

**IMPACT OF YOUTH DATING ON THE ACADEMIC PERFORMANCES OF
STUDENTS IN CAMPUS: A STUDY OF THE UNIVERSITY OF BENIN**

BY

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SSC1909538

DEPARTMENT OF POLITICAL SCIENCE

FACULTY OF SOCIAL SCIENCES

UNIVERSITY OF BENIN

BENIN CITY

FEBRUARY, 2024

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**BEING A PROJECT SUBMITTED TO THE DEPARTMENT OF
POLITICAL SCIENCE, FACULTY OF SOCIAL SCIENCES,
UNIVERSITY OF BENIN, BENIN CITY, IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE AWARD OF THE BACHELOR
OF SCIENCE (B.Sc. HONS.) DEGREE IN POLITICAL SCIENCE.**

FEBRUARY, 2024

DECLARATION

I, **SYLVESTER EKHATOR** with matriculation number **SSC1909538**, hereby declare that this project is entirely my work and composition. The work embodied in this project has not been previously submitted for award of any degree elsewhere. All references made to works of other persons have been duly acknowledged.

SYLVESTER EKHATOR

DATE

CERTIFICATION

This is to certify that this study is an original research essay and was carried out by **SYLVESTER EKHATOR** with matriculation number **SSC1909538**, and that the research work is sufficient in scope and content in partial fulfillment of the award of a Bachelor of Political Science, University of Benin, Benin City.

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Date: _____

Date: _____

DEDICATION

This work is dedicated to God Almighty for the numerous mercies he showered on my and for the strength to complete this work and programme at large.

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ABSTRACT

This study Investigated the impact of youth dating on the academic performance of students in the university, making use of the university of Benin, Benin City, Edo State, Nigeria, as a case study. Dating has long been a prevalent aspect of college life, but its influence on academic performance remains a subject of debate. The objective of the study was to investigate potential factors within dating relationships that may positively or negatively impact students' academic performance, such as time management, emotional wellbeing, or social pressure; examine how students allocate their time between responsibilities and their dating relationships to understand if time management plays a role in academic outcomes among others. Descriptive research design was adopted, whereby, stratified Sampling technique was utilised for the study. simple random sampling technique was used to select some some faculties needed for the study. The departments was then selected using simple random technique and finally simple random techniques was also used to select respondents from the department. It was found that some respondents pointed out that there's a significant relationship in extant between dating and academic performance among students in the university. Also according to the findings The Dating habits of peers do not influence dating habits of the respondents. Lastly being in a relationship according to the findings impact long term academic and career goals. Finally the study recommended that students should identify their academic priorities and ensure they remain at the forefront of their focus. While it's important to nurture your relationship, remember that your education is a crucial investment in your future

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Overtime, Academic performance of students in the university has been an area of interest to many researchers in a bid to unravel if the academic performance of students in campus is influenced either positively or negatively due to campus dating relationship.

Academic performance therefore can be seen as the measure of requirement or standard of expectation set by an educational institution and how the student meet such standard. Its mostly measured by grades, test scores and overall achievement in academic activities.

Students academic performance plays a vital and important role in providing a better and intellectual work force for a nation drive to better institutional, political, economical and social standard of living or development. Education being widely regarded as the key to success and also a fundamental and vital tool for personal development, acquiring knowledge and skill.

Young people spend much of their lives in educational settings, and their experiences in schools, colleges and universities can shape much of their subsequent lives.[Furlong, Andy (2013)]

Youth is the time of life when one is young. The concept youth, can also be seen as the time between childhood and adulthood (maturity), but it can also refer to one's peak, in terms of health or the period of life known as being a young adult (Macmillan Dictionary 2013).

Youth is the stage of building the self-concept. The self-concept of youth is influenced by variables such as peers, lifestyle, gender, and culture(Thomas, A. (2003)).

Youth is also defined as "the appearance, freshness, vigor, spirit, etc., characteristic of one, who is young" (Dictionary.com 2012) Its definitions of a specific age range varies, as youth is not defined chronologically as a stage that can be tied to specific age ranges; nor can its end point be linked to specific activities, such as taking unpaid work, or having sexual relations (Furlong, Andy (2013)).

Youth refers to the period of a young person's life, especially the period between childhood and maturity. It is the transition from childhood dependence to adult independence. The term youth as a person aged 15 to 24, without prejudice to other member states' definitions. This period is characterized by youthful spirit, energy, and enthusiasm, as well as the period of youth and maturity [UN]

Dating on the other hand is a social activity where individuals, typically romantically interested in each other, spend time together to explore their compatibility and potentially for a deeper relationship. It can involve various activities such as going out for meals, attending events, or simply spending time together to get to know each other better. Dating can lead to more committed intimate relationships or marriage, but it can also be a casual and exploratory phase for individuals to connect on a personal level.

Dating is a human relationship process whereby two persons agree to a companionship which exceeds the level of friendship with the sole aim of assessing the suitability and compatibility of both individuals as partner in an intimate relationship. As a student In the university one will have to strike a balance between dating relationship and studies, as such

that both aspect takes or requires the time, energy and attention of the student in order from avoiding the suffering or lacking of either aspect of his/ her life.

Mongeau and Kendall (1996) reported that a majority of responses to the “What is a date?” question fell into the dyadic and date cycle supra categories. Put another way, the defining characteristics of a date are that one person initiates and arranges an event where two people go out together to engage in a common activity.

This study seeks to understand the impact or how campus dating relationships influence the academic performances of students either be it negatively or positively.

1.2 Statement of the problem

As modern society evolves, the prevalence and persistency of youthful dating among students has become a prominent aspect of their lives. However, the potential impact of these romantic relationships on academic performance remains a subject of concern and inquiry to be unravelled.

Teenagers go through high and low emotional feelings during their teen period. They may find themselves feeling lonely, like no one quite understands them. They often lash out the most at those closest to them, bodies are developing at a faster rate than their mind and intellect can understand .This happens particularly during their early teenage years. With these new intense, unsettling feelings, many teenagers struggle internally not knowing what to do as an outlet. Many teenagers are uncomfortable with opposite sex attention and some become addicted.

Research contends that teenage dating has significantly changed from previous decades. Dating of previous era was more formal and taken seriously, opposite to this current generation whereby teens view or are of the perspective that dating is for fun (catching a date).

Students have a strenuous and constraints in time management may at times find it difficult to striking a balance between academics (preparing for examinations, test, going for classes) and relationships activities.

The sole aim of attending the university is for one to graduate with good grades, the ability of the students to accommodate and manage the pressures that comes with academics, peer groups, all geared towards it not having a detrimental effect on one's studies or academic goals and aspirations is paramount.

For the purpose or aim of this study one is to examine the relationship and the impact surrounding the youth dating and dynamics between academic success posing or finding out the benefits and negative impacts of such relationships in school campuses.

1.3 Research questions

1. To what extent do emotional aspects within dating relationships, such as satisfaction, stress, and conflicts, influence students' academic well-being and academic performance/success.

