

**UNDERGRADUATE STUDENT PERCEPTION OF CAMPUS DATING IN
UNIVERSITY OF BENIN AND ENVIRONS**



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JANUARY, 2025

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**BEING A RESEARCH WORK WRITTEN AND SUBMITTED TO THE DEPARTMENT
OF SOCIOLOGY AND ANTHROPOLOGY IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE AWARD OF BACHELOR OF SCIENCE (B.SC) DEGREE
IN SOCIOLOGY AND ANTHROPOLOGY, FACULTY OF SOCIAL
SCIENCES ,UNIVERSITY OF BENIN.**

JANUARY, 2025

CERTIFICATION

This is to certify that this research work titled “Undergraduate Student Perception Of Campus Dating In University Of Benin And Environs” was done and written **OSUYI OSAYOMORE** with matriculation number **SSC2004132**, under the supervision.

PROF. MRS. EGHAFONA
SUPERVISOR

DATE

PROF. A. O. DOKPESI
HEAD OF DEPARTMENT

DATE

DEDICATION

This project is dedicated to God almighty Whom his infinite mercies saw me through and made it possible to accomplish this programme. Also I want to dedicate this work to My Parents "Apostle Alfred Osuyi and Mrs Christy Osuyi, my biological brother Pastor Amstrong osuyi, Esosa Osuyi, Ikponmwonsa Igbinoba, Mr Vicent Idemudia. God bless and keep you all for me.

ACKNOWLEDGEMENT

I want to express my profound gratitude. To All those who contributed directly and indirectly in making this work a huge success. Particularly I am indebted to my Parents Mr and Mrs Osuyi and to my elder brother Pastor Armstrong Osuyi and Esosa Osuyi, Mr Ik Igbino, Mr Vicent Idemudia may God bless you all. Also to my friends Victor Ugbo, Steven Arinze Elijah, Apostle Etinosa Ugbo, Godstime Igbinedion, who have been a pillar of support during trying times in the university of Benin.

Furthermore I appreciate Mr Wilson Oku for his immense support and love over the course of this project, God bless you. I want to appreciate my Supervisor Prof. Eghafona and Dr Alenke Augustine for their support and profound guidance. I also want to appreciate my HOD, Prof Dokpesi, and thanks also goes to DR Ilevbare AMEN, Dr Ndisika, Prof Osunde, Mrs Amadasun and Dr Jude Akaba My 400lvl course advisor, and also Dr lucky Omoruyi and Dr Sunday Longe for their immense love and guidance in the course of this research and my stay in the University of Benin.

Lastly, special acknowledgement goes to the SAA class of 24. I will miss you all. To all the lectures in the department of Sociology and Anthropology thank you for all your guidance. To everyone I failed to mention thank you for your support, love, prayers and care you showed me in anyway, God bless you

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ABSTRACT

The studies investigate Undergraduate Student Perception Of Campus Dating In University Of Benin And Environs. The sample of the study comprises 150 respondents from the departments in the faculty of social sciences in the University of Benin. The instrument of data collection was a questionnaire. Five research questions aided this research. The research questions were answered using frequency table and simple percentage. Chapter One will introduce the Topic and problems and give a brief history of the subject matter, statement of the problem , research objective, research questions, significant of the study and scope of the study, Chapter Two will deal with review of relevant literature and also connect the project to Theoretical framework. Chapter Three deals with the method by which the research will be conducted . Chapter four will focus on the analysis and presentation of the research findings and also discuss them, to conclude the project chapter five will look at summary, limitation, conclusion and then give recommendation on how cohabitation among unmarried undergraduates can be better handled.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Campus Dating in many Tertiary Institutions in Nigeria, for the past two decades has had a long-standing interest. This interest is intensified by the development of different dating apps and web sites with its corresponding increase in sexual violence, contaminations of sexual transmitted diseases as well as unwanted pregnancy. These constitute big disruption to students' academic activities in their different institutions of learning. Institutions are instituted essentially for advanced learning and acquisition of knowledge. However, it plays some other obvious yet latent functions such as match-making of potential marriage partners, provision of environment for creating and fostering friendship, attraction of urban activities to school environment, etc. It is this social environment that facilitates dating among students on campus. Almost every student who has passed through the university would have had a dating experience as undergraduate pursuing academic goals

As a matter of fact, Some parents imposed restrictions on their children to not get involved in any forms of romantic relationships while studying. Nevertheless, in this day and age, young adults crave or fantasize about dating although they are challenged with an increasing workload of assignments, research papers, projects, and exams which require a great deal of time and effort. As far as the number of people are concerned, it can be challenging to date someone due to the fact that dating functions as a distraction for their academic performance. On the other hand, another group claims that romantic relationships can serve as a great motivation, benefitting the

students' mental health, well-being, and education (Whitton, Weitbrecht, Kuryluk, & Bruner, 2023).

Education is an essential part of human life which contributes greatly to the development of an individual (Luqman,2019). Through education, an individual becomes fully developed in all aspect of life (Luqman,2012). Academic success is a proof of commitment to an individual's pursuit. Academic performance is a scholarly effort rendered in order to achieve academic success (Ames, Puklek, and Peklaj, 2006). Commitment towards academic pursuit influences greatly, a student's academic performance. A student's academic performance could be distorted by such factors as peer-group influence, recreational activities and dating (Lisa,2017).

Campus dating has become an integral part of the college experience, with many students seeking romantic relationships during their time in higher education. However, the perception of campus dating varies widely among students, faculty, and administrators. Some view it as a positive experience that fosters personal growth, social skills, and emotional intelligence. Others see it as a negative influence that can lead to distractions, emotional distress, and decreased academic performance. (Luqman,2019)

Research has shown that campus dating is influenced by various factors, including cultural and societal norms, media representation, and individual experiences. The rise of dating apps and social media has also transformed the campus dating landscape, offering new opportunities for connection and communication. (Luskin, 2007).

Globally, according to Pew Research Foundation (2018), nearly 1.5 million students world wide experience physical abuse from dating every year. Statistically, one in three adolescents in the U.S. is a victim of physical, sexual, emotional and verbal abuse from a dating partner. One in

every 10 university students has been purposefully hit, slapped or physically hurt by a girlfriend or boyfriend (Pew Research Foundation, 2018). Studies in the United States and Canada have found an extremely high prevalence of physical assault on dating partners, with about 20-40 percent of the students reported one or more assaults in the previous 12 months (Omage, 2017). In Nigeria, about 20-30 percent of students reported physical and sexual coercion in 2016, and the estimates were even higher when verbal threats and emotional abuse were considered (Ogunsanya, 2017). In Africa, there are good reasons for parents to be worried about the rising cases of campus dating (Moyosola, 2013). Okoroji (2015) notes that in many African countries including Ghana, South Africa, Gabon, Togo, Nigeria, etc, campus dating usually leads to cohabitation. The author explained that the trends in campus dating in Nigerian universities include living together with the partner (cohabitation), regular visit to the partner, sleepovers, reading together, going to school together, walking together in the streets, hugging, kissing, holding hands in the street, calling each other on the phone, pet names, attending parties together etc, depending on the form of campus dating, cohabitation can mar the academic performance of undergraduates in so many ways.

