

Relationship between Educational Aspiration and Academic Performance of Married women in University of Maiduguri, Borno State

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Bitrus Glawala Amuda (PhD)¹, Yagani Kadai Sani², Ngochi Bukar Umar (PhD)³

¹Department of Education, Kashim Ibrahim University Maiduguri, Borno State, Nigeria,

²Opposite Bakasi Housing Estate, Maiduguri, Borno State, Nigeria,

³Faculty of Arts and Education, Department of Education, Borno State University, Maiduguri, Borno State, Nigeria

Correspondence: Bitrus Glawala Amuda (PhD), bitrusglawala01@gmail.com

Abstract

This study investigated the relationship between educational aspiration and academic performance of married women in tertiary institutions within Maiduguri Metropolis, Borno State, Nigeria. The research was guided by four objectives: among the objectives are to determine the level of educational aspiration among married women, the relationship between educational aspiration and academic performance, and to determine the age differences in both variables. A correlational survey design was adopted, and data were collected from 303 married women using a validated Educational Aspiration Questionnaire and CGPA records. Descriptive statistics and inferential statistics were to answer the research questions and test the hypothesis. The result revealed that most respondents achieved Merit-level CGPAs (45.5%), while educational aspiration scores were generally high. Pearson correlation analysis showed a weak but statistically significant positive relationship between educational aspiration and academic performance ($r = 0.210$, $p = .000$). One-way ANOVA indicated significant age differences in CGPA ($F = 5.17$, $p = .006$) and educational aspiration ($F = 8.41$, $p = .006$), with older women performing slightly better academically and younger women showing higher aspiration levels. The study concluded that married women exhibit high educational aspiration, and aspiration positively influences academic performance, although the relationship is modest. Age significantly impacts both aspiration and academic performance. Recommendations were made for tertiary institutions, policymakers, families, counsellors, and future researchers to support married women's academic success.

Keywords: Education, Aspiration, Academic, Performance, Women

INTRODUCTION

In many nations, including Nigeria, Education is universally acknowledged as a major instrument for individual empowerment and societal transformation. It equips individuals with knowledge, skills, attitudes, and values necessary for personal growth and national progress. Within this framework, higher education plays a pivotal role in preparing individuals for economic participation, leadership, and innovation (UNESCO, 2021).

Over the years, the enrolment of women in tertiary institutions has increased significantly, reflecting efforts to bridge the gender gap in education. However, within this population, married women represent a unique category of students with distinct challenges. Unlike their single counterparts, married women often balance multiple roles as wives, mothers, caregivers, and students, creating significant role strain that may affect their academic outcomes (Nwankwo & Onyishi, 2019).

One of the critical factors influencing students' academic success is educational aspiration, defined as the ambition, determination, and motivation individuals hold toward achieving their academic goals. High educational aspirations are associated with greater effort, resilience, and improved academic outcomes (Okolie et al., 2020; Ogunyemi & Adedokun, 2022). However, for married women, aspirations are shaped by various contextual factors such as cultural expectations, financial constraints, child-rearing responsibilities, and spousal support (Yakubu, 2021).

Globally, studies emphasize the importance of understanding how educational aspirations affect academic performance, especially among women. In African societies, entrenched gender norms and cultural role expectations may discourage women from pursuing education beyond certain levels. Yet, many women persist in their educational journeys, motivated by the desire to secure better socioeconomic outcomes for themselves and their families (Okeke-Ihejirika, 2020). Despite this, there remains limited empirical research focusing specifically on the relationship between educational aspiration and academic performance of married women in tertiary institutions, especially in Nigeria. Compounding these challenges is the insurgency and instability that have plagued the Borno state for over a decade, disrupting livelihoods, family structures, and educational opportunities. Married women in tertiary institutions within Maiduguri thus face a dual burden: managing academic pursuits alongside family responsibilities in a context marked by insecurity and socioeconomic hardship (Aminu & Ahmad, 2023).

Theoretical Framework

This study adopts Durkheim's functionalist theory of 1915, which is considered as one of the foundation theories in sociology. This theory attempts to explain social institutions as a collective means to meet individual and social needs. Societies are thought to function like organisms, with various social institutions working together like organs to maintain and reproduce societies. He stated that institutions come about and persist because they play a function in the Society, promoting stability and integration; while dysfunctional institutions which do not contribute to the over roll maintenance of a society should not exist.