2. What are the predominant or current time management strategies employed or utilise by students engaged in dating and how do these strategies impact their academic responsibilities or performances.
3. How do students perceive the balance between their dating lives , peer expectations or pressures, academic commitments and what coping mechanisms do they employ to manage potential conflicts.
4. Is there differences in academic aspirations between persons who are involved in dating and those who aren't.

1.4 Objectives of the study

The following guides the objectives of the study

1. Investigate potential factors within dating relationships that may positively or negatively impact students' academic performance, such as time management, emotional well-being, or social pressures.
2. Examine how students allocate their time between academic responsibilities and their dating relationships to understand if time management plays a role in academic outcomes.
3. Investigate the influence of societal or peer expectations within dating relationships and whether these pressures have any bearing on academic performance.
4. Assess whether students in dating relationships have distinct academic goals or aspirations compared to those who are not involved in such relationships.

1.5 Research hypothesis

1. There is a significant correlation or relationship between the frequency of dating among students and their academic performance.
2. There is a significant relationship between time management strategies by students who engage in dating activities and their academic performances.
3. There is a significant relationship between societal or peer pressure into dating/relationship and students' academic performance.
4. There is a significant relationship between the aspirations of students involved in dating and those who do not involve in dating activities.

1.6 Significance to the study

1. Students will benefit from a better understanding and comprehension of how their dating experiences may influence their academic success.

This knowledge can empower them to make informed or rational decisions and adopt effective measures or time management strategies thereby serving as a guidance to the students.

2. The study can serve as a foundation for future research or further research, encouraging further exploration of the evolving dynamics between youthful dating and academic performance in diverse contexts.

1.7 Scope of the study

The study will focus on a specific geographic area or institution to ensure a manageable sample size and context-specific findings

The participants of this study will include undergraduate students from diverse academic disciplines within the chosen institution or geographic area.

1.8 Research / Study Limitations

1. The study's time frame may limit the ability to capture long-term effects or impacts (either negative or positive) and the dynamic nature of youthful dating relationships may evolve beyond the study period.
2. lack of willingness of the participants to disclose some information that may be of help to the study.

CHAPTER TWO (2)

LITERATURE REVIEW

Youth Dating is a prevalent aspect of students on campus, with potential implications for academic performance.

This literature review explores existing research or studies made to understand the impact of youth dating on students' academic outcomes.

2.1 Conceptual Definition

2.1.1 What is Dating?

Dating is a stage of romantic relationships in which two individuals engage in an activity together, most often with the intention of evaluating each other's suitability as a partner in a future intimate relationship. It falls into the category of courtship, consisting of social events carried out by the couple either alone or with others.

The meaning of the word dating shifted after the sexual revolution to include a more informal use referring to a romantic, sexual relationship itself beyond an introductory or trial stage, but prior to marriage. Although informal, this meaning is very common and is used in formal speech as well as writing. Although taboo across most of the world for much of history, premarital sex has become increasingly common within the last century, beginning with the onset of the sexual revolution. Across a greater number of portrayals in film, television and music, sex within dating has become increasingly accepted as a natural progression of the relationship.

The earliest usage of the noun "date" is in 1896 by George Ade, a columnist for the Chicago Record. Date referred to "public" courtship, when a woman would meet a man publicly rather than privately at a residence or at court. In Ade's 1899 "Fabels in Slang", he used the term "Date Book" to describe a type of ledger system a cashier used to track dates with suitors until she is married.

Although the term dating has many meanings, the most common depicts a trial period when two people explore whether to take the relationship further towards a more permanent relationship; in this sense, dating refers to the time or period when people are physically together in public as opposed to the earlier time period in which people are arranging the date, perhaps by corresponding by email, or through direct text.

Another meaning of the term dating is to describe a period in a person's life when he or she is actively pursuing romantic relationships with different people. If two unmarried celebrities are seen in public together, they are often described as "dating" which means they were seen in public together, and it is not clear whether they are merely friends, exploring a more intimate relationship, or are romantically involved. A related sense of the term is when two people have been out in public only a few times but have not yet committed to a relationship; in this sense, dating describes an initial trial period and can be contrasted with "being in a committed relationship".

Social rules regarding dating vary considerably according to variables such as social class, race, religion, age, sexual orientation and gender. Behavior patterns are generally unwritten and constantly changing. There are considerable differences between social and personal values.

One of the main purposes of dating is for two or more people to evaluate one another's suitability as a long-term companion or spouse [Lori Jean Glass. "Dating with purpose" (2022)], Often physical characteristics, personality, financial status and other aspects of the involved persons are judged and as a result, feelings can be hurt and confidence shaken. Because of the uncertainty of the entirety of the situation, the desire to be acceptable or accepted by the other person and the possibility of rejection, dating can be very stressful for all parties involved. Some studies have shown that dating tends to be extremely difficult and stressful for people with social anxiety disorder.

What happens in the dating world can reflect larger currents within popular culture. For example, when the 1995 book *The Rules* appeared, it touched off media controversy about how men and women should relate to each other, with different positions taken by columnist Maureen Dowd of *The New York Times* and British writer Kira Cochrane of *The Guardian* and others. It has even caused anthropologists such as Helen Fisher to suggest that dating is a game designed to "impress and capture" which is not about "honesty" but "novelty", "excitement" and even "danger", which can boost dopamine levels in the brain. The subject of dating has spun off popular culture terms such as the friend zone which refers to a situation in which a dating relation evolves into a platonic non-sexual union ["What's so bad about the friend zone?" Gina B. 2007], [Ali Binazir M.D. M.Phil. (2011). "How to stay out of the Friend Zone".].

As technology progressed or advances the dating world progressed as well. In a timeline by Metro, a statistic matchmaking business opened in 1941, the first reality TV dating show was developed or birthed in 1965, and by the 1980s the public was unravelled to video dating.[Mulshine, Molly. "The 80s version of Tinder was 'video dating'] Video dating was

a way for singles to sit in front of a camera and tell whoever may be watching something about themselves. The process of elimination was significant because now the viewer was able hear their voice, see their face and watch their body language to determine a physical attraction to the candidates.

In online dating, individuals create profiles where they disclose personal information, photographs, hobbies, interests, religion and expectations. Then the user can search through hundreds of thousands of accounts and connect with multiple people at once which in return, gives the user more options and more opportunity to find what meets their standards. Online dating has influenced the idea of choice. In *Modern Romance: An Investigation*, Aziz Ansari states that one third of marriages in the United States between 2005 and 2012 met through online dating services.[Ansari, Aziz (2015). *Modern Romance*. New York, New York: Penguin Press. p. 79.] Today there are hundreds of sites to choose from and websites designed to fit specific needs such as Match, eHarmony, OkCupid, Zoosk, and ChristianMingle. Mobile apps, such as Grindr and Tinder allow users to upload profiles that are then judged by others on the service; one can either swipe right on a profile (indicating interest) or swipe left (which presents another possible mate).

The Internet is shaping the way new generations date. Facebook, Skype, WhatsApp, and other applications have made remote connections possible. Particularly for the LGBTQ+ community, where the dating pool can be more difficult to navigate due to discrimination and having a 'minority' status in society.

