

Study on the Impact of Marriage on the Academic Performance among Adolescent Girls

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ABSTRACT

Education is one of the fundamental human rights which every citizen has a right to have. There is no substitute for education in life. It not only provides the skills of reading and writing, but it also exposes one to aspects of reality that are not available for purchase. Because education is a useful tool for achieving success in setting goals for life, education itself is an endeavor for moral ethics, values of life, and opportunity that are necessary for mutual coexistence with others. Marriage represents one of the greatest challenges of adolescent girl's education in our time. It has considerable implications for social development of child brides, in terms of low levels of education, poor health and lack of personal autonomy. It constitutes a violation of the rights of the girls who are forced to marry before completing their education and it profoundly affects their life through substantially lower education prospects. The present study has revealed that major factors that are responsible for early marriage are blind faith in astrology, religious and social norms, insecurity, love affair, family pressure, lack of education and economic issues. These factors influenced the academic performance of adolescent girls. Therefore parents, Government and policy makers at all level should bring restrictions in marriage and encourages continuation of female education at least up to undergraduate level in the study area. Therefore for gaining a Sustainable community status for women, to educate them properly was very relevant.

Keywords : Impact of marriage, Adolescent girls, Academic performance, Education

INTRODUCTION

Marriage is regarded as a moment of celebration and a milestone in adult life all over the world. All too often, forcing a marriage partner on an adolescent means that her fundamental rights are compromised. Young girls are deprived of their youth and made to take on roles for which they are not psychologically or physically prepared. While some are too young to make an informed choice, others are forced into marriage. A young girl who is forced into marriage loses her freedom, her chance to grow as an individual, and other rights like health, education, and well-being. According to Donberg education is the process of gaining access to an optimal state of mind regardless of one's current situation. It has a broad range of interests that place one in his or her

area of potentialities, such as skill acquisitions or entrepreneurship; where one works on his or her own to earn a living that could be satisfactory. As a developing country, India has a significant population that lacks education and training. This therefore exposes them to many social superstitions and misinterpretations of marriage. Therefore, they are susceptible to any superstitions or misconceptions that have been passed down from generation to generation regarding getting girls married early before completing their education. Despite the fact that women's education is valued, many young girls are stripped of their innocence and forced to play roles for which they are unprepared emotionally (Teachman and Paasch, 1989). Students who are forced to marry young are jeopardising their academic success. Inadequate attendance in class, insufficient time to read

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and study, a shift in focus from academics to family well-being, occasional disengagement, and poor time management. When girls marry early, their educational attainment may also be compromised, affecting their future earning potential. The findings of this study can drive positive change and empower girls to reach their full potential. Education is a process of having access to optimal state of mind regardless of the situation one is at that particular moment. It has a wide scope of interest that places one in his/her area of potentialities for instance, area of skill acquisitions, entrepreneurship where one works on his/ her own in order to earn a living which could be satisfactory (Yadav and Rakhee, 2018; Kanji *et al.*, 2023 and Abdulkadir *et al.*, 2021). People strengthen and develop their capabilities through education. Girls and women are human beings with the same potential as men. However, they are occasionally deprived of a wealth of opportunities, particularly educational ones that would allow them to fulfil their innate potential and benefit society as a whole. The process of making a relationship official, public, and long-lasting is marriage (Elujekwute *et al.*, 2021). Marriage often means the end of educational development for women. In the case of early marriage, girls may be deprived for vital education needed for their preparation into adulthood, their effective contribution to the future well-being of their family and society, and their capacity to earn and make a living. The education a girl receives is the strongest predictor of the age she will marry. The most important documented implication of its loss is that girl grows up with hindered sense or no sense at all, of the right to assert her won point of view and little experience, as women are barred from participation in political, economic and cultural decisions - making processes (Bangladesh Bureau of Statistics, 2019).

The effect of marriage can be subtle and insidious, leading to damage that is difficult to detect. It includes intangible factors such as a girl's loss of mobility and household roles. Adolescent health encompasses all aspects of the reproductive process, including a satisfying and safe experience. Cultural and social pressures, persecution, forced migration and slavery, financial challenges, politics and financial relationships, religion, and child marriage are all factors that contribute to early marriage (Otoo-oyortey and Pobi, 2003). Parents often agree to an early marriage for their daughter in the hopes that she will benefit socially and economically in many parts of the world, especially in developing nations, particularly in rural areas and among households with

lower incomes is this practice. "This is because rural households provide fewer opportunities for young women to find employment, are less receptive to outside influences, and are typically more ingrained in traditional ideas and practices." Young daughters marry to lessen the financial strain on their families. Regrettably, pre-adult marriage is a common occurrence for women worldwide. Education is one of the most closely studied factors, with social scientists focusing particularly on women's education. Even when women reach the age when they are expected to marry and have children, they continue their education. Marriage is a significant life event that frequently results in changes in an individual's priorities, roles, and responsibilities (Adurabola, 2013). Necessitating important decisions about their education and family roles. It is frequently viewed as a barrier to education because women are expected to leave school to care for their new home or to focus on childbearing and child care (Ebaugh, 1988). Continuing education after marriage and family responsibilities often conflict and are difficult for women to balance. The purpose of this study was to find out the effect of marriage on the education of adolescent girls. It deals with the subject of girls getting married early and throws special light on the reasons for its persistence, its harmful consequences and shows how it hinders their education.

METHODOLOGY

This study contributes to a deeper understanding of the complex relationship between marriage and academic performance among adolescent girls. Survey design was used for the present study. A college from Kollam Corporation was chosen for the study as the investigators belongs to the same area and was convenient for the researchers to conduct the research.

Study sample:

Convenience sampling approach was used to pick 100 samples from 4 colleges within Kollam corporation (Sree Narayana College for Women -20, Sree Narayana College-20, Fathima Mata National College-20, S N Law College -20 and VNSS College of Nursing-20). In many cases, members are readily approachable to be a part of the sample (<https://www.questionpro.com/blog/convenience-sampling>).

A questionnaire was used to conduct the survey. It involves the use of a set of pre-determined questions typed in a definite order or a set of form. The researcher

paid a personal visit to the colleges and communicated the purpose of the visit after establishing rapport. The questionnaire was distributed to the selected samples, and the respondents were given a week to complete the form. The completed forms were gathered both personally and through friends.

Analysis of Data:

Data analysis is the systematic application of statistical or logical techniques to describe and illustrate, condense and recapitulate, and evaluate data. The collected data was processed and analysed in accordance with the guidelines established at the time the research plan was developed. The collected data was coded and tabulated to create a comprehensive study structure. Tables and graphs were used to represent the data that was analysed. For testing the relationship between variables, an appropriate statistical test was used.

RESULTS AND DISCUSSION

Baseline information of the respondent:

The information regarding the basic data of the academic performance of female students respondents under study are consolidating below. Table 1 reveals the age of the respondents. Around three fourth (60%) of them are in the age group of 18 to 20 years of age. Twenty eight per cent of them are in the age group of 21 to 23 years and 12% were above 23 years of age.

Table 1 : Age of the respondents	
Age of the respondents	Percentage of respondents (%) (N=100)
Up to 20	60
21- 23	28
Above 23	12

*Multiple responses

Table 2 reveals the marital status of the respondents. All the respondents are married. Around one half (48%)

Table 2 : Marital status and place of living	
Marital status and place of living	Percentage of respondents (%) (N=100)
Married living with in-laws	38
Married living with husband and in-laws	48
Married living with husband in parental home	10
Married living in parental home without husband	4

*Multiple responses

of the respondents live with their husband and in-laws. Thirty eight per cent of the respondents live with their in-laws as their husbands are abroad. Ten per cent of the respondents live with their husband in their parental home, and 4% of the respondents live in parental home without husband as it is convenient for them to go to their institution.

Table 3 reveals the education of the respondents. Around one half (48%) of the respondents are under graduate students. Forty per cent of the respondents are post graduate students. Twelve per cent of the respondents are professional students.

Table 3 : Education of the respondents	
Education	Percentage of respondents (%) (N=100)
Under graduate	48
Post graduate	40
Professional	12

*Multiple responses

Table 4 reveals the size of the family. The size of the family ranges from 3 to 8 members. Around three fourth (76%) of the respondents had a family size of 4 to 6 members. Sixteen per cent of the respondents have a family size above 6 members and only 6% of the respondents have a family size of 3 members.

Table 4 : Size of family	
Size of family	Percentage of respondents (%) (N=100)
Up to 3	8
4-6	76
Above 6	16

*Multiple responses

Table 5 reveals the monthly income of the respondent's family. Forty per cent of the respondents belonged to a family income bracket of Rs. 25001 to Rs. 50000. Thirty two per cent of the respondents had a monthly income below Rs. 25000. Twenty eight per cent of the respondents had Rs. 50000 above monthly income.

Table 5 : Family income per month	
Family income per month	Percentage of respondents (%) (N=100)
Below -25000	32
25001-50000	40
Above 50000	28

*Multiple responses

Table 6 reveals the age at which the respondents got married. Around one half (48%) of the respondents got married at the age between 21 and 22 years. Thirty six per cent of the respondents got married at the age between 19 and 20 years. Sixteen per cent of the respondents got married at the age of 18 years.

Table 6 : Age at the time of marriage	
Age at the time of marriage	Percentage of respondents (%) (N=100)
At the age of 18	16
19-20	36
21-22	48

*Multiple responses

Table 7 reveals the type of marriage. Three fourth (76%) of the respondents had an arranged marriage. Twenty four per cent of the respondents had a love marriage.

Table 7 : Type of marriage	
Type of marriage	Percentage of respondents (%) (N=100)
Arranged marriage	76
Love marriage	24

*Multiple responses

Table 8 reveals the time of getting married. Majority (32%) of the respondents got married before joining the course. Twenty four per cent of the respondents got married during the beginning of the course and towards the end of the course, respectively. Twenty per cent of the respondents got married during the middle of the course.

Table 8 : Time of getting married	
Response	Percentage of respondents (%) (N=100)
Before joining the course	32
Beginning of the course	24
Middle of the course	20
Towards the end of the course	24

*Multiple responses

It is clear from Table 9 that more than one half (48%) of the respondents continued the course without any break. Thirty two per cent of the respondents joined course immediately after marriage. Eight per cent of the respondents stopped the course for a while and resumed later and skipped one semester, respectively. Four per cent of the respondents continued the course after giving birth to first child.

Table 9 : Continuation of course after marriage

Responses*	Percentage of respondents (%) (N=100)
Continued without break	48
Joined course immediately after marriage	32
Stopped for a while, but resumed later	8
Skipped one semester	8
After giving birth to child	4

*Multiple responses

Table 10 reveals the reasons that lead to early marriage of the respondents. Blind faith in astrology was the reason reported by 40% respondents. Religious and social norms and practices was the reason reported by 28% respondents. Insecurity was the reason reported by 20% respondents. Love affair, family pressure and limited educational attainment of parents were the reasons reported by 16% respondents, respectively. Closely placed siblings and lack of awareness was the reason reported by 12% respondents. Financial uncertainty and family alliances was the reason reported by 8% respondents, respectively.

Table 10 : Reason that lead to early marriage

Reason for early marriage*	Percentage of respondents (%) (N=100)
Blind faith in astrology	40
Religious and social norms and practices	28
Insecurity	20
Love affair	16
Family pressure	16
Limited educational attainment of parents	16
Closely placed siblings	12
Lack of awareness	12
Financial uncertainty	8
Family alliances	6

*Multiple responses

Table 11 reveals the effect of early marriage on academic performance. Majority (80%) of the respondents were not able to manage academics and household work. Lack of time for studying was reported by around one half (48%) of the respondents. Not able to concentrate on studies was the problem experienced by 45% respondents. Frequent health issues were reported by 36% respondents. Restricted mobility was reported by 23% respondents. Twenty per cent of the

respondents often took leave due to health issues of family members. Non cooperative in-laws was the problems faced by 16% respondents. Financial problems were experienced by 7% respondents and pregnancy and lack of time for child care was the problem reported by 4% respondents, respectively.

Table 11 : Problems experienced with early marriage on academic performance	
Problems experienced*	Percentage of respondents (%) (N=100)
Household responsibilities	80
Lack of time for studying	48
Not able to concentrate on studies	45
Frequent health issues	36
Restricted mobility	23
Take leave often due to health issues of family members	20
Non cooperative in- laws	16
Financial problems	7
Pregnancy	4
Lack of time for care of child	4

*Multiple responses

Table 12 reveals the impact of marriage on the life of the respondents. Majority (44%) of the respondents reported having a positive impact on their life. Forty per cent of the respondents reported having no impact on their life, and 16% of the respondents reported having a negative impact.

Table 12 : Impact of marriage on the life of respondents	
Responses	Percentage of respondents (%) (N=100)
No impact	40
Positive impact	44
Negative impact	16

*Multiple responses

Table 13 and Fig. 1 reveals the benefits of marriage on academic. Financial support was the benefit experienced by 92% respondents. Seventy two per cent of the respondents reported that they became independent. Supportive parents were the benefit reported by 56% respondents. Forty eight per cent of the respondents say that marriage taught them to manage and was blessed with a motivating husband, respectively. Twenty eight per cent of the responds reported having lot of freedom after marriage. Twenty four per cent of the respondents reported that their husbands helped them in household work and studies.

Table 13 : Benefits of marriage on academics

Benefits*	Percentage of respondents (%) (N=100)
Financial support	92
Became independent	72
Supportive parents	56
Learned to manage	48
Motivating husband	48
Lot of freedom	28
Husband help in household work and studies	24

*Multiple responses

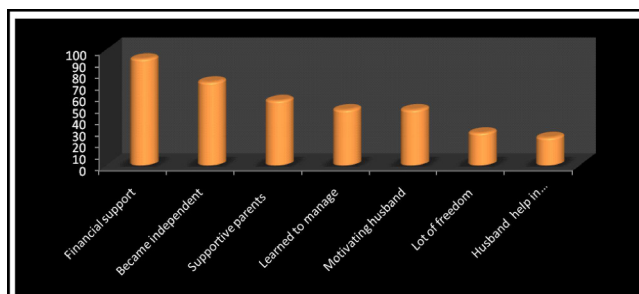


Fig. 1 : Benefits of marriage on academics

Table 14 reveals the problems caused by early marriage. Lack of time for studying was the major problem reported by 92% respondents. Forty per cent of the respondents had adjustment problems with family members. Loss of freedom and management problem was reported by 24% respondents. Restriction in continuing education and increase in responsibility was reported by sixteen per cent respondents. Post pregnancy depression was reported by 12% respondents and compelling of physical contact during exams and when sick was reported by 8% respondents.

Table 14 : Problems caused by early marriage

Problems*	Percentage of respondents (%) (N=100)
Lack of time for studying	92
Adjustment problems with family members	40
Loss of freedom	24
Management problem	24
Restriction in continuing education	16
Increase in responsibility	16
Post pregnancy depression	12
Compelling for physical contact during exams and when sick	8

*Multiple responses

Marriage is often noted as a significant contributor to the early termination of girls education this is particularly evident in the South Asian context, where girls are typically withdrawn from school once their marriage is arranged (Finlay and Neumark, 2008 and Khanna *et al.*, 2013). Women's empowerment, particularly economic empowerment, may be hampered by their inability to earn an independent income as a result of education discontinuation after marriage or incomplete education (Raj *et al.*, 2019). On the one hand, women with higher levels of education are more self-sufficient in their educational attainment, and they rely less on male partners. On the other hand, education confiscation restricts women's access to information about sexual and reproductive health, causes social exclusion from peers, and reduces social mobility, all of which are exacerbated by economic vulnerability (Singh *et al.*, 1998 and Raj *et al.*, 2019). Furthermore, because education is an important component of women's empowerment, discontinuing it has a number of negative health consequences for both mothers and their children (Kabir *et al.*, 2020 and Sey-Sawo *et al.*, 2020). As a result, it is critical to identify the factors that influence the continuation of post-nuptial education, especially in countries with widespread poverty and low educational enrolment. Ghose *et al.* (2023)'s study in Bangladesh found that community-level variables have a significant effect on women's post marital education. According to Raj *et al.* (2019) in India and Ethiopia, a girl's capacity and desire for education, her self-efficacy, social support from her parents, in-laws, husband, and teachers, as well as early marriage, childbirth, and social norms against girls' education, were all associated with continuing her education after marriage. Additional findings from the National Longitudinal Study of the High School Class of 1972 in the United States show that the decision to return to school after marriage is influenced by a variety of factors, including changing lifecourse patterns and sociodemographic variables such as place of residence, grades, previous educational attainment, and potential income. A study conducted on adolescent mothers in South Africa revealed that inadequate family support, characterised by parental views that perpetuate the stigma of teenage pregnancy, breakdowns in communication and financial burdens, resulted in the discontinuation of education among young women. Typically, post marriage education decisions are made by in-laws or husbands, who are frequently unsupportive, particularly in the South

Asian context. Agi *et al.* (2023) studied about the influence of early marriage on academic achievement of female adolescent students in public senior secondary school in Rivers State. The study recommended that, government should design a program that would help teachers and students on how to prevent early pregnancy.

Conclusion:

The study has revealed that major factors that are responsible for early marriage are blind faith in astrology, religious and social norms, insecurity, love affair, family pressure, lack of education and economic issues. In conclusion, this study strongly argues that these factors influenced the academic performance of adolescent girls. Therefore parents, Government and policy makers at all level should bring restrictions in marriage and encourages continuation of female education at least up to undergraduate level in the study area. The study on the effect of marriage on the academic performance among adolescent girls holds significant importance for several reasons. The study's findings have the potential to help policymakers develop and implement targeted intervention programmes for vulnerable women, particularly those in rural communities. Such programmes could help to increase educational retention among women, facilitating the country's progress towards achieving the relevant Sustainable Development Goals.

Acknowledgments:

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