Hence early marriage is an inhibition to education of the teenagers most especially the female gender, it is detrimental to those who marry early because they will be denied of that basic knowledge and skill needed to be transferred to the next generation. Durkheim identified the latent role of education as one of socializing people into society's main stream, transmission of core values and social control. The core values reflect those characteristics that support the political and economic system that originally fueled education.

Educational aspiration refers to an individual's desire to achieve specific academic goals. Aminu and

Ahmad (2023) define it as a motivational construct influenced by personal ambition and external factors such as family support. Educational aspiration is widely recognized as a critical determinant of academic achievement, career development, and socioeconomic mobility. It reflects the level of education an individual hopes or plans to attain (Sirin, 2018).

General trends in academic performance revealed gender gaps in academic performance persist, with women often outperforming men in some disciplines (Aliyu, 2023). Academic performance of married women demonstrates married women's performance varies, with domestic duties often reducing study time (Usman & Bello, 2023). Contextual influences on performance showed institutional support, such as flexible schedules, boosts performance (Ogunode et al., 2022).

Empirical Evidence from a 2023 study by Eze and Okeke found a positive correlation between aspiration and performance among Nigerian students (Eze & Okeke, 2022). Mediating Factors such as motivation and peer support mediate this relationship (Aminu & Ahmad, 2023). Gaps in Existing Research indicates that few studies focus on married women in conflict zones like Maiduguri (Ibrahim & Musa, 2024).

The preventive effect of education was observed most strongly in Senegal and Philippines where 20% and 35% respectively of women who had attended primary school who had been married by the age of 18. Compared to 36% and 33% of women who had not attended school respectively (UNICEF 2005). Similarly, in Tanzania UNICEF (2005) gathered that women with secondary education were 92% more likely to be married before the age of 18 than the women who had attended primary school only. For women who received tertiary level of education, child marriage rate was often negligible. In 42 countries analyzed by UNICEF (2005), women 20 -24 years of age who had attended primary school were less likely to be married by the age of 18 than those who did not. However, the case is slightly opposite in four countries (Cameroon, Central African Republic, Ethiopia and Guinea). More than 20% of women aged 20 24° 0 who attended higher education were married by age 18 (UNICEF 2005).

In addition, parent's premium for a girl's child education is low. Iliya Dakun, Ningel, Jatau & co. (2005) observed that girls were often given away in marriage at a very tender age resulting in an unaccomplished education, failure and regrets, which they attributed to cultural factors. This attitude made parents give little or no attention to educational progress to the girls, rather they pay more attention to boys. Okwakpam & Eni (2012) also discovered that social practice of female seclusion enhances the practice of early marriage, from age 13 years or less in some cases limits female education and the fear of emancipation are cultural factors affecting women education.

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

A married woman student who has children often gets up very early in the morning trying to get everything done at home before going to lectures and becomes tired and not very alert at classes. Quartey (2003) also asserts that as a result of the strains on their time and energy, married women experience fatigue, lack of time for revision and rest and feelings of guilt over not fulfilling their traditional role expectations at home.

Efforts to address child marriage in many parts of the world date back to the 1920s. For example, the first legislative attempt to end child marriage in India was through the passage of the "Sarda Act" in 1929

(Mukherjee 2006). More recently, legal reform began to gain ground in the 1970s and 1980s, as countries such as Bangladesh, India and Indonesia established or raised the legal minimum age of marriage to 18 for girls.

During the same period, human rights activists and the United Nations launched efforts to address harmful traditional practices affecting women. However, programmatic interventions to eradicate this practice have only gained momentum since the 1990s, coinciding with the attention to adolescent reproductive health at the Cairo International Conference on Population and Development in 1994 and the assertion of women's and girls' human rights at the UN International Conference on Women in Beijing in 1995 (UNICEF 2001).