Online dating tools are an alternate way to meet potential dates. Many people use smartphone apps such as Tinder, Grindr, or Bumble which allow a user to accept or reject

another user with a single swipe of a finger.[CQ Press, CQ Researcher, Barbara Mantel, Online dating: Can apps and algorithms lead to true love? Archived 2016-08-25 at the Wayback Machine, 2016 "] Some critics have suggested that matchmaking algorithms are imperfect and are "no better than chance" for the task of identifying acceptable partners. Others have suggested that the speed and availability of emerging technologies may be undermining the possibility for couples to have long-term meaningful relationships when finding a replacement partner has potentially become too easy.[CQ Press, CQ Researcher, Barbara Mantel, Online dating].

2.1.2 Age Groups

Dating can happen for people in most age groups with the possible exception of young children. Teenagers and teens have been described as dating; according to the CDC, three-quarters of eighth and ninth graders in the United States described themselves as "dating", although it is unclear what is exactly meant by this term. A 2018 study in the Journal of Youth and Adolescence found that serious dating among or between teenagers can have negative effects on a teenager's mood. This is most likely due to the incomplete cognitive and emotional development of teenagers that cause a lack of ability to handle the challenging aspects of romantic relationships.[McBride, Jon (2019)]

Young persons are exposed to many people their own age in their high schools or secondary schools or college or universities. There is anecdotal evidence that traditional dating—one-on-one public outings—has declined rapidly among the younger generation in the United States in favor of less intimate sexual encounters sometimes known as hookups (slang), described as brief sexual experiences with "no strings attached", although exactly what is

meant by the term hookup varies considerably. Dating is being bypassed and is seen as archaic, and relationships are sometimes seen as "greedy" by taking time away from other activities, although exclusive relationships form later. Some college newspapers have decried the lack of dating on campuses after a 2001 study was published and conservative groups have promoted "traditional" dating. When young people are in school, they have a lot of access to people their own age and do not need tools such as online websites or dating services. Chinese writer Lao Wai, writing to homeland Chinese about America, considered that the college years were the "golden age of dating" for Americans, when Americans dated more than at any other time in their life. There are indications people in their twenties are less focused on marriage but on careers. [Brenda Wilson (2009)].

People over thirty, lacking recent college experience, have better luck online finding partners. Economist Sylvia Ann Hewlett in 2002 found that 55% of 35-year-old career women were childless, while 19% of male corporate executives were, and concluded that "the rule of thumb seems to be that the more successful the woman, the less likely it is she will find a husband or bear a child." [Maureen Dowd quoting poet Dorothy Parker (2005)]

While people tend to date others close to their own age, it's possible for older men to date younger women. In many countries, the older-man-younger-woman arrangement is seen as permissible, sometimes with benefits. It's looked on more positively in the U.S. than in China for example; older men are described as more knowledgeable sexually and intellectually, supportive, skilled in the ways of women, and financially more secure so there's "no more going Dutch." [Qi Zhai (2010)]. In China, older men with younger women are more likely to be described as "weird uncles" rather than "silver foxes." One Beijing professor reportedly advised his male students to delay dating.

Research shows that successful men are, on average, older than their spouses by 12 years; exceptional men, by 17 years; and Nobel laureates, well, they can be 54 years older than their mates. Why date now when your ideal wives are still in kindergarten [Qi Zhai (2010)].

2.1.3 Education

Education is the transmission of knowledge, skills, and characteristics. Its exact definition is disputed, there are disagreements about what the aims of education are and to what extent education it differs from indoctrination by promotion of critical thinking. These disagreements affect how to identify, measure, and improve forms of education. The term "education" can also refer to the mental states and qualities of educated people and the academic field studying educational phenomena.

There are many types of education. Formal education happens in a complex institutional framework, like public schools. Non-formal education is also structured but takes place outside the formal schooling system. Informal education is unstructured learning through daily experiences. Formal and non-formal education are divided into levels. They include early childhood education, primary education, secondary education, and tertiary education. Other classifications focus on the teaching method, like teacher-centered and student-centered education. Forms of education can also be distinguished by subject, like science education, language education, and physical education.

Education socializes children into society by teaching cultural values, morals and norms. It equips them with the skills needed to become productive members of society. This way, it stimulates economic growth and raises awareness of local and global problems. Organized

institutions affect many aspects of education. For example, governments set education policies to determine when school classes happen, what is taught, and who can or must attend. International organizations, like UNESCO, have been influential in promoting primary education for all children.

Many factors influence whether education is successful. Psychological factors include motivation, intelligence, and personality. Social factors, like socioeconomic status, ethnicity, and gender, are often linked to discrimination. Further factors include access to educational technology, teacher quality, and parent involvement.

The main field investigating education is called education studies. It examines what education is, what aims and effects it has, and how to improve it. Education studies has many subfields, like philosophy of education, psychology of education, sociology of education, economics of education, and comparative education. It also discusses the history of education. In prehistory, education happened informally through oral communication and imitation. With the rise of ancient civilizations, writing was introduced, and the amount of knowledge grew. This caused a shift from informal to formal education. Initially, formal education was mainly available to elites and religious groups. The invention of the printing press in the 15th century made books more widely available. This increased general literacy. Beginning in the 18th and 19th centuries, public education became more important. It led to the worldwide process of making primary education available to all, free of charge, and compulsory up to a certain age.

Education plays various roles in society, including in social, economic, and personal fields. On a social level, education makes it possible to establish and sustain a stable society. It helps people acquire the basic skills needed to interact and communicate with their environment and fulfill their needs and desires. In modern society, this involves a wide range of skills like being able to speak, read, and write as well as to solve problems and to perform basic arithmetic tasks. It also includes the ability to handle information and communications technology. Children are socialized into society by acquiring these skills. Another key part of socialization is to learn how to live in social groups and interact with others by coming to understand social and cultural norms and expectations. This requires an understanding of what kinds of behavior are considered appropriate in different contexts. This way, new members are introduced to the culture, norms, and values that are dominant in their society. Socialization happens throughout life but is of special relevance to early childhood education. It enables a form of social cohesion, stability, and peace needed for people to productively engage in their daily business. Education plays a key role in democracies by increasing civic participation in the form of voting and organizing and through its tendency to promote equal opportunity for all.[Bartlett & Burton 2007]

A further issue is to enable people to become productive members of society and also how to contribute to it. Through education, individuals acquire the technical and analytical skills needed to pursue their profession, produce goods, and provide services to others. In early societies, there was little specialization and each child would generally learn most of the skills that the community required to function. Modern societies are increasingly complex and many professions are only mastered by relatively few people who receive specialized training in addition to general education. Some of the skills and tendencies learned to

function in society may conflict with each other and their value depends on the context of their usage. For example, fostering a questioning mind is necessary to develop the ability of critical thinking but in some cases, obedience to an authority is required to ensure social stability.[Bartlett & Burton 2007].