Azuanuka (2016), observed that most female students who live in the same room with their boyfriends tend to do all the domestic chores (such as cleaning the house, laundry, cooking and fetching water), most times alone while the males usually engage in watching movies, series, football matches, playing online games etc. These habits could make students to lose concentration in school activities, lack understanding during study time, engage in poor study habits such as reading, smooching, chatting etc. Okigbo (2016) revealed that some students may not be able to adequately manage their emotions, as they sacrifice class attendance and study sessions to make their partners happy with their physical presence. Elegbeleye

(2018), noted that some undergraduates who are into campus dating spend their time thinking, talking and engaging in romantic activities which often affect their academic performance due to lack of focus. Other problems associated with campus dating include stress, worry, increasing dependence on the partner and frequent fights.

The situation is not different in Nigerian schools where Okigbo (2016) observed that campus dating revolves around a number of factors such as adolescence, youthful exuberance, the need for companion, a reading mate, sex mate, expression of new found freedom, role play etc. Overall, campus dating may lead to lack of interest in school activities. Poor results or carryovers among students may also be linked to campus dating (Okigbo, 2016). For Okonta (2015), the effects of campus dating on the academic performance of students are many and may include inconsistent academic performance, abysmal performance in quiz, absenteeism and truancy. Campus dating is a major factor affecting the academic performance of students. Okonkwo (2016) noted that students who engage in campus dating are likely to indulge in examination malpractice, and as expected a student cannot give what he/she does not have. Across Nigerian universities, studies have been carried out on the perceived implications of campus dating but only few of these studies have been specifically narrowed down to the effects of campus dating as disruptive of students' academic performance. This creates gap in knowledge that needed scholarly intervention, hence the need for this paper.

1.2 STATEMENT OF PROBLEM

Dating is a ubiquitous aspect of human social interaction, and university students are no exception. The University of Benin, a prominent institution of higher learning in Nigeria, provides a unique environment where students from diverse backgrounds interact, socialize, and

form romantic relationships. Despite the ubiquity of dating among university students, there is a lack of understanding of the perceptions and experiences of dating among students in the University of Benin. The dynamics of dating in this context are shaped by a complex interplay of cultural, social, and psychological factors, which are not well understood. (Newman, 2015).

In recent years, the dynamics of dating among university students have undergone significant changes, influenced by factors such as cultural shifts, technological advancements, and changing social norms. However, there is a paucity of research on the perceptions and experiences of dating among students in the University of Benin. This study aims to explore the perceptions of dating among students in the University of Benin, examining the cultural, social, and psychological factors that shape their attitudes and behaviors towards romantic relationships. By investigating the complexities of dating in this context, this research seeks to contribute to a deeper understanding of the social and emotional lives of university students in Nigeria.

Negative consequences of dating, such as heartbreak, emotional distress, and sexual risk-taking, are prevalent among university students, highlighting the need for a deeper understanding of the factors that shape their dating experiences. The cultural and social context of the University of Benin, including traditional norms and values, peer pressure, and social media, may influence students' perceptions and experiences of dating, but these influences are not well understood. (Crissey, 2016). Therefore, this study aims to address these problems by exploring undergraduate student perception of campus dating in University Of Benin and environs, examining the cultural, social, and psychological factors that shape their attitudes and behaviors towards romantic relationships.

1.3 RESEARCH QUESTIONS

1. what are the perceptions of students towards dating among students in the University of Benin.
2. what are the effects of students' campus dating in the University of Benin.
3. what are the implication of campus dating on academic activities in the University of Benin.
4. what are the challenges associated with campus dating in the University of Benin.

1.4 RESEARCH OBJECTIVES

The objective of this study will be to examine undergraduate student perception of campus dating in University of Benin and environs. While the specific objective includes:

1. To explore the perceptions of student towards dating among students in the University of Benin.
2. To examine the effects of students' campus dating in the University of Benin.
3. To explore the implication of campus dating on academic activities in the University of Benin.
4. To identify the challenges/ associated with campus dating in the University of Benin.

1.5 SIGNIFICANCE OF THE STUDY

This study will contribute to the existing body of knowledge on campus dating, specifically in the Nigerian context. Understanding student relationships: The study will provide insights into the complexities of dating among university students, helping to understand their relationship experiences, challenges, and expectations. By examining the relationship between dating experiences and emotional well-being, the study will inform strategies for promoting mental

health and well-being among students. Informing university policies: The findings will provide valuable information for university administrators and policymakers to develop effective programs and services supporting students' social and emotional needs. The study will explore the influence of cultural norms and values on students' perceptions of dating, providing insights into the intersection of culture and romantic relationships. By understanding students' perceptions and experiences of dating, the study will empower them to make informed decisions about their relationships and sexual health. The study will provide a basis for comparative analysis with other studies on dating and romantic relationships in different cultural contexts. This study will also lay the groundwork for future research on related topics, such as the impact of technology on relationships, or the effects of relationships on academic performance.

By exploring the perceptions and experiences of dating among students in the University of Benin, this study will have significant implications for understanding student relationships, and informing university policies.

CHAPTER TWO

LITERATURE REVIEW

The review of related literature will be discussed in this chapter. A number of literature have been written on Campus dating among Unmarried Undergraduates. Some of the few research works relevant to this study have been carefully reviewed and recorded in this chapter. The perception of dating among university students has been extensively studied globally, with research exploring various aspects of romantic relationships. Here, we review existing literature on dating experiences, attitudes, and cultural influences among young adults. In view of this, related materials have been reviewed under the following sub-headings.

2.1 CONCEPT OF CAMPUS DATING

Campus Dating in many Tertiary Institutions in Nigeria, for the past two decades has had a long-standing interest.(Chukwu, 2016). This interest is intensified by the development of different dating apps an web sites with its corresponding increase in sexual violence, contaminations of sexual transmitted diseases as well as unwanted pregnancy. These constitute big disruption to students' academic activities in their different institutions of learning. Institutions are instituted essentially for advanced learning and acquisition of knowledge.

However, it plays some other obvious yet latent functions such as match-making of potential marriage partners, provision of environment for creating and fostering friendship, attraction of urban activities to school environment, etc. It is this social environment that facilitates dating among students on campus. Almost every student who has passed through the university would have had a dating experience as undergraduate pursuing academic goals. (Chukwu, 2016).

Since dating is quite a degree of interpersonal relationship there must be some level of exchange (such as time, money, ideas, privilege, gifts, rewards, etc) among individuals involved. However, there are a number of social ills such as cultism, problem drinking, drug abuse, partying, premarital sex and dating which often distract students from concentrating on their studies. These social ills particularly dating has contributed to poor academic performance among university students. Therefore, the motivation this paper is to assert that these social ills resulting from campus dating are highly disruptive to academic activities in Nigeria and other countries. Dating is a relationship between two persons usually male and female (Okigbo, 2016). It is said to have occurred when two consenting individuals are in a romantic relationship. It is an organized means by which people move from being single to being married. Sociologists describe the dating

Onuoha (2015), opined that campus dating usually starts when a student meets with the opposite gender and they develop attraction or feelings of likeness towards each other. Although campus dating may be harmless, being involved with the wrong people may expose students to harassments, drug abuse and weekend marriages. In some cases, students are careless about the kind of person they connect with which prompts them to act on grounds of unhealthy peer pressure to be like their friends.