Several organizations have examined the causes and consequences of child marriage in some detail (Bott & Jejeebhoy 2003; Mathur et al 2003; UNICEF 2001), and many have highlighted promising programmatic approaches to prevent child marriage (e.g., USAID 2009; Hervish & Feldman-Jacobs 2011). However, comprehensive reviews to take stock of existing programs have been more limited. The International Center for Research on Women (ICRW) undertook one such effort in 2007, and identified 66 child marriage-related programs in 30 countries (Jain & Kurz 2007). ICRW conducted a follow-up review that focused solely on India and identified 58 program and policy efforts targeting child marriage in the country (Mukherjee et al 2008). Hill, et al. (2004, p. 1491) conclude that "school performance is a key mechanism through which adolescents learn about their talents, abilities, and competencies, which are an important part of developing career aspirations". These findings highlight the opportunity for schools to have a positive and significant effect on a child's future.

Researchers established a significant relationship between reading ability and both the aspirations of learners and the aspirations that their parents had for them. Effective reading ability was associated with higher child and parental aspirations (Schmitt-Wilson & Welsh, 2012). The inner motivation increases the individual's academic achievements. Learners with a strong sense of self-efficacy are more likely to complete their education successfully, and to be better prepared for a range of career options in today's competitive world of work (Carroll, et al., 2009).

Emerging research suggests that educational aspirations may play a decisive role in shaping academic persistence and outcomes, even in challenging circumstances (Ogunode et al., 2022). However, this dynamic remains under explored among married women in conflict-affected regions like Maiduguri. Understanding this relationship is vital, as married women who successfully combine family and academic responsibilities not only enhance their personal development but also contribute significantly to their families, communities, and national development. It is against this backdrop that the present study seeks to examine the relationship between educational aspiration and academic performance of married women in tertiary institutions in Maiduguri metropolis.

Statement Of The Problem

Married women in tertiary institutions often juggle multiple roles, including domestic responsibilities, childcare, and academic commitments, which may impact their educational aspirations and academic performance. In Maiduguri, additional challenges such as insecurity, economic hardship, and cultural expectations that prioritize family over education exacerbate these difficulties (Ibrahim & Musa, 2024). Despite the recognized benefits of education, many married women in tertiary institutions struggle to achieve academic success due to the demands of their multiple roles. Cultural expectations often require them to prioritize family responsibilities above personal educational goals (Nwankwo & Onyishi, 2019). Consequently, they may experience academic stress, reduced study time, and poor performance.

While previous studies have investigated the academic challenges of female students, limited attention has

been given to how married women's educational aspirations directly influence their academic performance. It is also unclear how these aspirations translate into performance for married women in this context, where external pressures may limit their ability to achieve their academic goals. Some scholars suggest that women with high aspirations tend to persevere despite difficulties, translating their ambition into improved academic performance (Ogunyemi & Adedokun, 2022). Others argue that without adequate family support and institutional policies, aspirations may not necessarily lead to success (Yakubu, 2021). Previous research has also focused broadly on gender and education in Nigeria, but there is a paucity of studies specifically addressing married women in tertiary institutions in Maiduguri from 2021 onward (Aliyu, 2023). This gap in literature poses a significant challenge. Without a clear understanding of the relationship between educational aspiration and academic performance of married women in tertiary institutions, interventions may remain inadequate, leaving many women vulnerable to academic underachievement. This study, therefore, investigated whether high educational aspirations among these women lead to better academic performance.

Objectives of the Study

The objectives of the study are to determine:

- i. The level of educational aspiration among married women in tertiary institutions in Maiduguri metropolis.
- ii. The academic performance of married women in tertiary institutions in Maiduguri metropolis.
- iii. The relationship between educational aspiration and academic performance among married women in tertiary institutions in Maiduguri metropolis.
- iv. The Age and educational aspiration and academic performance

Research Questions

The study will be guided by the following research questions:

- i. What is the level of educational aspiration among married women in tertiary institutions in Maiduguri metropolis?
- ii. What is the level of academic performance of married women in tertiary institutions in Maiduguri metropolis?

Hypothesis

- H_{01} : There is no significant relationship between educational aspiration and academic performance among married women in tertiary institutions in Maiduguri metropolis.
- H_{02} : There is no significant age difference in educational aspiration and academic performance among married women in tertiary institutions in Maiduguri metropolis.

METHODOLOGY

Research Design

This study adopted a cross-sectional survey research design to investigate the relationship between educational aspiration and academic performance of married women in tertiary institutions in Maiduguri. The justification for this choice of cross-sectional design was to guide the researcher to gather data from participants at a particular time across different departments among married women in the University of Maiduguri, Borno State. With this design, the researcher sampled married women at the University of Maiduguri to determine how these variables are related so that generalization can be made from the participants to a broader population.