By helping people become productive members of society, education stimulates economic growth and reduces poverty. It helps workers become more skilled and thereby increases the quality of the produced goods and services, which in turn leads to prosperity and increased competitiveness.[Bartlett & Burton 2007] Public education is often understood as a long-term investment to benefit society as a whole. The rate of return is especially high for investments in primary education.[Allen 2011] Besides increasing economic prosperity, it can also lead to technological and scientific advances as well as decrease unemployment while promoting social equity.[Chimombo 2005]

Education can prepare a country to adapt to changes and successfully face new challenges. It can help raise awareness and contribute to the solution of contemporary global problems. Examples are climate change and sustainability as well as the widening inequalities between the rich and the poor.[Hicks 2004], [International Commission on the Futures of Education 2022] By making students aware of how their lives and actions affect others, it may inspire some to work toward realizing a more sustainable and fair world.[Hicks 2004] This way, education serves not just the purpose of reproducing society as it is but can also be an instrument of development by realizing social transformation to improve society.[Bartlett & Burton 2007] This applies also to changing circumstances in the economic sector, where technological advances and increased automation may cause many jobs to be lost in the coming decades. This may render currently taught skills and knowledge redundant while

shifting the importance to other areas. Education can be used to prepare people for such changes by adjusting the curriculum. This way, subjects involving digital literacy and skills in handling new technologies can be promoted. Another example is online education in the form of massive open online courses.[Waks 2019]

On a more individual level, education promotes personal development. This can include factors such as learning new skills, developing talents, fostering creativity, and increasing self-knowledge as well as improving problem-solving and decision-making abilities. Education also has positive effects on health and well-being. While education is of high relevance in childhood, it does not end with adulthood and continues throughout life. This form of lifelong learning is of specific significance in contemporary society due to the rapid changes on many levels and the need for people to adjust to them [Murphy, Mufti & Kassem 2009, Warren 2009, Hankin 2009].

The social importance of education is recognized in the annual International Day of Education on January 24. The year 1970 was declared International Education Year [UN 2023].

Several factors influence educational achievement. They are psychological factors, which concern the student as an individual, and sociological factors, which pertain to the student's social environment. Further factors are access to educational technology, teacher quality, and parent involvement. Many of these factors overlap and influence and affects each other.[Portes 1999, Bartlett & Burton 2007, Waller 2011]

●On a psychological level, relevant factors include motivation, intelligence, and personality[Bartlett & Burton 2007]. Motivation is the internal force propelling people to

engage in learning [Weiner 2000]. Motivated students are more likely to interact with the content to be learned by participating in classroom activities like discussions. This often results in a deeper understanding of the subject. Motivation can also help students overcome difficulties, hindrances and setbacks. An important distinction is between intrinsic and extrinsic motivation. Intrinsically motivated students are driven by an interest in the subject and the learning experience itself. Extrinsically motivated students seek external rewards. They may strive for good grades and recognition from their peers. Intrinsic motivation tends to be more beneficial by leading to increased creativity and engagement as well as long-term commitment [Meece, Blumenfeld & Hoyle 1988].

Educational psychologists try to discover how to increase motivation. This can be achieved by encouraging some competition among students while ensuring a balance of positive and negative feedback in the form of praise and criticism [Bartlett & Burton 2007, Gallard & Garden 2011].

Intelligence is another important factor in how people respond to education. It is a mental quality linked to the ability to learn from experience, to understand, and to employ knowledge and skills to solve problems.

- Sociological factors focus not on psychological attributes of learners but on their environment and position in society. They include socioeconomic status, ethnicity, and cultural background as well as gender. They are of interest to researchers since they are associated with inequality and discrimination. For this reason, they play a key role in policy-making in attempts to mitigate their effects [Bartlett & Burton 2007, Bécares & Priest 2015, Hart 2019, Warren 2009].

- Technology plays another significant role in educational success. Educational technology is commonly associated with the use of modern digital devices, like computers. But understood in the broadest sense, it involves a wide range of resources and tools for learning, including basic aids that do not involve the use of machines, like regular books and worksheets [Sampath 1981, Technology 1973].

Educational technology can benefit learning in various ways. In the form of media, it often takes the role of the primary supplier of information in the classroom. This means that the teacher can focus their time and energy on other tasks, like planning the lesson and guiding students as well as assessing educational performance.[Sampath 1981] Educational technology can also make information easier to understand by presenting it using graphics and videos rather than through mere text.

An additional factor to boost student achievement is parent involvement. It can make children more motivated and invested if they are aware that their parents care about their educational efforts. This tends to lead to increased self-esteem, better attendance rates, and more constructive behavior at school. Parent involvement also includes communication with teachers and other school staff to make other parties aware of current issues and how they may be resolved. [Karadağ 2017, Schmid & Garrels 2021, Shute et al. 2011]

Further relevant factors sometimes discussed in the academic literature include historical, political, demographic, religious, and legal aspects [Hughes 2009, Horwitz 2021].

2.2 Causes and issues of Campus Dating

College campuses are essentially markets for romantic and sexual partners (Uecker & Regnerus, 2010). The perceived number of available mates is impacted by the gender ratio

within the social and environmental context. This gender imbalance can shape students' perceptions, beliefs, attitudes, and experience with relationships in a number of ways. For instance, men may have more negotiating power on campuses where there is a surplus of women. Additionally, men may be less willing to commit to a monogamous or exclusive relationship and perceive more available mate options (Pouget, Kershaw, Niccolai, Ickovics, & Blankenship, 2010) than women. Researchers suggest this may result in women settling for less desirable partners, yielding relationship and sexual power, tolerating behaviors such as infidelity, and having unprotected sex because they feel less able to demand condom use (Ferguson, Quinn, Eng, & Sandelowski, 2006; Jemmott, Catan, Nyamathi, & Anatasia, 1995; Mays & Cochran, 1988; Sobo, 1995; Stephens & Phillips, 2005).

Students' attitudes have shifted from the traditional desire to form committed long-term monogamous relationships to wanting more casual relationships and "hooking up" (Owen & Fincham, 2011). Although casual relationships and hooking up have been used interchangeably in the literature, there are some distinctions that should be made. Casual relationships can be long term or short term (Simpson & Gangestad, 1991), with strangers (Manning, Longmore, & Giordano, 2000) or friends (Shaffer, 2000) and may eventually lead to a committed relationship. Although Bogle (2008) describes hooking up as a sexual relationship that may or may not lead to a romantic relationship, there are some differences from casual relationships that focus on intent and motivation (Garcia & Reiber, 2008). According to the same source, hookups do not usually include a romantic component nor do they include an underlying friendship. Some research indicates that both types of relationships are very common on college campuses, and estimates as high as 81% of students report at least one incidence of "hooking up" (as cited in Fielder & Carey, 2010).

Previous research also indicates that women on campuses with fewer men will likely be more sexually active; however, they will engage in fewer monogamous and/or committed relationships (Uecker & Regenerus, 2010). In other words, they are more likely to engage in casual sexual relationships and hookups on campus.