According to researchers like Ali (2016), affirmed that just like the western world, Nigerian youths are becoming predominantly premarital in their sexual activities. This has made greater number of youths to be sexually active and engaging in unprotected sex regardless of the possible dangers. Globally, according to Ali (2016), nearly 1.5 million students world wide experience physical abuse from dating every year. Statistically, one in three adolescents in the U.S. is a victim of physical, sexual, emotional and verbal abuse from a dating partner. One in

every 10 university students has been purposefully hit, slapped or physically hurt by a girlfriend or boyfriend (Ali 2016). Studies in the United States and Canada have found an extremely high prevalence of physical assault on dating partners, with about 20-40 percent of the students reported one or more assaults in the previous 12 months (Ali, 2016).

In Nigeria, about 20-30 percent of students reported physical and sexual coercion in 2016, and the estimates were even higher when verbal threats and emotional abuse were considered (Ogunsanya, 2017). In Africa, there are good reasons for parents to be worried about the rising cases of campus dating (Moyosola, 2013). Okoroji (2015) notes that in many African countries including Ghana, South Africa, Gabon, Togo, Nigeria, etc, campus dating usually leads to dating.

Azuanuka (2016), observed that most female students who live in the same room with their boyfriends tend to do all the domestic chores (such as cleaning the house, laundry, cooking and fetching water), most times alone while the males usually engage in watching movies, series, football matches, playing online games etc. These habits could make students to lose concentration in school activities, lack understanding during study time, engage in poor study habits such as reading, smooching, chatting etc. Okigbo (2016) revealed that some students may not be able to adequately manage their emotions, as they sacrifice class attendance and study sessions to make their partners happy with their physical presence. Elegbeleye (2018), noted that some undergraduates who are into campus dating spend their time thinking, talking and engaging in romantic activities which often affect their academic performance due to lack of focus. Other problems associated with campus dating include stress, worry, increasing dependence on the partner and frequent fights.

The situation is not different in Nigerian schools where Okigbo (2016) observed that campus dating revolves around a number of factors such as adolescence, youthful exuberance, the need for companion, a reading mate, sex mate, expression of new found freedom, role play etc. Overall, campus dating may lead to lack of interest in school activities. Poor results or carryovers among students may also be linked to campus dating (Okigbo, 2016). For Okonta (2015), the effects of campus dating on the academic performance of students are many and may include inconsistent academic performance, abysmal performance in quiz, absenteeism and truancy. Campus dating is a major factor affecting the academic performance of students. Okonkwo (2016) noted that students who engage in campus dating are likely to indulge in examination malpractice, and as expected a student cannot give what he/she does not have. Across Nigerian universities, studies have been carried out on the perceived implications of campus dating but only few of these studies have been specifically narrowed down to the effects of campus dating as disruptive of students' academic performance . This creates gap in knowledge that needed scholarly intervention, hence the need for this paper.

2.2 PERCEPTION ON CAMPUS DATING

Tertiary institution has long served as a meeting place in the mate selection process for a significant number of young people. The nature of courtship depends on certain historical and cultural factors (Blair & Madigan, 2016). In Asia, to a specific minor group of people, college independence can become a time of sexual and dating experimentation. For others, on a major scale, it is the place where relationships form and become marriages. Regardless of what students are looking for, college relationship dynamics are much different in level of attitudinal and expectation dimensions of dating which may vary by gender and cultural values (Hu and Scott,

2016). From a generational perspective, young adults may have more progressive beliefs as compared to their parents, who tend to oppose adolescent dating and discourage their children from becoming sexual active (Chen et al. 2009). In fact, recent studies have suggested that dating and decisions within marriage itself, are still strongly influenced by their parents. Nonetheless, dating among Asian youth is now more commonly accepted (Tang and Zuo 2000), and even the behaviors within dating appear to be rapidly changing over time. Holding hands and kissing in public, which may have been frowned upon only a few decades ago, are now becoming increasingly commonplace (Yang, 2011). Additionally, contemporary college students may be adopting a perspective of dating and intimate relationships which focuses less on paths toward marriage and more on immediate pleasure and gratification (Yang, 2011). For such populations, who are often away from the eyes of their parents, college life may present opportunities for not only dating but also sexual activity (Xia and Zhou 2003). Lei (2005) reports that over one third of college students in China had become sexually active while enrolled in school, and 86% of respondents approve of it (Tang and Zuo, 2000), while other studies have revealed that vast majority of men want their brides to be virgins at the time of marriage. In terms of dating and partner preferences between genders, researchers have noted that for men, the ideal quality in a woman is beauty, while for women, the ideal quality in a man is intelligence (Xia and Zhou, 2003). In this perspective, males will seek females with greater physical attractiveness, youth, and chastity, and females will look for males with greater resources 74 such as financial, intelligence, and ambition. Male preferences will be based upon their desire to find a suitable mating partner, for the purpose of bearing offspring, while female preferences will be based upon their desire for a provider and protector.

Generally, Asian women are expected to marry at an earlier age, while they are still at the peak of their physical appearance and capacity to bear children, whereas men are expected to marry at a later age, after they have achieved financial success (Piotrowski et al. 2016). Due to stereotyped perceptions of young men and women, men are expected to commence the courtship in the relationship as they are more ambitious, stubborn, deceitful, independent, and powerful, while women are viewed to be more shy, quiet, and gentle. As far as expectations go, each partner has an understanding of what they want to get out of the relationship prior to engaging in a long-term commitment. In other words, whenever the relationship starts, they will set some ground rules about what they want to get out of the relationship, where they want it to go, and the purpose of their relationship. Young adults, who have been exposed to increasing individualism and Western culture, may approach dating and mate selection in a different manner from the previous generation, but they still recognize the existence of long-standing norms, which as a result plays a role in their perspectives, expectations, and decision-making in college dating.

2.3 EFFECTS OF CAMPUS DATING

2.3.1 Positive Effects Of Campus Dating

A study conducted by Campbell, Oliver and Sedikides (2016) found that romantic relationship has some positive influence on academic achievement (Ly Mueyehrea, San Vatanak, and Tep Sopeavatey). According to Campbell, Oliver & Sedikides (1994), romantic relationships have many benefits including “Companionship, friendship, feeling of happiness or elation, exclusivity, feeling loved or loving another, affection and intimacy, selfdevelopment and grown and understanding, self-esteem” (Zabih Ullah and Zahoor Ahmad, 2016). In this research paper, we

formulated three factors of positive effects of having romantic relationship on campus. Fourth factors that have positive influence of romantic relationship on college students are motivating to study, making us know themselves vividly, and improving self-esteem. The first benefit of romantic relationships for college students is that it can motivate people to study. As stated by Colonia & Bernales (2011), “Research conducted by Campbell & Oliver (1994) found benefits in having a romantic relationship such as companionship, feeling of happiness or elation, 75 exclusivity, feeling loved another, intimacy, self-understanding, and more positive self-esteem. These benefits of romantic relationship were said to be the cause that can motivate students in pursuing their studies.” According to Cheata, C. (2011), love can be a powerful thing to motivate people in relationships to study hard. One more important advantage of romantic relationships is the best way to make them know themselves vividly (CollegeBasics, 2019). According to Hood, (2014), romantic relationships can cause students to be more aware of their thoughts, beliefs, and feeling about their selves and important others. The last good effect of love relationships is improving self-esteem. “According to Lucas and Curpuz (2007), romantic relations can increase learners’ sense of belonging, self-respect, self-acceptance (Colonia & Bernales, 2011). As stated by Mapaland (2014), “the quality of adolescent romantic relationships can have long lasting effect on self-esteem and shape personal values regarding romance, intimate relationships, and sexuality (Barber & Eccles 2003)”. The study by University of Bern has found that being in a relationship can effect on self-esteem (Rice, 2018).