Population and Sample

Participants for this study comprised of married women in University of Maiduguri selected based on the total population at the time of data collection. A sample of 364 married women out of 7000 participated in the study. Also, the sample size for this study was determined using Krejcie and Morgan (1970) table for determining sample size for finite population. The researcher used simple random sampling technique to select the participants for this study. Simple random sampling is a basic sampling technique where each member of a population has an equal chance of being selected to be part of the sample. This method ensures that every possible sample of a specified size has an equal chance of being selected, without any bias. It involves selecting individuals randomly from the entire population without any specific pattern or preference. This sampling technique was considered most appropriate for this study because it gives equal opportunity to the participants to be selected and to participate in the study.

Research Instrument

The instrument used in this study was a questionnaire which comprised of three sections. Section A of the questionnaire in this study measured participants' demographic characteristics such as age, ethnicity, religion, marital status, current level of education, husband's level of education and number of children. Section B (Educational Aspiration Scale for Married Women (EAS-MW)): The EAS-MW was used to assess the extent to which married women aspire to attain higher educational qualifications and pursue academic achievement despite social, marital, and economic factors. The EAS-MW also has an internal consistency reliability with Cronbach's alpha of 0.79 to 0.84 which indicates high internal consistency across all scales and the overall scale. Test-retest reliability was $r = 0.81$ (two-week interval, $p < .001$), indicating strong temporal stability.

Section C (Academic Performance Rating Scale-APRS): Academic Performance Rating Scale (APRS) is a widely used instrument originally developed by DuPaul, Rapport, and Perriello (1991) to assess teacher perceptions of students' academic performance, productivity, and classroom behaviour. APRS demonstrated very high internal consistency, with Cronbach's alpha coefficients ranging from 0.90 to 0.95. This indicates that the items within the scale consistently measure the construct of academic performance. The scale typically uses a 4- or 5-point Likert scale, where higher scores indicate stronger academic performance. The instrument showed a reliability coefficient of 0.81 and demonstrated positive correlations with the students' cumulative grade point average (CGPA), confirming both construct and criterion-related validity.

Method of Data Analysis

Data collected in this study was subjected to analysis using Statistical Package for Social Science (SPSS Version 27). Descriptive statistics such as mean, frequency, percentage and standard deviation were used to analyze demographic data, that is, research question one was answered using frequency and percentages distribution. While-research question two was answered using mean and standard deviation. The inferential statistics was used to test the hypotheses. Hypothesis one was tested using Pearson Product Moment correlation analysis to determine the relationship between education aspiration and academic performance of married women in tertiary institution in Maiduguri metropolis, while hypothesis two was tested using mean, standard deviation and analysis of variance (ANOVA).

Results

The data collected were analysed in line with the research questions and hypotheses raised in the study and the results are presented in Tables 1 – 4.