The participation in short-term relationships and hookups may be supported by the context and peer norms of the social environment of many college campuses. The prevalence of these types of relationships and hookups vary by campus environment and the demographics of students studied (Shulman & Connelly, 2013). Traditional aged (18–24) undergraduate college students are within the age group that is most affected by sexually transmitted infections (STIs), including HIV, and research has shown that college students frequently engage in risky behaviors (e.g., multiple partners, one-night stands, inconsistent condom use; Alleyne & Gaston, 2010; Davis, Sloan, MacMaster & Kilbourne, 2007; Thomas & Freeman, 2011). While there are studies exploring the impact of gender ratio imbalances among African American adults (e.g., Bontempi, Eng, & Quinn, 2008; Wingood & DiClemente, 1997), the college environment warrants more attention. The college campus can create an environment that produces more sexual options with fewer perceived consequences, gendered social norms, and power differentials that make some particularly vulnerable to HIV infection.

In their study of gender inequity and HIV risk among African American college students, Ferguson, Quinn, Eng, and Sandelowski (2006) found that men had multiple sexual partners and created a setting where women were forced to decide whether they wanted to share their man. Cultural factors such as gender inequity or gender ratio imbalance can decrease a person's chances of being able to negotiate safer sex and increase their exposure to STIs,

including HIV. In this study, we adopted a qualitative methodology using focus groups to address two research questions: (1) What are the perceptions of available mates and experiences with types of relationships among heterosexual African American emerging adults attending this HBCU? (2) How are these perceptions and experiences associated with the participant's sociocultural context and their sexual decision making and subsequent behavior? Focus groups and qualitative methods, in general, provide an opportunity for the researcher to begin formulating new ideas and hypotheses, tentative theories, and conceptual models of the phenomena of interest. Focus groups in particular were selected because they have the advantage of allowing participants to provide not only opinions but also decision-making experiences and their context.

Hooking up has been defined as a casual consensual sexual encounter (e.g., kissing, oral sex, vaginal intercourse) between non-romantic partners (Bogle, 2008; Garcia & Reiber, 2008; Owen, Rhoades, Stanley, & Fincham, 2010; Paul & Hayes, 2002). Hookups may occur once or several times with the same partner (Fielder & Carey, 2010b) and are viewed as a normative behavior among college students (Bogle, 2008; Holman & Sillars, 2012), with around 69% to 75% of college students reporting having hooked up (Engalnd, Shafer, & Fogarty, 2007; Olmstead, Pasley, & Fincham, 2013; Paul & Hayes, 2002). Hooking up can have both a positive and negative impact on college students. For example, most students describe hooking up as a positive experience (Lewis, Granato, Blayney, Lostutter, & Kilmer, 2012; Owen & Fincham, 2011) associated with feelings of empowerment, attractiveness, and excitement (Fielder, Walsh, Carey, & Carey, 2013; Paul & Hayes, 2002).

Hooking up is also associated with a range of negative emotional, health and social consequences (Lewis et al., 2012; Owen et al., 2010; Paul & Hayes, 2002). Despite the

limited research examining the negative impacts of hooking up (Fielder et al., 2013), there have been calls for efforts to examine ways to educate students about the potential risks of hooking up, promote safer hookups, and address the negative emotions experienced following hookups (Fielder et al., 2013; LaBrie, Hummer, Ghaidarov, Lac, & Kenney, 2014; Lewis et al., 2012; Owen et al., 2010). A more in depth understanding of the variety of negative outcomes associated with hooking up for both males and females could inform college intervention and prevention efforts (Lewis et al., 2012).

While most students report more positive than negative affect following a hookup, (Lewis et al., 2012; Owen & Fincham, 2011), feelings of embarrassment, loss of self-respect and sexual regret are also common (Lewis et al., 2012; Owen et al., 2010; Paul & Hayes, 2002). For example, approximately three quarters of sexually active college students report at least some regret over past sexual experiences (Eshbaugh & Gute, 2008; Fisher, Worth, Garcia, & Meredith, 2012; Oswalt, Cameron, & Koob, 2005). Overall, females appear to experience more sexual regret than males following a hookup (Fisher et al., 2012), and the sources of this regret differ for males and females. For instance, while regret for females is more likely to be related to feelings of shame or being used, males are more likely to report regret over choice of sexual partner and partner unattractiveness (Fisher et al., 2012; Paul & Hayes, 2002).

In addition to sexual regret, casual sex is associated with psychological distress, including anxiety and depression, as well as low self-esteem and reduced life satisfaction (Bersamin et al., 2014). Research specifically examining hooking up suggests that having engaged in a hookup (Fielder, Walsh, Carey, & Carey, 2014) and number of hookup partners (Grello, Welsh, & Harper, 2006) are related to greater symptoms of depression. Further, those who

have more negative hookup experiences or greater sexual regret are more likely to report poor psychological well-being (Grello et al., 2006; Owen & Fincham, 2011; Owen et al., 2010). While the majority of past studies are correlational and the causal relationship between hooking up and psychological well-being remains unclear, there does appear to be a positive relationship between hooking up and psychological distress, and this relationship may be stronger for female than male students. For example, in comparison to male students, females who engage in penetrative sex during hookups may be at increased risk of psychological distress (Fielder & Carey, 2010a). Further research is needed to examine gender differences in negative responses to hooking up.

2.3 Effects of Dating

Education is an essential element of human life, and it plays an important role in the development of the individual (Luqman, 2012). Through education, an individual develops fully in all aspects of life (Luqman, 2012). Academic success is a proof of commitment to the pursuit of a person. Academic performance is a scientific effort made to achieve academic success (Ames 1992, Puklek, and Peklaj 2006). Commitment to academic pursuits has a significant impact on the academic performance of a student. The academic performance of a student can be distorted by factors such as peer group influence, recreation activities, and dating (Lisa, 2007).

Dating can be beneficial and also have negative consequences for the performance of students. According to N'jole (1993), date plays a number of specific functions that can improve the socio-psychological development of people and ultimately promote the continuity of a society. Date functions can be manifest, the purpose is visible, recognized and

intended or latent, the purpose is unintended or not immediately recognized. Dating is the organized means by which most people moved from singles to couples (Spielmann, Maxwell, MacDonald and Baratta, 2013).

Dating is a somewhat ambiguous phenomenon used in different vocabulary. Terms such as "dating", "going out", "going around", "hanging-out", "going-steady" and "being involved" often lack clear definitions and agreements. According to the Encyclopaedia Britannica(2009), dating is a social interaction between two people and often has romantic characteristics. Sociologists describe the dating process as a marriage market where potential spouses compare the assets and liabilities of eligible partners and choose the best available mate. In this sense, who a trader deals with depends on the resources he or she brings to the exchange (Gavin 2012).

Dating has been in existence among countries of the world. Dating is not a new phenomenon but what it is referred to is relative (AlevDegimand Tao Fu 2015). Naturally, every individual would want to love and be loved. To most people, dating is based on an assumption that dating provides important experiences and valuable lessons that will eventually help selects mates and construct happy marriages. Dating does not really serve as a training ground for marriage, the behaviours that tend to characterize dating are not the sorts of activities that necessarily prepare one for the everyday demand of married life (John 2012). The nature of dating in the 1700 is different from the nature of dating in the 21st century; dating in the 1700, males and females follows dearly defined expectations in meeting and in time spent together (Eli, Chin Ming,Kathleen and Grace (2013). Parents were very strict to their children especially their daughters.