2.3.2 Negative Effects Of Campus Dating

However, being in a relationship can also provide negative effects on students. One study supported a significant relationship between dating status and academic achievement, which can become the serious problem among university student (Zabih and Zahoor, 2016). Romantic

relationships can provide bad influences on adolescents (Zantvlirt, Ivannova, and Verbakel, 2018). The first factor is that some students will pay less attention on their studies. First of all, negative effects of romantic relationship are very evident in the report of Namaganda (2010) saying that “developing feeling of love, two weeks before exams can lead to lack of concentration during the time a learner should be revising and thus failure” (Zabih Ullah and Zahoor Ahmad , 2016). According to Cheata, C. (2011), some students may prioritize love and pay less attention on their lessons. Thus, having a romantic relationship while studying can distract them on important things they need to complete (U Ottawa Contributor, 2018). The second negative influence is that some romantic relationships can lead to depression. According to Manning, Giordano and Longmore, 2010), “the 76 negative aspects of dating, break up or conflict, have implications for depressive Symptoms (Monroe et al. 1999; Meier 2007).” Campbell & Oliver (1994) also voiced ideas about some caucuses which are found in a romantic relationship such as stress and worry about the relationship, social, nonsocial sacrifices, and feeling worse about the self which were said to be caused that make they feel anxiety (Colonia & Bernales, 2011). According to Ly Muychrea, San Vatanak, and Tep Sopeavatey, He demonstrate that students who have romantic relationship can faced with higher stress levels than who are not in a romantic relationship (Kopfler, 2003). The third negative impact can be a reduction of time for one’s friends and family. According to CollegeBasics (2019), your partner will demand your attention too much, so you won’t have enough time to stay with your partner or your friend. “Myers (2010) said that relationship use much of the life university student” (Colonia & Bernales, 2011).

2.4 IMPACT OF CAMPUS DATING ON ACADEMIC ACTIVITIES

Nowadays, most university students are synchronizing their time in both academic and romantic aspect. In the university, most students become interested and involved in dating because of the desire to be like others. (Newman, Myers 2015)

Furthermore, individual differences in academic performance have been linked to differences in their involvement in campus dating as well as intelligence and personality. (Livingstone & Brake, 2016). A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and consciousness. Thus, parent's academic socialization is a term describing the way parents influence students' academic performance by shaping students' skills, behaviours and attitudes towards school. Parents influence students through the environment and type of discussion that parents have with their children. Academic performance can be influenced by parent's socioeconomic status. This means that highly educated parents tend to have more stimulating learning environments (Livingstone & Brake, 2016). Donald (2016) noted that campus dating takes different forms depending on the actors in love. It usually involves two or more people who already decided that they share romantic or sexual feelings towards each other.

These people will have dates on a regular basis, and they may or may not be having sexual attachments. This event and period of dating is sometimes seen as a precursor to engagement. Some cultures require people to wait until a certain age to begin dating, which has been a source of controversy. The manifestation of campus dating varies according to countries and institutions (Myers, 2015). Campus dating is not-size-fits-all. It not only means something

different to everyone, but it also looks and feels different to everyone. That is why there are so many different forms of campus dating, so that each student can find the best fit for their individual lifestyle, personality and concept of love. Just like people need to date different people to learn what they want in a potential life partner. Untimely, adolescents want to find someone whose preferred relationship type is similar to theirs. Published literature has shown that there a number of campus dating including monogamous dating or relationships, polyamorous relationships, open relationships, long-distance

Contributing to the discussion, Onyekachi (2016), revealed that open relationship is very common among youths in Nigerian universities who fall within the age bracket of 20-25 years. He conceived open dating or relationship as a hybrid of monogamous and polyamorous relationships. While an open relationship allows both partners to share physical intimacy with anyone they want, they reserve their emotional intimacy for each other; so each person can have as many sexual partners as they want, but only one romantic partner (Onyekachi, 2016). In the same vein, long-distance relationship is pretty self-explanatory, as they only occur when partners have a long amount of distance separating them. Due to the lack of physical intimacy caused by the couple's physical separation, some choose to open their relationship while they live far apart, while the "long distance" part of this relationship is often temporary, some undergraduates choose to open their relationships while they live happily ever apart indefinitely (Dike, 2015).

Similar to open relationship is casual relationship, except that in the latter both partners agree to have sex with each other on a regular basis (Onyekachi, 2016). Those in casual relationships can be physically and emotionally intimate with others as well, so long as both people are okay with it. Casual sex relationships can also be exclusive __meaning that neither person sleeps with

anyone else, which is similar to monogamous relationships, without the emotional connection. According to Ezeoye (2016), a “friend with benefits relationship is similar to a casual sex relationship, but one important difference is that outside the sexual relationship the partners behave purely platonically. Usually, a friend with benefit relationship ends when one or both partners start to date someone else. Lastly, some undergraduates are asexual, meaning they do not experience sexual desire or attraction to others, but they still want to participate in a romantic relationship. While asexual students often choose to date each other to create a purely asexual relationship, this is not always true because sometimes they engage in sexual acts after much pressure from the other partner. Frayer (2014) believes that there are two categories of factors that motivate students to engage in campus dating. The first is social while the second is economic. On the social front, peer pressure is the major influencer of campus dating.

For Frayer (2014), undergraduates learn to date with their fellows from their friends. The desire to feel among is hinged on the need to impress friends. Sometimes, failure to do what friends want results to ostracism from friends and insults targeted at tagging the student as unfit to associate with those friends. Another social factor is the absence of parents and the freedom that campus life confers on the student. Most undergraduates who came from their family homes are not allowed by their parents to interact with the opposite sex; how much more of living with them.

Conte (2015) agrees that the desire for constant sex influences dating among university students. Young people are adventurous and always willing to engage in sexual exploration for the fun of it. This makes dating and dating appealing to them, Onyenwe (2011), sees the need for companionship as another factor that influences campus dating. Companionship is a major need

for undergraduates as the reality of loneliness occasioned by being away from home dawns on them. Both female and male undergraduates are desirous of companionship and everyone moves to get the desired companion they want in the form of campus dating.

2.5 PROBLEM/CHALLENGES ASSOCIATED WITH CAMPUS DATING

Nowadays, campus dating is widespread and students are more interested in living together with their lovers under the same roof than studying hard to pass their exams. Onuoha (2015) observed that campus dating is so alarming that parents and guardians are beginning to get worried about the academic performance of their children. While few students have benefitted from campus dating, majority have abandoned their studies, others are always active on social media looking for online dates (Abuchi & Nwanne, 2015). It has been observed that campus dating affects academic performance of students in higher institutions in Nigeria (Okigbo, 2016).