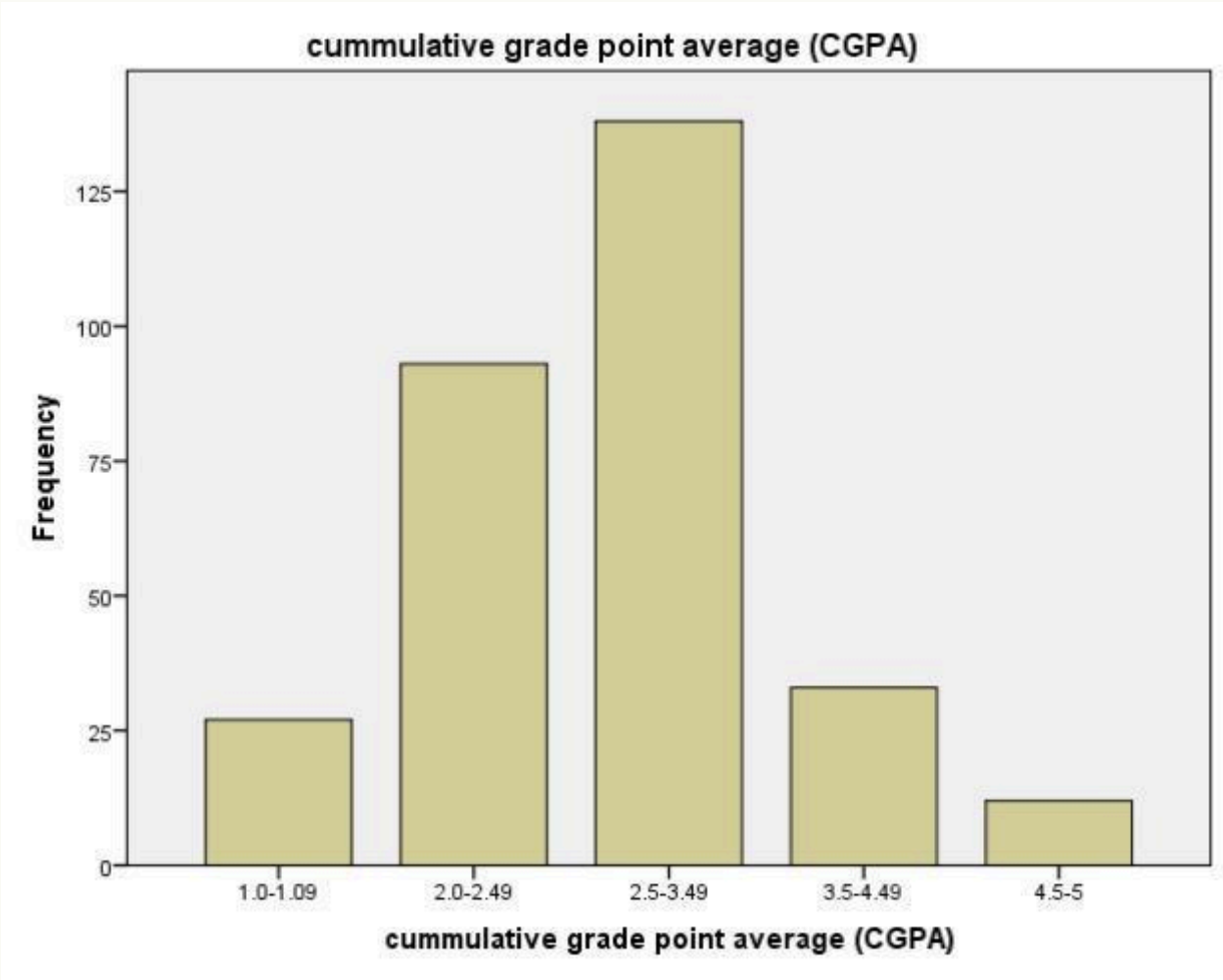
Research question one: What is the level of educational aspiration among married women in tertiary institutions in Maiduguri metropolis?

Table 1. Frequency distribution of students Level of Academic Performance (CGPA) in tertiary institution in Maiduguri Metropolis

S/N	CGPA	Frequency	Percentage
1	1.0-1.99 - Lower pass	27	8.9
2	2.0-2.49 – Pass	93	30.7
3	2.5-3.49 – Merit	138	45.5
4	3.5-4.49 – Credit	33	10.9
5	4.5-5 – Distinction	12	4.0

The distribution of CGPA among married women shows that: 45.5% fall within the 2.5–3.49 (Merit) category, making it the most common performance level; 30.7% fall within the 2.0–2.49 (Pass) category, 10.9% attained Credit (3.5–4.49); 4.0% reached Distinction (4.5–5.0) and only 8.9% are in the Lower Pass (1.0–1.99) category. The results indicate that the majority of married women in tertiary institutions perform at an average to above-average academic level. Most are in the Merit range, showing fairly strong academic ability despite marital responsibilities. Very few reach Distinction, which may reflect challenges such as family obligations, limited study time, or financial constraints. Overall, academic performance is moderate to strong.

Figure 1. Histogram showing Levels Students Academic Performance in Tertiary Institutions in Maiduguri metropolis



Research question Two: What is the nature of academic performance of married women in tertiary institutions in Maiduguri metropolis?

Table 2: Results of mean and standard deviation distributions of participants' academic performance of married women in tertiary institution in Maiduguri metropolis, Borno state.

S/N	Variables	N	Mean	Std. D	Decision
1	I aspire to complete a higher degree (e.g., a master's degree or PhD) despite my marital status	303	4.21	.79	accepted
2	I believe furthering my education will improve my family's standard of living	303	4.12	.80	accepted
3	I often set specific academic or training goals for myself	303	4.27	.78	Accepted
4	I see myself as capable of achieving advanced academic qualifications	303	4.27	.77	Accepted
5	I intend to continue learning even after i achieve my current educational goal	303	4.36	.81	Accepted
6	My spouse supports my educational ambitions	303	4.14	.82	Accepted
7	My children inspire me to further my education	303	4.15	.78	Accepted
8	I feel fulfilled when I make academic progress	303	4.14	.91	Accepted
9	Education gives me a sense of independence and confidence	303	4.18	.85	Accepted
10	People in my community respect women who are educated	303	4.15	.89	Accepted
11	Household responsibilities make it difficult for me to focus on my studies	303	4.2277	.89014	Accepted
12	Financial constraints affect my ability to further my education	303	3.8416	1.12526	Accepted

The results in table two revealed that although married women are highly motivated, they still face significant practical challenges. Household duties and limited financial resources are notable barriers that could interfere with their academic performance. The results show that married women in tertiary institutions in Maiduguri possess high academic motivation, strong educational aspirations, and positive attitudes towards learning. They receive substantial family and community support, which strengthens their academic commitment. However, household responsibilities and financial difficulties remain critical challenges that could negatively impact academic performance. In summary, the nature of academic performance among married women in Maiduguri is characterized by: High aspiration; Strong motivation; Positive academic attitudes and Family; community support and Some constraints related to home and finances. This combination suggests a highly driven group with potential for strong academic achievement if supported appropriately.

H_{01} : There is no significant relationship between educational aspiration and academic performance among married women in tertiary institutions in Maiduguri metropolis.

Table 3. Results of Pearson Product-Moment Correlation analysis on the relationship between Educational Aspiration and Academic performance (CGPA) of married women in Maiduguri Metropolis

S/N	Variable	N	Mean	Std.D	Df	R	Sig	Decision
1	Educational Aspiration	303	2.7	.92	1			
						.210	.000	SN
2	Academic Perf. (CGPA)	303	62.19	7.94	302			

Table 3 revealed that the Correlation coefficient (r) = 0.210 and Significance value (p -value) = 0.000. The Pearson correlation coefficient of 0.21 indicates a positive and weak relationship between educational aspiration and academic performance (CGPA) among married women. Although the relationship is not strong, it is statistically significant because the p -value (0.000) is less than 0.05. Decision: Significant. This means that as educational aspiration increases, academic performance tends to improve slightly among married women. The assumption that there is *no relationship* between the variables is not supported.

Therefore, the null hypothesis (H_{01}) is rejected.

H_{02} : There is no significant age difference in educational aspiration and academic performance among married women in tertiary institutions in Maiduguri metropolis.

Table 4a: Results of mean and standard deviation on Age difference on Educational Aspiration and Academic performance of Married Women.

S/N	Variable	N	Mean	Std. D
1	CGPA	42	2.71	.71
	19-25			
	25-30	132	2.52	.95
	31-above	129	2.88	.92
2	Edu. Aspiration	42	66.71	3.17
	19 - 25			
	25 - 30	132	61.68	8.33
	31 - above	129	61.23	8.17

The result in Table 4 indicates the mean CGPA scores across age groups are: Ages 19–25: Mean = 2.71, SD = .71; Ages 25–30: Mean = 2.52, SD = .95, and Ages 31 and above: Mean = 2.88, SD = .92. Academic performance appears highest among women aged 31 and above, followed by those aged 19–25, while the lowest mean is among those aged 25–30. This suggests that older married women tend to perform slightly better academically than younger groups. Women aged 19–25 have the highest level of educational aspiration, significantly higher than the two older age groups. This indicates that younger married women tend to have stronger educational ambitions compared to those aged 25–30 and 31+.

Table 4b: Result of One-way ANOVA on Age difference in educational aspiration and CGPA of married women

S/ N	Variables	Sum of Squares	Df	Mean Square	F	Sig
1	CGPA: Between Groups	8.51	2	4.254	5.17	.006
	Within Groups	246.76	300	.823		
	Total	255.27	302			
2	Edu. Aspir.: Between Groups	1012.05	2	506.023	8.41	.006
	Within Groups	18042.23	300	60.141		
	Total	19054.28	302			

Table .4b (One-way ANOVA Results) revealed that Academic Performance (CGPA) is $F = 5.17$, $p = .006$. Since $p < 0.05$, the result is statistically significant. This means academic performance differs significantly across age groups. Thus, age has a real influence on academic performance among married women.