Some societies like Ghana, Togo castrated their daughters as a way of avoiding pre-marital sex and births (Emmanuel 1998; Hanny Lightfoot-Klein 1989). Contrary to this period, dating in the 1900 differed. Economic and educational innovations which enable young people to interact with the opposite sex away from the watchful eyes of parents. The expansion of commercial recreation, technological innovation contributed to these changes in dating patterns. One of the things that most distinguishes modern dating from traditional dating is the prevalence of sexual activity in dating relationships (Newman 1958; Nievera 2013).

There is a big stigma around dating in college. As the popular notion that college is a time to have fun and be free, but you can do those things while in the right relationship. Though many incoming freshmen are told to stay single, relationships can add a lot to your college experience.

Much of this stigma comes from the fact that most people don't meet their spouse in college. According to research by Facebook, only 28% of married college graduates share an alma mater with their partner. But still, this figure shouldn't discourage college relationships. Just because your college sweetheart isn't "the one" doesn't mean the relationship won't benefit you in other ways.

Having someone there for you, especially if you are attending a college far from home, can give you a rock. While this can lead to isolation in the wrong relationship, the right balance between your partner and your friends can give you someone who is always there for you in times of need.

According to one report, there was a 10% chance of violence between students happening between a boyfriend and girlfriend, sometimes described as "intimate partner violence", over a 12-month period. A 2004 estimate was that 20% of U.S. high school girls aged 14–18 were "hit, slapped, shoved or forced into sexual activity". Violence while dating isn't limited to any one culture or group or religion, but remains an issue in different countries (It is usually the female who is the victim, but there have been cases where males have been hurt as well.).

Sara McCorquodale suggests that women meeting strangers on dates meet initially in busy public places, share details of upcoming dates with friends or family so they know where they'll be and who they'll be with, avoid revealing one's surname or address, and conduct searches on them on the Internet prior to the date.[Sara McCorquodale (24 January 2009). "Safety first: how to put your mind at ease"] One advisor suggested: Don't leave drinks unattended; have an exit plan if things go badly; and ask a friend to call you on your cell phone an hour into the date to ask how it's going.

CHAPTER THREE

METHODOLOGY

3.1 Research design

This is seen as the techniques, strategy for answering ones research questions utilising empirical data. Creating a research design simply posits decision about the researcher overall research objectives or aims and approaches. Depicting if the data to be deduced for the researcher will be gotten either through primary or secondary research.

It defines a distinct or succinct logical plan to tackle or unravel already established research questions through collecting data, interpretation of data, analysis and discussion of data [Claybaugh, Zach. "Research Guides]

It's on this basis this research seeks to ascertain and realises and understand the impact of youthful dating on the academic performance of students in campus, Descriptive research design will be utilize.

3.2 Population of the study

Population is the entire group, large or whole collection of individuals or elements that a researcher needs or want to draw conclusions about. In research, a population doesn't necessarily refer to people. It can mean a group containing elements of anything a researcher wants to study, such as objects, events, organizations, countries, species, organisms, etc.

On the basis of this this study , the population of the study is the students of the University of Benin , Benin City, edo state, Nigeria, having an 77, 000 estimated number of students [Wikipedia]

3.3 Sample Size

Sample size depicts to the number of individual units (people, objects, observations, etc.) included in a study or experiment. It is a crucial aspect of research design and statistical analysis. Researchers aim to select or choose a sample size that is both practical and enough to draw or arrive at a meaningful conclusions without unnecessary complexity, ambiguity or cost.

The sample size of this study is deduced from students of the University of Benin where 30 questionnaire will be shared or administered to 10 students from 3 faculties in the university of Benin.

3.4 Sampling technique

Its a technique of choosing individual members or a subset of the population to arrive at a statistical inferences from them and estimate the characteristics of the whole population. Stratified sampling technique will be utilized for this study. Simple random sampling technique will be utilized to select some faculties. The Departments will be selected using simple random technique and finally, simple random technique will also be used to select respondents from the Departments.

3.5 Sources of Data

Sources of data unravels the origins in in which the researcher collects information needed in carrying out a study.

Sources of data include primary and secondary data collection method

●Primary method of data collection

Here, the researcher adopts the method of collecting or acquiring data needed for the research first-hand or from the original source. This includes survey and questionnaire, observations, interviews and experiments etc.

●Secondary method of data collection

This involves the use of existing literatures or information that was collected by someone else for the purpose of a research and now helpfully to a researcher who seeks to carry out a research. This includes literature reviews, data base, libraries and articles or books.

3.6 Administration of Research Instrument

Research instruments are regarded as measurement tools, such as scales, questionnaire and surveys that researcher utilise to measure variables in a research or study. Questionnaires are to be deduced from 3 different faculty students of the University of benin.

3.7 Statistical tools of data analysis

In deducing data for this study, the use of short structured questionnaire, quantitative data analysis will be employed. Which comprises of statistical testing, analysis and data interpretation.

3.8 Research Instrument

The use of questionnaire will be employed in this study in the collection of data where short structured questions will be administered.

3.9 Validity and Reliability of Research instrument

Promotion of validity, credibility and reliability criteria for this study, the questionnaire will be administered to respondents (university of benin students) male and female gender. Simply to ensure that both views of the gender are pointed out to arrive a valid and reliable research study.

The questionnaire have been structured making use of liberty scale allowing respondents specify there level of agreement or disagreement.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter entails the data gotten from our survey through administering of questionnaires to 3 faculties which include faculty of education, faculty of law and faculty of social sciences, in the University of Benin. An hardcopy questionnaire was employed to amass answers from the different faculties with a total of 30 questionnaire, whereby 10 each was administered to the 3 faculties (faculty of education, law and social sciences).

The data presentation and analysis follows this order

- Demographic Information of respondents .
- Are you currently in a relationship.
- Has there been an impact on your academic performances since you started dating.
- Being in a relationship impacts long term academic and career goals .
- The Dating habits of your peers influence your own dating choices .

4.1 Presentation of Data

Quantitative Data

SECTION 1 : Respondents information (Table 1)

VARIABLE A:

| FACULTIES | MALE | FEMALE | PERCENTAGE |
|----------------------------|-------------|---------------|-------------------|
| Faculty Of Education | 5 | 5 | 33.3% |
| Faculty Of Law | 3 | 7 | 33.3% |
| Faculty Of social sciences | 8 | 2 | 33.3% |
| TOTAL | 16 | 14 | 100% |

Faculty of law = $10 \div 30 \times 100$ (Total number of questionnaire)

$$= 0.33 \times 100$$

$$= 33.3$$

Faculty of education = $10 \div 30 \times 100$

$$= 33.3$$

Faculty of social sciences = $10 \div 30 \times 100$

$$= 33.3$$

In the above table , out of the 30 questionnaire administered to the 3 faculties respondents of 33.3 percentage was recorded from each faculties (law - 33.3%), (education - 33.3%), and (social science - 33.3 %) .