Being involved in a romantic relationship means that undergraduates could lose concentration and experience poor study habit. For this reason, Chukwu (2016) noted that school and parents that want to predict how certain students will perform academically would do well to look at the type of relationships they keep. This point is very important because it appears that engaging in romantic relationship can hamper academic performance of undergraduates in many ways. It follows therefore that time and energy spent cuddling, smooching, and getting intimate when properly used could improve one's academic record. Simply put, campus dating has all it takes to affect undergraduates' grades in school. It makes undergraduates not to reach their full potentials in terms of academic achievements. Chukwu (2016) opined that campus dating when poorly managed can make students to get carried away, become truants and absent from school activities and this hampers

their ability to perform well during school test. Poor academic grade as observed among undergraduates in Nigeria is one of the major consequences of campus dating (Okoroji, 2016). Sometimes, undergraduates who engage in romantic relationships may lose touch with reality or whatever that is happening in their immediate environment. They are likely to yearn to see their partners while lecture is ongoing and sometimes lose interest in attending lectures because of crave to be with their partners or to attend parties and picnics where free alcohol will be surplus with their lover.

Abosi (2016) lamented that most times these parties are organized during school hours, even when they are organized in the night, it prevents undergraduates from studying their books, doing home assignments and preparing for quiz and examinations. The consequence at the end of the day is poor academic grades. Umerah (2016) regretted that some students have delayed their graduation many times because of poor academic grades and accumulated carryovers. This agrees with Ukwayi (2015) who maintained that students who engage in campus dating usually get carried away and may easily involve themselves in situations that make them lose focus on school activities. The consequence however is that such students run the risk of scoring below pass, underperforming or having poor academic grades at the end of the semester on their own accord.

Kerpelman (2016), posited that to reduce the effects of campus dating among students, parents must use effective discipline, monitoring and problem solving techniques; effective discipline entails recognizing the existence of casual sexual and open or romantic relationships and keeping track of them when they occur. Consistent discipline must be ensured at the sighting of these behaviours in order to prevent their development. However, overly harsh punishments will not stop adolescents from dating themselves; it will rather enhance it.

Undergraduates may view any punishment as unfair and unjust and this can cause them to engage in more unconventional sexual behaviours. Monitoring involves the awareness of where the children are, who their friends are, and what they do in their free time. Kosoko (2014) suggested that monitoring is a very good and popular way to reduce the negative effects of campus dating among undergraduates.

Asogwa(2017) opined that coercive parenting exacerbates the negative traits influencing campus dating. This type of parenting is characterized by explosiveness and threats that are normally coupled with little consistency or follow-through. He suggested that parents should instead engage in positive parenting by continually appreciating and encouraging their children's pro-social behaviours (Asogwa, 2017). Parents who do not reinforce positive behaviours and who do not effectively punish their children for involvement in campus dating are more likely to experience weak bonds with their children. It is through this weak bond that a child is more likely to participate in more romantic relationships. Hence, it is important for parents to establish effective communication feedback with their children to curb their involvement in sex before marriage (Ogunsanya, 2017).

Onyekachi (2016), opined that crucial measures that should be put in place to reduce the negative effects of campus dating among university students include; that the process of reducing and controlling romantic affairs among students (campus dating) should start with the identification of the type of undergraduates enrolled in schools. This is because it is only when the personal psychological makeup of the students are known that one can devise the appropriate methods of managing them to the desired standard. Behavioural motivation techniques should be employed to manage undergraduates who engage in campus dating as alternative to expulsion and corporal punishments of different kinds. A wholesome

approach to reduce intimate relationships among students should be adopted by all university authority in Nigeria, and lastly, each university should have a set of rules and regulations that will guide all sexualactions and inactions of the students during school hours and should be constantly read to the hearing of all students during seminars and workshops (Dike, 2015).

2.6 THEORETICAL FRAMEWORK

This study will be guided by two sociological theories namely Social exchange theory and Symbolic interaction theory. This will be adopted to explain and draw a relationship bewtween undergraduate student and campus dating in university of Benin and environs.

2.6.1 SOCIAL EXCHANGE THEORY

One major hallmark of recent research on social exchange in the field of sociology is its attention to the links between social exchange theory and theories of social status, influence, social network, solidarity, trust, affect and emotion. Homans (1961) one of the proponents of social exchange theory defined it as the exchange of activity, tangible or intangible and more or less rewarding or costly, between at least two persons. This theory comprises of free central elements (Homans, 1961) which are:

Behaviour is predicated upon the notion of rationality, The relationship is based on reciprocation, Social exchange is based on justice principle, Individuals will seek to maximize their gains and minimize their costs in the exchange relation, Individuals participate in a relationship out of a sense of mutual benefit than coercion.

The above elements will be explained below:

Behaviour is predicated upon the notion of rationality: This means that the more a behaviour results in a reward, the more individual will behave that way. However, the more an individual receives a reward, the less valued it becomes and the individual seeks alternative rewards through other behaviours from other sources.

The relationship is based upon reciprocation: This means that each individual in the relationship will provide benefit to the other so long as the exchange is equitable and the units of exchange are important to respective parties. An exchange between two individuals must be seen as fair by both for the relation to continue or at least to continue strongly. This points out that it is not only important to respond fairly, but also with an item (not necessarily material) deemed to be important by the other person.

Social exchange is based on justice principle: In each exchange there should be a norm of fairness governing behaviour, that is, the exchange must be viewed as fair when compared in the context of a wider network or to the third and fourth parties. This notion of distributive justice goes beyond the equity between the two principals' contribution. It involves each person comparing his or her reward to that of others who have dealt with this individual and what they receive for the same or similar contribution.

Individuals will seek to maximize their gains and minimize their costs in the exchange relation. It is important to understand that the notion of cost does not exclusively relate to financial issues, rather, costs can be incurred through the time and energy invested in a relationship.

Individuals participate in a relationship out of a sense of mutual benefit, rather than coercion. Therefore, coercion should be minimized. Having known what social exchange theory entails, it will then be used to understand dating as a form of courtship. Individuals engage in dating to

achieve a need or some needs which may be important or not. This need serves as a motivation or driving force to engage in dating. However, following from the five elements explained above, certain exchange must occur in order for an individual to sustain involvement in dating;

Participants in dating will seek to maintain their involvement if they continue to receive the need(ed) satisfaction that they sought initially and as it evolved through participants. While this is consistent with the need for individuals to have a match between their relationship, this may not be the only need they seek to satisfy, for example, social interaction (sexual intercourse) needs may be high and may have served as the initial motivation for involvement in dating. Thus, performing well or having feelings of performing well in the activity may be irrelevant. Whatever the need, dating will continue only so long as they perceive it to be satisfied.

Participants seek to experience a sense of reciprocation through their involvement in dating; that is, they seek to receive something for their involvement in dating that is approximately equal to their contribution to the relationship. This may be an improvement in intimacy, emotion or even the perception by others that they are involved in dating (i.e. status).

Participants want to ensure that they receive reasonably equal returns for their involvement in dating as compared to others who are also dating. For example, when an individual in a dating relationship is shown more love or affection to the other with the other showing less, this can lead to feelings that the situation is unfair and that the norm of distributive justice has been isolated. Thus, the individual may discontinue participation in the dating relationship.

Participants seek to minimize their costs while maximizing their gains in the exchange relation, thus ceasing or stopping participation in dating could result from cost invested in the relationship being disproportionate to the return. If couples include duration of their time, and or energy, emotions, feelings in their assessment of the costs and benefits in dating, then they will inevitably be making different decisions from those inferred from existing measurement devices.

The issue of coercion seems to have little bearing on ceasing participation in dating except in one circumstance. If couples perceive that family or friends forced them into the activity, then they will be more likely to cease participation as their motivation will be extensive that those who choose to date themselves. Thus, social exchange theory is based on the principle that we enter into relationship in which we can minimize the benefits to us and minimize our costs (Peterson, 2000). We form associations that we expect to be rewarding, and we tend to stay away from relationship that 36 brings us pain. At least we hope that the rewards from a relationship will be proportional to the units. People seek different things in a relationship. For example, people date for different reasons such as love and companionship, sex, status, prestige, security etc. people are usually satisfied with relationships that at least partially fulfill their expectations and that do not exceed the price they expected to pay.

2.6.2 SYMBOLIC INTERACTION THEORY

The symbolic interaction perspectives also called symbolic interaction is a major framework of sociological theory. This perspective relies on the symbolic meaning that people develop and rely upon on the process of social interaction. Although symbolic interactionism traces its origin to Mark Weber's assertion that individuals act according to their interpretation of the meaning of

their world, the American philosopher “George Herbert Mead”, introduced the perspective to American sociology in the 1920s.

Symbolic interaction theory analyzes society by addressing the subjective meaning that people impose on objects, events and behaviours. Subjective meanings are given primary because it is believed that people behave based on what they believe and not just on what is objectively true. Thus, society is thought to be socially constructed through human interpretation. People interpret one another’s behaviour and it is these interpretations that form the social bond. Thus, symbolic interaction theory describes campus dating as a unit of interacting personalities. It focuses attention on the way that campus students interact through symbols, words, gestures, rules and roles. People are socialized to understand the meaning of various symbols and to use them to communicate messages, feelings, intentions and actions.

Campus students interact through symbols and together they develop roles such as boyfriends and girlfriends or probably husband and wife and assign roles to each other. Each acts adjusts his or her behaviours to what he or she thinks the other person is going to do. Campus students derive much of their self-concepts or thoughts and feelings about themselves. These feelings may be expressed in words like; I love you, I adore you, you are beautiful or handsome, e.t.c. or they might be expressed in action such as withholding of hands, kissing, hugging and even sexual intercourse.

Symbolic interaction is however important because our actions and feelings are determined not just by what happens to us, but also by how we interpret events. For example, people love differently. Caring, kissing and hugging to some is a sign of love, while to some, sexual intercourse is love. Symbolic interaction theory is widely used in dating to help individuals

understand how they can modify their perceptions and behaviours to develop a more meaningful and harmonious relationship. Thus, this theory as proposed by George Herbert Mead pointed out that man is raised to a qualitatively different level of existence, an existence comprised of symbols, having conditional meanings and usually transmitted through language.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 RESEARCH DESIGN

This study will adopt the survey research design being a descriptive research. This was considered appropriate because issues surrounding undergraduate student perception of campus dating in University of Benin and environs, will be examined and described the way they are. The design is also considered appropriate for this study because it survey the perception of respondents on campus dating among university students.

3.2 POPULATION OF THE STUDY

The population of the study will consist of student in the Faculty of Social Sciences, in the University of Benin. The Faculty consist of 6 Department both fulltime and part time. The total number of undergraduate fulltime students in the faculty of social sciences is estimated to be 3,640 (*Deans office, 2024*)

3.3 SAMPLE SIZE

The sample size for this study will be proportionately selected from the 6 department in the faculty of social sciences. A total to 25 respondents with be randomly selected from the each of these department, making a total of a hundred and fifty (150) respondents which will represent the entire population of the students in the faculty of social sciences.

3.4 SAMPLING TECHNIQUES

The study will adopt a random sampling technique. This is because campus dating is a common knowledge and every student on campus may have his or her very own perception about it, but due to the fact that the resources available to the researcher may not avail the entire population, the random sampling techniques will be adopted.

DEPARTMENT	NO. OF RESPONDENTS
Sociology	25
Political sciences	25
Public administration	25
Economics statistics	25
Geography and regional planning	25
Social work	25
Total	150

3.5 INSTRUMENT FOR DATA COLLECTION

The research instrument that will be used for this study is a questionnaire. The type of questionnaire that will be used is the semi-structured questionnaire, as it is both open and closed ended. It will be used to collect quantitative data from the respondents.

3.6 METHOD OF DATA COLLECTION

The study will employ quantitative method in collecting the data for the study. The research questionnaire will be self-administered by the researcher and collected immediately after the respondents have responded to the questions asked in the questionnaire.

3.7 METHOD OF DATA ANALYSIS

The data collected from respondents will be analyzed using descriptive statistics, which will include simple frequency, percentage and charts, where necessary using a software package known as the statistics package for social sciences (SPSS version 20.0).

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF STUDENT PERCEPTION OF CAMPUS

DATING IN UNIVERSITY OF BENIN AND ENVIRONS

4.1 INTRODUCTION

This chapter focuses on the presentation and analysis of the data collected from the field. It helps to derive more meaning from observations made during the study. It deals with the analysis and presentation of the quantitative data. Below are the responses obtained from the questionnaires presented in tabular form representing each of the questions.

SECTION A: THE BIO-SOCIAL DATA OF RESPONDENTS

TABLE 1: RESPONDENTS BY SEX

SEX	RESPONDENTS	PERCENTAGE %
Male	70	46.7
Female	80	53.3
Total	150	100

Source: Field work, 2024.

As indicated by table 1, majority of the respondents, representing 53.3%, are female, while 46.7% of the respondents are male. Hence, both sexes were represented as respondents in order to obtain a complete data.

TABLE 2: RESPONDENTS BY AGE

AGE	RESPONDENTS	PERCENTAGE%
Below 20	54	36
20-30	78	52
30-40	15	10
50 above	3	1.5
Total	150	100

Source: Field work, 2024.

Table 2 reveals that 36.00% of the total respondents are within the ages of 15-19. Also, 52.00% are within the ages of 20-24. While 10.00% are within the ages of 25-29. Lastly, 3.00% are 30years and above. This table reveals that majority of the respondents are between the ages of 20-24. In addition, since most of the respondents are students the data provided by them would be valid since they are the ones mostly involved in dating.

TABLE 3: EDUCATION QUALIFICATION OF RESPONDENTS

EDUCATION QUALIFICATION	RESPONDENTS	PERCENTAGE(%)
Non-formal	0	0
Primary	0	0
Secondary	4	0
Tertiary	150	100
Total	150	100

Source: Field work, 2024.

Table 3 indicates that 0% of the respondents acquired non-formal education. While, none of the respondents has only primary education. Also, 0% of the respondents have secondary education. Lastly, 100% of the respondents have tertiary education. This clearly implies that majority of the respondents are educated, therefore they are intellectually capable of providing the required data.