With respect to Educational Aspiration. $F = 8.41$, $p = .006$ Again, $p < 0.05$, indicating a significant difference in educational aspiration across age groups. This shows that the level of educational aspiration varies significantly among married women of different ages. Therefore, H_{02} is rejected. Age significantly influences both educational aspiration and academic performance among married women in tertiary institutions in Maiduguri metropolis. Older women (31+) perform better academically and Younger women (19–25) have higher educational aspirations.

DISCUSSION

The study investigated the Relationship between Educational Aspiration and Academic Performance of Married women in University of Maiduguri, Borno State. The result revealed that the majority of married women in tertiary institutions perform at an average to above-average academic level. Most are in the Merit range, showing fairly strong academic ability despite marital responsibilities. In agreement with this finding is Akos, et al. (2007) who argue that there is a significant, positive relationship between learners' academic achievements and their educational aspiration. In addition, is the work of Al-Yousefi (2019) who found that academic performance is multidimensional, influenced by both internal factors such as cognitive ability, motivation, and personality traits, and external factors such as teacher support, parental involvement, peer influence, and institutional resources.

The results show that married women in tertiary institutions in Maiduguri possess high academic motivation, strong educational aspirations, and positive attitudes towards learning. There is a statistically significant relationship between educational aspiration and academic performance; and Higher educational aspirations are associated with better academic performance, though the strength of the relationship is modest.

There is no significant age difference in educational aspiration and academic performance of married women. The study also found that age does not significantly influence educational aspiration and academic performance among married women in tertiary institutions. This suggests that both younger and older married women are equally motivated to pursue their educational goals and demonstrate comparable academic achievement. This finding aligns with the theoretical perspectives discussed by Durkheim's

functionalist theory, which emphasizes that education serves a fundamental role in equipping individuals with knowledge and skills regardless of age, promoting both personal and social development (Durkheim, 1915). Empirical evidence supports this result by Aminu and Ahmad (2023) observed that educational aspiration is primarily shaped by personal motivation, family support, and socio-cultural factors rather than chronological age. Similarly, Wang, Eccles, and Kenny (2020) emphasized that the desire to achieve specific academic goals is future-oriented and can persist across different age groups when adequate support systems exist. Married women, regardless of age, exhibit strong educational motivation when external factors such as institutional flexibility, family encouragement, and community acceptance are favorable (Usman & Bello, 2023; Ogunode et al., 2022). In essence, the results suggest that married women's academic motivation and aspiration are sustained across age groups, reflecting the multidimensional nature of academic performance, which includes cognitive, behavioural, and sociocultural components (Al-Yousefi, 2019, Robbins et al., 2018). Therefore, interventions aimed at enhancing educational outcomes should focus on support mechanisms and motivational strategies rather than age-specific programmes.

CONCLUSION

Based on the findings it was concluded that the majority of married women in tertiary institutions perform at an average to above-average academic level. Most are in the Merit range, showing fairly strong academic ability despite marital responsibilities. Also, the married women in tertiary institutions in Maiduguri possess high academic motivation, strong educational aspirations, and positive attitudes towards learning. There was a statistically significant relationship between educational aspiration and academic performance; and Higher educational aspirations are associated with better academic performance, though the strength of the relationship is modest.

Recommendations

Based on the findings, the following recommendations are made:

1. Tertiary institutions should establish special counselling units or programmes tailored to the academic and psycho social needs of married women students.
2. Counsellor should organize goal-setting and aspiration-enhancement workshops to strengthen educational aspirations, which have been shown to positively influence academic performance.
3. Universities should promote peer mentoring and support groups where successful married women students can share coping strategies and academic experiences.
4. Academic advisers and counsellor should collaborate to monitor and support married women students with moderate academic performance to help them attain higher achievement levels.
5. Policymakers and university administrators should implement flexible academic policies, such as adjusted lecture schedules and access to blended learning, to support married women without compromising academic standards.

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