2007).   A specialized version is called sororal polygyny where the man's wives arc sisters. Polyandry is where a woman can have more than one husband at the same lime and is generally divided into fraternal polyandry (where the husbands are brothers) and non-fraternal polyandry where the husbands are not related).

Christianity gives room to total monogamy whereby one man is entitled to one wife while in the Islamic world; marriage is sanctioned between a man and up to four women. In most societies in Africa marriage was polygenic, where a man could have multiple wives. In such societies, multiple wives are generally considered a sign of wealth and power. Those of previous generations. They differ in structure, composition, size and function. DeGcnova and Rice (2005) define family as any group of persons united by the ties of marriage, blood, or adoption, or any sexually expressive relationship. Families can be described according to their structure and the relationships among the people in them:

A Voluntary Childless Family is a couple who de cide not to have children (Some refer to this as a childfree family). This is mostly found in the western world. In Africa, a childless family is frowned at by the society, making it clear, that children are valued. A Single-Parent Family consists of a parent (who may or may not have been married) and one or more children. A Nuclear Family consists of a father, mother, and their children. A family origin is the family into which one is born and raised. The family consists of a child, his parents, and his siblings. A family of procreation is the family you establish when you give birth -to your own children. An extended family consists of a man, possibly a partner, any children you might have, and other relatives who live in your household or nearby (this also includes grandparents who are helping to care for grandchildren). A Blended or Reconstituted Family is formed when a widowed or divorced person, with or without children, remarries another person who may or may not have children. If either husband or wife has children from a former marriage or previous relationship, a stepfamily is formed.

The increase in divorce rates is one of the most visible changes in contemporary family life. (Lesthaeghe 2005). Several studies have reported how children living in divorced and other single parent families tend to have lower levels of economic well-being. The increase of the new forms of instability calls for a deep analysis of the new phenomena in order to understand their causes and consequences. Instability and the breakdown of family and conjugal ties have contributed   to   doing   addiction   among   teenagers prostitution, violence, kidnapping, armed-robbery, cultism and religious   intolerance. There are negative consequences on the wellbeing of separated or divorced partners as well as on their children's, and the risks of poverty for women with children increase. The problem therefore is to examine the extent at which marital instability affect children. Secondly, to find out the socio-economic state of the children who are victim of marital instability. Thirdly, to determine the level of influence of different educational background of the couples on marit- instability. To explore the problems of separated and divorced A'omen and their children

in relation to criminal activities. Government, parents, teachers and students blame one another for students' poor performance in schools. Parents blame teachers for lack of dedication to duties. The teachers blame government for poor salaries. Hence, they are poorly motivated, parents also accuse government for not equipping the schools with learning materials, government blame parents for not doing good home work and the students are blamed for lack of discipline and dedication to their studies.

In light of the above issues, the outstanding and relevant question is: what is the influence of family background on academic achievement of secondary school students?

Area of the Study
In Nnewi oral history and mythology, the 'ewi' (Igbo: *hush rat)* played a great role in saving the founders of Nnewi during wars. Throughout its history, Nnewi has used its military might to maintain its borders and because of this, the killing or eating of ewi in Nnewi is forbidden to the present day. Nnewi existed as an independent kingdom from the 15th century to 1904, when British colonial administration occupied the kingdom.

Nnewi kingdom was founded on four quarters (large villages), namely Otolo, Uruagu, Umudim, and Nnewichi. Each village was divided into family units called 'umunna'. Each Umunna had a first family known as the 'obi.

These four quarters were these original names of the Sons of Edo: Otolo being the eldest and Nnewichi being the youngest of the sons Obi of Nnewi Originally when the Igbos or Ibos settled in the present day Eastern Nigeria, they arrived with three leaders, two were spiritual leaders and the youngest of the three a hereditary King known as Obi a King by birthright. The first was the Exe Nri of Awka a Priest King, the second the Eze Aro of Arochukwu a King and the third the Obi of Nnewi a political and war ruler. The Obi of Onitsha was well qualified to become an Obi being disputably the first among the two sons of the Oba of Benin. The Onitsha people are visitors and later settlers in Igho land. The Aros know this history (Nnewi being a relation and a leader among the Igbos) and this is part of the reason why there are no Aro settlements in Nnewi. The Obi of Nnewi Obi Okoli inl780s lost his throne when inside palace politics that hinged on tradition edged him out. Traditional royal law had it that the Crown Prince must perform the funeral rights of the late Obi before lie can be crowned, Obi Okoli was absent and arrived home only after the late Obi Okoli 1st was buried. His Uncle (The late Obi Okoli the 1st younger brother) performed the funeral rights in his stead and took over as Igwe Nnewi he could not be enthroned as an Obi (which means the first son). The Obi Okoli royal lineage was forced into exile, they got refuge at Umunc-Alam in Umudim, Nnewi where they still are to this day. The Obi Okoli family still bears the Ofor Nnewi till this day.