TABLE 6: RELIGIOUS AFFILIATION OF RESPONDENTS

RELIGION	RESPONDENTS	PERCENTAGE(%)
Christianity	135	89.59
Islam	15	9.5
African traditional religion	0	0
Others	0	0
Total	150	100

Source: Field work, 2024.

Table 6 indicates that 89.00% of the respondents are Christians. While, 15.00% of the respondents are Muslims. Lastly, none of the respondents belong to the African traditional religion or any other religion. This indicates that Campus dating issues may not be limited to a particular religion.

SECTION B: UNDERGRADUATE STUDENT PERCEPTION OF CAMPUS DATING IN UNIVERSITY OF BENIN AND ENVIRONS

OBJECTIVE ONE: To explore the perceptions of student towards dating among students in the University of Benin.

TABLE 7 Do you see Campus dating as a form of courtship in modern times?

RESPONSES	RESPONDENTS	PERCENTAGE (%)
Yes	129	89.0
No	21	9.83
Total	150	100

Source: Field work, 2024.

In recent years peer pressure have been a problem to students as it affects them in their day to day learning process. Table 1 reveals that almost all the respondents affirm that Campus dating as a form of courtship in modern amounting to 89.0% . while only 9.0 of the respondent replied negatively to the question . This implies that all the respondents are knowledgeable on what peer pressure entails.

TABLE 8: Do you think it exist or prevalent within the University community?

RESPONSES	RESPONDENTS	PERCENTAGE (%)
Yes	128	91.6
No	22	8.33
Total	150	100

Source: Field work, 2024.

As revealed by table 8, 91.6 of the respondents agreed that it exist or prevalent within the University community. While, only 8 of the respondents disagreed to the question raised. This implies that Campus dating is very much prevalent in the university community.

TABLE 9: Do you know of students of this university who is in a campus dating relationship?

REPOSSES	RESPONDENTS	PERCENTAGE (%)
Yes	128	86.66
No	22	14.33
Total	150	100

Source: Field work, 2024.

As revealed by table 8, 86.6 of the respondents agreed that they know of students of their university who are in a Campus dating relationship. While, only 14 of the respondents disagreed that they may have not seen a Campus dating relationship in the university community. This implies that Campus dating is no longer a hidden affairs, it is now public knowledge.

1. **TABLE10:** Is gender a factor that lead to Campus dating practices among undergraduate student in your school?

REPOSSES	RESPONDENTS	PERCENTAGE (%)
Yes	95	79.16
No	55	29.31
Total	150	100

Source: Field work, 2024.

According to Olufemi (2014) When given a survey of the reasons why theydate, most students listed reasons such as spending more time together, convenience based reasons, and testing their relationships, while few gave the reason that they do not believe in marriage. The extremely high costs of housing and tight budgets of today's economy are also factors that can lead a couple to Campus dating. (Olufemi, 2014). Table 2 indicates that majority of the respondents, specifically 79.16 %, agreed that gender a factor that lead to Campus dating practices among undergraduate student. While, only 29.00% disagreed to the assertion made.

OBJECTIVE TWO: To examine the effects of students' campus dating in the University of Benin

TABLE 12: Do you think Campus dating relationship leads to loss of self respect amongst individual involved?

any harm to student health?	RESPONDENTS	PERCENTAGE (%)
Agree	109	74.33
disagree	41	26.66
Total	150	100

Source: Field work, 2024.

As indicated by table 12, majority of the respondents, specifically 26.2 of the total respondents did not affirm to the notion made. While, a majority of 74.33 affirmed think Campus dating relationship leads to loss of self respect amongst individual involved.. This implies that student are explicitly aware of its implication

TABLE 13 Do you think at the long run, couples in Campus dating relationship tend to loose affection and emotional feeling for themselves?

	RESPONDENTS	PERCENTAGE (%)
Agree	136	91.33
Disagree	14	8.66
Total	150	100

Source: Field work, 2024.

Studies have indicated that married couples has much lesser rates of mental illness than Campus dating couples, (Gove, 1972, 1973;Gove& Tudor, 1973). At that time, this psychological invulnerability of married couples attributed to the traditional role couple play in marriage. However married women are more involved in household work, which is a low prestige occupation; family is often the only source of personal gratification for unemployed housewives, whereas employed married women can be over-whelmed combining a job with the burden of the household work. In addition, men’s greater benefits from marriage can be explained by the health and social network advantages they derive from their unions (Dykstra & De Jong-Gierveld,2004;

Table 4 shows that 91.3 % of the respondents concurred that think at the long run, couples in Campus dating relationship tend to lose affection and emotional feeling for

themselves. While, only 8.66% of the respondents did not concur that think at the long run, couples in Campus dating relationship tend to loose affection and emotional feeling for themselves

TABLE 14: Does Campus dating lead to violence?

	RESPONDENTS	PERCENTAGE(%)
Yes	100	75
No	50	25
Total	150	100

Source: Field work, 2024.

Table 6 indicates that all (75.00%) the respondents agreed that Campus dating could lead to partners being violent among themselves. While, none (25.00%) of the respondents disagreed to the assertion made.

OBJECTIVE THREE: To explore the implication of campus dating on academic activities in the University of Benin.

TABLE 15: Do you think the society frowns at Campus dating relationship

	RESPONDENTS	PERCENTAGE (%)
Yes	130	93.33
No	20	6.66
Total	150	100

Source: Field work, 2024.

In this regard, table 7 indicates that most of the respondents specifically 93.00.00%, agreed that society frowns at Campus dating relationship. While, 6.000% of the respondents disagreed and opined that society does not have issues with Campus dating relationship.

TABLE 16: Do you think your religious affiliation supports Campus dating as a form of relationship?

	RESPONDENTS	PERCENTAGE (%)
Yes	0	0
No	150	100.16
Total	150	100

Source: Field work, 2024.

Previous literature reveals that those with religions affiliations are less likely to date than those without religious affiliation. As indicated by table 16, majority of the respondents, specifically 15.83% disagreed to the question of if religious affiliation supports Campus dating as a form of relationship. While, 84.16 agree that their religious affiliation supports Campus dating as a form of relationship.

TABLE 17: Do you think Publicity or media can contribute to engagement in Campus dating

	RESPONDENTS	PERCENTAGE (%)
Yes	54	37.83
No	101	71.16
Total	150	100

Source: Field work, 2024.

Table 17 reveals that 37.78% of the respondents agreed that Publicity or media can contribute to engagement in Campus dating while, 71.16% confirmed that Publicity or media cannot contribute to engagement in Campus dating

OBJECTIVE FOUR: To identify the challenges/ associated with campus dating in the University of Benin.

TABLE 18: Do you think there are any consequences to Campus dating?

	RESPONDENTS	PERCENTAGE(%)
No	20	15.33
Yes	130	85.66
Total	150	100

Source: Field work, 2024.

Another factor that could influence Campus dating among students of higher institution is age. Nowadays, many students commence higher institution at very young age and as such are naïve. Adeoye, Ola and Aliu, (2012).

Table 18 shows that 15% of the respondents opted that there are any consequences to Campus dating. While, 85% of the respondents agreed that there are indeed consequences to Campus dating. This implies that the benefits of Campus dating are minimal. Hence, this should serve as deterrence to others.

Table 19: Consequences Of Campus Dating

	RESPONDENTS	PERCENTAGE(%)
That it could lead to some sort of domestic violence	18	15
That is could lead to unwanted pregnancy	100	65
That it could lead to loss interest and affection between partners	22	25
Indifferent		
Total	150	100

Source: Field work, 2024.

Alo and Akinde (2010), observed that Campus dating and sexual behaviours are more common with these youths. The African values system frowns at young and unmarried couple living together especially where they do not have any family affinity. Most students that live together do not allow their parents to know about it. This therefore exposes the students to all forms of risk and harm as they continue to date. Students who live together with their partners lack both family and the university's protection and support

However, table 19 reveals that 15% of the respondents posited that the consequence of Campus dating is that it could lead to That it could lead to some sort of domestic violence, 65% of the respondents stated that it could lead to some sort of domestic violence . While, 25% of the respondents agreed that it That it could lead to loss interest and affection between partners

TABLE 20: How do you think it can be mitigated?

Effect on wellbeing	RESPONDENTS	PERCENTAGE(%)
Effective communication skills	30	15.12
Good conflict resolution skills	20	10.16
Abstinence	80	75.00
Perseverance/ endurance	20	10.83
Total	150	100

Source: Field work, 2024.

Table 8 shows that majority of the respondents, specifically 75.00%, stated that abstinence eman the best strategy to curb Campus dating relationship . while 30% favours Effective communication skills could help mitigate Campus dating among students. While 10.00% of the respondents opted that Good conflict resolution skills could be the way out for violence in Campus dating relationship. While a limited 10.83 opined that perseverance and endurance could be a way to mitigate against the ill of Campus dating.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

This study was designed to examine undergraduate student perception of campus dating in university of Benin and environs. After analyzing the data it was revealed that all the respondents have an understanding of what Campus dating means. Also, according to the findings students in University of Benin are engaged in Campus dating. Furthermore, it was revealed that the causes of Campus dating in University of Benin include poverty, peer pressure and ignorance, however emotions and illicit relationship peer pressure is the major cause of Campus dating among students in University of Benin .

According to Alo and Akinde (2010), Campus dating among undergraduates has become a contemporary issue plaguing many higher institutions of learning. Many students tend to lose sight of why they are in school and are preoccupied with the mundane issues. This tends to cause lots of distraction for many students. Which in turn make many students perform below expectations, since often times these students are never in the school for any proper academic work.

In addition, the study showed that majority of the students aware of certain students who may be Campus dating. Also the study tries to draw a line between the role of gender in Campus dating relationships. Notwithstanding, this study has been able to shed light on Campus dating among unmarried undergraduates. It was revealed by this study that Campus dating could be violent at a long run among students. Lastly, this study showed that Campus dating affects the academic performance of student negatively.

5.2 Conclusion

This study has been able to examine undergraduate student perception of campus dating in university of Benin and environs. Also, it has been able to;

1. To ascertain if gender influences the practice of Campus dating among unmarried undergraduate students and the existential causes of it.
2. To examine the potential consequences of Campus dating among unmarried undergraduate students of the university of Benin, and how do they differ by gender.
3. To determine the social, cultural and religious factors that influencing Campus dating among unmarried undergraduate students of the University of Benin.
4. To examine the issues associated with Campus dating among students be eradicated among unmarried undergraduate students of the University of Benin.

From the finding obtained from the responses derived from the respondents, it is clear that Campus dating behaviour is prevalent in University of Benin. Also, Campus dating behavior has a huge negative implication amongst students in universities.

5.3 Recommendation

The following recommendations have been drawn from the result of the data that was analyzed.

1. Campus dating should be tackled with utmost urgency in order to prevent increase the number of students that engage in it.
2. The school administration should provide proper accommodation ,, so as to prevent student to leave with their spouse.

3. Parents should make it their responsibility to discourage their children from engaging in Campus dating.
4. In order to prevent unwanted pregnancy, student should be encouraged o avoid illicit relationship. this could be done through seminars, symposium and outreach
5. Students should be mindful of the kind of friends they keep, so as not to be lured into engaging in social vices like Campus dating.
6. Special task force should be inaugurated to help in the fight against Campus dating among student in the university community.

Based on these recommendations, those in the helm of affairs in the school should make the living condition in school hostel conducive and comfortable. As this will go a long way to prevent student from Campus dating

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To explore the perceptions and attitudes towards dating among students in the University of Benin.

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APPENDIX A

QUESTIONNAIRE FOR STUDENTS

Department of Sociology and Anthropology
University of Benin,
Benin City.

Dear Respondent,

REQUEST FOR YOUR COOPERATION IN COMPLETING THIS QUESTIONNAIRE

I am a graduating student of the above mentioned department and university, carrying out a research undergraduate student perception of campus dating in university of benin and environs, as part of the requirements for the completion of my programme.

In order to gather relevant data for the study, it will be highly appreciated if you could respond to these questions as frankly and objectively as possible. All information you supply is strictly for the purpose of the study, and will be treated confidentially.

Yours faithfully,

Osuya osayomoe

SECTION A: BIO-DATA

Socio – Demographic Characteristics of Respondents

Please TICK [] the option that best suits your description.

1. **Sex:** Male [] Female []
2. **Age:** Below 20 [] 20 – 30 [] 31 – 40 [] 41- 50 [] 51- above []
3. **Religion:** Islam [] Christianity [] Traditional Religion []
4. **Marital Status:** Single [] Married [] Divorce [] Widow [] Separated []
5. **Education Qualification:** non-formal [] primary [] secondary [] tertiary []

6. Level: 100 [] 200 [] 300 [] 400 [] 500 []

7. Ethnic Group: Yoruba [] Igbo [] Hausa [] Others (specify):

SECTION B

8. How common do you think dating is among students at the University of Benin?

[] Very common [] Common [] Rare [] Very rare

9. What is your perception of campus dating in general?

[] Positive [] Negative [] Neutral

10. What do you believe motivates students to date on campus? (Multiple selections allowed)

[] Companionship [] Financial support [] Peer pressure [] Emotional connection

[] Other (specify).....

11. Do you think campus dating should be encouraged among students?

[] Yes [] No [] Not sure

Section C: Effects of Campus Dating

12. What are the positive effects of campus dating on students? (Open-ended)

.....
.....

13. What are the negative effects of campus dating on students? (Open-ended)

.....
.....
14. Do you think campus dating influences the emotional well-being of students?

Positively Negatively Neutral

15. To what extent do you agree with the following statement: "Campus dating is beneficial for personal growth and maturity"?

Strongly agree Agree Neutral Disagree Strongly disagree

Section D: Academic Impact

16. Do you think campus dating has an impact on academic performance?

Positive impact Negative impact No impact

17. If you selected "Positive impact," what are the reasons for your answer? (Open-ended)

.....
.....

18. If you selected "Negative impact," what are the reasons for your answer?

.....
.....

19. Do you think students in relationships dedicate less time to academic work compared to single students?

Yes No Not sure

Section E: Challenges and Problems

20. What are the major challenges students face in campus relationships?

.....
.....

21. Do you think jealousy and conflicts are common in campus dating?

Yes No Sometimes

. What role do financial issues play in campus dating challenges?

.....
.....

22. What support systems (if any) should the university provide to address challenges associated with campus dating?

.....
.....