SECTION B :

4.2 TESTING OF HYPOTHESIS

Hypothesis 1

- There is a significant relationship between the frequency of dating among students and their academic performance.

Inorder to ascertain and measure this hypothesis, we are to utilize the data which was gotten from the questionnaire administered from Table 2 (Variable B) and Table 3 (Variable C) which entails the respondents answers on the significant relationship between the frequency of dating among students and their academic performance

Table 2 (Variable B)

| Respondents | Not in a relationship | In a relationship | Total |
|--------------------|------------------------------|--------------------------|--------------|
| Number | 17 | 13 | 30 |
| Percentage | 56.7 | 43.3 | 100 |

Table 3 (Variable C)

| Respondents | Yes | No | Total |
|--------------------|------------|-----------|--------------|
| Number | 9 | 21 | 30 |
| Percentage | 30 | 70 | 100 |

From the above tables , the data which represents that 56.7 % are not in a relationship and 43.3% are in a relationship and thus the (Table 3) data represents that 30% agrees that there was noticeable changes in their relationship and 70% held a different view that there wasn't any changes.

Hence a significant relationship exist between dating and academic performance among students in the university of benin

•Are you currently in a relationship (table 2)

Variable B:

| Respondents | In a relationship | Not in a relationship | Total |
|--------------------|--------------------------|------------------------------|--------------|
| Number | 17 | 13 | 30 |
| Percentage | 56.7 | 43.3 | 100 |

$$\begin{aligned}\text{Respondents In a relationship} &= 17 \div 30 \\ &= 0.56 \times 100 \\ &= 56.7\end{aligned}$$

$$\begin{aligned} \text{Respondents In a relationship} &= 13 \div 30 \\ &= 0.43 \times 100 \\ &= 43.3 \end{aligned}$$

From the table above, number of respondents in a relationship equals 17 with a Percentage of 56.7, and that of respondents who are not in a relationship is 13 with a Percentage of 43.3

Base on findings majority of respondents are not in a relationship while notable portion of respondents (minority) are not in a relationship.

•Have you noticed any changes in your academic performances since you started dating. (Table 3)

Variable C:

| Respondents | Yes | No | Total |
|--------------------|-----|----|-------|
| Number | 9 | 21 | 30 |
| Percentage | 30 | 70 | 100 |

$$\begin{aligned} \text{There is changes in academic performance} &= 9 \div 30 \\ &= 0.3 \times 100 \\ &= 30 \end{aligned}$$

$$\begin{aligned} \text{There was no changes in academic performance} &= 21 \div 30 \\ &= 0.7 \times 100 \\ &= 70 \end{aligned}$$

According to the provided table, 30% of respondents acknowledged experiencing changes in academic performance since they began dating, totaling 9 individuals. While, 70% of respondents, amounting to 21 individuals, reported no noticeable impact on their academic performance while dating.

In regards to the data findings there is no significant changes in their academic performances since they started dating

•Being in a relationship impacts long term academic and career goals (Table 4)

Variable D:

| Respondents | Agree | Disagree | Undecided | Total |
|--------------------|-------|----------|-----------|-------|
| Number | 10 | 8 | 12 | 30 |
| Percentage | 33.3% | 26.7 | 40 | 100 |

Respondents indicating (Agree)= $10 \div 30$

$$=0.33 \times 100$$

$$=33.3$$

Respondents indicating (Disagree)= $8 \div 30$

$$=0.26 \times 100$$

$$=26.7$$

Respondents indicating (Undecided) = $12 \div 30$

$$=0.4 \times 100$$

$$= 40$$

From the above table , 33% responded yes, confirming that being in a relationship impacts long term academic and career goals, totaling 10 individuals. while 26.7% Disagreed that being in a relationship impacts long term academic and career goals, equalling 8 persons, and 40% conform to the Undecided option which is a total number of 12.

Based on the data findings, being in a relationship impacts long term academic and career goals

Hypothesis 2

•There is a significant relationship between societal and peer pressure in dating and students academic performance

Also to measure and ascertain this hypothesis, the data recorded from Table 5, Variable E, will be utilised

| Respondents | Agree | Disagree | Undecided | Total |
|--------------------|-------|----------|-----------|-------|
| Number | 7 | 18 | 5 | 30 |
| Percentage | 23.3 | 60 | 16.7 | 100 |

From the above table, the data which dictates that the respondents who agreed to the dating habits of peers influencing dating choices are 7 in number with Percentage of 23.3%, those who disagreed are 18 in number with a Percentage of 60% and those who are Undecided are a total number of 5 with a Percentage of 16.7%.

Hence pointing out the that there is a significant relationship between societal or peer pressures in dating and students academic performance

●**The Dating habits of your peers influence your own dating choices (Table 5)**

| Respondents | Agree | Disagree | Undecided | Total |
|--------------------|-------|----------|-----------|--------------|
| Numbers | 7 | 18 | 5 | 30 |
| Percentage | 23.3 | 60 | 16.7 | 100 |

Respondents who agreed= $7 \div 30$

$$= 0.23 \times 100$$

$$= 23.3$$

Respondents who disagree = $18 \div 30$

$$= 0.6 \times 100$$

$$= 60$$

Respondents who are Undecided = $5 \div 30$

$$= 0.16 \times 100$$

$$= 16.7$$

From the above table, respondents who agreed to the dating habits of peers influencing dating choices are 7 in number equaling 23.3%, those who disagreed are 18 in number with a Percentage of 60% and those who are Undecided are a total number of 5 with a Percentage of 0.16%.

According to the findings The Dating habits of peers do not influence their dating choices

Hypothesis 3

•There is a significant relationship between the aspirations of students involved in dating and those who do not involve in dating

In order to measure this hypothesis, we are to utilize data gotten form the field in Table 4, Variable D.

| Respondents | Agree | Disagree | Undecided | Total |
|--------------------|-------|----------|-----------|-------|
| Number | 10 | 8 | 12 | 30 |
| Percentage | 33.3 | 26.7 | 40 | 100 |

The above table holds data that postulate number of respondents who responded yes confirming changes in there relationship was a total of 10 with a Percentage of 33.3%, while those indicating Disagree was a total of 8 with a Percentage of 26.7, and those ones who conform to the Undecided option was a total of 12 with a Percentage of 40%.

Thus confirming that there's a significant relationship between the aspirations of students involved in dating and those who do not involve in dating.

QUALITATIVE METHOD

Testing Qualitative Method (Hypothesis 4)

•There is a significant relationship between time management and strategies by students who engage in dating activities and their academic performance .

To measure and clarify this hypothesis, data collected from **Variable E: positing that**

the respondents which was 9 (nine)with 30%, gave the response of "Time management and understanding " to the question which was administered, positing that In the management of their relationship they had to utilize the time management strategy in order to avoid the detriment of either academic performances or the relationship.

Other respondents which was 4, having 13.3% .Also gave reply of "priorities (Scale of preference) as a strategy which is utilised in the management or balance of their academic performance/ activities and their relationship preventing one from suffering due to negligence.

And thus dictating that there's a significant relationship between time management and strategies by students who engage in dating activities and their academic performance.