Edo- is the supreme deity of all the Alusi (Igbo: deity) in the Anaedo country. The central shrine of this unifying Alusi is at Nkwo Nnewi, the central Market. There are four other deities in Nnewi: Ana, Ezemewi, Eze and Ele. Christianity was introduced by the Europeans in 1885 and many Nnewi people now practice Christianity.

Nnewi, Ichi and Oraifite made up the Anaedo state. Anaedo communities have common ancestries, beliefs and traditional value systems. Nnewi is a major trading and manufacturing center in Nigeria. Due to its high commercial activities, the city has attracted millions of migrants from other states and countries.
The Ofala Nnewi is a cultural festival held every year to celebrate the coronation of the Igwe of Nnewi. Afiaolu (New yam festival) and Ikwuaru are also among traditional festivals held annually in Nnewi. Nnewi Kingdom is also known as *Anaedo* meaning the Land of Gold (The supreme deity and goddess of Nnewi).
Geographically, Nnewi falls within the tropical rain forest region of Nigeria. Though it suffers from soil leaching and erosion which has reduced the soil in some areas to a porous sandy terrain, it remains an area of rich agricultural produce and the epicenter of business trade. The city is located east of the Niger River, and about 22 kilometers south east of Onitsha in Anambra State, Nigeria
 (North and South) Local Government Area.

Variable	Distribution	Returned	percentage	Not returned	Percentage
Teachers	226	220	56.41%	6	1.54
Students	164	160	41.03%	4	1.02
	390	380	97.44	10	2.55
			97.44	2.56	100

Source: Field work, 2018

Table above shows that a total of 390 questionnaires were issued to Teachers and Students of Nnewi schools both (Primary and Secondary School) of which 380 were returned properly filled and 10 were not returned.

Highest Educational Qualification of Respondents;
According to table 4.2.1, the respondents holding university degrees from the retrieved questionnaire in Nnewi (North and South) Local Government Area were 112 in number and 29.47 percent of the total number. Also the number and percentage of respondents with NCE/Ordinary Diploma/Higher National Diploma Certificates were 108 and 28.42 percentage. The last groups 160 in number were regarded as highly qualified. The 66 other respondents with (42.11%) had secondary education only, were regarded as less qualified.

The Educational Levels Distribution of the Respondents in Nnewi Town, Anambra State.

Education	Frequency	Percentage	Description
University	112	29.47%	
NCE/Diploma/Higher Diploma	108	28.42%	Highly Qualified
Secondary	160	42.11%	
Primary	0	0%	Less Qualified
TOTAL	380	100	

Source: Research data, 2018

.3 Presentation of Gender Distribution of the Respondents.

Information was sought to find the gender from the respondents. Respondent's response on gender

Sex	Frequency	Percentage
Male	176	46.32
Female	204	53.68
Total	380	100

Source: Research data, 2018

From the table above, it was observed that out of 380 respondents of the questionnaire distributions, 176 or 46.32% were males while 204 or 53.68% were females.

.4 Age Distribution of the Respondents.

Age	Frequency	Percentage
17-35 yrs.	160	42.11
36-45yrs.	130	34.21
46 above	90	23.68
Total	380	100

Source: Research data, 2018

Table, above shows the Age distributions of the respondents between the ages of 17-35, 36-45 years were 160 and 130 in number and those from 46 years and above were 90.

.5 Showing the Distribution of the Respondents marital status

Marital Status	Frequency	Percentage
Single	205	53.95
Married	165	43.42
Divorced	10	2.63
Total	380	100

Source: Research data, 2016

Table.5 shows that out of 380 respondents-of the three interview staff, 205 are single, 165 are married and 10 were recorded for divorced.

.6 Distribution showing the Experience of the Respondents in their establishment.

Alternative responses	Number of Respondents	Percentage
0-5 years	201	52.89
6- 1 0 years	79	20.79
11-15 years	68	17.89
16 years and above	32	8.43
Total	337	100

Source: Field
work, 2018

From the table above, the researcher observed that out of both academic and non-academic staff of Nnamdi Azikiwe University, Awka, 201 respondents has an experience between 0-5 years, 79 respondents has an experience between 6-10 years, 68 respondents has an experience between 11-15 years and only 32 respondents has been in service experience for 16 years and above.

Research
Question 1
What is the challenges of parental level of education on children's academic
achievement? Table 1: Parental educational level and its challenges on students'
academic achievement

Questions	SA	A	UD	D	SD	TOTAL
Educated parents always want their children to be educated	210	165	-	4	1	380
Parents who all educated provide most of their commended textbooks and other learning aids for their children	160	130	70	15	5	380
Parents who are educated encourage their children to study subjects which are pivotal for good university courses	229	151	—	—	—	380
In homes of educated parents, there are conducive environment for studies	136	79	104	40	21	380
Educated parents also experience marital challenges and its affect their children educations	231	149	—	—	—	380
Parents who are educated with marital challenges also guide their children in school assignments and home work	35	45	46	114	110	380
Uneducated parents always face marital challenges greatly and has little demand for progress reports of their children's academic and social progress	291	59	30	-	-	380
Frequency (X)	1612	778	250	203	137	2,660
Percentage (Y)	60.60	29.25	9.40	7.63	5.15	

Source: Field work, 2018

Table l (one) reveals that questions 1-7 have mean scores that are above the cut- off mark of 3.00 that was regarded as acceptable limit as indicated by the researcher.
Therefore, all items under parental level of education were considered acceptable. This is an indication that the respondents considered that parental level of education influenced students' academic achievement. Research Question 2: What influence has parents' occupation on students' academic achievement?

Questions	SA	A	UD	D	SD	TOTAL
Parents on prestigious occupation want face more marital challenges and also their children take up the same type of occupation	113	45	154	35	33	380
Some occupations do not give parents time to attend to their children's academic needs	251	129	-	-	-	380
Parents on poor occupations find it difficult to provide learning aids for their children.	150	120	110	-	-	380
Parents who are poor farmers can only enroll their children into minor apprenticeship programmes	390	111	-	-	40	380
Frequency	753	405	264	35	73	1520
Percentage	49.54	26.64	17.37	2.30	4.80	

Source: Field work, 2018

The result presented on table 2(two) above showed that all items under the challenges of parental occupation had mean scores below the cut off mark of 3.00. This shows that parents occupation do not necessarily challenges children academic achievement.

Research
Question 3:
What is the challenges of parents' income on children academic achievement?

Table 3:
The challenges of parents' income on students' academic achievement.

QUESTIONS	SA	A	UD	D	SD	Total
Children from high-income status parents achieve better academically than those from low-income status parents	121	79	131	39	10	380
Parents on high- income can afford to provide the basic necessities required for their children's education	321	59	—	—	—	380
Children from upper-working class homes perform better academically than those horn lower-working class homes	380	—	—	—	—	380
Children whose parents are on high-income status have higher career aspiration than children whose parents are on low-income status	101	99	—	111	79	380
only parents who are on high-income status can train their children beyond secondary school level	_	10	—	210	160	380
						1900
Frequency	923	247	131	360	249	
Percentage	48.58	13.00	6.89	18.95	13.11	

Source: Field work, 2018

The result presented on the above table shows that only one item (item 16) had
a mean score below the cut off mark of 3.00, while the remaining items have mean scores above the cutoff point. This shows that all the respondents considered that parental level of income influenced students, achievement but disagree that only parents who are on high income status can train their children beyond secondary school level.

Research Question 4:
What are the marital challenges of family-size on students[1] academic achievement?

Table 4: The marital challenges of family-size on students* academic achievement

QUESTONS	SA	A	UD	D	SD	TOTAL
Students from small size families enjoy more parental attention than Those from large size families	221	161	—	—	—	380
Students from small-size families achieve belter academically than those from large size families	98	70	69	91	30	380
Small size families facilitate the provision of recommended textbooks and equipment for effective learning	119	201	—	60	—	380
Frequency	438	432	69	151	30	1140
Percentage	38.42	37.89	6.05	13.25	2.63	

Source: Field work, 2018

The result on table 4 showed that all the items on influence of family size had mean scores below the cut off mark of 3.00. This showed that family size did not influence students' academic achievement.

Research Question 5
What marital challenges does parental level of motivation have on children academic achievement?

Table 5: The marital challenges of parental level of motivation on children's academic achievement.

QUESTIONS	SA	A	UD	D	SD	TOTAL
children perform better academically when their parents provide basic educational aids and equipment for their studies	201	189	_	—	—	380
Children work harder when their parent enforce them for good academic performance	319	61	—	—	—	380
Parents' concern about students' grades and performances motivates students' academic achievement	211	109	51	9	—	380
Home libraries and books motivate children for better performance in the school	176	124	-	57	53	380
Children feel happy and motivated when their parents discuss their academic career with them.	240	135	—	—	5	380
Children perform better academically when their school fees and other school levies are paid	129	89		101	61	380
does inability of Parents in motivating children by paying for their school field trips and excursions cause marital(instability	92	68	140	51	29	380
Frequency	1368	775	191	218	118	2660
Percentage	51.43	29.14	7.18	8.20	4.44	

Source: Field work, 2018

The result presented on table 5 showed that all items had mean scores which were above the cutoff of 3.00. This is an indication that the respondents considered parental motivation as capable of influencing students' academic achievement

Discussion of the Findings
Based on the data analyzed, the findings of the study are presented and discussed in the same order in which the research questions and hypotheses are arranged.
A)   Challenges of parental level of education on children in school academic
         achievement
The findings of the study showed that:
i.   Parents who are educated want their children to be educated.
ii.   Educated parents provide most of the recommended text books and other learning aids for their
         children.
iii.   Educated parents provide conducive atmosphere for their children's studies at home,
B)   Marital challenges of parental occupation on children in school academic achievement.

The findings of the study showed that:
i.   Parents' occupation does net necessarily influence students' academic achievement. ii. The respondents (students) did not agree that parents' on prestigious occupations
         like lawyers and doctors want their children to take up the same type of occupation.
iii.   There was no agreement among the respondents that parents who arc poor farmers can only enroll
         their children into minor apprenticeship.
C)   Influence of parental level of income on students' academic achievement.
         The findings of the study showed that:
i.   Students from high-income status parents achieve better academically.
ii.   Parents on high income status can afford to provide the basic necessities required for
         students' education.
iii.   Students whose parents arc on high-income status have higher career aspiration.

D)   Challenges of marital instability size on students' academic achievement the findings of the study include:
i.   Children from small size families are not always better achievers in academics.
ii.   The size of the family does not determine the ability to the parents to provide books and
         learning materials for their children's education.
E)   Marital challenges of parental level of motivation on children academic achievement.

The findings revealed that:
i.   Parents motivate their children by supervising their homework and assignments.
ii.   Parents use positive reinforcement to encourage their children to study hard.
iii.   Children in school agreed that they were motivated by prompt payment, of school fees and other school
         levies.

Conclusion
The study concluded that family background factor influence academic achievement of students in schools. Prominent among the family background factors include parental educational level, parental income and parental motivation. Educational statuses of the parents and students' academic achievement have a close relationship between them. This is because parents themselves having being to school realized the importance of being educated. They stand better chance to support their children for better academic achievement.

On parental motivation, it was found that students who received encouragement and motivation from the family perform better in schools than their counterparts from non-encouraging families. The major reasons for the observed difference in performance are the motivation and positive attitude of the parents towards their children's academic progress,

The acceptance of hypotheses two and four was based on the result of statistical data from the field. Personal observation equall y showed that parental occupation cannot determine student academic achievement. This is because education which is the major determinant of occupation may not be the same in the parents and children. Again, a child from large family size, who has strong determination can compete favorably with another child from small family six. This phenomenon can be corrected by stimulating school environment and teachers' positive reinforcement strategy which can compensate for none stimulating and negative reinforcement prevalent in an uneducated families. For students from uneducated families, this school situation aids to maintain the same home conducive atmosphere for academic career and facilitates learning and academic achievement.

Another major finding revealed that students from parents, of high income status posses most of the necessary materials for their learning, unlike students from parents of low income status. This is an indication that children come to school from different background and these backgrounds presents their own problems for the children. The teacher having realized this condition should be conscious when dealing with the students. Students who came from low income class parents should not be mocked or compared with their counterpart from high income status parents when they failed to meet up in providing most of the materials needed for their studies. If such comparison occurs the students from low income status parents would feel inferior and that will affect their academic performance the more, and may even lead to the exhibition of abnormal behaviour trail.

There is equally the need for parents to be involved in the teaching-learning process of their children, particularly this period where most of the students come to school from their respective homes.

There is also the need for teachers to be more motivational in their teaching. This is possible when they vary their method of teaching and teaching aids to take cognizance of the individual differences inherent in the students from their different family backgrounds. Teachers can ameliorate through Oiling tie parental motivational needs by individualizing instruction and taking special interest in the slow learners who suffer from deficient parental motivational pattern.

Another vital implication from this study is that school authorities should try to avoid grouping or streaming the school children especially according to ability and intelligence. Since the student come from different family background, there is every tendency that they differ in many respects. To have balanced and competitive class, the students should be randomly distributed, avoiding grouping intelligent ones one side and dull ones the other side. This study equally implies that there is a greater need for more literacy and awareness campaign than before to awaken illiterate parents and instill awareness in literate parents who seem to attach much importance to education, The programme should be extended to rural areas where it is needed most.

Recommendations

Education is an important instrument of change in modern societies. Provision of adequate and relevant education is the key to good citizens. This is more so because education is a virile weapon against ignorance, disease, poverty and as a means of producing enlightened, responsible and industrious citizenry and prosperous nation.

- One of the major findings of this study is that parental income level has a great influence on students' academic achievement.
- Parents should be made to realize the importance of motivation in determining their children academic achievement in schools, especially the realization that most of the male students are abandoning school for business.
- Students' should give serious attention to studies at home.
- Teachers should understand that teaching is a job of conscience. Teachers should handle the students as their own children

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