•How do you manage your time between academic responsibilities and your relationship

With the data gotten from the questionnaire administered to the different faculties, the respondents which was majority of the total number of persons who gave answers to the question, gave the response of "Time management and understanding " to the question which was administered, positing that In the management of their relationship they had to

utilize the time management strategy in order to avoid the detriment of either academic performances or the relationship.

Other respondents which was also minority , gave reply of "priorities (Scale of preference) as a strategy which is utilised in the management or balance of their academic performance/ activities and their relationship preventing one from suffering due to negligence.

Some other respondents which was majority of the total numbers did not give a reply to question asked.

●How do you envision balancing personal relationship with career aspirations in the future

To this question, minority of the respondents though didn't give response but majority of the respondents gave the following answer

-proper planning between both persons involve in the relationship in order to understand each other and their individual career path, goals and aspirations and to support each other in attainment of such goals.

-Others was of the notion that relationship and career path or aspirations are two different aspect and should be kept different.

-Communication should be key on what varying ideas of career a partner have to the other, the differences and striking a balance

- Other respondents had the notion that both of the partners should share same ideas and ideologies and drive towards the betterment of each other, relationship and career aspirations.

In accordance to both quantitative and qualitative data recorded from the field, with the use of the 30 questionnaires administered to the varying faculties in the university of benin, it affirms that there is significant relationship and impact of youth dating on the academic performance of student In campus.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY

This study was carried out to ascertain, evaluate and deduce the impact of youth dating on the academic performance of students in campus dictating how each student adopt strategies to manage and balance both activities and preventing one from suffering, the negatives and positives it have on their academic lives.

The study was conducted in the university of benin ,the University of Benin (UNIBEN) is a government owned tertiary institution, which was birthed on the 23rd of November, 1970, by the then Colonel Samuel Osaigbovo Ogbemudia-led military administration of Midwest State. The University was established, first as Midwest Institute of Technology.

After being tagged the status of a full-fledged university in accordance with requirements of the National Universities Commission on the 1st of July, 1971, the name was then changed to the University of Benin, which later became a federal government owned University on the 1st of April, 1975.

The University, which commenced academic activities at the site of the Old Teachers' Training College on Ekehuan Road (which is now one of the campuses of the University – Ekehuan Campus) with 109 students, now has an estimated 77,000 students population who are spread across the two campuses of the University. The University has 15 Faculties, 1 College and 3 Institutes.

In this, data was collected from 3 Faculties in the university, faculty of law, education and social sciences, making use of a structured questionnaire that was 30 in number, 10 for each faculties with the use of qualitative and quantitative collection of data and analysis.

After the data analysis presentation, the findings or research results dictated that there was indeed an impact of youth dating on the academic performance of students in campus (the impact of both positive and negative results).

5.2 CONCLUSION

Due to the responses or data gathered, this study has been able to clarify and achieve its sole purpose and objectives, disclosure of the knowledge towards investigating the factors within dating that may positively or negatively impact students academic performance, investigating the peer influence, and how students allocate their time between academic responsibilities and their dating relationships, Assessing whether students in dating relationships have distinct academic goals or aspirations compared to those who are not dating or involved in such relationships.

The study has affirmed in response of the respondents that surely there is significant impact of youth dating on the academic performance of students in campus, and it depends on the individuals abilities to coin out strategies or techniques to avoid either their academic performance or dating activities doesnt suffer , striking balance between both life. And as such the negative or positive impact is determined solely by the understanding between the individuals have in regards to their academic performance and Dating activities.

5.3 RECOMMENDATION

In regards to the data analysis and findings of this study, the researcher has this to recommend,

1. The truism of the respondents dictated toward affirming our research hypothesis that , there is correlation between the frequency of dating among students and their academic performance.
2. Students should set aside dedicated time for studying and academic activities. Use time management techniques such as creating a study schedule or using productivity apps to ensure that academic work is completed efficiently.
3. Students are advised to engage in open and honest communication with their partner about their academic commitments and the importance of balancing them with relationship can help prevent misunderstandings and conflicts.
4. Students should identify their academic priorities and ensure they remain at the forefront of their focus. While it's important to nurture your relationship, remember that your education is a crucial investment in your future.
5. Students are encouraged to establish healthy boundaries with their partner regarding time spent together and apart. Make sure to carve out time for yourself to focus on academic pursuits and personal growth.
6. Students are advised to surround their self with a supportive network of friends, family, and peers who understand the importance of academic success and can provide encouragement and assistance when needed.

It's crucial to recognize that when a student enters a tertiary institution, their primary goal is not only to achieve a superior education and graduate with high grades but also to be instructed in academics and experience personal growth.

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APPENDIX
DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF SOCIAL SCIENCES
UNIVERSITY OF BENIN
BENIN CITY

QUESTIONNAIRE ON THE IMPACT OF YOUTH DATING ON THE ACADEMIC PERFORMANCE OF STUDENTS IN CAMPUS: A STUDY OF THE UNIVERSITY OF BENIN

I am a final year student of the Department of Political Science, University of Benin, carrying out a research on the topic “The impact of youth dating on the academic performance of students in Campus: A study of The University of Benin”: “This questionnaire is purely for academic purposes and nothing else. Your confidentiality is highly guaranteed.

Thank you.

SECTION A: Demographic Information

1. Name (optional).....
2. Age: 15 – 20 [], 21 – 25 [], 26 – 30 [], 31 – 35 [], 36 and above [].
3. Gender: Male [], Female [].
4. Year of Study: 100 [], 200 [], 300 [], 400 [], 500 [], 600 [].
5. Faculty:

SECTION B: Main Questions

6. Are you currently in a romantic relationship? Yes [], No [].

7. If yes, how long have you been in this relationship? Less than 1 year [], 1-2 years [], 3-4 years [], 5-6 years []
8. Have you noticed any changes in your academic performance since you started dating? Yes [], No [].
9. How do you manage your time between academic responsibilities and your relationship?
.....
10. Being in a relationship has negatively affected your ability to meet academic deadlines: Strongly Agree [], Agree [], Undecided [], Strongly Disagree [], Disagree [].
11. Being in a relationship positively impacts your social and emotional well-being: Strongly Agree [], Agree [], Undecided [], Strongly Disagree [], Disagree [].
12. Have you experienced any negative emotions or stress related to your relationship affecting your studies? Strongly Agree [], Agree [], Undecided [], Strongly Disagree [], Disagree [].
13. The dating habits of your peers influence your own dating choices: Strongly Agree [], Agree [], Undecided [], Strongly Disagree [], Disagree [].
14. You have felt pressured to be in a relationship due to societal or peer expectations: Strongly Agree [], Agree [], Undecided [], Strongly Disagree [], Disagree [].
15. You noticed some changes in your academic performance since you started dating: Strongly Agree [], Agree [], Undecided [], Strongly Disagree [], Disagree [].
16. Being in a relationship impacts your long-term academic and career goals: Strongly Agree [], Agree [], Undecided [], Strongly Disagree [], Disagree [].
17. How do you envision balancing personal relationships with career aspirations in the future: